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"Mastery of multidisciplinary and inter-disciplinary skills and competencies"

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INTERNATIONAL VIRTUAL CONFERENCE ON LIBERAL STUDIES 2021
Mastery of Multidisciplinary
and
Inter-Disciplinary
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FOREWORD

Assalamualaikum wa-Rahmatullahi Ta'ala wa-Barakatuh and a very warm welcome to all participants of iCitra International Virtual Conference on Liberal Studies 2021.

Allow me to begin by expressing my servient gratitude to Allah his Merciful and that it only with HIS blessings that CITRA UKM's effort in organising its inaugural iCITRA International Conference on Liberal Studies 2021 has come to fruition. I would also like to extend my humble gratitude to His Highness Tunku Zain Al-'Abidin ibni Tuanku Muhriz for officiating conference and also for his intellectual insights in the keynote address for iCITRA 2021 Conference. I would also like to convey my indebtedness to YBhg. Prof. Dato' Ts. Dr. Mohd Ekhwan Hj Toriman, the UKM's Vice-Chancellor for the welcoming speech. On behalf of the organising committee, a heartfelt thank you to the participants, academicians, and researchers, converging from all corners of the world, in contributing to the realization of this International Virtual Conference on Liberal Studies 2021.

Liberal studies, that involves a synergy of various disciplinary of knowledge and enrichment of competencies and skills is the future of academia. The world of academia is currently influenced with technological advancements in tandem with 21st century and the need to equilibrate these 21st century skills necessitate the society to normalise themselves with educational concepts that requires constant calibration. This requires the art of mastering numerous areas of knowledge and skills a necessity that should be refined in each individual.

Centre of Liberal Studies CITRA UKM, as a public higher education institution and also at the forefront of liberal studies, takes this opportunity and challenge of uniting academicians and experts of Liberal Studies from institutions around the globe in an academic discourse.

This seminar is the platform for discourse of knowledge encompassing on the themes of Values, Ethics, Religion and Philosophy; Civilizations, Ethnic Relations, Economy, Arts and Humanities; Science, Technology, Sustainability and Society; Education, Language and Management; Model and Curriculum design; Governance and Policy; Assessment; Teaching and learning methods; and other areas related to general and interdisciplinary studies.

On a final note, I would like to express my heartfelt appreciation to all participants, presenters and committee members for your contribution towards the success of iCITRA 2021 Conference. May this be the beginning of a beautiful friendship in academia.

Associate Professor Dr. Hamdzun Haron
Conference Chairman
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THE REFLECTION OF RELIGIOUS INSTITUTION: GURDWARA'S NEW VIRTUAL ROLE DURING THE PANDEMIC

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ABSTRACT

Religious institutions are one of the social institutions that were directly impacted by the Covid19 pandemic which threatened the country's economic stability. Most Malaysians have had to comply with the government's decision not to allow them to visit places of worship, particularly during major religious festivals. The daily routine of worshipping and performing religious duties in the place of worship had to be suspended in order to prevent the virus from spreading throughout the community. Nonetheless, Sikhs applaud the Gurdwara Management Committee (GMC) in preserving the gurdwara's role through the use of technology. Most gurdwaras in Malaysia use various media platforms to ensure that Sikhs continue to benefit from the gurdwaras. The platform's transition from physical to virtual has received positive feedback, and it is the primary reason why Sikhs remain 'close' to religion even in critical situations. The GMC has organized various religious and social activities that directly benefit the Sikh community. Apart from that, the main element of the Sikh religion, Guru ka Langar (free food for all), was successfully implemented even during the MCO period. To this day, many Malaysians who are starving and have no income have been assisted. In fact, food is provided to foreign visitors stranded at KLIA as well as immigrant groups. The gurdwara institution has successfully adapted to its new role in cyberspace, which benefits all Malaysians. The ability of gurdwara institutions to adapt to new roles demonstrates that these religious institutions were able to maintain the stability and social order of the Sikh community during the pandemic, in line with the functionalist sociology perspective.

*Keywords: **Gurdwara; Minority Sikh; Covid-19 pandemic; Adaptation***

INTRODUCTION

Throughout history, religion has continued to be a central part of societies and human experience, shaping how individuals react to the environments in which they live. Sikhism is one of the youngest of world religions and emphasizes both on spiritual development as well as on social responsibilities. The Sikhs are well known for their active participation and contributions to humanitarian courses.

METHODS

Functionalists believe that achieving social order, which is critical for society's well-being, is impossible without a collective conscience, shared values, and beliefs (Giddens 1991). Shared values foster similar identities, which aids in the integration of society and the avoidance of conflict. Disorganization in the system leads to change because societal components must adjust to achieve stability (Anderson and Taylor 2009). This study uses social media analytics. Researchers collect and analyse social data, which is information that social media users publicly share on platforms such as Facebook, Twitter, YouTube, and TikTok.

RESULTS AND DISCUSSION

Despite the economic distress faced by Malaysians during Covid-19 pandemic, the Sikh community have preserved their religious teachings by providing a free meal to the masses, during the preventive measures by the federal government of Malaysia. The Malaysian Gurdwara Council (MGC) played a role in appealing nationwide Gurdwara Management Committees (GMCs') to provide extra hand to affected Malaysians through supplying ration and food (Asia Samachar, 2021a). The Asia Samachar (2021b) report shows that the Gurdwara Sahib Kluang has distributed packets of cooked food to the needy ones. Savita (2021) and Asia Samachar (2021c) too reported that the Gurdwara Sahib Muar has increased their supply and is still providing breakfast meals to the nearby public. Meanwhile, Gurdwara Sahib Tatt Khalsa provided shelter and fed many of the Indian nationals who are stranded in KLIA due to the pandemic (Asia Samachar 2020). Zolkepli (2020) reported that the United Sikhs Malaysia distributed numerous care packs to homeless in Penang such as at Komtar and Batu Ferringhi. The news further reported that the group planned to organize a drive-thru aid at the *gurdwara* in Kedah for over 700 individuals. Malaysia Foodbank in collaboration with United Sikhs Malaysia and Yayasan Sikh Malaysia are seeking for Malaysians to fund or donate to deprived families. In addition, Gurdwara Subang Jaya and Petaling Jaya have taken the initiative in preparing meals for the needy and disabled (Savita 2020).

It is important to note that the Sikhs carried out their humanitarian duty while adhering strictly to the Covid-19 standard of procedures. Beside, most *gurdwaras* in Malaysia expanded their service beyond the boundary walls into virtual *gurdwara* through social media platforms. The media's interest in Sikhs' contributions is considered as positive because it not only motivates Sikhs in fulfilling their religious obligations, but it also keeps them informed about humanitarian efforts. These virtual platforms such as Facebook, YouTube, Sikhnet etc., have kept the community close and updated on society needs. On the other hand, the Sikhs are still able to get involved in virtual congregations. In the findings, the numbers speak volumes on the endless help, care and efforts of elevating the situation Malaysians are in. Despite being under the similar situation of economic burden, the collective Sikh community has contributed to Malaysian society while in this challenging time, which has proven the ability of adaptation. Their adaptability in integrating their values, norms and beliefs imparted by the religion to be part of the society is commendable. In addition, the Sikhs were able to use the information shared by the public for a good course in helping and elevating the problems in the society.

CONCLUSION

The gurdwara institution has successfully adapted to its new role in cyberspace, which benefits all Malaysians. The ability of gurdwara institutions to adapt to new roles demonstrates that these religious institutions were able to maintain the stability and social order of the Sikh community during the pandemic, in line with the functionalist sociology perspective.

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HEARTWARE AND THE 4TH INDUSTRIAL REVOLUTION

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ABSTRACT

Heartware, in the context of this paper, is not a mechanical pump used to support heart function and blood flow in people with weak or failing hearts, rather it is the conscience and pure value of the human soul. The 4th Industrial Revolution is the use of automation and data exchange in manufacturing technology that combines physical, digital and biological "cyber physical systems" to impact all disciplines. This technology has great potential to continue to connect billions of individuals into a single network (web), drastically improve business and organizational efficiency as well as help re-establish the natural environment through better asset management. It brought in an industrial era for fields such as robotics and artificial intelligence (AI), nanotechnology, quantum computing, genetic engineering, biotechnology, and 3D printers. However, the 4th Industrial Revolution only supplies humans with the power of the scientific mind, not the power of the spirit, qalb and nafs. Thus, such values are timely to be discussed so that in the midst of the 4th Industrial Revolution humans not only develop their 'hardware' but also their 'heartware.' We have reviewed and concluded some societal views of the heartware fit to be used in the interaction with technologies of the 4th Industrial Revolution. Intensive assessment of societal views have led to the identification of societal values and norms based on culture, arts, literature and religion that should be the basis in generating human creativity and innovation, when interacting with 4th Industrial Revolution technology.

*Keywords: **Values; 4th Industrial Revolution; Heartware; Human conduct; Society***

INTRODUCTION

The 4th Industrial Revolution introduces an industrial era of technological advancement in robotics and artificial intelligence (AI), nanotechnology, quantum computing, genetic engineering, biotechnology, and 3D printers (Schwab 2016). However, the lack of socio-religious values such as the power of *roh* (spirit), *qalb* (heart) and *nafs* (emotion) to go along with the power of the scientific mind propagated by the 4th Industrial Revolution, incite serious concerns in the society. Current publications illustrate minimal studies conducted to analyze such socio-religious values in facing the 4th Industrial Revolution. Hence, this paper discusses such values to equip humans not only with the 'hardware' but also 'heartware' of the 4th Industrial Revolution.

METHODS

The societal views of the heartware fit to be used in the interaction with technologies of the 4th Industrial Revolution was summarized based on inputs gathered from opinions of scholars in published materials such as research articles, books and journal articles searched via Google and Google Scholar databases using search terms [ICT and Islam], [Islamic ethics and ICT], [tawhidic science], [social change in the fourth industrial revolution], and [Islam and the fourth industrial revolution]. All search terms used also were searched in the Malay language for diverse related information. The views on socio-religious values were reviewed thematically and such values were suggested as the heartware fit to be used in the interaction with technologies of the 4th Industrial Revolution.

RESULTS AND DISCUSSION

Assessment of the societal views resulted in societal values and norms based on culture, arts, literature and religion are some variables of the heartware fit to be used in the interaction with technologies of the 4th Industrial Revolution. The societal views reviewed strongly suggested that human cultural-based identity, i.e., human conduct value in the framework of universal norms, should be used in dealing with the 4th Industrial Revolution technologies. Hence, the role of the human as a master over technologies, although reduced technically by the shift to robotic technology for instance (Schwab 2016), is not compromised and the technology is still viewed only as a tool. However, with human conduct value, which is universal in nature, the technology, although viewed as a tool, is used ethically, responsibly, and justly (Badham 2017; Haas 2017; Hurst 2018; Nazni Noordin et. al. 2012).

Arts and literature are also seen by the society as a strong variable for the heartware to face the 4th Industrial Revolution technologies. As many people, rightly or wrongly, see arts and literature as the opposite of technology, hence less disruptive and may be used to uphold human identity and function over the 4th Industrial Revolution technologies. Additionally, arts and literature is less likely to be mastered by the 4th Industrial Revolution technologies, hence is seen by the society as another strong variable of the heartware and good to be used in the interaction with the 4th Industrial Revolution technologies. Arts and literature provide the sense of complicated context (Oosthuizen 2017), for example an ability to anticipate, and when used intelligibly are seen as a great sub-variable of the heartware to maintain human values in

interacting with or using the 4th Industrial Revolution technologies.

Another strong societal view is that religion is a vital variable of the heartware to be used in the interaction with the 4th Industrial Revolution technologies. For example, Muslims view humans as a caliph on earth who not only have *aql* (mind) and body but *roh* (spirit), *qalb* (heart), and *nafs* (emotion). These human elements are seen as should be integrated in human resource and development to face and interact with technologies of the 4th Industrial Revolution. Hence, this view classified five elements of the religious teaching as sub-variables of the heartware namely *nafs* (emotion), *qalb* (heart), *roh* (spirit), *aql* (mind), and body (Mohd Yusof Hj. Othman, 2016).

CONCLUSION

The 4th Industrial Revolution, besides advancing the power of the scientific mind in humans, is at the same time seen by the society as a threat to human values particularly on their role and function. Hence, some societal views on variables of the heartware, which in their views are fit to be used in the interaction with technologies of the 4th Industrial Revolution as these variables are seen as exclusively human, are societal values and norms based on culture, arts, literature and religion. These variables are seen as should be the basis in generating human creativity and innovation, when interacting with the 4th Industrial Revolution technologies.

ACKNOWLEDGEMENTS

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FAKTOR PENGABAIAN SOLAT FARDU DALAM KALANGAN REMAJA DI NEGERI SEMBILAN

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ABSTRAK

Solat fardu merupakan amalan yang wajib kepada semua Muslim yang mukallaf. Solat fardu yang didirikan secara berkualiti mampu mencegah daripada perkara keji dan mungkar dalam kehidupan seharian. Tujuan kajian ini dijalankan untuk mendalami faktor-faktor pengabaian solat fardu terhadap sahsiah remaja. Kaedah kajian ini ialah secara kualitatif dan proses pengutipan data dilakukan melalui teknik temu bual. Seramai tujuh orang remaja perempuan yang bermasalah di Negeri Sembilan telah terlibat sebagai responden kajian ini. Teori al-Ghazali (1964 & 1993) berkaitan teori ilmu dan amal serta hubung kait antara kedua-duanya berkaitan ibadah solat diadaptasi untuk kajian ini. Secara keseluruhannya, dapatan temu bual menunjukkan bahawa responden yang selalu mengabaikan solat fardu adalah kesan daripada pengaruh rakan sebaya termasuk teman lelaki, ibu bapa yang selalu bergaduh di rumah, dan persekitaran yang tidak sihat. Kesimpulannya, solat fardu yang berkualiti dan dilaksanakan dengan penuh ketakwaan kepada Allah SWT mampu menjadi benteng remaja untuk mengabaikan solat dalam kehidupan seharian.

*Kata kunci: **Solat fardu; Remaja; Ketakwaan; Sahsiah***

PENGENALAN

Kewajipan menunaikan solat fardu telah termaktub dalam al-Quran sebagaimana firman Allah (s.w.t.) yang bermaksud: "*Dan dirikanlah solat, tunaikan zakat, dan rukuklah bersama orang-orang yang rukuk*" (al-Baqarah 2: 43). Menurut Ibn Kathir (2000), solat mencakupi dua hal iaitu meninggalkan perbuatan keji dan mungkar. Ini menunjukkan, seseorang yang memelihara solat akan terdorong untuk meninggalkan perbuatan keji dan mungkar. Imam Ahmad (1999) turut meriwayatkan hadis Rasulullah (s.a.w) daripada Abu Hurairah, beliau mengatakan seorang lelaki menemui Baginda (s.a.w) lalu berkata, "*ada seorang lelaki yang melakukan solat pada malam harinya, namun pada pagi harinya ia mencuri*". Maka Baginda (s.a.w) bersabda, "*sesungguhnya apa yang dikatakannya (dalam solat) akan menghalangnya (daripada perbuatan itu)*" (Riwayat Imam Ahmad no. Hadis 9778). Oleh itu, kepentingan ibadah solat dalam pengajaran adalah untuk mendidik individu Muslim agar menjadi insan kamil serta patuh kepada pencipta-Nya.

Namun, dewasa ini masalah sosial yang berlaku terhadap remaja membawa pelbagai spekulasi dan persoalan kepada masyarakat tentang mengapa dan bagaimana ia semakin meningkat dari hari ke hari. Adakah remaja tidak pernah dididik oleh ibu bapa berkaitan solat? Adakah pengaruh rakan sebaya menyebabkan solat remaja terabai atau persekitaran yang tidak sihat mempengaruhi remaja untuk mengabaikan solat fardu lima waktu sehari semalam? Menyedari kepentingan solat fardu sebagai benteng akhlak yang tidak baik serta mencegah perkara keji dan mungkar, kajian ini dijalankan bagi mencapai satu matlamat iaitu meneroka faktor-faktor penyumbang kepada pengabaian solat fardu lima waktu sehari semalam dalam kalangan remaja yang bermasalah di Negeri Sembilan. Dalam kajian ini, solat fardu bermaksud solat lima waktu sehari semalam yang terdiri daripada tiga kategori rukun solat iaitu rukun qalbi (perkara yang melibatkan hati), rukun qauli (perkara yang melibatkan bacaan) dan rukun fi'li (perkara yang melibatkan perbuatan). Justeru, kajian ini diharapkan dapat meneroka faktor pengabaian solat fardu ke atas sahsiah seseorang Muslim dalam kalangan remaja.

METODOLOGI

Kajian ini menggunakan kaedah kualitatif dan proses pengutipan data dilakukan melalui teknik temu bual. Dalam kajian ini, seramai tujuh orang remaja perempuan yang bermasalah di Negeri Sembilan telah terlibat sebagai responden kajian. Temu bual ini bertujuan untuk mendapatkan gambaran secara menyeluruh tentang kesan pengabaian solat fardu dalam kalangan remaja bermasalah. Selain temu bual secara tidak berstruktur, pemerhatian dan dokumen analisis juga dilakukan untuk menyokong data untuk triangulasi. Data kemudian dianalisis menggunakan analisis tematik. Melalui kaedah ini, pengkaji tidak hanya bergantung kepada maklumat yang diberikan oleh seorang remaja sahaja, sebaliknya merujuk kepada lain-lain remaja supaya data yang diperolehi adalah tepat dan konsisten.

HASIL DAN PERBINCANGAN

Dapatan kajian ini mendapati bahawa, faktor utama responden yang telah ditemu bual selalu mengabaikan solat fardu lima waktu sehari semalam adalah kesan daripada pengaruh rakan sebaya termasuk teman lelaki. Abdullah Nasih Ulwan (1988) menegaskan, keruntuhan sahsiah anak-anak adalah kesan daripada pergaulan buruk dan rakan-rakan yang tidak baik. Rakan sebaya berupaya mempengaruhi remaja untuk tidak melaksanakan solat fardhu lima waktu sehari semalam (Shukri Ahmad et. Al, 2014). Ibu bapa yang selalu bergaduh di rumah turut mempengaruhi remaja mengabaikan solat fardu. Ini bertepatan hasil kajian Isyah Radhiah (2004) yang mendapati ibu bapa memainkan peranan penting terhadap pendidikan solat anak-anak dan remaja di rumah. Selain itu, faktor persekitaran yang tidak sihat turut menyebabkan remaja mengabaikan solat fardu. Menurut Mohd Khusyairie Marzuki at al (2018), persekitaran yang tidak menggalakkan telah menghalang pengamalan agama yang sempurna dalam kalangan pelajar di institut pengajian tinggi. Jadual 1 menunjukkan tahap kekerapan faktor pengabaian solat fardu dalam kajian ini.

Jadual 1 Tahap kekerapan faktor pengabaian solat fardu dalam kalangan remaja bermasalah

Faktor-faktor Pengabaian Solat	Tahap kekerapan faktor pengabaian solat peserta kajian
Pengaruh rakan sebaya termasuk percaya teman lelaki	6
Keluarga	5
Persekitaran tidak sihat	4

KESIMPULAN

Secara keseluruhannya, pengabaian solat dalam kalangan remaja bermasalah memerlukan kerjasama semua pihak terutamanya rakan sebaya yang positif, ibu bapa yang menitik beratkan pendidikan agama dan persekitaran yang baik dan sihat. Kajian ini merumuskan bahawa faktor yang paling banyak menyumbang kepada pengabaian solat dalam kalangan remaja bermasalah ialah faktor rakan sebaya termasuk teman lelaki diikuti ibu bapa yang selalu bergaduh dan persekitaran yang tidak sihat. Semua pihak yang menjadi faktor penyumbang kepada pengabaian solat dalam kalangan remaja dicadangkan memberi penekanan yang serius terhadap pelaksanaan solat fardu dengan cara menjadi pembimbing dan teladan yang baik, menjelaskan kepentingan solat fardu dan akibat mengabaikannya.

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NOISES AND SILENCES: RE-SYMBOLISING THE REAL OF THE PANDEMIC

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ABSTRACT

In the language of Lacanian theory, the Covid-19 pandemic might be said to be an experience of the real that shatters the understanding of the world that has hitherto been taken mostly for granted. Such a dislocating event inevitably triggers a response of 're-symbolisation', a process of making sense of the experience of the real that often is revelatory of the assumptions and impasses of the prevalent understanding of the world. This paper proposes to reflect on some of the readings of this unprecedented time that have been offered by, among others, Giorgio Agamben, Alain Badiou, and Byung-Chul Han, as a means of examining the understanding within contemporary humanities of individual liberty, state power, and biopolitics, which experiences of the past one and a half years have forced many to reconsider. Based on the discussion, this paper raises a broader question apropos the adequacy of the premises and theoretical resources inherited from critical theories of the twentieth century for thinking the relation between the people and the state, operations of global capital, and the place of the humankind in an epoch for which the 'Anthropocene' has become an apposite name.

Keywords: **Covid-19; Biopolitics; Contemporary European philosophy; State power; Giorgio Agamben; Alain Badiou**

INTRODUCTION

In an essay published in *El País*, the South Korea-born cultural theorist Byung-Chul Han pointed to 'digitisation' as a reason for the 'tremendous panic' the virus had caused. Explaining that 'reality is experienced thanks to the sometimes painful resistance it offers', Han claims that digitalisation in the era of post-truths and fake news has given rise to an 'apathy toward reality' (Han 2020). One reason why the pandemic is experienced as an exceptional threat, Han suggests, is because it renders the said apathy unmaintainable by imposing itself as an inescapable material reality. While such a disorienting and traumatic experience—which Lacan might had explained in terms of the *real* that shatters reality—must eventually be subsumed under some account or narrative that restores sense to the world, the Covid-19 pandemic, if it is in the first instance a medical crisis, has also posed a kind of crisis for thought, revealing the limitations of the ways in which such important concepts for social and political philosophy as state power and biopolitics have hitherto been understood.

METHODS

This paper offers a review of the discussions generated by the Covid-19 pandemic within the humanities by examining some of the most controversial and notable responses to the pandemic from prominent contemporary thinkers.

RESULTS AND DISCUSSION

The ever-prolific Slavoj Žižek has already composed enough essays to fill two volumes (Žižek 2020; 2021) during the pandemic, commenting on everything from the resistance to wearing masks to the disappearance of Bernie Sanders and Greta Thunberg from public view. Perhaps his boldest speculation is that the pandemic could mark the beginning of the end of global capitalism. While many of Žižek's observations during the pandemic have been thought-provoking, his speculations on the future (or lack thereof) of capitalism sometimes verge on a kind of wishful thinking.

One would have expected a philosopher widely recognised for his elaboration of the state of exception, bare life, and biopolitics to help illuminate the implications of the pandemic. However, Giorgio Agamben's piece (Agamben 2020a) that appeared in February 2020 had caused an uproar in European philosophical circles, with one commentator scathingly criticising the Italian philosopher's 'cluelessness' (Berg 2020). Agamben's remarks were disturbingly reminiscent of the words that had come from the mouth of Donald Trump, when he claimed that Covid-19 is 'a normal flu, not much different from those that affect us every year', and as such, emergency measures adopted by many states in response to the pandemic are 'frantic, irrational, and absolutely unwarranted.' Agamben's intervention, which he later 'clarified' (Agamben 2020b), predictably elicited a series of responses from prominent figures in European philosophy, including Jean-Luc Nancy and Roberto Esposito (Nancy et al. 2020).

Although Agamben's assessment of the pandemic may have been ill-placed, his defiance against the increase of the state's control over lives resonates with some of the concerns that had been expressed by others, including Han (2020), who warned against the temptation to adopt a 'Chinese model' of digital surveillance on the pretext of controlling the pandemic. And yet, the not uncommon tendency within the humanities exhibited by thinkers such as Agamben and Han to associate imposition of mass behavioural change in a pandemic situation with manipulation and discipline imposed by state power risks rendering any concerted response to counter the pandemic as repressive from the start. In this regard, the task the pandemic may have posed for thought is the need to develop a non-repressive understanding of biopolitics, akin to a 'democratic' biopolitics imagined by Panagiotis Sotiris (2020).

Amidst the philosophical debates around the pandemic shaped by provocative claims made by thinkers such as Agamben and Žižek, Alain Badiou's nonchalance toward the pandemic and the French government's draconian lockdown measures certainly comes across as unusual, especially as his public persona in France has been that of a fiery left-wing polemicist. Writing in an essay published in March 2020 that the 'current situation, characterised by a viral pandemic' is 'not particularly exceptional', Badiou asserts that 'the lesson to be drawn' from the experience of

the pandemic is simply that 'the ongoing epidemic will not have, qua epidemic, any noteworthy political consequences in a country like France' (Badiou 2020).

As pointed out by Harman (2020), Badiou's treatment of the pandemic as something inconsequential in itself is reflective of his conceptualisation of *events*, which foreclosed the thought of a radical social transformation that is not orchestrated by human subjectivity. However, it is questionable whether the separation of the human and nature implied in this account is adequate for thinking their unique intertwinement demonstrated in the pandemic, which has, indeed, been described as the 'disease of the Anthropocene' (O'Callaghan-Gordo and Antó 2020; Asayama et al. 2021).

CONCLUSION

The debates around topics such as biopolitics, digital surveillance, and Anthropocene cited in this paper suggest that the Covid-19 pandemic has put to test the adequacy of perspectives on the world that the humanities have offered. The construction of state intervention (to effect mass behavioural change, for example) as uniformly constituting a means of social control does not appear to be entirely adequate in context of the pandemic. The underestimation of the intertwinement of human subjectivity and nature in theorisations of social change is likely to hinder a complete analysis of the conditions that made the pandemic possible. What the traumatic experience of the pandemic suggests, then, is that an adequate grasp of the social and ecological challenges that humanity must confront in the not-too-distant future is unlikely to emerge if the assumptions built into theoretical perspectives of the past were to simply be reiterated.

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ANALISIS KRITIKAN SOSIAL NASKHAH 'POK YA CONG CODEI'

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ABSTRAK

Kritikan sosial dalam naskhah berbentuk digital seperti filem, drama, telefilem mahu pun lagu merupakan suatu wadah penyampaian mesej yang sangat kuat kepada masyarakat. Hal ini demikian kerana, naskhah sebegini mempunyai ciri-ciri yang menarik untuk diketengahkan mesejnya sama ada berbaur positif atau negatif kepada khalayak umum. Antara mesej yang terdapat dalam sesebuah karya ialah kritikan, sindiran, pengajaran, pemikiran, budaya, serta tidak kurang juga hiburan semata-mata. Maka, kajian ini memfokuskan bentuk-bentuk kritikan sosial dalam skrip telemovie bertajuk 'Pok Ya Cong Codei' karya pengarah tersohor tempatan iaitu Sabri Yunus. Hal ini demikian kerana, pada pengamatan pengkaji, naskhah Pok Ya Cong Codei boleh dikatakan sebagai satu cerminan terhadap kelompongan dan sisi kehidupan masyarakat yang diterjemahkan dalam bentuk santai dan bersahaja. Kekuatan telefilem ini ialah pada ujaran dialog yang mengandungi seribu satu makna tersirat yang mencakupi aspek kehidupan manusia. Bagi mengukuhkan lagi kajian ini, pengkaji menggunakan kaedah kualitatif iaitu dengan cara pengumpulan data dan menganalisis data tersebut. Antara kritikan sosial yang terdapat dalam karya tersebut ialah peranan pemimpin, ciri- ciri manusia , nilai kekeluargaan dan kemasyarakatan. Secara ringkasnya, kajian ini diharap dapat menjadi batu loncatan terhadap kajian akan datang bagi mengkaji nilai-nilai dan merungkai pemikiran yang terdapat dalam sesebuah karya tempatan.

Kata kunci: ***Pok Ya Cong Codei; Kualitatif; Telefilem***

PENGENALAN

Filem bukanlah sesuatu yang asing dalam kehidupan kita. Seiring masa berlalu, arus perfileman di Malaysia turut berubah. Pelbagai genre karya muncul seperti percintaan sedarjat atau dua darjat, seram, lawak jenaka, gangsterisme, dunia korporat, dan sebagainya. Namun begitu, tidak semua karya tersebut mampu menyajikan mesej yang baik kepada penonton. Oleh itu, pada kajian ini, pengkaji telah memilih satu karya melayu yang jauh menyimpang daripada karya-karya melayu yang ada pada hari ini. Telefilem Pok Ya Cong Codei arahan Sabri Yunus boleh dianggap sebagai satu karya melayu unggul yang sarat dengan pengajaran dan bersih daripada segala landskap masyarakat Melayu baru yang ke arah kebaratan. Kekuatan telefilem ini terserlah pada garapan dialog yang matang, berbaur sinis, unsur kutukan , unsur tauhid, prinsip hidup atau semasa bekerja dan sebagainya. Setiap dialog diujarkan secara bersahaja namun makna tersiratnya amat besar.

METODOLOGI

Kajian ini   berbentuk penyelidikan asas *(fundamental research)*   dan reka bentuk kajian menggunakan kaedah kualitatif iaitu analisa kandungan ke atas bahan-bahan bercetak seperti artikel jurnal, tesis, buku, penulisan dalam buku, dan bahan berbentuk audio visual seperti sedutan video temuramah daripada saluran televisyen atau akhbar digital, ulasan dan komentar, serta reaksi penonton terhadap telefilem Pok Ya Cong Codei.

HASIL DAN PERBINCANGAN

Setelah melalui proses penganalisisan data kajian,   maka pengkaji menyimpulkan bahawa telefilem Pok Ya Cong Codei memenuhi elemen kritikan sosial kepada masyarakat seperti berikut.

Elemen Kritikan Sosial Berbentuk Kesedaran tentang Sifat Seorang Manusia

Terdapat dua (2) sesi dialog yang mempunyai elemen di atas yang dibawakan oleh watak bernama Deraman Ikan Pari atau dalam loghat kelantan disebut sebagai Derame Ike Pari. Watak ini memaparkan Deraman /Derame yang kini buta mata akibat kaca yang masuk ke dalam matanya semasa terlibat dalam satu kemalangan. Dahulunya seorang yang jahat, dan kakinya pernah ditetak oleh Pok Ya suatu ketika dahulu menyebabkan dia menjadi tempang. Setelah masa berlalu, mereka terserempak secara tidak sengaja di sebuah lorong sekitar Kuala Lumpur.

"PokYa   : Deraman, kenapa dengan mata kamu?"

"Deraman   : Mata aku masuk kaca masa kemalangan dulu."

 "Pok Ya   : Malang nasib kamu. Kaca pun benci kamu"

atau dalam dialek kelantan,

 "Pok Ya   : Derame, mato mu tuh keno gapo?"

 "Derame   : mato aku masuk kaco maso kemalange dulu, lepah aku keno tetok ko mu,

 aku lari dari kapung.loni aku khijo jua tisu."

 "Pok Ya   : tak dok aroh la mu deh, kaco pun beci ko mu"

Pada dialog ini, kritikan yang cuba ditonjolkan ialah jika kita terlalu jahat sehingga melampaui batas kemanusiaan, usahkan manusia yang membenci kita malah alam juga turut membenci. Unsur alam itu tidak terhad kepada yang bernyawa atau yang hidup semata- mata , malah unsur yang tidak bernyawa dan tidak hidup juga berhak untuk membenci kita. Maka dalam petikan dialog ini, unsur alam yang disifatkan tidak hidup dan tidak bernyawa ialah kaca yang turut membenci perangai jahat seseorang manusia dengan kuasa Allah , kaca tersebut mampu menembusi mata manusia. Hal ini bertepatan dengan petikan ayat al-Quran yang menyebut bahawa 'jika seorang manusia itu melampaui batas, maka mereka akan menjadi hina bahkan lebih hina daripada binatang".

Manakala untuk dialog kedua pula yang masih mengekalkan situasi sama iaitu Pok Ya dengan Deraman dapat dilihat seperti:

> "Deraman   : sekarang aku sudah tidak seperti orang (sambil merujuk kepada keadaan dirinya yang buta dan tempang)"
>
> "Pok Ya   : sekarang ini, baru kamu menjadi manusia yang sebenar. Semasa kamu sempurna, kamu tidak seperti manusia"
>
> *"Derame   : loni, aku tok serupo oghe"*
>
> *"Pok Ya   : loni mu baru supo oghe, masa mu supo oghe, mu tok supo oghe"*

Dalam dialog di atas, kritikan yang dipaparkan ialah ukuran kesempurnaan fizikal, kekayaan, dan kehebatan pencapaian sebagai penentu seorang manusia sedangkan Islam telah meletakkan elemen akhlak sebagai asas pengukur kepada seseorang untuk layak bergelar manusia. Hal ini demikian kerana, lumrah manusia apabila berada dalam kesenangan dan kesempurnaan, mereka tidak sunyi melakukan dosa. Tetapi, apabila kesemua nikmat itu ditarik, manusia akan secara fitrahnya akan kembali ke pangkal jalan.

Elemen Kritikan Sosial tentang Prinsip dalam Kehidupan

Dalam telefilem ini, pengkaji dapat mengenal pasti wujudnya elemen prinsip khususnya ketika bekerja melalui lontaran dialog yang diucapkan oleh Pok Ya apabila dia sama sekali tidak membenarkan sesiapa sahaja minum air walau setitik selagi tugas mereka belum selesai. Babak ini dipaparkan apabila watak Sero yang mahu mengambil pesanan minuman ketika Pok Ya sedang berusaha untuk memahami konflik yang berlaku antara Aina (Uqasha Senrose) dengan Rashdan (Fikry Ibrahim). Suasana ini mampu mengajak penonton untuk mempunyai prinsip dan komited terutama ketika bekerja.

> "Sero   : Apa kata kita ambil order /pesanan dulu. Beritahu nak minum air apa?"
>
> "Pok Ya   : tak perlu ambil order/pesanan air. Setitik air paip pun aku tak benarkan sesiapa minum selagi kerja aku belum selesai."

Selain itu, elemen prinsip dalam kehidupan iaitu jangan sesekali pulang tanpa hasil turut diserlahkan dalam babak yang memaparkan watak Nasir Chow Kit yang menolak pemberian daripada Pok Ya setelah urusan mereka selesai kerana bahagian itu merupakan hak milik Pok Ya. Indikator yang menonjolkan penolakan daripada Nasir kerana keadaan Pok Ya yang datang dari jauh semata-mata untuk menyelesaikan tugasan yang diamanahkan. Jika Pok Ya pulang dengan tangan kosong, maka ia boleh diibaratkan sebagai satu kerja yang sia-sia.

"Pok Ya   : Ini bahagian saya.Tetapi, saya memberikannya kepada abang Nasir"

"Nasir Chow Kit : Ambil abang Ya. Jangan pulang tangan kosong"

Elemen Kritikan terhadap Peranan Seorang Pemimpin

Di samping itu, elemen kritikan sosial terhadap tanggungjawab yang dipikul oleh seorang pemimpin dapat difahami dengan mudah melalui ujaran ini:

"Pok Ya   : kalau aku nak tahu semua masalah orang ramai, baik aku jadi menteri"

Ujaran ini secara tersiratnya mahu memberitahu kepada masyarakat akan peranan dan tanggungjawab seorang pemimpin iaitu setiap daripada kita ialah pemimpin tidak kira menteri atau sebaliknya kerana setiap manusia itu memang diciptakan sebagai seorang pemimpin atau khalifah. Cuma, dalam dialog ini, perkataan menteri digunakan untuk memberikan kefahaman yang lebih jelas tentang amanah untuk mengambil tahu segala masalah yang dihadapi oleh rakyat. Barang kali juga, perkataan menteri digunakan kerana ia mampu menjadi contoh yang lebih dekat dan mudah difahami oleh masyarakat.

Elemen Ketauhidan

Menariknya tentang telefilem ini ialah unsur-unsur ketauhidan yang dipaparkan terutama ketika kita berhadapan dengan saat-saat genting sama ada perasaan marah yang membuak-buak, dendam kesumat atau ketika nyawa kita seoalah-olah berada dalam genggaman manusia. Pada waktu itu, iman merupakan penentu sama ada kita mahu menjadi pendosa atau bergantung harap kepada belas ihsan manusia melebihi keyakinan kita terhadap Allah sebagai pelindung. Dialog ini diujarkan oleh Pok Ya ketika dia berhadapan dengan Ehh Chuu yang berpistol mahu membunuhnya kerana dendam lama.

"Pok Ya : Jika betul pada malam ini tuhan tugaskan engkau untuk mengambil nyawa aku, aku terima. Tetapi jika Allah tidak izinkan, sebutir peluru pun tidak akan sampai ke badanku."

Jelas di sini menunjukkan kepada kita bahawa sekalipun kita berada dalam ketakutan angkara manusia, ingatlah bahawa Allah sentiasa bersama kita sebagai pelindung dan penolong. Andai ditakdirkan kita meninggal di tangan manusia tetapi tauhid kita tidak berubah, nescaya akan dibalas dengan kebaikan. Tetapi jika pada waktu itu, tauhid kita goyah, maka kematian kita menjadi satu kematian yang sia-sia dan kita juga rugi dalam kehidupan kita selama di dunia.

Selain itu, rata-rata karya melayu yang ada pada hari ini tanpa rasa bersalah memaparkan aksi tembak-menembak yang membawa kepada pembunuhan. Hal ini amat menyimpang daripada ajaran agama Islam yang meletakkan nilai nyawa seorang manusia amat berharga. Bukan juga tugas seorang manusia untuk mengambil nyawa manusia yang lain kerana hanya Allah berhak ke

atas setiap nyawa makhluk di dunia ini. Ternyata telefilem Pok Ya Cong Codei membawa kembali masyarakat tentang nilai sebuah nyawa.

" Pok Ya: malam ini, saya boleh tembak kamu (Ehh Chu) dan Datuk. Tiada siapa yang boleh halang saya kecuali Allah. Tetapi, bukan tugas saya untuk mengambil nyawa orang. Itu kerja Tuhan."

Ramai manusia pada hari ini yang terkandas dalam amukan amarah sehingga mendorong seseorang itu melakukan dosa besar seperti pembunuhan. Telefilem ini juga mahu menyedarkan penonton bahawa sejahat mana sekalipun kita, semarah mana pun kita terhadap seseorang, janganlah sesekali kita mencampakkan diri dalam salah satu dosa besar iaitu membunuh.

KESIMPULAN

Secara kesimpulannya, pengkaji dapat merumuskan bahawa telefilem Pok Ya Cong Codei yang diangkat sebagai bahan kajian mencerminkan pelbagai dimensi baru dalam penghasilan karya di Malaysia. Walaupun tanpa dibarisi pelakon kacak dan cantik, karya ini sebenarnya dijadikan sebagai makanan sihat kepada penonton. Rata-rata penonton pada hari ini begitu muak dengan drama melayu yang menyajikan jalan cerita yang sama. Ada kalanya kita merasakan bahawa filem cuba menjadi cermin baru ke arah keburukan dalam kehidupan masyarakat. Ternyata, elemen nilai masyarakat sesebuah karya itu dilihat berjaya sampai kepada penonton terletak pada salah satu komponen penting iaitu garapan dialog yang berilmu dan bermaruah.

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ECO-SUFISM IN THE *PESANTREN* CASE OF ECOLOGICAL CONSERVATION AWARENESS OF SANTRI IN MADURA INDONESIA

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ABSTRACT

This study aims to explore the extent to Muslims Santri of Madura on behave the good will to carry out ecological conservation in term of reducing environmental crisis. Long before this research takes place, Muslims in general are considered as the most ignorant of ecological crisis happen. Madura Muslim people show their contrary deed with the action show in the conservation program to word ecological crisis overcoming. The research done by applying qualitative approach of using descriptive data, that is taken from observation, interviewing and personal of researcher participation of environmental care program. This research found Muslim people of Madura highly motivated to reduce and overcome ecological crisis happen by earth conservation, like go greening and plating as much as possible trees they can. According to them this is the conservation action that especially pushed by the Qur'an and Hadist doctrine which is combined with Sufi teaching where these Muslim people learn during in the Pesantren of Madura. What they have done theoretically as eco-Sufism awareness.

Keywords: **Eco-Sufism; Spiritual conservation; Pesantren; Santri**

INTRODUCTION

In the period from the birth of the third millennium era to the present day, the campaign to save environment echoed by environmentalists globally. This spirit was born at the same time with the occurrence of an ecological crisis that threatens biological life. While humans being definitely need more biological and ecosystem energy existence in order to support their lives and go surviving life mission. In fact, the latest scientific research reports that natural resources as a whole are getting depleted day by day and in a certain time will be completely over. According to Lyn White's argument that is with the birth of Western science and technology, especially on the way of ecological view point of religious people, religion can do nothing to overcome the environmental crisis, because of religion and its doctrinal support hardly ecological crisis ignorant.

It is in different with Moslem santri of Madura deed to protect the world crisis of environmental which the two mains action according to the issue. First they are caring and protecting the earth by implementing theoretical thought taken from the Qur'an and hadist.

RESULTS AND DISCUSSION

In addition the amount of pesantren of Madura more than 400 that preached around the island area of Madura. The data taken from PD Pontren, that is responsible to conduct and manage pesantren existence during their affiliation to the government. Madura has a lot of pesantren with the teaching subject matter classically held in each pesantren lead by Kyai.
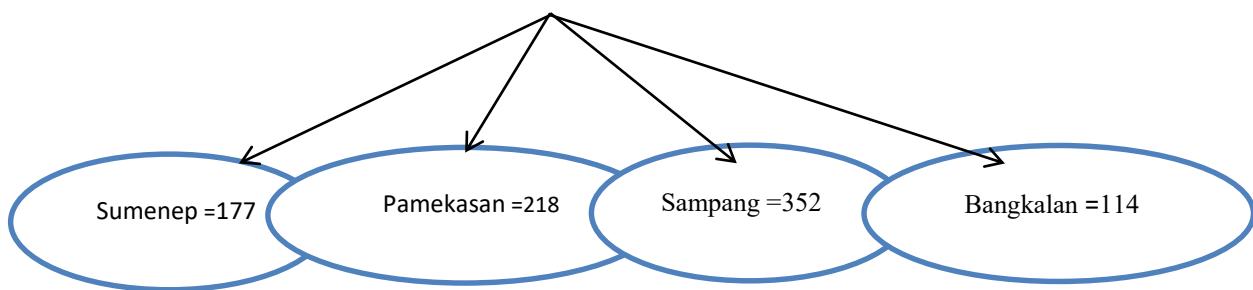
Figure 1 Amount of Pesantren in Madura for each Regional

The programe that they propose to act protecting and corvationing of invironemntal is building eco-sufism awareness is teaching classical book to their santri. This subject material is taken from the containing Sufism etic and philosophy. Kind of all elaborated teaching and practicing into field of protecting usually they call as as eco-awareness in another time they applicant as eco-sufism. This is the lsit of the book of them. Also, Pondok Pesantren applies al *zuh>d*, *al hub,* and *fikr* and *dhik>*r and instilled into the awareness of students when carrying out environmental conservation activities with the reasons. *First*, the concept of al *zuhd* which initially tends to give up worldly pleasures in order to embrace the life of *ukhrawi,* is taught as an effort to determine the priority scale for meeting needs that are really needed, especially in relation to environmental utilization. The internalization of mental attitudes through zuhd does not become a mere view of life, but becomes the basis for the wise behavior of santri in the field of consumption and production that is more balanced, paying attention to aspects of sustainability and environmental sustainability. At this level, the concept of *zuhd* has a very significant position in stemming the unlimited consumerism-hedonism culture.

Second, the concept of *al hub*, the concept of hub in Sufism means a very deep form of love for God. This quality of love in Sufism is known as love with the understanding of *ma'rifa*t. Al-Ghazali explained that love without understanding is impossible, because someone loves something because of his deep knowledge. The Sufis explain that *ma'rifat* is achieved through a person's very high understanding of the secrets of God and is closely related to obedience. The concept of hub is often expressed by the statement that, loving God means loving obedience to God and true love is an act of obedience to the beloved.

CONCLUSION

The concept of eco-Sufism is leading students aware to the pattern of interaction with nature. It must be built on the understanding that nature is not just the reality of rough objects, but nature is a reflection of divine attributes. Santri have understood that nature reflects thousands of divine faces which are full of values and reflect the symbols of God's manifestation in the cosmic realm, so that the environment must be treated like human treat God. The energy of Sufistic virtues such as al *zuhd*, al hub, and *fikr* and *dhikr* has become a spirit for students in carrying out environmental conservation.

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ON THE AUTHORITATIVENESS OF THE SAYINGS (*HADĪTH*S) OF THE PROPHET MUḤAMMAD IN CONTEXT OF ISLAMIC LEGAL THEORY

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INTRODUCTION

The Qur'an refers to the Prophet Muhammad as a human being like other human beings with the exception of that he is given divine revelation (Q: 18/ al-Kahf, 110; 41/Fuṣṣilat, 6). He is also quoted to have said: "I am given the Qur'an together with its equivalent" (Ibn al-Qayyim (d.751/1350), *I'lām*: 4, 83). Thus, as discernable from the Qur'anic and self-referential descriptions of the Prophet Muhammad, there is a potential challenge for Muslim jurists in interpreting the authoritativeness of the Prophet Muhammad in a balanced correlation between its divine and human related aspects. Certain Muslim jurists divide divine revelation into two types as "the recited" and "the un-recited", the former being the Qur'an and the latter the Ḥadīth (Ibn Ḥazm (d.456/1064), *al-Iḥkām*, I, 97; Al-Amidī (d.630/1233), *al-Iḥkām*, 3, 150). The divine nature attributed to ḥadīth enhances the legitimacy of the literalist trend in Islamic legal theory. This paper will interpret the Qur'anic description of the Prophet Muḥammad and discuss the authoritativeness of his sayings as interpreted by the Muslim jurists in context of Islamic legal theory.

DISCUSSION

The Qur'an in both (Q: 18/ al-Kahf, 110; 41/Fuṣṣilat, 6) verses highlighting the human nature of the Prophet Muḥammad puts a greater emphasis upon that God is the only One God, and warns against the perilous sin of *shirk*, attributing partnership to God. Here, the underlying challenge making the bedrock of the divine and human related equilibrium is how to demarcate accurately the divine and the humane realms, and the interactions in between the ultimate divine authority of the One God and that of the Prophet Muhammad, who receives divine revelation to convey it humanity and interpret it in applied human contexts. The Qur'an (Q: 53/al-Najm, 3-4) asserts that 'the Prophet Muḥammad does not speak from his own inclination and that what he says is that which is revealed to him'. Thence, the words uttered by the Prophet Muhammad could be one of the following three: a) purely a Qur'anic revelation from God, b) the divinely authorized interpretation of Quranic revelation by the Prophet, 3) the *Ijtihād* / discretionary opinion of the Prophet Muhammad in his human capacity. At first sight, the first should be the Qur'an, the second the *Ḥadīth*/*Sunna* (in legal/*shar'ī* context), and the third the discretionary personal opinion of the Prophet Muḥammad. The Qur'an is the utmost sacred text in Islam with unanimous agreement, and the prime source of Islamic law. *Ḥadīth*/*Sunna* of the Prophet Muḥammad is also primarily authoritative and unanimously agreed as the second source of Islamic law. However, the discretionary opinion of the Prophet Muḥammad avails the Companions of the Prophet to review

when necessary in order to reach a different judgement, which could more properly serve the purpose of law. In preparation for the Battle of Badr, the Prophet Muhammad was about to decide to station his military troops at a point where there was no water, however, al-Ḥubāb Ibn al-Mundhir asked him if his decision was based upon a divine revelation or if it was based upon his discretionary personal opinion. Upon understanding that the Prophet Muḥammad's proposal was his discretionary personal opinion, al-Ḥubāb Ibn al-Mundhir stated his disagreement and recommended the prophet to station the troops in a new location where they would have access to water (al-Dabbūsī (d.430/1038), *Taqwīm al-Adilla*, 249). It is obvious that al-Ḥubāb Ibn al-Mundhir's Ijtihād, disagreeing with the Ijtihād of the Prophet Muḥammad, is legitimized based upon that the Ijtihad of the Prophet Muḥammad is also solely based upon his human capacity bereft of divine revelation. However, after the death of the prophet Muhammad, there would be no chance for anyone to ask him if any of his Ijtihāds originated from divine revelation or from his personal discretion. In this case, in order to avoid discretions in the realm of the revelation, some scholars would be inclined to recognize that the contents of sayings/hadiths of the Prophet Muhammad, bereft of their verbal expressions, were divinely somehow revealed to him (al-Shāfiʿī (d.204/820), *al-Risāla*, 93).

CONCLUSION

In principle, the sayings of the Prophet Muḥammad in the field of religious rituals would not be open to disagreements based upon discretionary personal opinions. However, the opinions narrated from the Prophet Muhammad in the rest of the practical contexts could allow additional interpretation and reinterpretation, using legal methodology, *uṣūl al-fiqh*. However, the challenge of how to delineate between the divinely authorized contents of the sayings of the prophet Muhammad and his sayings solely originating from his discretionary opinions / *ijtihād*s plays a crucial role in the development and diversification of Islamic legal theory in history.

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BUSINESS AND INDUSTRIES PARTNERSHIP

FACING THE 4TH AGRICULTURAL REVOLUTION: OPPORTUNITIES AND YOUTH READINESS TO SPUR AGRICULTURAL INDUSTRY IN MALAYSIA

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ABSTRACT

Agriculture has survived many phases of industrial revolution up to the 4th Industrial Revolution. The 4th Agricultural Revolution, much like the 4th Industrial Revolution, is the use of artificial intelligence (AI), internet of things (IoT) and power of autonomous robots in planning, decision making and operations to stay competitive and sustainable. With less resources and more yields (smart farming) the 4th Agricultural Revolution has great potential to solve issues such as food demands, natural resources depletion, climate change, and food waste. Hydroponics, algae feedstock, bioplastics, desert agriculture, 3D ocean farming will thrive along with the use of technologies such as digital twins, cobots and blockchain. Agriculture-related courses have been offered by many higher learning institutions in Malaysia and we have a shortage of graduates in this field, but with lack of interest in it. Perhaps they see little opportunity being offered in this field. However, with the 4th Agricultural Revolution smart farming, from the literature reviewed and onsite experience collected we have discovered that there are plenty of opportunities in this field that are open to be seized. This argument is supported by the fact that Malaysia is still importing food, hence the market is indeed already there; 11th and 12th Malaysia Plans allocated a huge amount of budget for youth training in agriculture and agro-preneur; agricultural new wealth program is introduced; incentive and grant for wasteland re-development program is allocated; incentive and grant for agro-tourism is allocated; and municipal strategies for the development of safe and sustainable agriculture 4.0 is introduced.

*Keywords: **Youth; 4th Agricultural Revolution; 4th Industrial Revolution; Agro-preneur; Agro-tourism***

INTRODUCTION

The first industrial revolution shifted people from an agrarian to a mechanized society. The second industrial revolution advances our society with telecommunication and transportation which helped mobilize crops, livestock hence expanding markets. The third industrial revolution (digital revolution) has shifted technologies from mechanical and analog to digital ones which provide farmers with insect-weed-resistant crops from the advancement in the field of biotechnology

(Clegg and Lucas 2020). To date, the 4th Industrial Revolution advances the agricultural industry with artificial intelligence (AI), internet of things (IoT) and power of autonomous robots in planning, decision making and operations to stay competitive and sustainable (Schwab 2016). The goal is to accommodate the increase in population, hence the 4th Agricultural Revolution with the new technologies in farming (smart farming) may address food demands, natural resources depletion, climate change, and food waste. The use of digital twins, cobots and blockchain technologies enable hydroponics, algae feedstock, bioplastics, desert agriculture, and 3D ocean farming (Sung 2018). However, very few of our youths are interested in the agricultural field. They see little opportunity being offered although agriculture-related courses have been offered by many higher learning institutions in Malaysia and we have a shortage of graduates in this field. Hence, this paper discusses several opportunities in the 4h Agricultural Revolution for our youths.

METHODS

The overview of the opportunities in the 4h Agricultural Revolution for our youths especially graduates in the field were discussed based on inputs gathered from onsite visits to Trans Eco Farm Sdn. Bhd in Putrajaya Malaysia and from literature search. Searches from Google and Google Scholar databases use search terms [4th Agricultural Revolution], [agricultural revolutions], [smart farming], [government initiatives for agricultural sector], [government incentives and grants for agricultural sector], [agro-preneur], [agro-tourism], [11th and 12th Malaysia Plans], and other search terms relevant to the opportunities provided in the midst of the 4th Agricultural Revolution. The overview of the opportunities in the 4th Agricultural Revolution were reviewed, discussed and argued thematically.

RESULTS AND DISCUSSION

Work opportunities are widely open in the field of agriculture. This argument is supported by the fact that Malaysia is still importing food, hence the market is indeed already there, and agricultural produce provides a lucrative income. More than 65% of agricultural students are female and their involvement in the sector is less than 2% while 35% of graduates are male and only less than 3% will work in the agricultural sector (Shaharudin & Rahim 2020). Additionally, Malaysian farmers are aging. Hence, work opportunities are widely open for the youths.

Budget allocations by the Malaysian government for programs in agriculture are made in 11th and 12th Malaysia Plans (Malaysia 2015; Povera 2021) such as allocation of a huge amount of budget for youth training in agriculture and agro-preneur. Agricultural new wealth introduced by the Malaysia Ministry of Agriculture and Food Industry (2021), encourages the planting of durian, pineapple MD2, and fragrant coconut. The government provides many incentives and grants for idle land or wasteland re-development programs for about 10,000 hectares of land both large and small in the country.

Malaysia Ministry of Agriculture and Food Industry (2021) provides incentives and grants for youths to work in agro-tourism sector including horticulture of fruits, spices, durians and livestock like goats. Among the successful agro-tourism sectors are horticulture orchid cultivation in Batang Kali, Selangor; pineapple in SkyLadder Pineapple Farm in Port Dickson; durian at Hwa Seng Orchard in Penang; Mak Siti spices in Pagoh Johor; and goat farming at UK Farm Kluang Johor. Additional opportunities are value chains in the agricultural sector (Yap 2019) such as sales

of fertilizers, pesticides and grasses as well as agricultural equipment such as machinery and farming tools; and food processing skills such as down-stream processing of vegetables, fruits and dairy products.

The 4th Agricultural Revolution technologies also enable municipal strategies for the development of safe and sustainable agriculture 4.0 such as creating a conducive policy environment, i.e., formal acceptance of urban agriculture as an urban land use; enhancing access to vacant open urban spaces; supporting micro-enterprise development; enhancing access of urban farmers to credit and finance; facilitate (direct-)marketing; nanotechnology, e.g., nano-fertilizers and nano-biocides; food sharing and crowdfarming (Ministry of Housing and Local Government 2018; Tambi & Dardak 2020).

CONCLUSION

The 4th Agricultural Revolution offers wide opportunities for youths especially graduates from Malaysia learning institutions. Opportunities available due to the fact of readily market locally and internationally; aging farmers; government initiatives and incentives in the rural and urban areas; and the 4th Agricultural Revolution technologies should not be ignored by Malaysia young graduates especially those majoring in agricultural field.

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THE ROLE OF HALAL ATTRIBUTE AS HALAL PRODUCT POSITIONING IN DETERMINING CONSUMER PURCHASE INTENTION

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ABSTRACT

This conceptual paper aims to investigate the role of halal product attributes as halal product positioning in determining consumer purchase intention. This paper will review previous literature from marketing and social science perspectives. In order to focus on the halal market segment, this study seeks to address the issue of positioning dimensions that are in-line with shariah requirements. The elements of halal product attributes discovered in this study ranges from safety, purity, product ingredient and familiarity. In the context of this study, it is predicted that consumer, Muslim and non-Muslims will behave in a predictable manner while purchasing halal food products, as proposed by Ajzen 1991. The theory will be used as an underpinning theory that clarifies how individual human thoughts or perceptions are shaped or impacted by a person's desire to engage in a particular behaviour. However, this study does not provide any empirical findings which marks the limitation of the research.

Keywords: **Positioning; Halal product; Halal positioning; Halal attribute; Purchase intention**

INTRODUCTION

Halal products are now becoming a phenomenon and trend in the marketplace. The reason for an increasing demand of halal product is due to the expansion of Muslim population in the world. In 2018, world Muslim population already reach 1.8billion, and Pew Research Centre, estimates that Muslim population will reach up to 2.2billion by 2030. Thus, Halal products need special attention; it's marketing strategy should be different from normal products. This is because halal products follow Islamic marketing theory in their business practice. In Islamic marketing, the key fundamental is *halalness*. All marketing strategies must be in-line with *halal* elements including positioning.

Positioning is an important strategy for the firm to gain competitive advantage and to differentiate themselves from rivals. The idea of positioning is to place a product or a brand in a unique space in the customer's mind and be different from others (Akpoyomare et al. 2013; Kotler & Armstrong 2004). Majority of successful companies have a good and strong positioning strategy. Nowadays the world economy has been dominated by the free trade environment,

therefore it is important for global halal producer to create its own strategy (Nik Muhammad et al. 2009) that are in-line with *syariah* laws.

The common way to position a product is by distinguishing the product attribute from the competitor. According to (Aaker & Shansby 1982), attribute based positioning must highlight product characteristics or customer benefit. However, not all conventional product attribute positioning complies with *halal* or *shariah* requirements. Therefore, is very important to position halal product in order to cater the Muslim market.

Due to this situation, this study will focus on four elements of halal product attribute positioning which are; safety, purity, product ingredient and familiarity. These elements are expected to directly influence customer purchase intention. Therefore, the aim of this study is to test the relationship of halal product attribute elements with customer purchase intention. By understanding the relationship between Halal product attributes with consumer purchase intention, Halal producers will have an idea on how to create a good and strong halal product positioning.

METHODS

This conceptual study executes library search and reviews of existing literature relating to positioning and halal product attributes. It concentrates on the elements that contribute to halal attributes in order to support the hypotheses development. This study focuses preliminary on halal attributes constructs which include safety.

RESULTS AND DISCUSSION

Halal attribute is different from conventional product attribute since halal products need to fulfil halal requirements and *shariah* rules. Therefore, this study suggests four halal attributes that can be considered as a key element that influences customer purchase intention and acts as the positioning element for halal products. General definition for purity is free from contaminants and pollution, thus it is clean. This definition is supported by Nor Rahimy Khalid et al. (2021) who coined that purity is related to modesty that is linked to cleanliness. The concept of purity is important because it will lead the consumers to feel confident that the product they are consuming is safe (Ali et al. 2021). Therefore, it is important to differentiate between halal and non-halal products by focusing on safety factors. Halal products are free from any forbidden element such as pig, blood, poison or any contaminated ingredients. Muslims are confident to consume halal products because it is already set in their mind that halal products are safe to consume. Meanwhile, non-Muslim also rely on the safety elements to help them in making purchase decision of halal product. This is agreed by Golnaz et al. (2010), who mentions that people from Russia and The Philippines like to consume halal food because of their safety and hygiene elements.

In halal products, especially food, the ingredient is the main indicator. All halal food producers must make sure that the ingredient used to manufacture the product must be halal and comply with halal standards. This is because Muslims are obligated to consume products with halal ingredients. As for non-Muslim, they consume halal product because the ingredient used is healthy and hygiene. According to Takeshita, (2019), most people will check upon the ingredient to make sure the halalness of the product before making a purchase decision. Product ingredient significantly influence consumer to purchase especially if the manufacturer is non-Muslim

company (Yunus et al. 2014). Lastly, familiarity can be related to all of the above elements. This is agreed by Afshan Azam (2016), who found that, consumer's familiarity with the ingredient, as well as the quality and safety of the food item, must be considered and it has an impact on Muslim consumer perceptions of product halalness. Additionally, familiarity can also influence consumer purchase intention. This is because a familiar product can instil confidence among consumers about the product's halal status.

CONCLUSION

From the above discussion, it shows that purity, safety, product ingredients and familiarity are the important elements that are considered by customers in choosing halal products. Previous studies also support that the consumer will consider these four elements in deciding whether to purchase the halal product. In fact, these elements also give a positive impact on consumer purchase intention.

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PIONEERING ISLAMIC AGED CARE

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ABSTRACT

There has been recent increasing awareness on the need for aged care facilities, caregivers, geriatric care, affordable homes, and even financial enablements to meet the growing elderly population in Malaysia. The landscape of which this issue is becoming a growing concern will be presented to highlight the gravity and urgency of tackling this matter now, to meet the future demands. For Muslims however, these concerns need to be balanced with the perception of giving the best aged care for our parents, affordability and seeking of husnul khotimah. These grave concerns for Muslim aged care is that many of the available homes are run based on Infaq and Waqf (endowment), which render the care at a less than desirable state and not sustainable. Islam places our elders at the highest level and in order to provide the best care for our elders as Islam demands it, requires a change in the business model for the Islamic Aged Care, where it is provided at the highest care quality available, and manages the after-life affairs to ensure a husnul khotimah ending, at the same time. Here we strive to present the issues and potential solutions that are required moving forward to ensure that our Islamic principles in caregiving, pave the way to a world class aged care concept.

Keywords: ***Islamic Aged Care; Aging community; Age care facilities; Elderly homes; Elderly population***

INTRODUCTION

Malaysia is classified as an aged society as of 2020 with more than 7% of Malaysia's population being aged 65 and above (Jaafar 2020). The silver economy, according to a report by the World Data Lab (2019), estimates that the total annual spending power (in 2011 US$ adjusted for purchasing power parity) by persons aged 60 and over in Asia, will increase from US$4.2 trillion in 2019 to US$8.6 trillion in 2030 (The World Bank 2020).

Hence, there has been recent increasing awareness on the need to capture this portion of the market segment, especially for the Muslim segment. It also highlights the urgent need for aged care facilities, caregivers, geriatric care, affordable homes, and even financial enablements to meet the growing elderly population in Malaysia.

The landscape of which this issue is becoming a growing concern will be presented to highlight the gravity and urgency of tackling this matter now, to meet the future demands. For Muslims however, these concerns need to be balanced with the perception of giving the best aged care for our parents, affordability and seeking of *husnul khotimah*.

These grave concerns for Muslim aged care is based on the reality that many of the available homes are run based on *Infaq* and *Waqf*, which render the care at a less than desirable state and not sustainable.

Islam places our elders at the highest level and in order to provide the best care for our elders as Islam demands it, requires a change in the business model for the Islamic Aged Care, where it is provided at the highest care quality available, and manages the after-life affairs to ensure a *husnul khotimah* ending, at the same time.

Here we strive to present the issues and potential solutions that are required moving forward to ensure that our Islamic principles in caregiving, pave the way to a world class aged care concept.

METHODS

The discussions in this paper were summarized based on secondary data and inputs gathered from online published materials such as research articles, books and journal articles searched via Google and Google Scholar databases using search terms [Islamic aged care], [aging community], [age care facilities], [elderly homes], and [elderly population]. All search terms used also were searched in the Malay and English language for diverse related information. The secondary data and inputs from online published materials on present issues and current challenges as well as potential solutions for Muslim aging community, i.e., an Islamic-principles-based care-giving concept of elderly home, were discussed thematically.

RESULTS AND DISCUSSION

Current Challenges

Malaysia is currently an aging society and will become an aged society by 2044, where 14% (5.5 million) of our population will be 65 and above. What is worrying about these numbers is the fact that a large number of these elderly citizens will fall in the B20/B40 and M40 categories (The World Bank, 2020; Department of Statistics Malaysia 2021).

It is interesting to note that the qualifying criteria for welfare homes are very stringent and only for the destitute. Whereas the private aged care residences are unaffordable for these categories. That leaves the rest of the senior citizens under the care of family members, who may be inadequately equipped to manage them, especially for those with serious medical conditions. The financial strain on the lower income group, sandwiched between caring for their young and elderly may be too much to bear and cause either neglect or abuse.

There are approximately 385 privately run Aged Care homes, managed under various charitable individuals and groups, registered with the Social Welfare Department (Social Welfare Department, Malaysia 2021). Although these homes declare that they are Islamic aged care centers, none are formally registered as one. This claim is due to the majority of Muslim residents, which means that the meals, activities and some religious classes are offered, in a non-structured manner. The business model of Infaq to run these homes is also not sustainable, leading to poor

and sometimes deplorable care provision (Department of Statistics Malaysia 2021).

Potential Solutions

1. Formation of a Centralized Aged Care Fund (EPF Act 1991; Wikipedia 2021)
    It has long been acknowledged that most do not have adequate funds for retirement. Therefore, there needs to be a creation of a savings account, or a 3rd account undertaken by EPF or Zakat or an independent body such as SOCSO or even a portion of the Mosques revenue collection, to provide social security for aged care, in their community.

    This is especially critical for those that are not eligible for public aid and are unable to afford private aged care. The facilities provided may be contracted by these Fund Managers, observing a standard care that is decent, respectful and treats the elderly with dignity.

2. Trained Aged Care Caregivers
    Caregivers should be well versed with providing geriatric caregiving, certified, salaried, or professional freelancers and are not volunteers.

3. Sustainable Business Model
    The aged care residents should operate on a Social Enterprise business model to ensure sustainability and an acceptable standard of care provision.

4. Halalan Toyyiban Central Kitchen
    Meal provisions are important to ensure that the residents are healthy and enjoy their meals. A central kitchen would provide economies of scale and higher quality control, where meals can then be distributed to all centers. This concept can be applied to all areas of care from the food and beverage to cleanliness and up-keep of the facility.

5. *Waqf* (endowment)
    The *waqf* concept is essential in ensuring that there is adequate distribution of the aged care facilities throughout the country. *Waqf* can also be in the form of Professional *Waqf*, where specialized professionals such as architects, engineers, Professors contribute their skills towards the realization of these residents.

To inculcate the 'time-bank' concept where someone clocks in charitable time spent in caring for an elderly resident is deposited into a 'time-bank'. This time that has been saved, can later be withdrawn when they have become elderly for someone to take care of them.

CONCLUSION

Providing an Islamic-principles-based care-giving concept of elderly home for Muslim aging community is indeed a challenge as we need to first conceptualize the Islamic teachings of caring for elderly before embarking on systematize the teachings into the implementation of such an elderly home. However, this is a challenge that we must take into our responsibility as *fard a-kifayah* (collective obligation). Hence, the works of conceptualizing and materializing it are

inevitable. Funds, training of caregivers, sustainable business model, *halalan toyyiban* concept, and *waqf* (endowment) are seen as potential solutions in materializing an Islamic-principles-based care-giving concept of elderly home for Muslim aging community.

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CIVILIZATIONS, ETHNIC RELATIONS, ARTS AND HUMANITIES

PENGARUH ANIME TERHADAP SIKAP POSITIF REMAJA

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ABSTRACT

Anime adalah animasi Jepun yang diminati remaja di seluruh dunia. Dengan pelbagai karektor hero, aksi dramatik, visual yang menarik serta jalan cerita yang tidak membosankan dan sukar diduga telah menjadi daya penarik kepada remaja untuk menonton anime. Walaupun terpalit dengan pelbagai isu kontroversi yang melibatkan remaja yang menontonnya, terdapat juga unsur-unsur positif yang boleh dijadikan pengajaran kepada remaja. Justeru objektif kajian ini adalah i) mengenalpasti tahap kekerapan menonton anime antara jantina dan aliran persekolahan, ii) mengenalpasti faktor yang menarik minat remaja menonton anime dan iii) mengenalpasti pengaruh dari kekerapan menonton anime terhadap sikap positif remaja. Reka bentuk kajian ini adalah kajian kuantitatif yang menggunakan kaedah soal selidik yang telah dibina dan diuji rintis. Kajian utama menggunakan kaedah tinjauan (*survey*) persampelan bertujuan (*purposive sampling*) yang melibatkan seramai 472 orang remaja yang meminati dan menonton anime di lima buah sekolah di negeri Selangor. Data kajian utama ini dianalisis menggunakan kaedah analisis deskriptif, ujian t, korelasi Pearson dan regrasi linear berganda. Skor ujian t menunjukkan kekerapan menonton anime responden lelaki lebih tinggi (min=1.69, $p<0.05$) berbanding responden perempuan (t=1.53, $p<0.05$) dan responden aliran sekolah menengah kebangsaan lebih kerap menonton anime (t=1.73, $p<0.05$) berbanding responden sekolah menengah agama (t=1.36, $p<0.05$). Faktor remaja meminati anime adalah kerana karektor watak (48.3%), visual yang cantik (37.5%) dan jalan cerita (14.2%). Berdasarkan dapatan kajian, analisis korelasi menunjukkan terdapatnya hubungan yang signifikan antara pengaruh anime dengan sikap positif dalam kalangan remaja. Analisis regrasi linear pula mendapati anime boleh mempengaruhi sikap positif remaja.

Kata kunci: **Anime; Sikap; Remaja**

PENGENALAN

Anime menurut Timothy (2000) adalah animasi berasal dari Jepun yang dilakar baik secara manual menggunakan tangan mahupun komputer. Menurut Susan (2016), anime merujuk kepada animasi Jepun dan banyak definisi dari Barat cuba menerangkan anime dengan membezakannya dari animasi Amerika terutama Disney. Tidak seperti animasi di Barat, anime telah mencetuskan satu kejutan baru dalam dunia animasi seluruh dunia dimana ia mempunyai ramai peminat tegar. Animasi Jepun mempunyai pelbagai genre dari kanak-kanak sehinggalah dewasa dan jalan cerita yang menarik dan sukar diduga membuatkan ia diminati ramai.

Namun disebalik kontroversi yang mengaitkan anime dengan pelbagai isu negatif, terdapat beberapa kajian yang mendapati terdapat pengaruh positif dalam anime. Antaranya kajian Sameen (2014) yang mendapati anime boleh meningkatkan interaksi sosial disamping memupuk minat terhadap seni dan bahasa dalam kalangan remaja di Dhaka, Bangladesh. Kajian Eng (2001) di New York turut juga mendapati remaja yang menonton anime dapat meningkatkan interaksi sosial di antara mereka. Begitu juga dapatan kajian Gaylican (2013) di Filipina yang mendapati interaksi sosial dalam kalangan remaja meningkat dan boleh merubah remaja yang pemalu menjadi seorang yang berani, manakala kajian Roslina et al. (2014) mendapati terdapatnya pengaruh positif dalam kalangan remaja yang meminati anime seperti sikap berani, bekerja keras, menghormati orang lain dan sebagainya yang ditonjolkan oleh karektor anime. Kajian Nor Afian (2019) mendapati terdapatnya hubungan yang signifikan antara sikap positif remaja dengan anime. Justeru kajian ini dibuat untuk melihat pengaruh dari kekerapan menonton anime terhadap sikap positif remaja.

Objektif Kajian

  i. Mengenalpasti tahap kekerapan menonton anime antara jantina dan aliran persekolahan.
 ii. Mengenalpasti faktor yang menarik minat remaja menonton anime.
iii. Mengenalpasti pengaruh positif dari kekerapan menonton anime terhadap sikap remaja.

METODOLOGI

Secara umumnya kajian ini menggunakan kaedah kajian tinjauan kuantitatif untuk melihat hubungan di antara pengaruh penontonan anime dengan sikap remaja. Terdapat dua bahagian dalam borang soal selidik kajian ini, iaitu Bahagian A berkaitan dengan demografi dan kekerapan menonton anime sementara Bahagian B pula ialah sikap-sikap positif yang dibina oleh pengkaji dan telah diuji dalam kajian rintis sebelum ini dengan nilai kebolehpercayaan alpha cronbach 0.895. Borang soal selidik ini menggunakan skala likert 5 pilihan jawapan pada bahagian B yang terdiri daripada 46 item kesemuanya dan setelah pemurniaan dijalankan hanya 20 item sahaja diuji. Daripada 20 item pula hanya 6 item sahaja yang digunakan dalam kajian setelah analisis faktor dilakukan untuk menentukan tahap kesahan konstruk.

Seramai 472 orang remaja yang menonton dan meminati anime telah mengambil kaji selidik ini di lima buah sekolah yang berasingan dengan dua aliran berbeza iaitu aliran Sekolah Menengah Kebangsaan (SMK) dan Sekolah Menengah Agama (SMA).

HASIL DAN PERBINCANGAN

i.   Mengenalpasti tahap kekerapan menonton anime antara jantina dan aliran persekolahan.

Skor ujian t menunjukkan kekerapan menonton anime responden lelaki lebih tinggi (min=1.69, $p<0.05$) berbanding responden perempuan (t=1.53, $p<0.05$) dan responden aliran SMK lebih kerap menonton anime (t=1.73, $p<0.05$) berbanding responden SMA (t=1.36, $p<0.05$). Ini disebabkan jumlah responden SMK yang lebih ramai berbanding

SMA disamping keterbatasan waktu menonton televisyen dan melayari internet responden tinggal di asrama.

ii.   Mengenalpasti faktor yang menarik minat remaja menonton anime.

Kajian juga menunjukkan bahawa faktor remaja meminati anime kerana karektor watak (48.3%), visual yang cantik (37.5%) dan jalan cerita (14.2%). Dapatan ini menyokong kajian Roslina (2014) yang mendapati remaja meminati anime disebabkan faktor karektor.

iii.   Mengenalpasti pengaruh positif dari kekerapan menonton anime terhadap sikap remaja.

Berdasarkan analisis korelasi Pearson, didapati sikap positif mempunyai hubungan yang signifikan yang sederhana dengan komponen penyelewengan agama iaitu ($r=0.545$, $p<0.05$). Ini bermakna semakin kerap responden menonton anime, maka semakin tinggi sikap positif yang ditunjukkan (mesra, berani, bertanggungjawab, periang, penyayang dan kuat). Sementara analisis regrasi linear pula mendapati anime boleh mempengaruhi sikap positif remaja seperti yang tertera dalam Jadual 1 dibawah:

Jadual 1 Pengaruh menonton anime terhadap sikap positif

Pembolehubah	Koefisien Regrasi	Beta	Sig.
Konstan	1.023		
Sikap Positif	0.294	0.412	0.00
F hitung = 93.621, Sig. 0.00			
R^2 = 0.171			

Jadual 1 di atas menunjukkan pengaruh menonton anime terhadap sikap positif remaja (mesra, berani, bertanggungjawab, periang, penyayang dan kuat) didapati signifikan dengan nilai regrasi (F=-0.294, $p<0.05$). Manakala nilai R-square untuk model ini pula ialah 0.171 yang menunjukkan bahawa menonton anime menyumbang sebanyak 17.1% terhadap sikap positif. Baki sebanyak 82.9% lagi disumbangkan oleh faktor lain di luar kajian ini. Dapatan ini jelas menunjukkan bahawa terdapatnya hubungan yang signifikan antara pengaruh anime terhadap sikap positif walaupun menyumbang hanya 17.1% sahaja.

KESIMPULAN

Secara keseluruhan, kajian ini mendapati terdapatnya hubungan yang signifikan antara pengaruh anime dengan sikap positif remaja seperti mesra, berani, bertanggungjawab, periang, penyayang dan kuat. Sikap-sikap ini ditonjolkan dalam siri-siri anime yang ditonton remaja (Detective Conan, Doraemon, Naruto, Crayon Shin Chan dan One Piece) yang telah memberikan pengaruh sebanyak 17.1% terhadap sikap positif mereka.

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SEJARAH CAMPURTANGAN AMERIKA SYARIKAT DALAM AKTIVITI PENGELUARAN DADAH DI KAWASAN SEGI TIGA EMAS THAILAND

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ABSTRAK

Masalah melibatkan aktiviti penyeludupan dadah merupakan masalah yang dihadapi oleh setiap negara di dunia. Hampir setiap negara menghadapi ancaman dadah memandangkan ancaman tersebut tidak terbatas dengan sempadan atau bentuk geografi sesebuah negara. Kewujudan kawasan Segi Tiga Emas (STE) Thailand sejak dari akhir tahun 1950an disebabkan oleh campur tangan politik negara asing telah menyebabkan berlakunya kegiatan penyeludupan dan pengedaran dadah di kawasan Asia Tenggara. Kawasan STE Thailand pernah menjadi kawasan pengeluaran utama heroin dunia pada dekad tahun 1970-1980an sekaligus menyebabkan rantau Asia Tenggara telah dijadikan kawasan hab transit penyeludupan dadah antarabangsa. Kajian ini akan membincangkan kewujudan kawasan STE Thailand disebabkan faktor politik ketika berlakunya konflik di kawasan Indo-China pada permulaan awal Perang Dingin. Kajian ini menggunakan kaedah kualitatif dengan menggunakan sumber primer dan sumber sekunder. Sumber primer terdiri dari kaedah kajian lapangan dan kaedah temubual manakala sumber sekunder diperolehi dari buku, artikel jurnal dan tesis akademik. Dapatan kajian akan menjelaskan faktor kewujudan kawasan STE Thailand disebabkan campur tangan politik oleh Agensi Perisikan Pusat Amerika Syarikat (CIA) ketika Perang Vietnam menyebabkan kawasan tersebut menjadi kawasan pengeluaran dan perdagangan heroin dunia pada era 1970-1980an.

Kata kunci: **Segi Tiga Emas; Penyeludupan Dadah di Asia Tenggara; Ancaman Dadah; Keselamatan Negara; Agensi Perisikan Pusat Amerika Syarikat**

PENGENALAN

Isu penyeludupan dadah merupakan ancaman keselamatan yang dilihat begitu besar terhadap setiap negara. Menurut Cornell (2007: 94) sejak tamatnya Perang Dingin, terdapat peningkatan ancaman keselamatan melibatkan keselamatan nasional dan keselamatan bukan tradisional yang wujud menyeberangi sempadan negara seperti aktiviti penyeludupan dadah. Masalah ini wujud kerana terdapatnya permintaan yang tinggi dalam kalangan pengedar dadah dan penghisapnya (Wan Azmi Ramli 1986:10). Keadaan ini menyebabkan berlaku kemasukan dadah secara haram dari luar negara lantas mewujudkan ancaman keselamatan terhadap negara seperti Malaysia. Jika

dilihat dari aspek geografi, aktiviti penyeludupan dadah tidak terikat kepada sempadan ataupun bentuk muka bumi sesebuah negara. Oleh yang demikian salah satu faktor menyebabkan masalah ini berlaku apabila terdapat kumpulan kartel dadah yang menjalankan operasi secara besar-besaran dengan menumpukan aktiviti di kawasan yang dikenali sebagai Segi Tiga Emas (STE). Romeo (2020:5182-5190) menegaskan aktiviti penyeludupan dadah dari kawasan STE telah menggugat keselamatan negara-negara ASEAN seperti Thailand dan Malaysia. Aktiviti penyeludupan dadah yang dijalankan oleh sindiket penyeludupan dadah antarabangsa mengesahkan kawasan STE masih lagi aktif dalam kegiatan pengeluaran dadah di Asia Tenggara sekaligus secara tidak langsung mewujudkan ancaman terhadap keselamatan nasional negara Malaysia.

Rajah 1 Kedudukan kawasan STE Thailand dan laluan penyeludupan dadah
Sumber: Diolah oleh penyelidik

Latar Belakang Kewujudan Kawasan STE Thailand

Menurut pandangan beberapa ahli penyelidik dan akademik terkemuka dalam bidang penyelidikan kawasan STE seperti Mc Coy (1991), Buxton (2006), Spencer & Navaratnam (1981), Gibson & Wenhua (2011) dan Chouvy (2004, 2013), menyatakan kawasan STE telah wujud sejak awal tahun 1950an lagi. Kawasan STE Thailand telah diduduki oleh Tentera Nasionalis Kuomintang yang telah dihalau keluar dari China setelah dikalahkan oleh Parti Komunis China pada tahun 1949 (McCoy 1991:111). Tentera Kuomintang yang berundur ke Thailand telah meminta bantuan Amerika Syarikat untuk memberikan perlindungan keselamatan, bantuan ketenteraan dan bantuan kewangan (Cox 1996: 127). Kerajaan Amerika Syarikat mengambil langkah untuk memenuhi permintaaan Kuomintang yang berada di Thailand sebagai langkah proaktif untuk membendung situasi pemberontakan komunis yang berlaku di kawasan Indochina pada ketika itu (Wiant 1985:127). Kawasan STE merupakan sebuah kawasan popular penghasilan dadah. Panggilan nama

kawasan STE telah diilhamkan oleh Timbalan Setiausaha Negara Amerika Syarikat Marshall Green dalam sidang akhbar yang bertarikh 12 Julai 1971 dengan merujuk kawasan segitiga terdiri daripada kawasan penanaman pokok popi dan pengeluaran heroin di Burma, Laos, Yunnan (China) dan Thailand (Chouvy 2010:23).

Campur tangan Politik, Kegiatan Penyeludupan dan Perdagangan Dadah di Kawasan STE Thailand 1950-1960

Amerika Syarikat mempunyai kepentingan strategik bagi membendung kemaraan Tentera Pembebasan Vietnam Utara yang mempunyai agenda untuk menjadikan kawasan Asia Tenggara sebagai kubu kuat mereka (Cox 1996:258). CIA telah merancang dengan lebih awal untuk menggunakan program latihan melawan insurgensi sebagai aktiviti samaran untuk membekalkan sistem persenjataan kepada Tentera Kuomintang. Pada tahun 1958 berlaku perubahan situasi politik apabila Tentera Kuomintang telah diarahkan oleh CIA untuk berundur ke kawasan pergunungan utara Thailand iaitu di Chiang Dao yang terletak di pergunungan Chiang Mai, Thailand. Mc Coy (1991:112) menerangkan peranan yang dimainkan oleh CIA secara langsung menyokong Tentera Kuomintang dari Pasukan Ketiga dan Kelima yang berada di Thailand sebagai usaha bagi memenuhi kepentingan strategik Amerika Syarikat bagi melawan insurgensi komunis pada kemuncak Perang Vietnam. Sebagai balasan, CIA turut membantu Kuomintang menjalankan aktiviti perdagangan candu tanpa gangguan daripada pihak luar. Kewujudan STE Thailand merupakan ancaman nyata terhadap masalah penyeludupan dadah di rantau Asia Tenggara kerana jumlah pengeluaran heroin sebanyak 70-80 metrik tan telah dihasilkan di kawasan tersebut telah memberikan kesan terhadap keselamatan negara serantau yang berhampiran dengan pusat pengeluaran utama heroin di Asia Tenggara (Wiant 1985).

Kerancakan Aktiviti Pengeluaran dan Pemerdagangan Dadah di Kawasan STE 1960-1990

Pada tahun 1960 Tentera Kuomintang telah menjalani kehidupan makmur di utara Thailand. Kuomintang telah menjadikan perdagangan candu dan heroin sebagai sumber utama mata pencarian (Sabhasri 1978:311-312). Tahun 1970an merupakan tempoh kerancakan kawasan STE Thailand yang menjadi kawasan pengeluar utama heroin dunia. Era tersebut menunjukkan penguasaan penuh Kuomintang mengawal pasaran dan perdagangan heroin di Asia Tenggara dan peringkat antarabangsa (Litner 2000:13). Terdapat dua orang individu yang mengawal operasi pengeluaran heroin di kawasan STE Thailand iaitu Jeneral Li Wen-huan dan Jeneral Tuan Hsi–wen (Gibson & Wenhua 2011:252). Sejak dari tahun 1968 Kerajaan Pusat di Bangkok merasakan Tentera Kuomintang perlu meninggalkan tanah air mereka memandangkan Thailand merupakan sebuah negara berdaulat. Kehadiran pihak asing menunjukkan seolah-olah kawasan tersebut telah dimonopoli oleh sekumpulan pasukan tentera yang berasal dari Taiwan menyebabkan berlakunya rundingan antara pemimpin Kuomintang dengan Kerajaan Thailand hingga awal tahun 1970an (Chouvy 2010:23-26). Kerajaan Thailand akhirnya memberikan kebenaran kepada Kuomintang untuk terus menetap di Thailand, diberikan kerakyatan Thailand dan mendapat bantuan perumahan serta pertanian dengan syarat Tentera Kuomintang haruslah menghentikan kegiatan penanaman pokok popi dan penyeludupan dadah sama ada di dalam mahupun di luar negara Thailand (Litner 2000:13). Selepas tahun 1980, Kuomintang masih lagi beroperasi seperti biasa dalam menjalankan

perniagaan dan perdagangan dadah dan menetap di kawasan Chiang Rai, Chiang Mai, dan Mae Hong Son hinggalah kemerosotan pengeluaran heroin di kawasan tersebut pada awal tahun 1990 disebabkan pergolakan politik yang berlaku di kawasan STE Myanmar (Gibson & Wenhua 2011:308).

METODOLOGI

Kajian ini menggunakan kaedah kualitatif. Kaedah kualitatif merupakan kaedah yang bergantung kepada proses pengumpulan data penyelidikan dengan menggunakan pelbagai jenis sumber. Terdapat dua jenis sumber yang difokuskan bagi mendapatkan maklumat kajian iaitu sumber primer dan sumber sekunder. Sumber primer bagi kajian ini adalah daripada jenis temubual dan kajian lapangan. Kajian lapangan telah dijalankan di beberapa kawasan Kompleks *Immigaration, Customs, Quarantine and Security* (ICQS) yang terletak bersempadan dengan Thailand bagi mengenalpasti laluan, kaedah dan taktik yang digunakan oleh sindiket penyeludupan dadah untuk membawa masuk dadah dari STE Thailand ke Malaysia. Kajian lapangan dijalankan di kawasan seperti Kompleks Imigresen Wang Kelian Perlis, Kompleks ICQS Padang Besar Perlis, Kompleks ICQS Bukit Kayu Hitam Kedah, Kompleks Imigresen Durian Burung, Kedah, Kompleks Imigresen Pengkalan Hulu, Perak dan Kompleks ICQS Rantau Panjang Kelantan. Dalam kajian ini, terdapat 34 informan yang ditemubual terdiri dari anggota operatif lapangan dalam operasi pembanterasan penyeludupan dadah, pasukan tentera dan polis, serta pasukan keselamatan yang terlibat di dalam menjaga keselamatan sempadan negara yang terdiri daripada anggota pasukan beruniform seperti Agensi Kawalan Sempadan Malaysia, Jabatan Siasatan Jenayah Narkotik Polis Diraja Malaysia, Rejimen Sempadan, Pegawai Perhubungan Pejabat Koordinasi Sempadan Malaysia-Thailand, Tentera Darat Diraja Thailand, Lembaga Pengawalan Narkotik Thailand serta Pasukan Polis Sempadan Thailand, ahli akademik dan pakar dalam bidang kajian dadah dan hubungan antarabangsa dari Institusi Pengajian Tinggi Awam seperti Institut Penyelidikan dan Penyalahgunaan Dadah ASEAN Universiti Sains Islam Malaysia serta Jabatan Hubungan Antarabangsa dan Strategi Universiti Malaya. Sumber sekunder kajian dibahagikan kepada dua jenis iaitu sumber bercetak dan juga sumber tidak bercetak. Antara sumber sekunder yang digunakan adalah seperti buku, artikel jurnal, tesis akademik, surat khabar, majalah, monograf dan dokumen-dokumen rasmi kerajaan. Bahan rujukan sekunder seperti buku-buku akademik, monograf, peta lama dan tesis akademik dirujuk oleh penyelidik. Bahan rujukan diperolehi dari Perpustakaan Universiti Pertahanan Nasional Malaysia, Perpustakaan Universiti Malaya, Perpustakaan Universiti Kebangsaan Malaysia, Perpustakaan Agensi Anti Dadah Kebangsaan, Perpustakaan Universiti Sains Islam Malaysia serta Perpustakaan Pusat Penyelidikan dan Penyalahgunaan Dadah ASEAN (ACREDA). Rujukan sekunder bahan tidak bercetak seperti buku elekronik (*E-book*) dan jurnal dirujuk dengan melayari laman pengendali web berbayar mahupun secara percuma seperti *SCOPUS, JSTOR*, *Emerald*, *Taylor and Francis* serta *Routledge*.

HASIL DAN PERBINCANGAN

Kewujudan kawasan STE Thailand adalah disebabkan faktor campur tangan politik oleh CIA yang membantu perjuangan pasukan Tentera Kuomintang Ketiga dan Kelima yang berpusat di Chiang Mai dan Chiang Rai setelah berundur dari China pada tahun 1949. Faktor ini berlaku

memandangkan pada permulaan awal Perang Dingin, kawasan Indo-China dimanipulasi oleh pergerakan Komunisma yang ingin menjadikan Asia Tenggara sebagai kubu kuat pergerakan komunis sedunia. Konflik Perang Vietnam 1963-1965 telah menunjukan kebimbangan Amerika Syarikat terhadap kejatuhan negara di Asia Tenggara ke tangan komunis sekiranya Vietnam dikuasai komunis dari utara. Era tahun 1970 hingga 1980an kawasan STE merupakan kawasan pengeluaran heroin utama dunia hingga berlaku kemerosotan pengeluaran dadah dari kawasan tersebut pada awal tahun 1990an akibat pergolakan politik di kawasan STE Myanmar yang merencatkan pengeluaran heroin di kawasan STE. Secara keseluruhannya, campur tangan politik oleh CIA telah menyebabkan kewujudan kawasan STE Thailand khususnya pada tahap permulaan Perang Vietnam 1963-1975.

KESIMPULAN

Pada ketika ini, walaupun terdapat ahli akademik yang berpendapat bahawa kawasan STE Thailand tidak aktif lagi dalam pengeluaran dadah berbanding kawasan Bulan Sabit Emas Afghanistan yang merupakan pengeluar terbesar heroin dunia pada ketika ini, akan tetapi kemasukan dadah masih lagi tidak dapat dibendung secara habis-habisan. Ini menunjukkan kawasan STE Thailand masih lagi mampu mengancam keselamatan negara ASEAN melalui kemasukan dadah yang dihasilkan dari kawasan tersebut.

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KESETIAAN KEPADA RAJA DAN NEGARA: ANALISA ANTARA DUA THUMOS

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ABSTRAK

Thumos ataupun *thymos*, adalah satu perasaan, kemahuan pengiktirafan terhadap martabat dan maruah, melahirkan *isothymia* iaitu tuntutan untuk dihormati secara setara dengan yang lain. *Megalothymia* iaitu keinginan diiktiraf sebagai unggul telah mendatangkan pelbagai cabaran dan rintangan dalam sebuah negara plural. Ia melahirkan sikap prejudis, marah, kecewa dengan menyasarkan elemen anak watan dalam Perlembagaan Persekutuan Malaysia. Makalah ini menganalisa kandungan beberapa isu dan insiden yang berlaku. Perbincangan secara konstruktif dan ke hadapan dibuat bagi melihat penerimaan masyarakat Malaysia dalam menghormati elemen anak watan. Kajian mendapati wujud elemen prejudis dan dipengaruhi perasaan tidak rasional dalam isu ini. Penting sebagai rakyat Malaysia untuk mengetahui, memahami dan menghormati tiang seri dan elemen anak watan dalam perlembagaan serta batas-batas yang dinyatakan bagi mencipta sikap toleransi disamping mewujudkan bangsa Malaysia idaman yang direncanakan.

Kata kunci: **Toleransi; Perlembagaan; Elemen watan; Politik; Agama; Bangsa**

PENGENALAN

Akhir ini seringkali kita mendengar pelbagai isu berkaitan "Institusi Raja-Raja" yang dimainkan oleh beberapa pihak tidak bertanggungjawab sehingga menimbulkan polemik dalam kalangan rakyat. Ia menjadi semakin parah apabila terdapat beberapa aktor politik cuba menangguk di air yang keruh dan menjadi 'batu api' demi kepentingan mereka sendiri. Memburukkan lagi, ia tular di media sosial menjadikannya sebagai parodi dan jenaka. Sebagai rakyat negara berdaulat, elemen watan sewajarnya menjadi tiang seri perpaduan negara namun dianggap sebagai penghalang sesetengah golongan dan sebagai benteng sebahagian yang lain (Muslim, Samian & Nizah 2012). Ini boleh ditafsirkan sebagai pengongkong kepada semangat atau dahagakan pengiktirafan; *thymos*, atas nama demokrasi liberal. Makalah ini akan membincangkan masalah yang timbul daripada psikologi *thymos* yang universal dalam masyarakat. Kemudian, artikel akan

menghubungkaitkan dengan beberapa isu lepas yang diklasifikasikan sebagai pencabulan elemen watan. Beberapa cadangan dikemukakan agar dijadikan bahan rujukan pada masa hadapan.

METODOLOGI

Kajian analisa kandungan dalam sudut konteks dan proses digunakan bagi melihat dan mengkaji secara keseluruhan bahan yang digunakan. Menurut Berg, dan Hsieh kaedah ini, memberi kelebihan kerana penelitian diberikan kepada isi kandungan secara tersirat, teliti dan konkrit (Hsieh & Shannon 2005; Kibiswa 2019).

HASIL & PERBINCANGAN

Perlembagaan merupakan dokumen unggul dan paling tinggi kedudukannya bagi Malaysia. Ia diformulasi mengikut kerangka asal struktur pentadbiran negara dan telah dipersetujui secara "kontrak sosial" malah wujud sebelum negara merdeka. Ini boleh dilihat dalam undang-undang tubuh negeri-negeri beraja, contohnya Prasasti Terengganu, Hukum Kanun Melaka, Perlembagaan Negeri Johor mahupun Perlembagaan Negeri Terengganu yang meletakkan Islam sebagai agama rasmi dan digunapakai dalam perlembagaan negara sehingga hari ini (Mohd Azmir Mohd Nizah & Afi Roshezry Abu Bakar 2019). Ringkasnya, Perlembagaan Persekutuan merupakan sebuah perjanjian diantara pihak yang bersetuju hubungan antara mereka sebagai satu hubungan yang sah dan diiktiraf oleh undang-undang. Ia boleh ditafsirkan sebagai satu perjanjian di antara (a) Penjajah dan yang dijajah; (b) Pentadbir dan yang ditadbir; (c) Kerajaan dan rakyat; (d) Kerajaan dan raja; (e) Raja dan rakyat; (f) Negeri dan negeri; dan (g) Negeri dan Persekutuan (Shamrahayu Ab. Aziz 2018). Amat mengecewakan apabila elemen anak watan pertama yang terdapat dalam Perlembagaan Persekutuan semakin tidak dihormati, dikesampingkan malah dipermainkan oleh pihak yang tidak bertanggungjawab.

Masalah Politik *Thymos* dan Pencabulan Elemen Anak Watan

Masalah *thymos* boleh dilihat dalam dua spektrum berbeza, iaitu *isothymia* dan *megalothymia Isothymia* diertikan sebagai tuntutan untuk dihormati atas dasar sama rata dengan kumpulan lain. Politik identiti kontemporari didorong oleh pencarian pengiktirafan oleh kumpulan yang menganggap diri mereka sebagai terpinggir (*marginalized*) oleh masyarakat, malah menuntut pengiktirafan terhadap keunggulan atau ketinggian kumpulan itu sendiri.

Masalah *megalothymia* pula ialah kebaikan berposisi, iaitu perasaan kebersamaan yang tidak boleh dikongsi dalam kumpulan atau golongan yang sama. Ringkasnya, ia keadaan psikologi yang inginkan sesuatu status yang terkandung di dalam biologi manusia (Bělohrad 2019; Makalintal 2019)

Disebabkan wujudnya perasaan inginkan hak sama rata (*isothymia*), reaksi anak watan dipengaruhi oleh keinginan diiktiraf sebagai unggul (*megalothymia*), elemen anak watan dalam perlembagaan menjadi pertikaian. Pencabulan elemen watan dilihat menyahut seruan global

dengan politik identiti dan politik kemarahan menjadi taruhan parti politik pasca Mac 2018 mewujudkan gelombang baharu politik negara.

Elemen anak watan yang dianggap tiang seri negara, semakin dicemari dengan pelbagai insiden jelik. Kumpulan ini dilihat makin berani bersuara di media sosial atas hak kebebasan bersuara. Contohnya, aksi seorang aktor politik ditahan dengan tuduhan menghasut dan menghina Yang Dipertuan Agong melalui ruang langsung di laman Facebooknya. Ini adalah secebis rentetan kepada beberapa insiden penghinaan ke atas "Institusi Raja-Raja". Sehingga Jun 23, 2021, 183 kes siasatan dibuka dengan kesalahan menyentuh institusi beraja di laman media sosial sejak 2019. Terkini, cubaan mengheret YDPA ke dalam kancah politik negara dalam isu persidangan parlimen boleh dianggap sebagai satu bentuk penghinaan terhadap institusi Beraja, menyaksikan cubaan mempolitikkan insitusi ini adalah sangat tidak sihat ("Polemik Sidang Parlimen Cubaan Mempolitikkan Institusi Raja-Raja – PN BBC PORTAL" n.d.). Pihak kerajaan wajar mengambil Tindakan bagi menangani isu ini agar insiden perkauman yang berlaku di Amerika Syarikat *"Black Lives Matter"* tidak berlaku di dalam negara kita ini.

KESIMPULAN

Pemerkasaan keatas elemen anak watan adalah penting bagi kesinambungan ke arah sebuah negara demokrasi yang berdaulat. Institusi Beraja, menjadi elemen watan utama yang wajar dipertahankan dan kedudukan YDPA adalah prerogatif di sisi perlembagaan. Sebagai tiang seri utama perlembagaan persekutuan, elemen anak watan harus diperkasakan agar terus subur, relevan dan dihormati. Masalah *thymos*, melahirkan *isothymia* dan *megalothymia* yang telah menjadi kerangka polemik parti dalam percaturan politik identiti harus diperhalusi dan ditangani dengan bijak.

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ELEMEN PATRIOTISME DAN MESEJ SUBLIMINAL DALAM FILEM DI MALAYSIA

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ABSTRAK

Patriotisme penting dalam memastikan kedaulatan negara dipertahankan dan rakyat dapat hidup secara aman damai. Ia boleh dizahirkan melalui penghasilan filem-filem patriotik terutamanya yang melibatkan golongan belia. Namun tidak ramai penggiat seni berminat untuk menghasilkan filem patriotik dan ia semakin tandus dan kurang mendapat sambutan. Belia lebih memilih filem barat dan filem yang berkisar cinta dan bersifat hiburan semata. Pembuat filem perlu menghasilkan mesej subliminal dalam filem dan mengambil tanggungjawab tersebut. Artikel ini bertujuan mengenal pasti pengaruh mesej subliminal dalam filem yang menyuntik semangat patriotisme. Analisis tinjauan literatur dan analisis kandungan filem digunapakai. Analisa mendapati filem-filem patriotik ini memerlukan kos pembikinan yang tinggi, sukar mendapat pelabur dan tidak dapat menghasilkan skrip yang kemas yang dapat menarik golongan belia untuk menonton filem ini. Analisa juga mendapati filem animasi yang dilihat banyak menyelitkan mesej-mesej subliminal. Justeru itu penumpuan terhadap filem yang menerapkan nilai-nilai patriotisme perlu diberi perhatian agar elemen ini dapat mewujudkan keharmonian dan kesejahteraan rakyat secara efektif dan efisien memastikan pembinaan kehidupan yang lebih baik.

Kata kunci: **Filem patriotisme; Patriotisme; Mesej subliminal; Media**

PENGENALAN

Patriotisme boleh dizahirkan dalam pelbagai cara sama ada di peringkat individu mahupun institusi. Dalam persekitaran hari ini, memang tidak dapat dinafikan bahawa filem juga memainkan peranan yang penting bukan sekadar hiburan semata tetapi dapat mempengaruhi pemikiran manusia di semua peringkat umur. Semangat patriotisme ini perlu dipupuk dalam diri sejak kecil lagi (Mohd Mokhtar and Mohd Lokman 2016). Filem mampu membawa identiti nasional dan juga budaya sekaligus meningkatkan persepsi lebih baik mengenai identiti negara.

Malaysia masih kekurangan filem yang menyelitkan unsur-unsur patriotisme dan perpaduan kerana tema patriotik dan mesej subliminal walaupun sangat penting untuk mewujudkan komuniti yang cinta dan sayang terhadap tanah air.

METODOLOGI

Makalah ini menggunakan metodologi analisis kandungan untuk mendapatkan intipati yang lebih terperinci. Dua filem contoh diambil bagi tujuan analisa awal dalam makalah ini.

HASIL DAN PERBINCANGAN

Mesej subliminal adalah penting dan boleh dijadikan sebagai platform atau medium untuk bertukar idea dan memudahkan pemahaman masyarakat dalam membentuk cara berfikir dan jati diri masyarakat terutamanya kepada golongan muda (Ahmad Sofi & Ahmad Nika 2013). Ini adalah berkait rapat dengan penghasilan filem patriotisme.

Filem bergenre patriotik di Malaysia hanya akan disajikan semasa Bulan Kebangsaan sempena menyambut Kemerdekaan dan juga sambutan Hari Malaysia. Filem yang sering diulang-ulang adalah seperti Sarjan Hassan, Bukit Kepong, Matinya Seorang Patriot dan Leftenan Adnan. Jelas menunjukkan bahawa filem patriotik kurang diterbitkan, juga kurang mendapat sambutan (Daud, Johori & Harun 2017). Selain itu, penerbitan filem patriotik memerlukan perbelanjaan yang tinggi, berisiko untuk menarik pelabur dan penghasilan skrip yang hambar menyebabkan karyawan filem tidak begitu berminat untuk menghasilkan filem patriotik atas faktor komersial. Pengarah filem juga tidak begitu teruja untuk membawa masyarakat menonton filem yang berkisar perasaan sayang dan cintakan negara.

Filem memainkan peranan penting untuk menanamkan unsur perpaduan dan patriotisme dalam kalangan rakyat Malaysia. Filem Ola Bola contohnya, merupakan salah satu filem patriotik yang menggambarkan masyarakat berbilang kaum dan etnik mampu untuk hidup di bawah satu bumbung di negara Malaysia (Deraman & Abdul Razak 2018). Mesej subliminal yang dapat dilihat dalam filem ini adalah mengenai kesetiaan, berkorban untuk negara, semangat nasionalisme, persahabatan yang berbilang kaum dan perpaduan dapat dipupuk melalui sukan. Filem ini banyak menunjukkan mesej-mesej tersirat yang dapat menarik perhatian penonton.

Semangat patriotisme juga boleh dipupuk dalam kalangan kanak-kanak. Siri animasi Upin dan Ipin adalah satu contoh rancangan atau filem yang berjaya menyelitkan mesej subliminal yang berunsur patriotisme. Tiga filem Upin dan Ipin juga berjaya meraih kutipan yang tinggi. Filem ini tidak ketinggalan menyelitkan mesej subliminal yang berkisar patriotisme dengan menunjukkan kehidupan berbilang kaum terus hidup dalam komuniti dan masyarakat yang sama, mempunyai kapasiti bersama meraikan perayaan atau lebih tepat dengan mempromosikan kesatuan dalam kepelbagaian dan mewujudkan satu identiti nasional (Abdul Ghani 2015).

Upin dan Ipin adalah seni animasi Malaysia yang sememangnya berjaya memenangi hati setiap lapisan masyarakat yang terdiri daripada pelbagai bangsa dan kumpulan umur. Ia lebih berperanan dalam menyebarkan ideologi, konsep, simbol, metafora dan menggambarkan budaya Malaysia. Melentur buluh biarlah dari rebungnya merupakan pepatah yang boleh digunakan untuk menerap semangat patriotisme ke dalam hati masyarakat. Kanak-kanak sememangnya belajar melalui pemerhatian ketika menonton filem dan ini memberi peluang kepada pengarah filem untuk menghasilkan filem yang meyakinkan dan menyelit mesej subliminal agar mereka lebih tertarik untuk menonton dan seterusnya memahami mesej yang tersembunyi itu.

KESIMPULAN

Malaysia telah mencapai kemerdekaan selama 64 tahun, karyawan filem perlu memberi perhatian terhadap penghasilan filem-filem bertema patriotisme atau menghasilkan filem yang dapat menggarap mesej subliminal. Filem Korea, Hollywood malah Turki walaupun berunsur percintaan, masih berjaya menyelitkan unsur patriotisme dan diplomasi lembut. Masih banyak lagi yang perlu dilakukan oleh industri perfileman Malaysia dalam menyuntik mesej-mesej subliminal dalam filem.

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PENGARUH MEDIA SOSIAL TERHADAP PERSEPSI VAKSINASI DALAM KALANGAN BELIA

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ABSTRAK

Program Imunisasi COVID-19 Kebangsaan merupakan usaha kerajaan Malaysia untuk memastikan rakyat tidak dijangkiti virus Covid-19. Namun begitu, peratusan rakyat Malaysia terutamanya golongan belia yang mendaftar untuk menerima suntikan vaksin masih rendah. Pelbagai promosi giat dilaksanakan bagi menyebar luas maklumat berkaitan dengan program tersebut kepada masyarakat terutamanya melalui media sosial. Kajian ini bertujuan untuk mengenal pasti pengaruh media sosial terhadap persepsi vaksinasi dalam kalangan belia. Kajian yang dilakukan akan menggunakan kaedah analisis kandungan untuk melihat bagaimana media sosial mempengaruhi persepsi golongan belia terhadap isu vaksinasi Covid-19 berdasarkan isu-isu semasa.

*Kata kunci: **Media sosial; Belia; Vaksinasi; COVID-19***

PENGENALAN

Pertambahan kes Covid-19 di negara ini menunjukkan perang masih belum berakhir. Program Imunisasi COVID-19 Kebangsaan (PICK) di bawah Kementerian Sains, Teknologi dan Inovasi telah digerakkan bertujuan membendung penularan virus tersebut dan mencapai sasaran imuniti kelompok. Program tersebut mensasarkan warganegara dan bukan warganegara untuk mendaftarkan diri bagi mendapatkan suntikan vaksin melalui lima saluran pendaftaran termasuk aplikasi MySejahtera yang boleh diakses melalui telefon bimbit. Namun tugas ini bukannya mudah kerana terdapat cabaran dan faktor yang memungkinkan pandemik ini menemui noktahnya atau akan berpanjangan untuk tempoh masa yang tidak pasti. Makalah ini akan membincangkan pengaruh media sosial terhadap persepsi vaksinasi dalam kalangan belia. Beberapa isu yang berkaitan akan dianalisis berserta cadangan sebagai langkah ke hadapan.

METODOLOGI

Kajian ini menggunakan kaedah analisis kandungan konseptual yang akan mengenal pasti dan melakukan analisis terhadap sumber rujukan iaitu karya ilmiah sarjana yang menjadi asas kepada proses analisis kandungan ini serta menganalisis isu-isu semasa berkaitan dengan pandemik Covid-19 di Malaysia.

HASIL DAN PERBINCANGAN

Statistik 2013 melaporkan 34.5% belia berumur antara 18-24 tahun merupakan pengguna tertinggi Facebook di Malaysia diikuti 29.5% belia berumur antara 25-34 tahun dan 16.3% belia berumur antara 13-17 tahun (Norni Mahadi n.d.). Facebook, Youtube dan Instagram pula merupakan aplikasi rangkaian sosial paling banyak digunakan manakala aplikasi komunikasi paling banyak digunakan ialah Whatsapp, Facebook Messenger dan Telegram (Malaysian Communication and Multimedia Commission 2020). Belia di Malaysia yang ditakrifkan berumur di antara 15 hingga 30 tahun merupakan pengguna terbesar media sosial (Mohd Fauzi bin Hj. Fadzil 2020). Media sosial digunakan di seluruh dunia bagi pelbagai tujuan. Media sosial merupakan ruang awam terbuka yang menawarkan pelbagai fungsi sosial yang menjadi asas perhubungan antara individu dan masyarakat (Khusnul Hanafi & Mohd. Helmi Abd. Rahim 2017). Sebagai contoh, media sosial digunakan secara meluas semasa tempoh kempen PRU ke-14. Isu nasional seperti GST, 1MDB dan lain-lain yang ditularkan pada ketika itu berjaya mempengaruhi persepsi belia untuk melakukan perubahan melalui peti undi. Faktor pengundi muda dan belia bawah usia 40 tahun yang celik media sosial mempengaruhi mereka mengenai isu nasional dan setempat yang boleh diperoleh di hujung jari (Junaidi 2020). Maka kajian ini ingin mengkaji sama ada media sosial dapat mempengaruhi persepsi belia terhadap program vaksinasi yang dirancang oleh kerajaan atau sebaliknya.

Keraguan Vaksin dan Propaganda Antivaksin

Keraguan vaksin (vaccine hesitancy) wujud dalam masyarakat disebabkan ketidakpastian mengenai vaksin tersebut. Covid-19 merupakan virus baharu dan kurangnya maklumat mengenainya menyebabkan wujud keraguan vaksin dalam masyarakat. Ia merujuk kepada penangguhan penerimaan atau penolakan vaksin walaupun terdapat perkhidmatan vaksin (MacDonald et al. 2015). Sebagai contoh, Jabatan Kesihatan Negeri Kelantan melaporkan seramai 10,000 penduduk di Kelantan kebanyakannya berusia 60 tahun ke atas gagal hadir temu janji suntikan vaksin. Keraguan vaksin berkemungkinan antara faktor ia berlaku. Ini menunjukkan vaksin yang terbukti selamat akan membina kepercayaan rakyat terhadap vaksin itu sendiri (Opel, Diekema & Ross 2021).

Propaganda antivaksin mendakwa vaksin menyebabkan lumpuh, koma dan kematian. Ia juga didakwa mengandungi unsur yang tidak pasti hingga mempengaruhi persepsi masyarakat Islam untuk menolak vaksin. Sebagai contoh, kenyataan di laman sosial oleh seorang pelakon lelaki berusia 48 tahun yang menolak vaksin dengan alasan ketidakpastian kandungannya. Tindakan tersebut boleh mempengaruhi peminatnya terutama golongan muda untuk turut menolak

vaksin. Terdapat juga sebelum ini doktor aktivaksin yang menyebarkan maklumat tidak benar tentang vaksin Mumps, Measles, Rubella (MMR) di Facebook untuk menakut-nakutkan masyarakat. Propaganda antivaksin tidak terhad kepada Covid-19 sahaja dan ia ditularkan secara berulang-ulang di media sosial bertujuan mempengaruhi pengguna lain (Puri et al. 2020).

Media sosial boleh digunakan secara optimum untuk mempromosi kebaikan vaksin. Belia celik IT boleh membantu memberikan pemahaman tentang vaksin kepada individu yang masih ragu-ragu seperti ibu bapa dan ahli keluarga dan seterusnya mengubah persepsi mereka. Selain itu, perkongsian maklumat seperti hukum penggunaan vaksin oleh pihak berkuasa agama juga boleh ditularkan di laman sosial bagi menangkis propaganda antivaksin. Perkongsian pengalaman dan gambar oleh belia yang telah menerima suntikan vaksin yang dimuat naik ke laman sosial juga boleh memberi tanggapan positif dan menguatkan kepercayaan terhadap suntikan vaksin (Bernama 2021).

KESIMPULAN

Kesimpulannya, media sosial berkesan dalam membina persepsi positif belia terhadap isu vaksinasi Covid-19 dan menunjukkan belia pada hari ini cakna terhadap isu semasa yang berlaku di dalam dan luar negara. Negara masih dalam proses untuk mencapai imuniti kelompok. Maka, kelebihan yang dimiliki oleh media sosial perlu digunakan dengan sebaik mungkin oleh kerajaan untuk meningkatkan lagi keberkesanan program vaksin dan kepercayaan masyarakat terhadapnya.

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TEKNOLOGI DIGITAL DAN TRANSFORMASI BATIK CANTING TRADISIONAL PANTAI TIMUR

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ABSTRAK

Kemajuan bidang seni dilihat berkembang seiring dengan kemajuan sains dan teknologi pada masa kini. Perubahan yang ketara ini telah mewujudkan peralihan kaedah penghasilan cara tradisional kepada kaedah moden yang lebih praktikal dengan peredaran kemajuan semasa. Tujuan kajian ini untuk melihat bagaimana teknologi digital mempengaruhi penghasilan batik di negeri pantai timur khususnya Terengganu yang telah memberi implikasi positif terhadap daya pengeluaran produk tanpa mengetepikan reka corak batik canting tradisional. Kaedah kajian ini dilakukan secara kualitatif, termasuk pemerhatian secara langsung dan secara temu bual untuk melihat perkembangan dan implikasi pasaran digitalisasi produk batik. Hasil penelitian menunjukkan bahawa penggunaan kaedah moden sangat efektif untuk menghasilkan reka corak batik dan memudahkan pereka menghasilkan rekaan yang terkini. Hasil kajian ini juga mendapati bahawa dengan penggunaan kaedah moden ini, dapat memberikan pulangan yang besar kepada pengusaha kerana skala pengeluaran yang lebih konsisten dan menjimatkan masa. Sebagai rumusan, kaedah pendigitalan ini memberi satu kelainan dan variasi baharu terhadap batik canting di Terengganu tanpa menghilangkan ciri-ciri khas reka corak batik tradisional sedia ada. Melalui transformasi yang dilakukan tersebut telah mewujudkan peluang pasaran yang lebih komersial, bernilai saing, mampu untuk dipasarkan ke pasaran yang lebih luas dan juga dilihat sebagai usaha untuk meningkatkan pendapatan pengusaha. Malah, seni ini masih kekal relevan dan terpelihara sebagai salah satu hasil seni warisan berzaman.

Kata kunci: **Transformasi; Digital; Batik canting; Batik digital**

PENGENALAN

Latar Belakang Kajian

Seni pembuatan batik merupakan salah satu kaedah bagi mencorak pada permukaan tekstil yang asasnya dengan penggunaan lilin sebagai bahan untuk menghalang serapan warna. Penghasilan sesuatu rekaan batik mempunyai teknik-teknik khas pada setiap helaian fabrik putih yang menjadikan penghasilan batik merupakan satu penghasilan dan rekaan yang unik, tidak boleh diulangi. Kemunculan perusahaan penghasilan batik asasnya di Malaysia telah dilihat sebagai salah satu inovasi dan kemahiran asal penduduk setempat itu sendiri. Menurut Fauziah (1983), tidak boleh dinafikan terdapat juga penghasilan rekaan batik diambil inspirasi dari Indonesia. Keadaan ini disebabkan adanya hubungan dua hala antara Malaysia dan Indonesia yang secara tidak langsung batik jawa dibawa ke Malaysia.

Dalam industri pembuatan kraftangan, gabungan teknologi dalam penghasilanya merupakan satu perkembangan yang mengikut arus semasa. Teknologi dalam pengkomputeran sebagai contoh boleh dieksploitasi melalui peralatan digital dan digabungkan dengan kemahiran kraf yang lebih bersifat konvensional. Penggunaan teknologi komputer dapat meluaskan ruang kreativiti yang lebih bebas disamping meghasilkan kerja yang lebih efektif. Mekanisma ini merupakan satu perkembangan idea, kreativiti, dan inovasi dalam penghasilan produk yang lebih luas dalam perkembangan kraf masa kini (Abu Bakar Sabran et al., 2019).

Penghasilan batik secara tradisional	Penghasilan batik menggunakan teknologi

Rajah 1. Perbezaan penghasilan batik secara tradisional dan menggunakan kaedah teknologi
(Sumber: Desa Murni Batik)

Menurut Rustam Aji (2016) teori digital adalah konsep perkembangan sains dan teknologi yang bersifat memudahkan penghasilan. Teknologi digital merupakan kaedah yang tidak lagi menggunakan tenaga manusia tetapi lebih cenderung kepada sistem operasi secara automatik dengan aplikasi secara berkomputer. Peralihan sistem tersebut turut memberi perubahan terhadap penghasilan batik secara manual ke penghasilan cara moden. Oleh itu persoalannya bagaimanakah pengaruh teknologi digital telah membawa kepada terhasilnya batik canting digital?

Tranformasi dan Teknologi Digital

Transformasi ditakrifkan dengan gabungan perkataan "trans" dan "formasi" yang mana kedua perkataan tersebut jika disatukan memerlukan satu pelaksanaan secara serentak (Rohayu Roddin et al., 2017). Kewujudan transformasi dilihat melalui fasa-fasa percubaan seiring dengan fungsi bagi menghasilkan satu transformasi yang lebih efektif dengan penggunaan tenaga yang sedikit (Muhamad Danuri, 2019).

Transformasi pula merupakan sebuah evolusi yang terjadi melibatkan sumber daya yang dimiliki termasuk memanfaatkan teknologi digital yang sedia ada. Erti kata lain transformasi dengan teknologi digital merupakan satu kaedah yang tidak boleh dielakkan pada masa kini kerana masyarakat perlu meningkatkan kadar kemampuan untuk menerima infrastruktur yang dimiliki seiring dengan perubahan yang terjadi (Kristophorus Hadiono et al. 2020).

METODOLOGI

Dalam kajian ini, pendekatan kualitatif diaplikasikan sepanjang proses untuk mendapatkan maklumat dan data. Kaedah pengkajian sejarah turut digunakan bersama bagi mendapatkan maklumat serta justifikasi tepat berkaitan sejarah terdahulu yang berkaitan dengan bidang kajian yang akan dirumus dan ditafsir secara ilmiah. Lawatan secara fizikal ke tapak kajian akan memberi satu bukaan ruang secara pengalaman terhadap pengkajian bagi menghayati topik kajian yang dijalankan secara mendalam.

HASIL DAN PERBINCANGAN

Inovasi dan teknologi telah mewujudkan fenomena terkini dalam kaedah penghasilan rekaan yang terbaharu dalam mewujudkan pengeluaran yang mampu untuk memenuhi kehendak pasaran. Melalui kajian ini juga didapati penggunaan teknologi digital dalam penghasilan batik mempunyai nilai tambah dan keistimewaan yang tersendiri kerana penggunaan teknologi dilihat memudahkan penghasilan rekaan corak batik tanpa menghakis nilai asli. Keberkesanan penggunaan teknologi di Desa Murni Batik di Terengganu dilihat sebagai contoh positif dalam proses awal rekaan sehingga proses akhir pengeluaran batik yang dilakukan.

Rajah 2 Aplikasi penggunaan perisian komputer dalam penciptaan batik digital Terengganu
(Sumber: Desa Murni Batik)

Dari aspek penghasilan, penggunaan imej secara berkomputer diolah oleh pereka batik sendiri dengan mengambil kira kehendak pasaran. Proses ini dilakukan dengan menggunakan perisian Adobe Photoshop yang membolehkan kreativiti penghasilan berkembang dengan kaedah

moden. Melalui perisian tersebut, imej akan dipindahkan ke mesin pencetak bagi meneruskan proses mencetak di atas fabrik dengan menggunakan warna yang dikhaskan. Selepas dicetak fabrik akan dirawat sebelum tersedia sebagai produk siap.

Pengkajian ini dapat melihat bagaimana penggunaan teknologi digital dapat membantu pengusaha batik tradisional dalam membuat inovasi untuk menghasilkan reka corak yang dilihat lebih memberi pulangan yang besar dan secara tidak langsung dapat memenuhi permintaan pasaran yang tinggi. Ini memberi peluang pendapatan yang berterusan dengan menjadikan teknologi digital sebagai pemangkin dalam membuat pengeluaran produk.

KESIMPULAN

Pembaharuan dengan penggunaan teknologi dalam penghasilan batik merupakan salah satu kaedah yang berkesan dalam membantu pengusaha bagi menghasilkan pengeluaran rekaan batik yang mengikut kehendak pasaran semasa. Secara tidak langsung, dengan adanya pendedahan penggunaan teknologi ini, dapat meningkatkan daya pengeluaran yang boleh dilakukan dalam skala yang lebih besar yang secara langsung mampu memenuhi permintaan pasaran yang lebih luas. Dalam kajian ini mendapati, kaedah penghasilan rekaan corak batik menggunakan teknologi lebih mudah dan menjimatkan masa pengeluaran daripada menggunakan kaedah tradisional sedia ada tanpa mengetepikan ciri-ciri khas batik tradisional.

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NILAI-NILAI KARAKTER DALAM TRADISI MENGIKAT TENGKOLOK WARISAN TEMPATAN

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ABSTRAK

Tengkolok merupakan elemen penting bagi pakaian istiadat di majlis-majlis tertentu di istana dan memerlukan insan yang berkemahiran mengikat serta mengubahnya. Mereka adalah pengikat tengkolok yang mewarisi ilmu secara turun-temurun. Teknik ikatan yang mereka peroleh daripada pengikat terdahulu menjadikan mereka antara pengikat yang sentiasa menjadi rujukan kepada golongan yang menggemari seni warisan Melayu ini khususnya reka bentuk tengkolok kesultanan Perak Darul Ridzuan. Namun sehingga kini hanya tiga reka bentuk tengkolok sahaja yang masih diikat dan diguna pakai di kesultanan Perak Darul Ridzuan iaitu Ayam Patah Kepak, Helang Menyusur Angin dan Getang Perkasam. Kajian ini bertujuan untuk mendeskripsikan nilai-nilai karakter dalam tradisi mengikat tengkolok warisan negeri Perak. Dalam kajian ini penyelidik menggunakan kaedah kualitatif yang bersifat deskriptif. Subjek penelitian adalah pengikat tengkolok diRaja. Pengumpulan data dilakukan melalui kaedah observasi, wawancara, dokumentasi dan kemudiannya data dianalisis. Hasil kajian mendapati terdapat empat bahagian utama di dalam menghasilkan ketiga-tiga tengkolok tersebut antaranya penyediaan kain tengkolok, lipatan asas, ikatan simpul dan lipatan solek. Terdapat empat nilai karakter bagi pengikat tengkolok di kesultanan Perak iaitu teliti, kemas, sabar dan halus. Nilai-nilai karakter ini merupakan satu nilai murni yang seharusnya dipupuk dalam kalangan generasi muda masa kini dalam mewarisi seni ikatan tengkolok warisan tempatan.

Kata kunci: *Karakter; Tengkolok; Warisan*

PENGENALAN

Latar Belakang Kajian

Tengkolok merupakan salah satu pakaian tradisional masyarakat Melayu yang wujud sejak zaman dahulu. Istilah tengkolok terkenal di Perak dan sering terdapat dalam teks sastera Melayu (Siti Zainon, 2009). Setiap negeri yang mengamalkan sistem beraja di Malaysia mempunyai tengkolok warisan yang berbeza pada setiap negeri walaupun memiliki nama yang sama (Salina, 2015). Ini kerana pada zaman dahulu, seseorang dikenali asal usulnya adalah melalui reka bentuk tengkolok yang digayakan.

Selain itu tengkolok ini juga menjadi lambang dan identiti seorang pemerintah bagi setiap negeri beraja. Reka bentuk tengkolok yang diteliti dalam kajian ini adalah dari kesultanan negeri

Perak Darul Ridzuan iaitu Ayam Patah Kepak, Helang Menyusur Angin dan Getang Perkasam. Ketiga-tiga reka bentuk ini merupakan reka bentuk yang masih kekal diwarisi dan digunapakai sehingga kini (Mohamad Dzulkarnain, 2020 dan Raja Akasha, 2020). Justeru itu, seni mengikat dan menyolek tengkolok adalah mengikut seni kreativiti seorang pengikat (Raja Akasha 2020 dan Mohamad Dzulkarnain, 2020). Ini kerana walaupun bentuk tengkolok warisan yang diwarisi memiliki nama yang sama tetapi hasil akhirnya adalah berbeza. Perbezaan ini adalah mengikut seni kemahiran menyolek setiap pengikat tengkolok.

Nilai Karakter

Menurut Fajar Septian et al. (2016) nilai didefinisikan sebagai sifat yang berguna bagi manusia, point-point, harga atau ukuran sesuatu hal. Karakter pula didefinisikan sebagai sifat iaitu ciri perwatakan yang membezakan seseorang dengan yang lain (Kamus Dewan). Oleh itu, nilai karakter dalam kajian ini akan membincangkan mengenai nilai-nilai karakter iaitu sifat yang ada dalam diri pengikat tengkolok warisan tempatan.

METODOLOGI

Kaedah kualitatif digunakan untuk menganalisis nilai-nilai karakter dalam tradisi mengikat tengkolok dengan menggunakan kaedah kajian literatur, analisis dokumen dan temubual. Pendekatan kajian kes dipilih kerana kajian ini memfokuskan kepada tengkolok diRaja Perak. Temu bual digunakan sebagai data utama yang dikumpulkan daripada beberapa informen dan penulisan mengenai tengkolok Melayu. Melalui data utama ini, ia dibandingkan dengan kajian literatur untuk mengenalpasti nilai karakter pengikat tengkolok yang diteliti.

HASIL DAN PERBINCANGAN

Berdasarkan hasil penelitian, penghasilan sesebuah tengkolok di kesultanan Perak terbahagi kepada empat bahagian utama iaitu kain tengkolok, lipatan asas, ikatan simpul dan gubahan solek (Raja Akasha, 2020 dan Mohamad Dzulkarnain 2014; 2020). Melalui keempat-empat bahagian tersebut sesebuah tengkolok yang dihasilkan akan kelihatan kemas, cantik dan menyerlah apabila digayakan. Empat bahagian utama ini diteliti melalui tiga reka bentuk tengkolok yang masih diwarisi dan digunapakai di kesultanan Perak iaitu tengkolok Ayam Patah Kepak (APK), Helang Menyusur Angin (HMA) dan Getang Perkasam (GP) seperti gambar 1 dibawah.

Selain itu, setiap bahagian dalam penghasilan tengkolok ini juga mempunyai nilai karakter yang mempengaruhinya. Nilai karakter ini menjadi faktor utama kepada seseorang pengikat tengkolok. Oleh itu, nilai karakter yang akan dibincangkan dalam kertas kerja ini ialah teliti, kemas, halus, dan sabar.

| Ayam Patah Kepak | Helang Menyusur Angin | Getang Perkasam |

Gambar 1 Reka bentuk tengkolok yang masih diwarisi
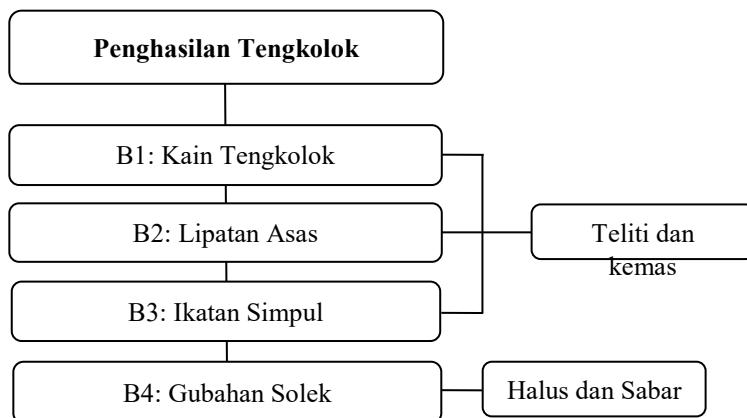
Karakter pertama iaitu teliti mempengaruhi penyediaan kain tengkolok, lipatan asas dan lipatan simpul. Pemilihan kain tengkolok merupakan langkah pertama dan penting dalam menghasilkan kain tengkolok yang kemas. Di kesultanan Perak, kain tengkolok yang digunakan oleh seorang Sultan dan kerabat adalah daripada jenis kain songket yang ditempah khas. Kain tengkolok yang ditempah khas ini berbentuk segi empat tepat dan mempunyai bahagian border (Mohamad Dzulkarnain, 2014; 2020). Justeru itu, kain tengkolok Sultan ini harus diurus dengan teliti agar kualiti kainnya terpelihara dengan baik. Ini kerana songket merupakan sejenis fabrik yang ditenun dengan permukaan bahagian bawah kain yang terdapat benang tenunan motif yang dihasilkan. Oleh itu, ketelitian dalam menguruskan kain tengkolok Sultan haruslah diberi keutamaan agar kain tengkolok yang dihasilkan berada dalam keadaan yang baik.

Karakter kedua pula ialah kemas. Karakter kemas ini harus dimiliki oleh seorang pengikat tengkolok dalam penyediaan kain tengkolok, lipatan asas dan ikatan simpul. Kekemasan dalam penyediaan kain tengkolok ini menjurus kepada penyediaan kain tengkolok bagi Orang Besar, Penglima Istana, Kalur, Bentara, dan Jejawat. Ini kerana, penyediaan kain tengkolok golongan ini diperbuat daripada sehelai kain sampin yang dijadikan kain tengkolok dalam bentuk segi tiga. Sehubungan itu, karakter kemas ini juga diperlukan oleh seorang pengikat tengkolok dalam membuat lipatan asas. Kekemasan dalam lipatan asas ini adalah untuk memastikan saiz ukuran tiga jari yang sama pada setiap lipatan asas yang dibuat. Saiz ukuran lipatan yang sama ini akan menghasilkan tapak tengkolok yang kemas dan selesa dipakai. Kekemasan terakhir adalah terletak pada ikatan simpul iaitu garam sebuku dan pucuk rebung. Ikatan simpul garam sebuku dan pucuk rebung yang kemas terhasil daripada lipatan asas yang kemas (Raja Akasha, 2020 dan Mohamad Dzulkarnain, 2020). Justeru itu, ikatan simpul yang dibuat oleh pengikat tengkolok haruslah disimpul dengan kemas agar pucuk rebung yang terhasil juga tampak kemas dan selesa dipakai.

Karakter ketiga ialah halus. Berhalus yang perlu diteliti adalah pada solekan yang dibuat. Setiap pengikat harus memikirkan soal berhalus dalam menghasilkan sebuah tengkolok agar tampak segak apabila di pakai. Karakter berhalus ini menjadikan pengikat tengkolok yang terdahulu dapat membuat rekaan tengkolok yang diadaptasi daripada alam semesta, peristiwa dan tokoh. Melalui karakter halus ini juga menyerlahkan kreativiti seorang pengikat tengkolok dalam menyolek dan mengubah sesebuah tengkolok. Ini kerana setiap pengikat mempunyai cara

berhalus yang tersendiri dalam menyolek reka bentuk yang dibuat dan ini membezakan solek yang dihasilkan oleh mereka (Raja Akasha 2020). Sehubungan itu, walaupun solek yang dihasilkan tampak berbeza mengikut karakter berhalus setiap pengikat, namun ciri-ciri reka bentuk tengkolok warisan kesultanan Perak tetap diwarisi.

Karakter terakhir ialah sabar. Sabar merupakan salah satu karakter yang penting bagi seorang pengikat tengkolok. Menurut Raja Azizulkhair (2014) sekiranya solekan yang dihasilkan tidak menjadi maka tinggalkan solekan tersebut. Hikmah disebalik meninggalkan solekan tersebut adalah sifat sabar yang yang perlu dididik dalam diri seorang pengikat tengkolok. Karakter sabar ini menjadi kunci utama dalam diri setiap pengikat tengkolok dalam menghasilkan tengkolok. Ini kerana dengan karakter sabar ini solekan yang dihasilkan akan tampak kemas dan mengikut reka bentuk yang dibuat. Pembuatan tengkolok dalam keadaan yang tergesa-gesa tidak akan menghasilkan sebuah tengkolok yang baik (Raja Azizulkhair 2014 dan Raja Akasha 2020).

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        ┌─────────────────────────────┐
        │   Penghasilan Tengkolok     │
        └─────────────────────────────┘
                       │
        ┌─────────────────────────────┐
        │   B1: Kain Tengkolok        │───┐
        └─────────────────────────────┘   │
        ┌─────────────────────────────┐   │   ┌──────────────┐
        │   B2: Lipatan Asas          │───┤───│ Teliti dan   │
        └─────────────────────────────┘   │   │ kemas        │
        ┌─────────────────────────────┐   │   └──────────────┘
        │   B3: Ikatan Simpul         │───┘
        └─────────────────────────────┘
                       │
        ┌─────────────────────────────┐   ┌──────────────────┐
        │   B4: Gubahan Solek         │───│ Halus dan Sabar  │
        └─────────────────────────────┘   └──────────────────┘
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Rajah 1 Carta penghasilan tengkolok dan karakter

KESIMPULAN

Karakter teliti, kemas, halus, dan sabar merupakan sifat atau perwatakan yang dimiliki oleh setiap pengikat tengkolok. Setiap karakter yang dibincangkan di dalam kertas kerja ini merupakan satu hasil dapatan kajian yang diperolehi daripada pengikat tengkolok diRaja. Mereka merupakan individu yang bertanggungjawab dalam kelangsungan seni mengikat tengkolok warisan tempatan khususnya di kesultanan negeri Perak Darul Ridzuan. Oleh itu, demi kelangsungan seni ikatan tengkolok warisan tempatan ini, generasi muda harus diberikan pendedahan agar setiap karakter ini turut diwarisi. Karakter ini harus diwarisi agar ikatan, simpulan dan solekan tengkolok yang dihasilkan dapat mengekalkan ciri-ciri tengkolok warisan yang diwarisi sejak turun-temurun. Selain itu, nilai karakter pengikat tengkolok warisan tempatan ini juga harus didokumentasikan agar proses penghasilan tengkolok warisan dapat dikekalkan.

PENGHARGAAN

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NILAI PERADABAN DALAM PENERAPAN JATIDITRI DALAM KALANGAN PELAJAR INSTITUT PENGAJIAN TINGGI DI MALAYSIA MASAKINI

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ABSTRAK

Nilai peradaban memainkan peranan penting dalam membentuk karakter seseorang khususnya dalam era masakini. Ia diperoleh melalui kefahaman terhadap agama yang merupakan fungsi utama pembentukan nilai peradaban. Hubungan antara agama memerlukan kefahaman terhadap agama yang mampu menanamkan nilai murni dalam diri dan kehidupan. Dalam era revolusi 4.0, timbul pelbagai ancaman dalam kalangan masyarakat mengenai penghayatan nilai peradaban kerana terdapat sebahagian mereka terlalu mengagungkan sains dan teknologi. Ia sekaligus akan mendatangkan kesan negatif terhadap negara. Pegangan kepada nilai peradaban merupakan suatu proses yang baik bagi mengukuhkan agen pembangunan dalam sesebuah negara tanpa dihanyutkan oleh arus kemajuan. Kajian ini menggunakan kaedah soal selidik secara dalam talian. Sebanyak 554 orang responden mahasiswa Universiti Kebangsaan Malaysia terlibat. Kajian mendapati responden mampu membentuk nilai peradaban yang tinggi dan dapat menyumbang kepada pembentukan karakter masyarakat bertamadun di Malaysia.

*Kata kunci: **Nilai; Peradaban; Masakini***

PENGENALAN

Teknologi era revolusi 4.0 berkembang begitu pesat sehingga mengubah sebahagian besar kehidupan manusia (Klaus Schwab 2016). Hal ini kadang-kadang menimbulkan pengabaian terhadap nilai kemanusiaan. Justeru, perlu wujud usaha bagi mengimbangkan antara kemajuan teknologi dengan nilai kemanusiaan. Justeru, teknologi fizikal kurang seimbang tanpa sokongan daripada insan yang mempunyai nilai peradaban dalam peradaban (Jacob 1988).

METODOLOGI

Objektif kajian adalah untuk menganalisis nilai peradaban dalam diri mahasiswa dan menerapkan nilai tersebut dalam kehidupan mereka. Ia sekaligus dapat mengenal pasti cara terbaik mahasiswa mengatasi cabaran masa kini. Kajian ini berdasarkan soal selidik secara dalam talian yang melibatkan 554 orang responden dan digunakan sebagai alat kajian bagi mengukur tahap pengamalan nilai peradaban. Kajian ini menggunakan pendekatan kaedah kuantitatif. Pengkaji memilih untuk menggunakan skala persetujuan Likert lima mata.

HASIL DAN PERBINCANGAN

Hasil kajian mendapati majoriti mahasiswa yang terdiri daripada pelbagai etnik dan agama berpandangan bahawa kefahaman tentang peradaban memainkan peranan penting dalam membentuk nilai, amalan dan cabaran dalam era masakini khususnya Revolusi Industri 4.0. Setiap tamadun mempunyai nilai peradabannya yang tersendiri (Abdul Latif Samian & Mohamad Sabri Haron 2000).

Pegangan Agama yang Kuat

Kajian mendapati majoriti responden bersetuju pegangan agama yang kuat adalah penting dalam kehidupan masakini. Dapatan ini hampir selaras dengan hasil kajian yang dilakukan oleh Sharif dan Roslan (2011) yang mengatakan pelajar yang ada masalah disiplin dan kerosakan akhlak adalah kesan daripada keadaan persekitarannya kerana tidak menjadikan pegangan agama sebagai perisai dalam menghadapi persekitaran. Ringkasan ini dapat dilihat dalam Jadual 1.

Jadual 1 Pegangan agama yang kuat

	Frekuensi	Peratus
Sangat tak setuju	10	1.8
Tak setuju	34	6.1
Neutral	113	20.4
Bersetuju	204	36.8
Sangat bersetuju	191	34.5
Jumlah yang dikira	552	99.6
Data yang hilang	2	.4
Jumlah keseluruhan	**554**	**100.0**

Merasa Diri Lebih Baik daripada Orang Lain

Dapatan kajian berikut dilihat selaras dengan kajian teori pembelajaran yang dinyatakan oleh Bandura (1973) iaitu tingkah laku manusia terbentuk oleh faktor dalaman dan faktor luaran. Ini berdasarkan dapatan kajin yang menunjukkan sebahagian besar pelajar bersikap neutral dan tidak mempunyai pendirian yang kukuh samada mereka merasa lebih hebat daripada orang lain atau tidak. Mungkin disebabkan masalah krisis kendiri dalam diri mereka (Jadual 2).

Jadual 2 Merasa diri lebih baik daripada orang lain

	Frekuensi	Peratus
Sangat tak setuju	45	8.1
Tak setuju	145	26.2
Neutral	277	50.0
Bersetuju	68	12.3
Sangat bersetuju	16	2.9
Jumlah yang dikira	552	99.6
Data yang hilang	2	.4
Jumlah keseluruhan	**554**	**100.0**

Nilai Moral dengan Kemajuan Sains

Teori pembelajaran yang diperkenalkan oleh Bandura (1973) juga dilihat selari dengan dapatan kajian penulis yang mendapati majoriti responden iaitu 203 responden (36.6 peratus) tak bersetuju bahawa keruntuhan moral tiada kena mengena dengan kemajuan sains dan teknologi (Jadual 3).

Bekerja Keras Demi Agama, Bangsa dan Negara

Majoroti responden merasa produktif dan sentiasa berusaha gigih dan menyumbang kepada kemajuan negara. Ia dilihat selari dengan dapatan kajian Abdul Rahman Md. Aroff, 1993. Kajian mendapati majoriti iaitu 262 responden (47.3 peratus) bersikap neutral dalam merasa diri mereka produktif dan sentiasa berusaha menyumbang kepada kemajuan negara (Jadual 4).

Jadual 3 Percaya bahawa keruntuhan moral tiada kaitan dengan kemajuan sains dan teknologi

	Frekuensi	Peratus
Sangat tak setuju	72	13.0
Tak setuju	203	36.6
Neutral	161	29.1
Bersetuju	89	16.1
Sangat bersetuju	26	4.7
Jumlah yang dikira	551	99.5
Data yang hilang	3	.5
Jumlah keseluruhan	**554**	**100.0**

Jadual 4 Merasa produktif dan sentiasa berusaha menyumbang kepada kemajuan negara

	Frekuensi	Peratus
Sangat tak setuju	2	.4
Tak setuju	36	6.5
Neutral	262	47.3
Bersetuju	208	37.5
Sangat bersetuju	46	8.3
Jumlah keseluruhan	**554**	**100.0**

Mencintai Alam Sekitar

Dalam isu alam sekitar, dapatan kajian dilihat mempunyai sedikit perbezaan dengan penyelidikan yang dibuat oleh Jamilah et. al (2011) yang menyebut sikap masyarakat awam terhadap isu alam sekitar berada pada tahap yang agak rendah. Sedangkan, apabila dilihat dari sudut dapatan kajian ini, didapati seramai 260 responden (46.9 peratus) bersetuju bahawa mencintai alam sekitar sebagai nilai ketamadunan. Manakala 227 responden (41.0 peratus) mengatakan sangat bersetuju, diikuti neutral 61 responden (11.0 peratus) dan 3 responden (0.5 peratus) mengatakan tak setuju. Jadual 5 menunjukkan ringkasan responden dan peratusan.

Jadual 5 Mencintai alam sekitar

	Frekuensi	Peratus
Tak setuju	3	.5
Neutral	61	11.0
Bersetuju	260	46.9
Sangat bersetuju	227	41.0
Jumlah yang dikira	551	99.5
Data yang hilang	3	.5
Jumlah keseluruhan	**554**	**100.0**

Nilai peradaban yang diamalkan oleh responden dilihat selari dengan nilai sejagat dalam peradaban Islam, Melayu, China dan India. Hal ini baik untuk pelajar dalam menempuh cabaran *Industrial Revolution 4.0* (IR 4.0) apabila *intellectual development*; pemikiran kreatif diperlukan dalam membina insan dari sudut akademik dan intelektual.

KESIMPULAN

Pembentukan nilai kebaikan merupakan perkara utama yang perlu dipikul oleh setiap individu dalam membangunkan negara. Pengukuhan nilai yang baik berjaya mempengaruhi dan memberi kesan besar kepada peradaban di Malaysia dalam era Revolusi Industri 4.0.

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EXERCISE AS A THERAPY FOR SEDENTARY PEOPLE TO OVERCOME MENTAL RELATED HEALTH ISSUES DURING COVID-19 PANDEMIC

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ABSTRACT

Exercise gives a lot of benefits to our health apart from having a balanced diet. Regular exercise can help individuals to reduce or have an ideal weight, protect against chronic diseases such as stroke, metabolic syndrome, high blood pressure, type 2 diabetes, and arthritis, to name a few. Many discussions we see relating the benefits of exercise are likely to the improvement of the physiological condition and less discussion on psychological condition. Exercise has the largest impact not only on physiological, but also on psychological and psychophysiological as well. In this study, the aim is to determine whether by having regular exercise could help to overcome mental related health issues; mood disorders and anxiety disorders among sedentary people during covid-19 pandemic. The method used for this study is by identifying the current and previous studies then synthesizing it to come out with appropriate outcomes and discussion. Outcomes of this study will be beneficial to all Malaysian citizens to overcome mental related health issues as this topic is still a taboo in this country and many are reluctant to seek for a help or talk about it openly due to negative perceptions and discriminations relating with mental health issues because they do not want to be labeled as crazy person. This label will have a negative impact in their study, career, relationship, or other life goals they want to resume.

Keywords: **Exercise; Psychological; Mood; Anxiety; Covid-19**

INTRODUCTION

When the covid-19 pandemic started in China and the virus spread globally, it tremendously affected everyone's life. Restrictions and regulations are used to prevent the virus from spreading. The Malaysian government had taken proactive action to implement Restriction of Movement Order on March 18, 2020 ("The Prime Minister's Special Message on COVID-19 - 16 March 2020 - Prime Minister's Office of Malaysia" n.d.) and this restriction is still ongoing. This restriction has changed the way we do things, so-called known as the new norm practice which includes daily activities, education , and economic activities (Ahmad & Ali 2020).

One of the effects from this new norm practice leads to health issues whether physically or psychologically. The longer period of home quarantine has led   to the decline   in mental health. Individuals who have been quarantined for more than 10 days have a   greater risk of mental health, specifically   post-traumatic stress symptoms (Brooks et al. 2020).

METHODS

References from reputable books, articles and websites will be used to describe the main topic of this study. Keywords from the abstract are the key points in searching the relevant references. The study is focusing on the psychological   effect of exercise during covid-19 pandemic.

RESULTS AND DISCUSSION

Exercise as A Therapy

In Italy, covid-19 has disrupted their   life, pushing them to practice social distancing and self-quarantine. It includes physical related activities, where home based workout is the only option for them to keep fit during the pandemic. Results   from 2974 Italian respondents on the impact of psychological health while performing exercise during the pandemic using Psychological General Well Being Index showed a positive relationship between exercise and mental health state, which means frequent exercise leads to positive impact on psychological health (Maugeri et al. 2020). Another study on Spanish adults in relation to   exercise with current perceived anxiety and mood during pandemic identified that the minimum of 150 minutes of exercise could reduce the level of anxiety and increase mood and women benefited most compared to men (López-Bueno et al. 2020).

Type of exercise also determines the relationship between exercise and mental health. Specific exercises   such as high interval intensity training (HIIT) had shown higher improvements compared to moderate interval intensity training (MIIT) for individuals facing mental disorders (Korman et al. 2020).   However, we have to determine whether sedentary individuals are fit to perform HIIT as this exercise requires the person to fast and it also contain explosive movements that might not be suitable for certain individuals.

An experimental study was conducted using humor before doing exercise to determine the mood and anxiety by having 20 minutes of humor followed by 20 minutes of running at participants' preferred   pace had positive effects towards mood and anxiety (Szabo 2003). Somehow, there are a few drawbacks in this research, such as the requirement to evaluate self-selected pace with the rated perceived exertion (RPE) while exercising and the need to quantify humor, including the amount, frequency and amplitude of laughing.

CONCLUSION

Exercise during covid-19 pandemic can overcome mental related health issues. However, we cannot neglect other factors that can overcome these problems. All these factors are needed to be together to make it work at best. It is recommended for adults to do between 150 to 300 minutes of exercise   in a week ("Global Recommendations on Physical Activity for Health" n.d.). However, we have to consider exercise   motivation because factors such as feeling lonely and lacking social support will discourage mostly the elderly not to exercise (Schrempft et al. 2019). Social support to these people will motivate them to exercise. Afterall, exercise should be something enjoyable to do for the benefits of physical and mental health.

ACKNOWLEDGEMENTS

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AMBIGUITI DI MEDIA SOSIAL DAN KESANNYA DARIPADA PERSPEKTIF PERUNDANGAN

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ABSTRAK

Ambiguiti atau ketaksaan merupakan salah satu bentuk ketidakjelasan makna bahasa sama ada secara lisan atau melibatkan penulisan. Ambiguiti atau ketaksaan boleh melibatkan pemilihan kata, frasa, klausa, ayat atau wacana yang kurang jelas perujukannya. Hal ini boleh menimbulkan pelbagai tafsiran akibat dari ketidakfahaman maksud yang ingin disampaikan apabila sempadan makna tidak jelas. Interaksi menerusi media sosial yang melibatkan kecelaruan pentafsiran makna ayat dalam hantaran yang dibuat kesan ambiguiti atau ketaksaan, boleh menimbulkan kekeliruan dan mengundang hantaran balas yang berlanjutan sehingga membawa kepada impak kecaman. Hal ini seterusnya boleh membawa kepada tindakan undang-undang akibat dari pentafsiran makna yang mendorong kepada fitnah berlanjutan dan menjatuhkan reputasi seseorang individu. Sehubungan itu, kertas kerja ini bertujuan memaparkan 3 contoh ayat yang digunakan dalam hantaran di media sosial yang telah membawa kepada tindakan undang-undang. Perujukan utama yang digunakan dalam kajian ini adalah Alasan Penghakiman yang merangkumi maklumat latar belakang kes sehingga kepada keputusan kes. Penelitian terhadap data dibuat dengan mengambil ayat-ayat yang digunakan dalam hantaran di media sosial yang telah membawa kepada pertuduhan fitnah berdasarkan peruntukan undang-undang sedia ada. Secara kesimpulannya, kertas kerja ini diharap dapat menyedarkan pengguna media sosial agar lebih berhati-hati dan berhemah khususnya dalam hantaran dan melontarkan pendapat dalam hantaran balas yang dibuat bagi mengelakkan implikasi dalam tindakan perundangan.

Kata kunci: **Kata; Media Sosial; Hantaran dalam Media Sosial; Ambiguiti; Fitnah**

PENGENALAN

Ambiguiti dalam pentafsiran makna ayat boleh menimbulkan pentafsiran makna yang pelbagai sehingga memberikan interpretasi negatif yang membolehkan seseorang individu mengambil tindakan undang-undang berdasarkan pemahaman ayat yang dilihat sebagai sesuatu perkara yang menjejaskan reputasi atau membawa kepada fitnah. Kertas kerja ini akan memperlihatkan ayat yang telah digunakan dalam hantaran yang dikongsi dalam media sosial dan komen di media sosial yang ditafsirkan sebagai perkara yang menjejaskan reputasi dan menimbulkan fitnah.

METODOLOGI

Analisis dijalankan dengan mengeluarkan ayat yang digunakan sebagai fakta kes dalam tuntutan akibat menjejaskan reputasi dan fitnah ke atas plaintif. Tiga (3) contoh ayat diambil dari tiga dokumen iaitu Alasan Penghakiman (No sivil WA-23CY-50-12/2017), (No sivil BA-A52NCVC-580-10/2018) dan (No sivil JA-22NCVC-162-08/2018) sebagai pembuktian bahawa pentafsiran makna yang ambiguiti boleh mengundang kepada tindakan perundangan berdasarkan hujah-hujah dari fakta kes.

HASIL DAN PERBINCANGAN

Dalam kes yang melibatkan media sosial, tuntutan dibuat oleh plaintif adalah sebagai ganti rugi kepada kesan yang dialami dengan melibatkan tindakan saman dan pernyataan tuntutan, iaitu sama ada tuntutan ganti rugi am dan atau ganti rugi khas dan atau ganti rugi teladan terhadap defendan akibat kehilangan reputasi yang berpunca daripada kenyataan defendan. Berdasarkan penelitian terhadap kes-kes lepas, dapat dijelaskan bahawa Mahkamah membenarkan tuntutan dengan melihat kepada pembinaan kata yang membentuk makna biasa atau makna semula jadi yang merangkumi implikasi atau kesimpulan dengan unsur munasabah terhadap pengetahuan umum sebagai fakta kes terhadap pertuduhan. Justeru, apa-apa perkataan yang boleh dikaitkan dengan pengetahuan umum tentang makna asasnya dan difahami dengan kefahaman umum yang boleh dikaitkan dengan fitnah maka boleh disabitkan pertuduhan ke atasnya. Hal ini membawa kepada kesimpulan bahawa penggunaan unsur linguistik juga boleh disabitkan tindakan undang-undang jika disalah ertikan maknanya atau jelas makna yang ingin disampaikan jika dibuktikan dapat menjatuhkan reputasi individu.

KESIMPULAN

Secara kesimpulan, berdasarkan keterangan yang dinyatakan dalam ulasan penghakiman tersebut, peruntukan dalam tindakan untuk memfitnah boleh dibuat jika ayat yang dilontarkan iaitu melalui hantaran di media sosial dapat dibuktikan makna secara umum fahamannya sehingga menimbulkan pandangan negatif umum dan menimbulkan sangkaan yang membawa kepada tuduhan atau fitnah secara jelas dan merosakkan reputasi pihak yang diperkatakan. Perkara tersebut secara tidak langsung boleh mendedahkan orang awam kepada sabitan dalam pertuduhan melalui penggunaan unsur linguistik yang ambiguiti berdasarkan pengetahuan asas umum tentang maknanya dalam penggunaan sesuatu bahasa. Kertas kerja ini telah memberikan pembuktian bahawa penggunaan ayat yang ambiguiti dalam hantaran di media sosial memberikan implikasi terhadap tindakan undang-undang.

Jadual 1 Ambiguiti dalam penggunaan klausa

Contoh Ayat	Kesan/Pertuduhan	Ulasan Penghakiman
Salah satu punca kenapa Akta 355 tidak boleh dipinda kerana orang Shah Alam hantar ahli parlimen yang menentang Akta 355.	Plaintif memfailkan tindakan fitnah dan menuntut gantirugi am, gantirugi teruk, gantirugi teladan selain menerbitkan permohonan maaf secara bertulis untuk diterbitkan dalam akhbar perdana dalam bentuk dan istilah yang akan ditetapkan oleh plaintif.	Atas imbangan kebarangkalian Mahkamah memutuskan bahawa plaintif telah berjaya membuktikan tuntutannya terhadap defendan.
Doula Mashitah. Doula yang suka memburukkan hospital.	Saman dan pernyataan tuntutan iaitu tuntutan ganti rugi am, ganti rugi khas dan ganti rugi teladan bagi penggunaan perkataan atau penekanan perkataan/frasa/klausa/ayat yang membawa kepada pertuduhan yang memberikan kesan iaitu kehilangan reputasi akibat kenyataan yang didakwa mengandungi fitnah melalui laman sosial Facebook.	Mahkamah mendapati bahawa plaintif telah berjaya membuktikan, atas imbangan kebarangkalian, kes plaintif terhadap defendan. Mahkamah dengan itu memutuskan bahawa tuntutan plaintif terhadap defendan dibenarkan.
Doula yang dikaitkan dalam memberi ajaran mmg (memang) sah Doula Mashitah.	Tuntutan ganti rugi teladan kerana hantaran yang dibuat berunsur fitnah dan menggugat reputasi plaintif sepenuhnya.	Mahkamah berpendapat kenyataan yang dibuat oleh defendan telah memulakan penerbitan terhadap tanggapan awam oleh hantarannya dan menyediakan platform bagi tujuan tersebut. Mahkamah memutuskan untuk pembayaran RM100, 000 sebagai ganti rugi am dan teladan selain mengemukakan permohonan maaf dalam tempoh tujuh hari dari keputusan mahkamah dibuat.

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REVIEW OF IGBO PEOPLE DUAL RELIGION IDENTITY AND RITE OF MARRIAGE

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ABSTRACT

Christianity reached south eastern Nigeria during the last two decades of the nineteenth century when Irish missionaries converted many of the locals. Although their conversion initially placed them in complication with their traditional Igbo religion, it advanced their standing in their own communities because of their newfound influence on society. This degree of complexity is especially apparent when it comes to marital customs. The study in question here addresses the question of how many of the people who converted were facing the challenge of doing things that conformed to tradition (e.g., getting married in the traditions of Igbo religion) or doing things that complied with Christian values (such as baptism). While some of the original efforts made by the missionaries to abolish or substitute some of the indigenous ritual activities with the Christian faith practices proved to be ineffective, the work was not completely wasted, as this information was uncovered. Despite such, it was thought that the 'alien' Christian doctrines are superior to traditional religious beliefs when it comes to marriage. The focus of this paper is to examine how much Christianity has affected the marriage customs among the Igbo people today. This study is based on analysis of relevant literature.

*Keywords: **Igbo Religion; Christianity; Identity; Marriage***

INTRODUCTION

The changes implemented by the Christian mission in the marriage system in Africa especially in the Igbo society had effects on the lives of the people and their culture. The main intention of the mission was to impose the Christian values for the rearrangement of the existing social order. This work explores the character of Igbo society through the understanding of the social changes. The ritual changes as a consequence of Christianity have implications in understanding the nature of social relations in the society. Marriage ritual implies a collective intervention towards the existence of a group and its integration into the society. Ritual is seen in this work based on its practice within the kinship system and how it consummates the marriage between a man and a woman on the one hand and between one family and another on the other hand (Gyekye 1996). Thus the importance of ritual is envisaged by its performance. The performance of marriage rituals especially in Africa establishes the social relationships and compels the performers to keep to the rules imposed by the system of exchanges.

Following the coming of Christianity in the Southeastern part of Nigeria in the late nineteenth century through the Irish missionaries, many of the inhabitants of the land were converted to

Christianity. Their conversion at first placed them in complexity with their auto indigenous religious practices out of the thrust for better religious/social status (Ajayi, J. F. A. 1965). This complexity could be related to the issue of the marriage ceremonies. Many of the converts were faced with the challenge of obedience either to the traditional rituals of marriage or the new Christian practices. Some of the initial efforts made by the missionaries to abolish or substitute some of the indigenous ritual practices with the Christian faith practices proved abortive. That notwithstanding, it became the case that the renunciation of the traditional religious beliefs for the 'alien' Christian beliefs was regarded as conversion. Aware of the fact that conversion is a complex process; different fields of study have understood it in their various ways. For the purpose of this study, conversion is viewed as a periodical break with the past experience in order to embrace another dimension of the present, and with the hope of constructing a new identity. When a new identity is constructed, one sees it as a religious transformation that engages the individual within the group into seeking a new experience as well as further expectations (Ra Ayandele, E. A. 1966).

In the early twentieth century, the situation was that most Igbo converts to Christianity were very reluctant to enter into marriage based on the Christian rituals alone. This was because on the one hand it might limit them from the rights they have over their women and on the other hand it might prevent them from the privileges of sustaining their patrilineal system through many wives in case of childless or no-male child marriage. From the findings, most Christians with childless marriage later lost their faith in Christianity by marrying new wives in order to beget children. It was on that basis that Bishop Shanahan in his 'Relatio Extra Ordinaria' lamented that "almost all the married couples without children are breaking up" (Nwaogaidu, J. C. 2016). As a result, Shanahan concluded that the better way of making the people appreciate the value of marital life would be through education.

METHODS

The collected data under scrutiny in this work were supplemented by those examined in missionary archives in Dublin, Ireland. The validity of the analysis was greatly enhanced by the author's native knowledge of Igbo society and culture and his professional expertise in Roman Catholic doctrine. Drawing on major social anthropological theories, the study emphasizes how by participating in ritual performances the individual tends to transform him/herself into a relational entity beyond his/her spatial reality. The rituals also ensure the reproduction of social and cosmological relationships by setting into motion the processes of transfer, in which the individual is bound up and to which he is subordinated.

RESULTS AND DISCUSSION

The discussion in this study offers the opportunity to recap the findings and relate some of the contentious issues between Christianity and African traditional rituals. In African culture, it was the usual custom that the young women who have reached the age of marriage had to decorate themselves with ornaments, plaiting of the hair and painting of the skin. The African maidens give particular attention to their beauty in order to attract men for marriage. However, this practice has been given another connotation with the influence of Christianity. For the Christians, the emphasis is rather given on the modesty of the heart instead on the modesty of the body, which for some is

quite understandable. From the Christian teaching, "Christian women and girls are modestly and becomingly clothed, and are taught to adorn their souls more than their bodies, to please the eyes of the angels rather than the eyes of men" (Missionary Nwaogaidu, J. C. 2013).

CONCLUSION

It is evident that in the fight for superiority, the said-Christians usually forget the essential teachings of the Gospel and how they could be related to the cultural environment. This understanding suggests why cultural integration is important in any cultural transformation. It entails a mutual relationship between the Christian faith and the traditional culture, which enriches both the faith and the indigenous culture of the people. That will finally make possible the interaction between the indigenous rituals and Christian ritual practices of marriage.

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EDUCATION, LANGUAGE

AND

MANAGEMENT

STUDENTS' PERCEPTION OF ONLINE LEARNING DURING THE COVID-19 PANDEMIC: A SURVEY STUDY OF LMCE2092 SPEAK TO PERSUADE STUDENTS

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ABSTRACT

This is a brief report on students' perception of LMCE2092 Speak to Persuade course based on an online survey. A total of 196 students from various faculties in UKM took part in this survey at the end of Semester 1, Session 2020-2021. The goal of the survey was to understand the students' perception of the course in terms of the course content and challenges faced by the students with the asynchronous and synchronous approach to teaching and learning during the Covid-19 pandemic. Based on the survey, most of the students responded that the course objectives were achieved, and the assignments given were appropriate to the course objectives. The course assignments helped them to improve their oral communication skills. As a result, they concluded that the course gave them confidence to present in English. On the other hand, one of the challenges in online learning was the problem with infrastructure such as stable internet connection and devices. Limited and low internet connections were the main reasons that hindered effective online learning for the students.

Keywords: *Asynchronous; Synchronous; Online learning*

INTRODUCTION

English courses (code: LMCE) in UKM are designed to help students to improve their English speaking and presentation skills. Speak to Persuade, LMCE2092, course is offered to students who have achieved MUET Band 4. It equips students with the oratory and rhetoric skills to prepare and deliver a speech effectively. It will also guide students in preparing a speech outline and visual aids and give them practice on the techniques of presenting a speech of their choice. This is achieved via lectures, group discussions, conferencing sessions, watching videos and rehearsals. There are two evaluations for this course namely the speech outline and the persuasive speech. For the last few semesters, evaluations were conducted face-to-face during tutorials.

However, this has not been the case since 2020. Due to the spread of COVID-19, universities have had to close campuses to prevent further infections. A lockdown has been implemented where people are no longer permitted to freely go to public places to curb the contagious spread of the virus (Ferguson et al., 2020). It has been asserted that the only way of ensuring the continuity of

education during this Emergency Remote to Teaching and Learning (ERTL) is through online learning (Danial, 2020). Online teaching and learning is the most suitable approach for educational institutions since students are mandated to study at home due to the pandemic (Mohammed et al., 2020). This situation has led to a lot of challenges faced by students in developing countries where e-learning is not a common practice (Berita Harian, 7 May 2020). Nevertheless, Oliver (2001) claimed that the effectiveness of online teaching and learning rely on skills that both educators and students possess.

METHODS

The LMCE2092 committee developed a research questionnaire consisting of a mix of close-ended questions and open-ended questions. Based on the questionnaire, the committee created an online survey. The target population chosen for this survey was the LMCE2092 students from various faculties in UKM. There were eight closed-ended questions posted for the first section which is the course content followed by seven open-ended questions for the second section. The survey was conducted in English and Malay. Below are summaries of some of the survey responses.

RESULTS AND DISCUSSION

Overall Students' Feedback on the Course Content

Based on the survey, most of the students responded that the course objectives were achieved and the assignments given are appropriate to the course objectives. The course assignments helped the students' progress in the acquisition of the language. They further mentioned that the course helped them to improve their oral communication skills. As a result, they concluded that the course gave them confidence to present in English. Besides that, the course was also found to be effectively organised and the teaching materials used are relevant and current which resulted in the responses that the course improved their ability to read and think effectively.

Feedback on the Problems with Online Classes and Suggestions for Improvements

i)   Main problems faced during online classes

The main problem faced by the majority of students is internet connection issues, with only a minority having no Internet issues at all. Students face problems with synchronous classes that require them to meet online since some of them have low Internet speed and limited data. In addition, students also reported having difficulties in concentrating on lectures during online classes. Some of them claimed that it was hard to focus at home because of interference from family members or the home environment that was not conducive. Some also mentioned that the lack of face-to-face communication with lecturers and classmates contributed to this lack of focus.

ii)   Problems with online platforms used in class (UKMFolio, MS Team, WhatsApp, Telegram)

Majority of the students reported not having any troubles with using some of the online platforms during online classes. Most of them prefer using Microsoft Teams as it enables students to join the class any time without having to wait for permission. However, some of them claimed that UKMFolio, the official Learning Management System for UKM, is not user-friendly and would sometimes crash when they tried to access it. Some of them were also overwhelmed with the number of different platforms used by certain classes and would prefer only one or two to avoid confusion.

iii)   The helpfulness of lecturers in assisting students during online class

The majority of students agreed that the lecturers of this course have been very helpful and committed to helping them as much as they can with the lessons and assignments. Some of them commented that their lecturers can always be reached through WhatsApp or Telegram and were quick to respond. Others said that the way the course content was distributed was very organized and made the learning process much easier. However, some students mentioned that although their lecturers were always quick to reply to their messages, they still prefer communicating face-to-face to discuss problems with their assignments as communicating through texts can be difficult and tedious.

iv)   Suggestions for improvements to ensure a smooth online learning experience

Some of the suggestions for improvements include having more group assignments so they can interact with other classmates and having group presentations. Some of them also stated that they preferred presenting live during online class instead of recording videos for the final speech. A few students suggested that every class session should be recorded so that they can do revisions on their own time. Overall, the majority of the students said that this course does not need any major improvements and it is a suitable course to be conducted online.

CONCLUSION

For English learners at the university level, due to the Movement Control Order (MCO), all the lessons and evaluations were carried out via online. Nevertheless, the online teaching and learning environment have resulted in some complications based on the students' feedback. Therefore, the researchers conducted the survey to identify the challenges of online teaching and learning. Certain limitations of the study need to be addressed. Data of the study were collected from students only. Instructors' perspectives should be explored to cross-validate students' responses to obtain even more comprehensive understanding of the issue. Future efforts should focus on improving the existing features in the design of the online T&L to bring about additional learning outcomes.

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PERSEPSI PELAJAR ANTARABANGSA UNIVERSITI KEBANGSAAN MALAYSIA (UKM) TERHADAP PENGAJARAN DAN PEMBELAJARAN KURSUS LMCM1083 BAHASA MELAYU KOMUNIKASI ANTARABANGSA SECARA DALAM TALIAN DALAM ERA PANDEMIK COVID-19

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ABSTRAK

Penularan COVID-19 di Malaysia telah mengubah landskap pendidikan negara apabila semua sesi pengajaran dan pembelajaran (PdP) secara bersemuka terpaksa berubah kepada bentuk pengajaran dan pembelajaran (PdP) secara dalam talian. Oleh itu, kajian yang dijalankan ini adalah bertujuan untuk mengetahui persepsi para pelajar antarabangsa Universiti Kebangsaan Malaysia (UKM) terhadap pengajaran dan pembelajaran Kursus LMCM1083 Bahasa Melayu Komunikasi Antarabangsa secara dalam talian yang dijalankan dalam era pandemik COVID-19. Set soal selidik telah diedarkan kepada 51 orang pelajar antarabangsa prasiswazah dan siswazah UKM semester dua sesi akademik 2020-2021. Statistik deskriptif digunakan untuk menganalisis data-data yang berkaitan untuk menjawab persoalan-persoalan kajian. Lima aspek menjadi fokus kajian iaitu silibus pembelajaran dalam talian, interaksi dalam talian, bentuk penilaian kursus, kaedah pengajaran dan pembelajaran dan kemudahan mengakses aplikasi pembelajaran dalam talian. Dapatan kajian ini menunjukkan kelima-lima aspek yang dikaji berada pada tahap sederhana iaitu silibus pembelajaran atas talian (min 3.20), interaksi pengajaran dan pembelajaran dalam talian (min 3.56), penilaian kursus (min3.46), kaedah pengajaran dan pembelajaran (min 3.17) dan kemudahan mengakses aplikasi pembelajaran atas talian (min 3.39). Melalui dapatan kajian, kaedah pengajaran dan pembelajaran perlu diperhalusi dan diperbaiki supaya proses pengajaran dan pembelajaran dalam talian akan lebih berkesan kepada pelajar dan juga guru.

Kata kunci: *Persepsi; Pelaksanaan Pengajaran dan Pembelajaran dalam Talian; Pelajar Antarabangsa Universiti Kebangsaan Malaysia.*

PENGENALAN

Kemunculan wabak Covid-19 memberikan kesan kepada sistem pendidikan negara, lebih-lebih lagi institusi pengajian tinggi. Kemunculan Covid-19 ini telah mengubah landskap pendidikan negara sehingga mendesak perubahan kaedah pengajaran dan pembelajaran kepada pembelajaran dalam talian. Segala aktiviti pengajaran dan pembelajaran secara bersemuka terpaksa dihentikan dan dijalankan sepenuhnya secara atas talian dalam tempoh pelaksanaan PKP (Ehwan Ngadi 2020).

Menurut Nor Fauziana (2020), kaedah PdP secara atas talian ini menuntut komitmen dan kerjasama daripada semua pihak terutamanya dari segi pengetahuan dan kemahiran berkaitan teknologi. Menurut Abd. Kadir (2016), pembelajaran dalam talian merupakan kaedah pembelajaran secara elektronik dan digital yang mana guru dan pelajar tidak memerlukan komunikasi secara bersemuka. Dalam era teknologi pendidikan ini, pembelajaran dalam talian merupakan platform terbaik untuk menggantikan kaedah konvensional.

METODOLOGI

Metodologi kajian dibahagikan kepada reka bentuk kajian, sampel kajian, instrumen kajian dan juga kesahan dan kebolehpercayaan.

Reka Bentuk Kajian

Kajian kuantitatif yang menggunakan kaedah tinjauan deskriptif digunakan bagi memperoleh maklum balas berkenaan persepsi pelajar antarabangsa UKM terhadap pelaksanaan aktiviti pengajaran dan pembelajaran kursus wajib universiti iaitu Kursus Bahasa Melayu Komunikasi Antarabangsa secara dalam talian.

Sampel Kajian

Seramai 51 orang responden yang terdiri daripada pelajar antarabangsa UKM. Kaedah persampelan melalui soal selidik akan dianalisis menggunakan program *Statistical Package for Social Science (SPSS)* versi 28.0 untuk mendapatkan skor min bagi setiap aspek yang dinilai.

Instrumen Kajian

Instrumen kajian ini dilihat daripada lima aspek, iaitu (i) persepsi terhadap silibus kursus, (ii) persepsi terhadap interaksi dalam kelas, (iii) persepsi terhadap penilaian kursus, (iv) persepi terhadapn pendekatan pengajaran dan pembelajaran dan (v) persepi terhadap kemudahan mengakses aplikasi pembelajaran dalam talian. menggunakan kaedah skala empat likert. Jadual 1 berikut menunjukkan skor penilaian skala likert yang digunakan oleh pengkaji:

HASIL DAN PERBINCANGAN

Analisis Demografi

Daripada 51 borang soal selidik yang dijawab, seramai 30 (58.8%) daripada responden ialah lelaki manakala 21 (41.2%) responden pula ialah perempuan.

Jadual 1 Skor skala Likert

Pernyataan	Skor
Sangat Tidak Setuju	1
Tidak Setuju	2
Setuju	3
Sangat Setuju	4

Berdasarkan kelompok umur, respondan yang paling tinggi menjawab soal selidik berusia ialah 34 tahun hingga 41 tahun dengan 37.3%. Seterusnya, kelompok umur 18 tahun hingga 25 tahun iaitu 31.4%, kelompok umur 26 tahun hingga 33 tahun dengan jumlah 17.6%. Ini diikuti kelompok umur 42 tahun hingga 49 tahun dan kelompok umur 50 tahun hingga 57 tahun masing-masing dengan jumlah 11.8% dan 1.9%. Semua pelajar ini merupakan pelajar antarabangsa UKM.

Dalam soal selidik yang diedarkan juga terdapat pertanyaan berkenaan negara asal pelajar. Oleh itu, Jadual 2 menunjukkan jumlah peratus responden mengikut negara asal mereka.

Jadual 2 Bilangan dan peratus responden mengikut negara asal

Negara	Bilangan Pelajar	Peratus
Bangladesh	5	9.8
China	18	35.3
Iraq	7	13.7
Jordan	3	5.9
Libya	2	4.0
Pakistan	2	4.0
Palestin	2	4.0
Zimbabwe	1	1.9
Filipina	1	1.9
Singapura	1	1.9
Arab Saudi	3	5.9
Somalia	2	4.0
Emiriah Arab Bersatu	2	4.0
Amerika Syarikat	1	1.9
Vietnam	1	1.9

Analisis Dapatan

Bagi tujuan interpretasi persepsi pelajar antarabangsa terhadap pengajaran dan pembelajaran bahasa Melayu secara dalam talian, maka skor min yang diperoleh dikod semula kepada tiga tahap: rendah, sederhana, dan tinggi (Pallant 2007) seperti dalam jadual berikut;

Jadual 3 Interpretasi skor min

Skor Min	Tahap
3.67 – 5.00	Tinggi
2.34 – 3.66	Sederhana
1.00 – 2.33	Rendah

Silibus Kursus Pembelajaran dalam Talian

Jadual 3 menunjukkan analisis skor min persepsi pelajar terhadap silibus kursus pembelajaran dalam talian. Analisis skor min tertinggi ialah 3.59 iaitu pernyataan silibus kursus pembelajaran dalam talian mudah dipelajari dan difahami.

Nota kursus yang dibekalkan kepada pelajar dalam talian pula mempunyai nilai 3.51. Pernyataan silibus kursus memenuhi keperluan pembelajaran dalam talian memiliki nilai min 3.49. Silibus kursus juga dikatakan mengikut tahap kesukaran yang betul dari minggu pertama hingga minggu terakhir semester dengan nilai min 3.47. Seterusnya, pernyataan silibus kursus menarik minat pelajar pula memiliki nilai min 3.35.

Dua pernyataan mendapat persepsi pelajar di bawah nilai min 3.0 iaitu silibus kursus perlu ditambah lagi dan kandungan silibus kursus terlalu banyak dengan nilai 2.67 dan 2.33. Pernyataan kandungan silibus kursus terlalu banyak berada pada tahap yang rendah. Keseluruhannya, tahap dan nilai min dari aspek silibus kursus pembelajaran dalam talian adalah pada tahap sederhana iaitu pada nilai skor min 3.20.

Interaksi Kelas dalam Talian

Pernyataan guru sangat ramah dan mudah dibawa berbincang mendapat nilai min tertinggi iaitu 3.69. Kemudian, diikuti pernyataan guru banyak membantu menerangkan tajuk-tajuk yang sukar difahami pelajar dengan nilai min 3.61. Dua pernyataan yang memiliki nilai min yang sama iaitu 3.55 iaitu interaksi guru dengan pelajar sangat baik dan guru kerap bertanya soalan kepada pelajar. Guru dikatakan sentiasa meminta maklum balas pelajar sekiranya terdapat perkara yang kurang difahami oleh pelajar mendapat nilai min 3.49. Pernyataan terakhir iaitu kelas dalam talian dijalankan atau berjalan secara aktif (komunikasi dua hala) memperoleh nilai min sebanyak 3.43. Keseluruhannya, nilai min yang diperoleh dari aspek interaksi ialah 3.56.

Penilaian Kursus Pembelajaran dalam Talian

Pernyataan penilaian kursus menepati objektif kursus mendapat nilai min 3.53 manakala pernyataan penilaian kursus mampu menguji tahap pengetahuan pelajar mendapat nilai min 3.49.

Dua pernyataan berkongsi nilai min yang sama iaitu pernyataan penilaian kursus bertepatan dengan silibus kursus dan peruntukan markah untuk setiap penilaian adalah munsabah dengan nilai min 3.47. Pernyataan penilaian kursus dalam talian sangat mudah dilaksanakan memperoleh nilai min 3.41 dan pernyataan terakhir iaitu penilaian kursus dalam talian lebih mudah bagi pelajar berada pada nilai min 3.37. Keseluruhannya, nilai min untuk aspek penilaian kursus ialah 3.46.

Persepsi Terhadap Kaedah Pengajaran dan Pembelajaran dalam Talian

Dua pernyatsi berkongsi skor min tertinggi iaitu 3.61 ialah pernyataan video pengajaran yang disediakan oleh guru sangat mudah difahami dan video pengajaran yang disediakan sangat membantu pelajar untuk membuat ulang kaji. Seterusnya, guru menyampaikan topik pengajaran dengan sangat menarik mendapat nilai min 3.59 manakala pernyataan pembelajaran melalui youtube yang disediakan oleh guru sangat menarik dan membantu pelajar memiliki nilai min 3.49. Selain itu, pernyataan Whatsapp dan Telegram ialah alternatif kepada pembelajaran dalam talian memperoleh nilai min 3.43.

Pernyataan video pengajaran secara dwibahasa memperoleh nilai min 3.35, diikuti pernyataan UKMFolio ialah laman web terbaik untuk pelajar mendapatkan maklumat berkenaan kursus dengan nilai min 3.33. Di samping itu, pernyataan guru perlu menyampaikan topik pengajaran secara dwibahasa memperoleh nilai min 3.31.

Pernyataan guru perlu menyampaikan topik pengajaran dalam bahasa Inggeris sepenuhnya memperoleh nilai min 2.92 dan video pengajaran menggunakan bahasa Inggeris sepenuhnya mendapat nilai min 2.65. Keadaan ini berbeza dengan pernyataan guru perlu menyampaikan topik pengajaran dalam bahasa Melayu sepenuhnya dan video pengajaran menggunakan bahasa Melayu sepenuhnya dengan nilai min yang sama iaitu 2.37. Keseluruhannya, nilai min untuk aspek kaedah PdP dalam talian ialah 3.17.

Kemudahan Mengakses Aplikasi dalam Talian

Pernyataan aplikasi yang digunakan oleh guru sangat mudah diakses oleh pelajar mmeperoleh nilai min 3.55 manakala pernyataan UKMFolio sangat membantu pelajar merujuk nota-nota kursus mendapat nilai min sebanyak 3.45, diikuti pernyataan UKMFolio mudah diakses oleh pelajar memperoleh nilai min 3.43.

Pernyataan capaian internet sangat bagus pula memperoleh nilai min 3.29 manakala pernyataan kandungan dalam UKMFolio merumitkan pelajar hanya memperoleh nilai min 2.76. Keseluruhannya, nilai min untuk aspek kemudahan mengakses aplikasi ialah 3.29.

KESIMPULAN

Daripada hasil kajian yang dijalankan, pengkaji dapat merumuskan bahawa persepsi pelajar antarabangsa UKM terhadap pelaksanaan proses pengajaran dan pembelajaran bahasa Melayu secara dalam talian dalam era pandemik Covid-19 masih berada pada tahap yang sederhana. Kesediaan dan komitmen para guru dan pelajar juga amat diperlukan untuk memastikan proses pengajaran dan pembelajaran dalam norma baharu ini dapat dilaksanakan dengan jayanya.

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LEARNING IN THE MULTILINGUAL CLASSROOM: LINGUISTIC REPERTOIRES IN SOUTH TYROL (ITALY)

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ABSTRACT

This paper explores the linguistic repertoire of kids attending primary schools in South Tyrol (Italy). This region in the North of Italy has always been characterized by multilingualism, initially and historically observed as an endogenous phenomenon with Italian, German and Ladin living close to one another. The original picture of multilingualism in South Tyrol was enriched with other forms of multilingualism given by the languages and cultures brought with the migrations, especially in the last decade. The context of Bassa Atesina (located in the southern part of the Region) where the data analysed for this paper were collected, is particularly interesting to study, since there German (Hochdeutsch and dialect) and Italian with both the standard variety and italoromance (Trentino) dialects live close to one another (Dal Negro & Tartarotti, 2019) and there many immigrants also get to live. Data were collected through the means of a metalinguistic questionnaire among children attending the 4th year of primary school, digitized and analysed. The analysis is based on the observation of 160 questionnaires and will present the results of how the linguistic repertoire of those kids and relative classes is more complex, together with the implications for teaching in such an environment. Finally, the methodological threats and strengths in using such methodological tools will also be raised.

 Keywords: **Linguistic repertoires; Multilingualism; Primary school**

INTRODUCTION

The South Tyrol region, located in the Northeast of Italy, has always been characterized by a multilingual situation with the copresence of both Italian, German and Ladin communities. More recently with the increase of the migrations from countries with difficult political situations, the initial picture of multilingualism in this region has found a complexification of the phenomenon. In particular, this is true for kids who are enrolled in primary schools and need to be introduced to literacy. This paper presents some of the preliminary results of a research on multilingualism conducted in primary schools.

METHODS

The data consist of responses that kids gave to a metalinguistic questionnaire elaborated on the basis of previous studies in other parts of Italy (Chini, 2004; Dell'Aquila & Iannaccaro, 2006; Chini & Andorno, 2018; Gianollo & Fiorentini, 2020; Fiorentini & Gianollo, 2021). Data were collected in 10 schools in the Bassa Atesina region, located in the Southern part of South-Tyrol, in both Italian and German schools. 160 questionnaires were collected at school with the kids in paper form, then digitized through the use of GoogleModules and analysed in terms of the linguistic repertoires that emerge from the responses given by the kids. Kids could choose among English, Italian and German to read the questions and were told they could answer also using their L1, the language they knew better.

RESULTS AND DISCUSSION

Results show that different multilingual situations characterize the two school systems, the Italian one and the German one. The linguistic repertoires observed show how the Italian school system is populated more by monolingual kids (and families), Italian and Italian dialects, bilingual kids and second-generation immigrants as well as newly arrived with their repertoires used mostly in the family contexts. The German schools on the other end show how both German speaking kids attend these classes, but also bilingual South-Tyrolean dialect and German, Italian and German, monolingual Italian, and immigrants with their extended repertoires. These repertoires will be explored and discussed in the paper by looking at the first language(s) declared, the languages used for communicating in different contexts, both at home, at school and outside school, those used to make a phone call, read a book, watch tv, and write sms.

CONCLUSION

The resulting picture of multilingualism that will be presented is quite a complex one, and it raises some implications for the way in which teachers deal with these situations and facilitate those kids to acquire literacy. The tool used for this study also raises some methodological implications that will be taken into account, bring it on the one hand a tool that allows to map the multilingual situation reaching a large number of kids, the responses to some of the questions are not so straightforward for the kids to answer. Some of these considerations will also be tackled in the presentation.

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TAHAP KESEDIAAN GURU BAHASA UKM TERHADAP PENGGUNAAN TEKNOLOGI DALAM PROSES PENGAJARAN DAN PEMBELAJARAN (PdP) DALAM NORMA BAHARU

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ABSTRAK

Landskap pendidikan dalam norma baharu telah membawa kepada penggunaan teknologi dalam sesi pengajaran dan pembelajaran di universiti kesan daripada penularan COVID-19. Oleh itu, kajian ini bertujuan mengenal pasti tahap kesediaan para guru bahasa di Universiti Kebangsaan Malaysia (UKM) dalam menghadapi sesi pengajaran dan pembelajaran secara dalam talian. Kajian ini melibatkan semua guru bahasa di UKM dari pelbagai fakulti dan institut. Kajian ini merupakan kajian berbentuk kuantitatif yang menggunakan kaedah tinjauan deskriptif dengan mengaplikasikan penggunaan borang soal selidik yang dijadikan sebagai instrumen kajian. Empat aspek dijadikan parameter kajian iaitu pengetahuan, kemahiran, sikap dan minat. Justeru itu, kajian ini adalah untuk melihat tahap kesediaan para guru bahasa di UKM dalam menggunakan sumber teknologi untuk diaplikasikan dalam sesi pengajaran dan pembelajaran dalam talian. Kajian ini penting bagi memastikan sama ada semua guru bahasa di UKM bersedia atau sebaliknya dalam menghadapi sesi pengajaran dan pembelajaran secara dalam talian.

Kata kunci: *Tahap kesediaan; Pelaksanaan Pengajaran dan Pembelajaran dalam Talian; Guru bahasa Universiti Kebangsaan Malaysia*

PENGENALAN

Pada tahun 2020, seluruh dunia telah digemparkan dengan penularan wabak koronavirus (COVID-19). Pelbagai sektor terjejas teruk, malah ia mengganggu sistem pendidikan di Malaysia khususnya. Wabak Covid-19 ini bermula dengan gelombang kecil iaitu 22 kes telah dicatatkan pada Januari 2020 (Salim.et.al, 2020). Namun begitu, peningkatan kes secara mendadak telah berlaku dengan mencatatkan sebanyak 190 kes dan terdapat penambahan kes pada 16 mac 2020. Oleh yang demikian, sebuah keputusan telah dibuat oleh Perdana Menteri Malaysia, dengan mengumumkan bahawa pihak kerajaan sepakat melaksanakan Perintah Kawalan Pergerakan (PKP) pada 18 Mac 2020 melibatkan seluruh negara. Sepanjang tempoh PKP semua sektor diarahkan tutup.

Landskap pendidikan telah berubah sepanjang tempoh ini. Kementerian Pendidikan menggalakkan semua sesi pengajaran dan pembelajaran perlu dijalankan secara dalam talian. Tujuan kajian ini adalah untuk melihat tahap kesediaan para guru di UKM menggunakan teknologi dalam proses pengajaran dan pembelajaran (PdP) secara dalam talian.

Kajian Lepas

Pengajaran ialah sesuatu tugasan atau aktiviti yang diusahakan bersama oleh guru dan muridnya. Peranan guru dan murid sangat penting kerana ia menentukan samada proses pengajaran itu berlaku dengan jayanya atau tidak. Pengajaran adalah aktiviti-aktiviti bermatlamat yang dilakukan oleh guru secara sengaja dan disedari bagi membantu pengajaran (Shahabuddin et. al. 2003). Ia melibatkan teori-teori pengajaran dan pembelajaran untuk menghasilkan pembelajaran.

Menurut Lapada et. al (2020) yang telah menjalankan kajian terhadap 2300 orang guru di Filipina bagi melihat kesediaan mereka untuk melaksanakan pembelajaran jarak jauh semasa tempoh pandemik Covid-19 menunjukkan bahawa hampir keseluruhan responden menunjukkan mereka bersedia melaksanakan pengajaran dan pembelajaran secara dalam talian. Dapatan kajian yang dilakukan menunjukkan majoriti guru bersedia menggunakan aplikasi dalam talian seperti *Youtube, Google Classrooms, Meet serta Zoom.*

METODOLOGI

Kajian mengenai kesediaan guru terhadap proses PdP menggunakan teknologi melibatkan norma baharu ini dilaksanakan secara kuantitatif. Kaedah tinjauan telah dijalankan ke atas semua guru bahasa di UKM menggunakan instrumen borang soal selidik. Menurut Jas Laile (2008), penggunaan soal selidik adalah mudah, murah, cepat dan menjimatkan masa. Terdapat empat bahagian dalam set soal selidik dan semua bahagian ini diukur menggunakan skala Likert yang dibahagikan kepada empat pecahan skala iaitu:

Skala 1 : Sangat Tidak Setuju

Skala 2 : Tidak Setuju

Skala 3 : Setuju

Skala 4 : Sangat Setuju

HASIL DAN PERBINCANGAN

Analisis ini memfokuskan beberapa aspek iaitu kesediaan pengetahuan teknologi guru, kesediaan pengaplikasian teknologi guru dan kesediaan pelaksanaan pengajaran dan pembelajaran

menggunakan teknologi. Skor min yang diperoleh dikod semula dan dibahagikan kepada tiga tahap iaitu rendah, sederhana dan tinggi seperti yang ditunjukkan di dalam jadual 1.

Jadual 1 Interpretasi skor min

Skor Min	Tahap
3.67 - 5.00	Tinggi
2.34 - 3.66	Sederhana
1.00 - 2.33	Rendah

Kesediaan Pengetahuan Teknologi Guru

Jadual 2 menunjukkan bahawa kebanyakan guru mempunyai pengetahuan dalam penggunaan perisian aplikasi dalam talian selain Microsoft Office (skor min 3.20) serta menerima banyak pendedahan berkenaan perkembangan teknologi dalam pendidikan (skor min 3.17).

Guru juga didapati selalu mengikuti perkembangan teknologi dari semasa ke semasa (skor min 3.00) dan menggunakan teknologi secara kreatif bagi tujuan melancarkan proses pengajaran dan pembelajaran dalam talian (skor min 2.80). Guru didapati lebih mudah mendapatkan kaedah pengajaran dalam talian melalui teknologi dan aplikasi sedia ada (skor min 3.10) dan kebanyakan guru juga menunjukkan mereka mempunyai pengetahuan dalam mempelbagaikan proses pengajaran dan pembelajaran secara dalam talian menggunakan pelbagai aplikasi (skor min 2.60). Nilai min sebanyak 2.48 menunjukkan bahawa guru juga mampu menggunakan semua teknologi dan aplikasi yang terkini.

Kesediaan Pengaplikasian Teknologi Guru

Jadual 3 menunjukkan skor min tahap kesediaan pengetahuan teknologi guru berada pada tahap yang sederhana dan rendah. Kebanyakan guru menggunakan bahan rujukan digital dalam menyampaikan pengajaran untuk proses PdP dalam talian (skor min 3.25) telah menggunakan aplikasi kelas dalam talian untuk proses PdP (skor min 3.42).

Jadual 2 Kesediaan pengetahuan teknologi guru

No	Pernyataan	Nilai Min	Tahap
1.	Saya mempunyai pengetahuan dalam penggunaan perisian aplikasi dalam talian selain Microsoft Office.	3.20	Sederhana
2.	Saya mendapat banyak pendedahan berkenaan perkembangan teknologi dalam pendidikan.	3.17	Sederhana
3.	Saya selalu mengikuti perkembangan teknologi dari semasa ke semasa.	3.00	Sederhana
4.	Saya mempunyai pengetahuan untuk menggunakan teknologi secara kreatif dalam proses PdP dalam talian.	2.80	Sederhana
5.	Saya lebih mudah mendapatkan maklumat tentang kaedah pengajaran dalam talian melalui teknologi dan aplikasi sedia ada.	3.10	Sederhana
6.	Saya mempunyai pengetahuan dalam mempelbagaikan proses PdP dalam talian dengan menggunakan pelbagai aplikasi.	2.60	Sederhana
7.	Saya mampu menggunakan semua teknologi dan aplikasi yang terkini.	2.48	Sederhana
	Keseluruhan	2.90	

Nilai skor min menunjukkan tidak semua guru menggunakan Ebooks dalam proses PdP (skor min 2.20) sebaliknya lebih banyak menggunakan aplikasi pembentangan dalam proses PdP (skor min 2.94). Nilai skor min 3.08 menunjukkan ramai guru menggunakan UKMFolio untuk memuatnaik nota pengajaran manakala nilai skor min 3.28 menunjukkan kebanyakan guru menggunakan kemudahan teknologi sebagai medium pelaksanaan beberapa penilaian kursus. Guru juga didapati lebih banyak berinteraksi dengan pelajar menggunakan aplikasi perbincangan dalam talian (skor min 3.48).

Kesediaan Pelaksanaan Pengajaran & Pembelajaran Menggunakan Teknologi

Jadual 4 menunjukkan skor min tahap kesediaan pengetahuan teknologi guru berada pada tahap yang sederhana dan rendah. Sebahagian guru menggunakan pelantar UKMFolio untuk menyampaikan segala maklumat berkaitan kursus (skor min 2.68) kurang guru mempraktikkan PdP secara segerak sepenuhnya (skor min 2.31).

Jadual 3 Kesediaan pengaplikasian teknologi guru

No	Pernyataan	Nilai Min	Tahap
1.	Saya menggunakan bahan rujukan digital dalam menyampaikan pengajaran untuk proses PdP dalam talian.	3.25	Sederhana
2.	Saya menggunakan aplikasi kelas dalam talian untuk proses PdP.	3.42	Sederhana
3.	Saya menggunakan Ebooks dalam proses PdP	2.20	Rendah
4.	Saya lebih banyak menggunakan aplikasi pembentangan dalam proses PdP.	2.94	Sederhana
5.	Saya menggunakan UKMFolio untuk memuatnaik nota pengajaran.	3.08	Sederhana
6.	Saya menggunakan kemudahan teknologi sebagai medium pelaksanaan beberapa penilaian kursus.	3.28	Sederhana
7.	Saya lebih banyak berinteraksi dengan pelajar menggunakan aplikasi perbincangan dalam talian.	3.48	Sederhana
	Keseluruhan	3.09	

Jadual 4 Kesediaan pelaksanaan pengajaran & pembelajaran menggunakan teknologi

No	Pernyataan	Nilai Min	Tahap
1.	Saya menggunakan pelantar UKMFolio untuk menyampaikan segala maklumat berkaitan kursus.	2.68	Sederhana
2.	Saya mempraktikkan PdP secara segerak sepenuhnya.	2.31	Rendah
3.	Saya mempraktikan PdP secara tidak segerak sepenuhnya.	2.14	Rendah
4.	Saya mengadakan kelas secara hibrid setiap minggu bersama pelajar sama ada menggunakan perisian Zoom, Microsoft Teams, Google Meet dan sebagainya.	3.31	Sederhana
5.	Saya lebih gemar proses PdP berasaskan teknologi.	2.82	Sederhana
6.	Saya menggunakan Whatsapp dan Telegram sebagai alternatif proses PdP dalam talian.	3.62	Sederhana
	Keseluruhan	2.81	

Nilai skor min 2.14 menunjukkan tidak semua guru mempraktikkan PdP secara tidak segerak sepenuhnya. Kebanyakan guru mengadakan kelas secara hibrid setiap minggu bersama pelajar sama ada menggunakan perisian Zoom, Microsoft Teams, Google Meet dan sebagainya (skor min 3.31). Guru didapati lebih gemar proses PdP berasaskan teknologi (skor min 2.82) dan kebanyakan guru menggunakan Whatsapp dan Telegram sebagai alternatif proses PdP dalam talian dengan memiliki (skor min 3.62).

KESIMPULAN

Kesimpulannya, pandemik Covid-19 yang melanda negara sekarang telah membuka mata para guru untuk lebih mempersiapkan diri dengan pelbagai kemungkinan dalam melaksanakan proses pengajaran dan pembelajaran. Hal ini kerana, kebanyakan proses pengajaran dan pembelajaran adalah sepenuhnya dijalankan secara dalam talian. Maka, semua guru perlu bersedia dengan pengetahuan teknologi yang tinggi. Pelbagai aplikasi yang telah disediakan dan para guru boleh gunakan dan diaplikasikan bersama pelajar. Para guru memberikan pandangan yang positif dan bersedia melaksanakan tanggungjawab dalam menyampaikan ilmu secara dalam talian sepanjang tempoh Covid-19.

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KESALAHAN PENGGUNAAN KATA PEMERI DAN EJAAN DALAM PENULISAN ESEI BAHASA MALAYSIA (LKM100) PELAJAR ANTARABANGSA DARI NEGARA CHINA DAN NEGARA ARAB SAUDI

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ABSTRAK

Kursus Bahasa Malaysia (LKM 100) merupakan kursus wajib yang perlu diambil oleh pelajar antarabangsa yang menyambung pengajian di Universiti Sains Malaysia. Kursus ini ditawarkan pada setiap semester dengan jumlah pelajar yang agak ramai terutama dari negara China dan negara Arab Saudi. Kata pemeri ialah perkataan yang menghubungkan subjek dengan frasa-frasa utama dalam predikat.Terdapat dua kata pemeri, iaitu ialah dan adalah. Kata pemeri ialah diletakkan di hadapan kata nama atau frasa nama. Kata pemeri adalah diletakkan di hadapan frasa adjektif dan frasa sendi nama. Di samping kata pemeri, kesalahan ejaan juga sering kali dilakukan oleh para pelajar terutama dalam penulisan esei bahasa Melayu. Metadologi kajian yang digunakan ialah kaedah penyelidikan kualitatif iaitu mengenal pasti, menyenaraikan dan menganalisis data yang terdapat dalam bahan kajian. Kajian ini akan mengenal pasti dan menyenaraikan serta menganalisis kesalahan kata pemeri dan kesalahan ejaan yang dilakukan oleh pelajar dalam penulisan esei bahasa Melayu. Kajian hanya memfokuskan 10 esei yang mengandungi kesalahan kata pemeri dan 10 esei yang mengandungi kesalahan ejaan yang ditulis oleh pelajar-pelajar dari negara China dan Arab Saudi yang dipilih secara rawak daripada jumlah keseluruhan sebanyak 57 orang pelajar antarabangsa di bawah seliaan pengkaji. Dapatan kajian juga dapat mengetahui pelajar antarabangsa dari negara mana yang sering melakukan kesalahan kata pemeri dan kesalahan ejaan dalam penulisan esei mereka serta kajian ini juga memerlukan tindakan yang sewajarnya sama ada daripada pihak tenaga pengajar atau pelajar itu sendiri demi penguasaan dan kefahaman tatabahasa dalam bahasa Melayu yang lebih baik.

Kata kunci: **Kesalahan Kata Pemeri dan Ejaan**

PENGENALAN

Kursus Bahasa Malaysia 1 (LKM 100) merupakan salah satu kursus wajib yang ditawarkan di Universiti Sains Malaysia pada setiap semester. Pelajar ijazah dan pascasiswazah antarabangsa yang mengambil kursus ini diwajibkan lulus sebagai salah satu syarat pengijazahan. Pelajar-pelajar dari negara China dan Arab Saudi merupakan antara pelajar yang ramai mendaftar kursus ini pada setiap semester

Kata tugas ialah perkataan yang tergolong ke dalam golongan kata yang bersifat pelbagai jenis iaitu tidak boleh menjadi unsur inti bagi frasa-frasa endosentrik: frasa nama, frasa kerja dan frasa adjektif. Terdapat beberapa jenis kata tugas iaitu kata hubung, kata seru, kata tanya, kata perintah, kata pangkal ayat, kata bantu, kata penguat, kata penegas, kata nafi, kata pemeri, kata sendi nama, kata pembenar, kata arah, kata bilangan, kata adverba, kata penekan dan kata pembenda (Nik Safiah Karim et al. 2010). Namun begitu, kajian ini haya menumpukan pada kata pemeri dan kesalahan ejaan sahaja.

Menurut Nik Safiah Karim et al. 2010, kata pemeri merupakan unsur yang menjadi pemeri hal atau perangkai antara subjek dengan frasa-frasa utama dalam predikat. Terdapat dua kata pemeri iaitu *ialah* dan *adalah*. Kata pemeri *ialah* menghubungkan subjek dengan predikat yang seimbang atau ekuatif atau lebih jelas lagi ialah berfungsi untuk membuat definisi. Manakala, kata pemeri *adalah* pula menghubungkan subjek dengan predikat yang menjadi huraiannya (Abdullah Hassan 2006). Hal ini bermaksud apabila predikat ayat memberi huraian atau penjelasan mengenai subjek maka kata pemeri *adalah* digunakan.

Seterusnya Coder (1981), mendefinisikan kesalahan bahasa sebagai bentuk-bentuk peraturan yang menyimpang atau menyalahi bentuk-bentuk pertuturan penutur jati. Hal ini merangkumi semua aspek bahasa seperti tatabahasa, ejaan, sebutan, penggunaan istilah atau perkataan yang kurang tepat (https://www.slideshare.net/FaridahAbdullah/kesalahan-tatabahasa-terkini-tajuk 8).

Kajian ini mengetengahkan objektif mengenal pasti kesalahan kata pemeri dan kesalahan ejaan yang dilakukan oleh pelajar-pelajar dari negara China atau dari negara Arab Saudi dalam penulisan esei bahasa Melayu. Susulan perkara ini, maka tindakan sewajarnya akan dijalankan sama ada daripada pihak tenaga pengajar atau pelajar itu sendiri demi penguasaan dan kefahaman tatabahasa dalam bahasa Melayu yang lebih baik

METODOLOGI

Kajian ini telah dijalankan secara kaedah penyelidikan kualitatif iaitu iaitu mengenal pasti, menyenaraikan dan menganalisis data yang terdapat dalam bahan kajian. Kajian hanya memfokuskan 10 esei yang mengandungi kesalahan kata pemeri dan 10 esei yang mengandungi kesalahan ejaan yang dipilih secara rawak daripada tugasan yang ditulis oleh pelajar-pelajar dari negara China dan negara Arab Saudi.

HASIL DAN PERBINCANGAN

Kata pemeri *ialah* merupakan kata pemeri yang perlu digunakan untuk menunjukkan persamaan dan hadir di hadapan frasa nama manakala kata pemeri *adalah* pula menunjukkan huraian dan

hadir di hadapan frasa adjektif dan juga sendi nama (Zulkifli Mohd Top 2017). Selain itu, kata pemeri juga tidak boleh digunakan di hadapan frasa kerja.

Jadual 1 Kesalahan Kata Pemeri Dalam Penulisan Esei Bahasa Melayu Pelajar-pelajar dari China dan Arab Saudi

Bil	Pelajar-pelajar Arab Saudi	Pelajar- pelajar China
1	hobi saya adalah teknologi	adalah makanan
2	adalah pelajar phd	adalah membaca buku
3	ialah membaca	adalah makanan jepun
4	adalah bersukan	adalah pelajar phd
5		adalah membaca dan mendengar muzik
6		adalah melancong

Jadual 1 menunjukkan terdapat empat orang pelajar dari negara Arab Saudi yang melakukan kesalahan kata pemeri manakala seramai enam orang pelajar dari negara China yang turut melakukan kesalahan kata pemeri dalam penulisan esei bahasa Melayu mereka. Daripada data yang diperoleh juga, didapati pelajar-pelajar dari kedua-dua negara melakukan kesalahan kata pemeri apabila terdapat kecederungan meletakkan kata pemeri di hadapan kata kerja. Contohnya *adalah* bersukan. Dalam ayat ini, kata pemeri *adalah* hadir di hadapan kata kerja iaitu bersukan yang menjadi satu kesalahan dalam penulisan esei tersebut. Selain itu, terdapat kesalahan fungsi kata pemeri yang betul misalnya *adalah* pelajar phd. Melalui ayat ini didapati pelajar telah melakukan kesilapan apabila menggunakan kata pemeri *adalah* di hadapan frasa nama iaitu pelajar PHD sepatutnya kata pemeri *adalah* hadir di hadapan frasa sendi nama atau adjektif.

Melalui data yang diperoleh, didapati kesalahan penggunaan kata pemeri *adalah* yang paling banyak. Hal ini berpunca pada kekurangan pemahaman mengenai makna, konteks penggunaan dan fungsi sesuatu perkataan. Kata pemeri *adalah* digunakan untuk memerihalkan secara huraian atau kualitatif. Kata pemeri *adalah* juga hadir di hadapan frasa adjektif dan frasa sendi nama (S. Nathesan 2006: 473). Hal ini juga bermakna kata pemeri *adalah* tidak boleh hadir di hadapan frasa nama dan frasa kerja.

Jadual 2 menunjukkan jumlah kesalahan ejaan yang dilakukan oleh para pelajar dalam penulisan esei bahasa Melayu mereka. Merujuk jadual ini juga, dapat dilihat seramai dua orang sahaja pelajar dari negara Arab Saudi yang melakukan kesalahan ejaan manakala seramai lapan orang pelajar dari negara China yang turut melakukan kesalahan ejaan. Melalui jadual ini, pelajar-pelajar dari negara China yang kerap melakukan kesalahan ejaan dalam penulisan mereka berbanding pelajar dari negara Arab Saudi. Pelajar dari negara Arab Saudi kurang melakukan kesalahan ejaan mungkin disebabkan pengaruh bahasa Arab yang hampir sama dengan bahasa Melayu sama ada dari aspek bunyi atau pun ejaan.

Jadual 2   Kesalahan Ejaan Dalam Penulisan Esei Bahasa Melayu Pelajar-pelajar dari
China dan Arab Saudi

Bil	Pelajar-pelajar Arab Saudi	Pelajar-pelajar China
1	berkerja, menoton television	dali china, kegamaran, tijuh nulan
2	ki malaysia, university, tiggal arabia soudia	kerija, sekolh, malasiya
3		cina,augost
4		diri china, beli balah, belajah
5		hahir,pensurussan, malasia
6		orange, mayaysia,
7		kalpal terbang
8		sekerang, sehagai

Dapatan kajian juga mendapati kesalahan ejaan berlaku kerana pengaruh daripada bahasa Inggeris yang begitu ketara dalam penulisan esei bahasa Melayu pelajar-pelajar dari kedua-dua negara ini misalnya, *television, university, augost, orange*. Perkataan pinjaman bahasa Inggeris perlu disesuaikan mengikut atau gabungan huruf konsonan atau vokal tertentu sama ada mengekalkan atau mengubah abjad seperti berikut a=a, ae=ae, ae=e, ai=ai, au=au, c=k, cc=ks, c=s, ch/cch=k, e=e, ee=i, ei=ei, eu=eu, ia=ia, iu=iu, ph=f, q=k, rh=r, sc=s, oo=u, ue=o. wh-w (Abdul Ghalib Yunus & Muhammad Norrudin Abdul Aziz 2017).

 Di samping itu, terdapat juga kesalahan ejaan huruf besar dan huruf kecil. Contohnya, *malaysia, china, arab soudia* yang turut terdapat dalam esei pelajar-pelajar tersebut. Seharusnya, ejaan bagi kata nama khas mestilah huruf besar pada huruf pertama. Pelajar-pelajar ini telah melakukan kesalahan iaitu huruf pertama bagi kata nama khas *malaysia, china, arab soudia* yang merujuk nama negara tidak ditulis dengan huruf besar pada huruf pertama.

Turut dikesan dalam penulisan esei pelajar-pelajar ini iaitu kesalahan ejaan kelainan konsonan. Kelainan kosonan ialah variasi pasangan huruf sama ada pada awal atau akhir huruf atau suku kata tertentu yang menyebabkan perkataan tersebut berubah maksud atau sama maksud (Abdul Ghalib Yunus & Muhammad Norrudin Abdul Aziz 2017). Misalnya, *dali, belajah, hahir dan kalpal* yang ditemui dalam penulisan esei pelajar-pelajar ini. Seterusnya kesalahan ejaan kelainan vokal seperti *tijuh nulan, kegamaran, balah, ki* dan *diri.* Terdapat 18 pola keselarasan vokal dalam sistem ejaan bahasa Melayu iaitu a-a, a-i, a-u, e pepet-a, e pepet-i, e pepet-u, e taling-a, e taling-e taling, e taling-o, i-a, i-i, i-u, o-a, o -e taling, o-o, u-a, u-i dan u-u *(*Abdul Ghalib Yunus & Muhammad Norrudin Abdul Aziz 2017).

Manakala kesalahan *kerija, pensurussan, sehagai dan sekerang* pula menunjukkan kesalahan ejaan bentuk bebas. Menurut Abdul Ghalib Yunus dan Muhammad Norrudin Abdul Aziz. (2017), ejaan bentuk bebas merupakan ejaan yang tidak ada ketetapan sama ada dari segi kelainan vokal, kelainan konsonan atau pola keselarasan vokal.

KESIMPULAN

Penggunaan kata pemeri dalam penulisan bahasa Melayu dalam penulisan esei bahasa Melayu pelajar-pelajar kursus Bahasa Malaysia I (LKM100) tidak ditekankan dalam penulisan esei mereka kerana penggunaannya agak terbatas. Ejaan memainkan peranan penting dalam menyampaikan maklumat. Tindakan yang sewajarnya perlu diambil terutamanya oleh tenaga pengajar itu sendiri perlu mencari alternatif pengajaran yang lebih berkesan supaya pelajar dapat memahami aspek penggunaan tatabahasa yang betul terutamanya pelajar antarabangsa.

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ADAPTABILITY OF ONLINE LEARNING IN HIGHER EDUCATION DURING THE COVID-19 PANDEMIC: MALAYSIAN LEARNERS' PERSPECTIVE

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ABSTRACT

The education field has undergone a new norm due to the pandemic of COVID-19 and it can be seen that new techniques and improvements can be applied among the educators and students. In a Malaysian context, it is revealed that a majority of universities have enhanced the quality of teaching via online platforms such as Cisco Webex, Google Meet, Zoom and many more that provide the medium for instructional delivery. However, it is also imperative to view the situation from the students' perspectives in order to identify the issues that have occurred throughout the online learning process. The current study is conducted to identify the level of adaptability among students towards online learning and it consists of several components such as physical, spiritual and emotional aspects. The respondents were selected through purposive sampling from selected local universities in Malaysia where about 300 students participated. This study was done quantitatively and the results were analysed using Smart PLS 3.2.8. The findings show that there is a positive correlation between the students' preparation in physical, spiritual and emotional aspects with their background and well-being. It reveals that students who are well-prepared possess good well-being as well as a very positive social background. Key factors influencing the students' well-being are also identified and this study benefits higher education and family institutions for improving online learning qualities among students.

Keywords: **Online learning; Malaysian Student; Well-being; Pandemic; Adaptability**

INTRODUCTION

Learning involves the process of teaching and learning implementation and usually, it is conducted in the classroom. It consists of communication activity among teachers and learners in order to deliver and achieve a learning goal (Ety 2015). The pandemic of COVID-19 has affected people around the world and this necessitates humans to adapt with the new norm. The current study analyses how students prepare themselves with new norm learning or 'panic-gogy' (Anya 2020). A recent related study of online learning has been conducted to identify the strengths and weaknesses among learners and students, in the hopes that education quality could be improved.

One such study looked into to the perspectives of Pakistani higher education learners of digital learning during the pandemic of COVID-19. It revealed that online learning hinders the excellent productivity in the underdeveloped country. This is due to the fact that they had to face technical and also financial issues (Kainat & Muhammad 2020). It could be understood that external support is integral to ensure that students are able to participate well in the learning

process. This would seem that students must have a good preparation before starting class and have a favourable plan to avoid any problems during the online class.

Another research related to remote teaching and learning in Canada identifies several solutions that need to be highlighted through government policies regarding online learning during the pandemic of COVID-19. It suggests that there is a requirement for equity consideration, on behalf of parents and teachers. This might be because several of them reside in areas that possess limited data coverage which would become an obstacle for quality learning. Furthermore, the social and emotional effect on students is also necessary to be taken into account since life changes trigger numerous difficulties among affected people around the world (Timmons et al. 2021).

METHODS

The current study has been conducted to evaluate how students adapt with online learning, especially during the pandemic of COVID-19. It was organised in June 2021 and participants consist of several public universities in Malaysia. The respondents also came from various states in Malaysia and this study applies the purposive sampling method. It focuses on the students from public universities. The constructs that have been developed include physical, spiritual as well as emotional and the components contribute to students' adaptability during online learning.

RESULTS AND DISCUSSION

From the findings it could be highlighted that it is important to identify students' adaptability during online learning because it hugely contributes to the well-being of students. The current study also identifies several items that can be used to evaluate how students face the hardship of the pandemic of COVID-19. Additionally, a previous study also states that numerous students face mental health issues especially during panic-gogy (Aleksander et al. 2020).

Table 1 The Value of Mean and Standard Deviation

Construct	Mean	SD
Physical Aspect	4.94	0.98
Emotional Aspect	4.28	0.99
Spiritual Aspect	5.40	0.94

CONCLUSION

This study concludes that a systematic and holistic approach should be taken into account among practitioners to increase teaching and learning quality. The items in the current study have been validated and it is suggested to expand the components towards all students whether in public universities or any other educational institutions. It is also understood that students need to possess a balanced well-being in order to reduce any other related problems such as depression and anxiety among students. It is proposed that this study could be one of the useful sources in enhancing the

quality of online learning. The current study will also be broadened to evaluate the values and improved characteristics that students gain from their learning experience.

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CURRICULUM DESIGN AND ASSESSMENT

ISSUES AND CHALLENGES OF WORK-BASED LEARNING AND CAPSTONE PROJECT IN LIBERAL STUDIES UKM

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ABSTRACT

Universiti Kebangsaan Malaysia is the first public university in Malaysia which has taken up the challenge to offer Bachelor of Science in Liberal Studies. This degree is the first personalized curriculum degree which entitles students to choose their own curriculum structure. Being a non-conventional program (2u2i), students will also go through a minimum of 12-month work-based learning experience and a Capstone Project in order to graduate. This paper will highlight the issues and challenges faced by the first graduate for the degree, the factors of its success as well as its way forward. This is a case study which incorporates primary observations and reflection writings of the student, mentor, the industry coach and the field expert. Findings are divided into four main components which are the student, mentor, the industry coach and the field expert. From the aspect of student, the challengers include students' ability, motivation and work-place adaptation. Supervision and commitment are the two main issues faced by the mentor. Apart from that, the industry concerns are focused on assigning the suitable work and agreeing on a Capstone Project that will fulfil the needs of both the student and industry. Lack of participation of the field experts in the industry contributes to the difficulty in giving constructive feedback to the Capstone Project of the student. Among the important factors for its success are effective communication and teamwork supervision of all the key players. Findings highlighted will serve as guidelines to improve the process of WBL and Capstone Project, and ensure its success in the future that could be a reference for Liberal Studies locally and internationally.

Keywords: **Liberal studies; Work-based learning; Capstone Project; Industry; Mentor**

INTRODUCTION

Liberal studies have been recognized internationally as a multidiscipline degree that entitles graduates to have a broad knowledge of multiple fields. This concept of liberal degree originates from American education and the program has also been offered by renowned institutions worldwide, like Harvard College, University College London, Yale-NUS College in Singapore and Peking University in China. Many different names are being used which are equivalent to the same definition which are Liberal Arts, Liberal Arts and Science and Liberal Studies. In the local context, in Malaysia, Universiti Kebangsaan Malaysia (UKM) is the first public university in Malaysia which has taken up the challenge to offer Bachelor of Science in Liberal Studies.

This degree is the first personalized curriculum degree which entitles students to choose their own curriculum concentration bearing a total of 120 credit hours. Being a non-conventional program (2u2i), students will also go through a minimum of 12-month work-based learning experience and complete a Capstone Project in order to graduate. The purpose for introducing this degree is to provide students with a multidisciplinary background in the Humanities, Natural Sciences, Social Sciences and the Arts, subsequently allowing them to pursue careers either as a job seeker or a job creator and increase graduate employability.

According to the Malaysian Qualifications Agency (2016), WBL is a subset of learning at the workplace and in particular it refers to the achievement of organized learning outcomes acquired through experience of performing roles or work functions. Incorporating WBL into Liberal Studies Degree is essential for students to master the career management competencies needed to start and build their future career (Ali & Marwan 2019). Embedded within the WBL of this degree, is a Capstone Project which the students execute in the work-place environment, to fulfil the needs and values of the industry. This paper will highlight the issues and challenges faced by the first graduate for the degree, the factors of its success as well as its way forward.

METHODS

This case study employs qualitatively analysing the reflective writings of the students, mentors, industry coach and field experts that are directly involved with the WBL and Capstone project and also observations being discussed in progress meetings throughout the WBL experience. The students undergo WBL and Capstone Project from September 2019 until the end of August 2020 at a public institution in Malaysia. According to Yin (2003), the foundation of a case study is the constructivist paradigm, whereby the truth of the discourse is relative and that it is dependent on one's perspective.

RESULTS AND DISCUSSION

The findings of this case-study will be discussed in the perspective of four key players which are the student, mentors, the industry and the field expert. The student is a final year student of Bachelor of Science in Liberal Studies, UKM who completed his WBL and Capstone Project for 12 months at a public institution in Malaysia. Mentors are academic staff of UKM who are appointed to the student from the start of the program, whereas the industry players consist of the coach, the buddy who was assigned to facilitate the student and other colleagues. Field experts are two individual experts from UKM who were appointed for their expertise, in line with the students' concentration and Capstone Project.

From the aspect of student, the challenges include students' ability, motivation and work-place adaptation. The first graduate of this program has Asperger's Syndrome, which influences many reflections and observations of this case-study. Supervision and commitment are the two main issues faced by the mentor. Due to its personalized program structure and concentration, the WBL and Capstone requires attention from Mentors, which leads the supervision committee, and spearheads the setting of the learning outcomes. Apart from that, the industry concerns are focused on assigning the suitable work and agreeing on a Capstone Project that will fulfil the

needs of both the student and industry. Lack of participation of the field experts in the industry contributes to the difficulty in giving constructive feedback to the Capstone Project of the student. Field experts were not being included in the early discussions of learning outcomes due to many constraints. Among the important factors for its success are effective communication and teamwork supervision of all the key players, and the resilience and grit of the student himself.

From the aspect of student, the challenges include students' ability, motivation and workplace adaptation. The first graduate of this program has Asperger's Syndrome, which biases many reflections and observations of this case-study. According to Negara and Hidayati (2020), motivation is among one of the important variables in students or apprentices that entitles the success of internship training. Among other factors are discipline, work ethics adaptation and interactions in the organization (Ismail et al. 2017; Negara & Hidayati 2020).

Supervision and commitment are the two main issues faced by the mentor. Due to its personalized program structure and concentration, the WBL and Capstone require attention from Mentors, which leads the supervision committee, and spearhead the setting of the learning outcomes. Supervision challenges related to WBL are finding the right placement for the student which is appropriate for the students' concentration, for a minimum of 12 months. In WBL, it is important to make sure students are being placed in an industry which is parallel to their concentration and learning objectives. In the aspect of the Capstone Project, the main challenge would be to set the learning outcomes that are suitable for academic assessment requirements, as well as the needs of the industry.

From the perspectives of the industry, the main concern is focused on assigning the suitable work and project to the student which can comply with the academic requirements. Industry supervisor support was found to strongly and significantly influence internship satisfaction directly and indirectly through perceived social value. It also moderately and significantly influenced interns' self-initiative behaviour through task clarity and perceived functional value (To & Lung 2020).

Lack of participation of the field experts in the industry contributes to the difficulty in giving constructive feedback to the Capstone Project of the student. Field experts were not being included in the early discussions of learning outcomes due to many constraints. Among the important factors for its success are effective communication and teamwork supervision of all the key players, and the resilience and grit of the student himself. Researchers have found that the sharing and transferring of knowledge happen throughout the collaboration between educational institutions and industry in WBL (Mohamad et al. 2021).

CONCLUSIONS

WBL and Capstone Project for the Bachelor of Science in Liberal Studies is one of the most important elements of the program, which ties up all the multidisciplinary breadth of knowledge that the student gained in the university. This case study is the first WBL and Capstone Project case from a Liberal Studies Program in Malaysia. The insights regarding the issues, challenges

and the factors towards its success is important as a foundation for others in Malaysia. The four key players i.e., student, mentor(s), industry coach and field expert(s) needs to communicate efficiently in order to Findings highlighted will serve as guideline to improve the process of WBL and Capstone Project, and ensure its success in the future that could be a reference for Liberal Studies locally and internationally

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FACTORS INFLUENCING THE CHOICES OF CONCENTRATION FIELD AMONG LIBERAL STUDIES STUDENTS IN UKM

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ABSTRACT

Universiti Kebangsaan Malaysia is the first public university in Malaysia which takes up the challenge to offer Bachelor of Science in Liberal Studies. This degree is the first personalized curriculum degree which entitles students to choose their own curriculum structure, which is called concentration field in this program. The concentration field is created by students to fulfil their future personal goals and career. This paper will highlight the fields chosen for their concentration and factors contributing to their decision. The study will use self -administered open -ended questions to registered Bachelor of Science in Liberal Studies students. The data collected will be analyzed qualitatively. Findings show that there are 52 combinations of concentration fields which cross-disciplines of science, technology, humanities, and social science. Major factors which influence decision in choosing the concentration field are interest, future career, peer influence, parents influence and academic ability. This paper will give insights to other higher education institutions that are interested in offering this future-focused curriculum in line with the aspiration Malaysian Education Blueprint.

*Keywords: **Liberal studies; Concentration; Citra UKM; Malaysian Education Blueprint; Future-Focused Curriculum.***

INTRODUCTION

UKM became the first university in Malaysia to introduce the Bachelor of Science in Liberal Studies (Hons) program (Program Sarjana Muda Sains Citra dengan Kepujian). UKM's Center for Liberal Studies (Pusat Citra Universiti, UKM) will begin offering the program starting with the 2018/2019 academic year. The unique aspect of the course is that it responds to the community's concerns regarding the future of marketability in light of the Fourth Industrial Revolution. The Bachelor of Science in Liberal Studies (Honours) is the first course that provides students the opportunity to embrace a more flexible and interdisciplinary form of learning instruction. The course is conducted in a manner in which each student constructs and creates his or her own areas of focus (concentration field) in accordance with their personal and career objectives under the guidance of their mentors, student academic planning committee (JKPAP) and SmSn Citra Program Committee.

Students who take the course will follow the 2u2i method, which means they will spend two or three years at university and another two or one year at the workplace during work-based learning (WBL). The purpose of working-based learning (WBL) is to provide students with the opportunity to enter the industry after graduation. The benefits of this program over conventional programs, which focus exclusively on one area of expertise, are that graduates will develop a wide range of skills necessary for economic inclusion under the fourth industrial revolution. The program is delivered by the JukeBox model because it is flexible, inclusive, cross-disciplinary, and transcends the boundaries of the campus and corporate environment.

METHODS

Students enrolled in the Bachelor of Science in Liberal Studies program will fill out self-administered open-ended questions. An analysis of the collected data will be carried out qualitatively. Objective of this study is to highlight the student's field of concentration and factors that influence their choices.

RESULTS AND DISCUSSION

Student's Field of Concentration

The results show that there are 52 combinations of concentration fields that cross the fields of science, technology, humanities, and social sciences. Most of the students (45%) have chosen their concentration from the Faculty of Social Science and Humanities, 35% have chosen from the Faculty of Economic and Management, and the other 20% of the students have chosen the concentrations from other faculties. Among the students' concentration are the following:

Table 1 Examples of student's field of concentration

STUDENT	CONCENTRATION 1	CONCENTRATION 2
A	Human Resource Management	Graphic Design
B	Data Science	Marketing
C	Management	Digital Construction
D	Islamic Banking	Entrepreneurship

The Factors that Impact their Decision-Making

The decisions students make about their fields of concentration are largely influenced by a few factors. Firstly, student interest in the field selected is the most crucial factor. Since they are interested in something, they will do their best to accomplish it, regardless of how challenging it

may be. Having this interest will motivate them to learn about something new and make them more creative.

Secondly, students choose the concentration field based on their future career plans. Due to unemployment, many of these students choose entrepreneurship over working in the government. Their focus is on creating jobs, not on seeking jobs.

Thirdly, peer influence is another significant factor influencing students' choice of concentration field. In positive peer pressure, fellow peers influence students to do things which lead to positive growth. Hence, peers can influence one another positively (Jorien van Hoorn, 2014)

Fourthly, parental influence is also another factor that has an effect on the choices made by students (Hegna & Smette, 2017). Parents should give their opinions, express positive attitudes, and communicate with their children when asked. Parents have a profound influence on their children's values, including religious values and issues related to their future, like educational choices. The closer the relationship with the child, the greater the influence they'll have.

Last but not least, academic ability is also an important consideration in choosing the field of concentration. A strong academic background will allow them to succeed in academic pursuits in the future (Poropat 2014, Heaven and Ciarrochi 2012). Students must have skills and habits that assist them with learning, research, writing reports, and presenting. These skills include analysis, communication, interpersonal, planning, study, test-taking, and technical skills. (Ang,2015).

CONCLUSION

The Bachelor of Science in Liberal Studies (Honours) enables students to embrace a more flexible and interdisciplinary method of teaching and learning. Students in this course construct their own concentration fields (areas of focus) according to their professional or personal goals. A student's interest, career goals, peer influence, parents influence, and academic talent will all play major roles in determining the concentration field.

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TEACHING AND LEARNING STRATEGY/APPROACH

INFLUENCE OF INTEREST IN ARAB CULTURE ON AUTONOMY IN MOTIVATION AMONG ARABIC LANGUAGE LEARNERS IN JAPANESE UNIVERSITIES

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ABSTRACT

This study, based on self-determination theory, examined the influence of Japanese university students' interest in Arab culture on their autonomy in motivation to learn Arabic. The students were categorized into three groups: Arabic language majors, non-Arabic foreign language majors, and non-foreign language majors. The results of the statistical analysis of data from a questionnaire survey indicated that interest in Arab culture directly and significantly influenced students' interest in learning Arabic language in all three groups. In addition, the influence among Arabic language majors was found to be stronger than among non-Arabic foreign language majors.

*Keywords: **Arabic language learner; Japanese university student; Interest in Arab culture; Autonomy of motivation; Self-determination theory***

INTRODUCTION

Learners' learning motivation plays an essential role in the success of foreign language learning and teaching. According to self-determination theory, a prominent theory of human motivation, the more autonomous the motivation to learn the target language is, the more effective and productive the outcomes (Ryan and Deci 2017). In the most autonomous form of motivation (i.e., intrinsic motivation), interest in learning the target language plays a central role (Ryan and Deci 2017). For example, learners with higher interest in learning Arabic would have a higher autonomous motivation to learn Arabic, that is, have a higher autonomy in motivation, and consequently demonstrate positive outcomes.

For most Japanese learners of Arabic language, which is one of the less commonly taught languages in Japan, their interest in Arab culture (excluding Arabic language) is believed to function significantly as a motivational orientation toward and a trigger for learning Arabic (A. M. Sumi and Sumi 2016; K. Sumi and Sumi 2016). However, little research has examined the influence of interest in Arab culture on autonomy in motivation to learn Arabic.

The purpose of this study was to examine the influence of interest in Arab culture on autonomy in motivation to learn Arabic among Japanese university students. We divided the students into three groups for comparison: Arabic language majors, non-Arabic foreign language majors, and non-foreign language majors. To examine these influences, a questionnaire survey was administered to the students.

METHODS

The participants who completed the questionnaire were 174 Arabic language majors (age M = 19.69, SD = 1.36; 65.5% female), 219 non-Arabic foreign language majors (age M = 20.70, SD = 1.96; 75.3% female), and 347 non-foreign language majors (age M = 21.26, SD = 3.58; 60.5% female). They were all Japanese students learning the Arabic language in Japanese universities.

The questionnaire survey included two measures with good psychometric properties: (1) the 12-item Interest in Arabic Culture Scale (IACS; Sumi and Sumi 2015) and (2) the 15-item Arabic Learning Motivation Questionnaire (ALMQ; Sumi and Sumi 2019). To assess students' autonomy in Arabic learning motivation, the Relative Autonomy Index (RAI) score, which has been used in numerous studies (Sumi 2020), was calculated using the ALMQ subscale scores. Ethical clearance for this study was obtained from the institutional ethics committee. Data obtained from the survey were statistically analyzed.

RESULTS AND DISCUSSION

Table 1 shows the means and correlations of the study variables for each group. The results of one-way analysis of variance followed by Scheffé's test indicated that non-Arabic foreign language majors had significantly lower mean scores on the IACS than the other groups (ps < 0.001); as they would be more interested in the culture associated with their major language, their interest in Arab culture may be weaker. There were no significant differences in mean RAI scores between the three groups. Unlike interest in Arab culture, the three major groups have the same degree of autonomy in Arabic learning motivation.

Table 1 Means, standard deviations, and path coefficients from interest in Arab culture to autonomy in Arabic learning motivation

Measures	Arabic language majors			Non-Arabic foreign language majors			Non-foreign language majors		
	M	SD	β	M	SD	β	M	SD	β
IACS	66.09	12.48	0.54	60.90	13.00	0.43	64.90	11.33	0.46
RAI	38.56	17.65		42.06	14.04		41.01	14.49	

β is a standardized path coefficient in Figure 1.

The influence of interest in Arab culture on autonomy in Arabic learning motivation was examined using structural equation modeling. The analyzed path model is shown in Figure 1. The results indicated that path coefficients from interest in motivation were significant (ps < 0.001) and in the hypothesized direction for all three groups (Table 1). Subsequent simultaneous analysis of the three groups showed that Arabic language majors had significantly higher path coefficients than non-Arabic foreign language majors (p < 0.001). In students learning Arabic language in Japanese universities, interest in Arab culture may have an effect of enhancing autonomy in motivation to learn Arabic in common among the three groups regarding Arabic learning. Among these groups,

this effect was lower in students majoring in non-Arabic foreign languages than in those majoring in Arabic. In the former students, the effect of interest in Arab culture might be outweighed by that of interest in culture associated with the language that they are learning.
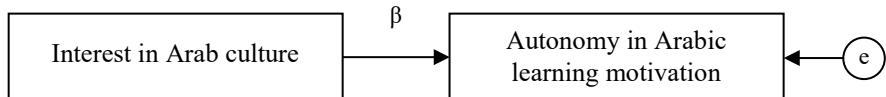
Figure 1 Analyzed path model

CONCLUSION

The present results indicated a positive influence of interest in Arab culture on autonomy in Arabic language learning motivation among students learning Arabic language in Japanese universities, suggesting that among the students, despite major differences, enhancing their interest in Arab culture may improve their autonomy in Arabic learning motivation, in turn yielding better learning outcomes. This finding suggests that in Arabic language instruction in Japanese universities, teachers should strive to develop and maintain students' interest in Arab culture so as to increase their autonomous learning motivation. Future research is needed to clarify the influence of interest in Arab culture on Arabic language motivation and learning outcomes.

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ENHANCING INDONESIAN VOCATIONAL HIGH SCHOOL GRADUATE'S COMPETENCE IN THE WORLD OF WORK AFTER COVID-19 PANDEMIC THROUGH INNOVATIVE LEARNING MODELS

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ABSTRACT

This research aims to explore the innovative learning models to ensure that the graduates of Indonesian vocational high school still have an excellent competency after being hit by Covid-19 pandemic. This research adopted a qualitative method by conducting content analysis. Based on the analysis, this study has discovered 3 innovative learning methods namely [1] research-based learning; to enhance data literacy [2] interactive multimedia-based learning; for increasing technological literacy and [3] project-based learning; conducted to empower human literacy. The students' capabilities to compete in the corporate world is believed to be better if they apply these three learning models. It would also reduce the risk of unemployment due to technological disruption during pandemic and the increase of population, by acquiring these literacy skills, it is hoped that the vocational high school graduates will be hired fast and able to take parts in the corporate world, have the three new literacy skills as the main capital in taking part in the corporate world in the future.

Keywords: **Innovative Learning Models; Covid-19 pandemic; Competence of Vocational High School Graduates.**

INTRODUCTION

Improving the quality of Indonesian vocational high school graduates during the pandemic is challenging. Due to Covid-19 pandemic, the classroom is held virtually, and this can make the learning process become boring (Gandhawangi 2021). The further effect is that the competency standards for vocational high school graduates may not be achieved optimally. As a result, existing graduates are unable to compete in the corporate world, whereas they are supposed to be ready to work once they graduate.

The above mentioned problems are worsened by the increase of digitalization. Millions of jobs are predicted to be replaced by technology (Yadika, Disemadi & Kang 2021). One thing to keep in mind is that getting a new job in the digital era requires new skills as well since the kind of jobs exists in new forms (Siregar, Sahirah & Harahap 2020).

The next challenge is the projected increase of population. In 2030-2040, Indonesia's productive age is predicted to be around 64% of the total population (Bappenas 2017). So,

competition for jobs will be even tighter. Thus, the new skills needed in the future are absolutely necessary for graduates of Indonesian vocational high schools to master.

In order to face the challenges above, it must be ensured that the quality of their competence must be maintained. This study aims to explain the innovative learning models that can be used during the Covid-19 pandemic to ensure that students are not bored in learning so that their competencies can be nurtured properly.

METHODS

This study adopted a qualitative method. Data is collected through content analysis.

RESULTS AND DISCUSSION

In the digital era, there are three new skills that must be mastered; data literacy which is the competency to read, conclude, and to use information, technological literacy which is the competency to utilize technology device, and human literacy which is communication skill to survive in surroundings (Setyorini, Kadaryati & Bagiya 2020).

Data literacy could be learned through systematic research. This type of learning emphasizes on the data processing process to solve problems (Wardani 2016). Students can be given an assignment in the form of a case study to then find a solution to the problem through the scientific method. Teachers are required to explain the details of research from the definition, methods, to the techniques of writing research reports.

On the other hand, technological literacy can be improved through interactive multimedia-based learning. Learning process by displaying audio-visual shows such as animations was able to attract students' interest in learning (Melianti, Risdianto & Swistoro 2020). Their understanding of the workings of a technological innovation can also be improved with a learning model that uses the animated display. As the central role holder, the teacher displays the animated show as teaching material, rather than conventional lectures which are prone to causing boredom for students.

Finally, human literacy can be achieved by project-based learning that emphasizes teamwork to train students in dealing with diverse people (Habiby et al. 2018). Effective communication skills are also expected to be formed. In its implementation, students are grouped and freed to design what products they want to produce, whether it's physical products, prototypes, or visual designs.

CONCLUSION

The learning models above aim to increase the new literacies of vocational high school graduates. In this way, the threat of mass unemployment in the post-pandemic corporate world caused by technological disruption and the increasing population could be overcome.

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LANGUAGE ANXIETY: EXPLORING THE INFLUENCE OF CLASSROOM PROCEDURES AND EDUCATOR – LEARNER INTERACTION

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ABSTRACT

This study aims to investigate two contributing factors to language anxiety among university ESL learners which are classroom procedures (i.e., teaching methods and learning activities) and educator-learners' interaction. The influence of these two-contributing factors on language anxiety was scrutinized and analysed with the involvement of 125 research participants (36 males and 89 females) who are taking non-English major courses at a local Malaysian university. The quantitative data was collected using a self-developed questionnaire called Factors of Language Anxiety Questionnaire. By examining the difference of mean score between classroom procedure and EL interaction in relation with ESL anxiety, it was revealed that the mean score for EL interaction is higher than classroom procedure. This current study recommends several suggestions for ESL educators to mitigate language anxiety among their learners by reassessing their interaction with their learners and applying cognizant teaching strategies in language learning classrooms.

*Keywords: **Language anxiety; Classroom procedures; Educator-learners' interaction; Quantitative; Teaching strategies***

INTRODUCTION

In recent years, there have been many studies are conducted in describing how educator – learners' interaction (Al-Saraj 2009; Toth 2009; Mesri 2012; Marwan 2007; Bekleyen 2003) and classroom procedures (Gkonou 2013; Yildirim 2007; Pianta, Hamre and Allen 2012; Riasati 2011; Aydin 2008) can be the contributing factors of language anxiety among university learners. However, there is lack of statistical evidence from past studies on how both factors such as educator – learners' interaction and classroom procedure can give impact to language anxiety. Thus, this study aims to investigate two contributing factors to language anxiety among university ESL learners which are classroom procedures (i.e., teaching methods and learning activities) and educator-learners' interaction.

METHODS

The influence of these two-contributing factors on language anxiety was scrutinized and analysed with the involvement of 125 research participants (36 males and 89 females) who are taking non-English major courses at a local Malaysian university. The quantitative data was collected using a self-developed questionnaire called Factors of Language Anxiety Questionnaire (Kamaruddin & Abdullah 2015).

RESULTS AND DISCUSSION

Table 1 Classroom procedure

	Items	Mean	Std. Deviation
Qu25	I am afraid whenever I have a listening passage in English to listen to.	2.90	.896
Qu26	Answering a educator's question in English is embarrassing.	2.67	.987
Qu23	I am afraid whenever I see a whole page of English in front of me.	2.39	.870
Qu28	I am afraid if my English composition is being chosen as a sample for discussion in class.	2.96	1.07
	Total	**2.73**	**.721**

Learners were asked to think about their perception of how classroom procedures used by their educators can influence their ESL anxiety in an English class. They were given a series of items related to classroom procedures and asked to respond from strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4) and strongly agree (5). Table 1 summarizes learners' responses of the classroom procedure employed in ESL classroom with the value of mean and standard deviation for each item. For classroom procedure, learners' agreement occurred most frequently as 'I am afraid if my English composition is being chosen as a sample for discussion in class.' ($M = 2.96$) followed by 'I am afraid whenever I have a listening passage in English to listen to.' ($M = 2.90$). The least agreement received by the item 'I am afraid whenever I see a whole page of English in front of me.' (M = 2.39). Hence by looking at the overall mean of 2.73, it shows that learners disagree that classroom procedure has influenced greatly on their language anxiety.

Table 2 Educator – learners' interaction

	Items	Mean	Std. Deviation
Qu33	It frightens me when I do not understand what the educator is saying in English.	3.10	.957
Qu34	I am worried about making mistakes when I use English to converse.	3.27	.928
Qu35	I am worried about making mistakes when I read aloud in English.	3.10	.920
Qu36	I get upset when I do not understand the educator's correction of my writing in English.	3.25	1.01
	Total	3.18	.742

Learners were asked to think about their perception of how their interaction with their educators can influence their language anxiety in an ESL classroom. They were given a series of items related to educator-learners interaction and asked to respond from strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4) and strongly agree (5). Table 2 summarizes learners' responses of their interaction with their ESL educators with the value of mean and standard deviation for each item. For interaction between educators and learners, learners' agreement occurred most frequently as 'I am worried about making mistakes when I use English to converse.' (M = 3.27) followed by 'I get upset when I do not understand the educator's correction of my writing in English.' (M = 3.25). The least agreement received by both items is, 'It frightens me when I do not understand what the educator is saying in English.' and 'I am worried about making mistakes when I read aloud in English.' (M = 3.10). Hence by looking at the overall mean of 3.18, it shows that learners neither agree nor disagree that interaction between educators and learners has influence on the ESL anxiety.

By examining the difference of mean score between classroom procedure and EL interaction in relation with ESL anxiety, it was revealed that the mean score for EL interaction is higher than classroom procedure. EL interaction will increase ESL anxiety as experienced by the learners higher as compared to classroom procedure. This quantitative finding can be explained in the light of issues that emerged from EL interaction as listed by Oxford (1999) such as harsh error correction, ridicule, and poor mistake handling in front of the class especially when the educator is teaching speaking skills. The quantitative finding in this study is also strengthened with qualitative finding by Riasati (2011) which stated that learners feel anxious due to the behaviour of educators while correcting mistakes done by learners. The ineffective error correction commonly done by educators is pointing out every single mistake committed by learners and emphasizing the mistakes in an embarrassing way.

CONCLUSION

This current study recommends several suggestions for ESL educators to mitigate language anxiety among their learners by reassessing their interaction with their learners and applying cognizant teaching strategies in language learning classrooms. There is a need to reassess educator-learners' interaction by centering dialogue around learners' knowledge and perspectives, eliciting and validating their contributions, and establishing a meaningful rapport (Sybing 2021). Besides that, some teaching strategies that can reduce ESL anxiety caused by the interaction between educators and learners are encouraging pair work or group work and gamify language lessons.

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KEMAHIRAN PENYELESAIAN MASALAH MATEMATIK BERAYAT SUKAR DALAM PEMBELAJARAN MATEMATIK SEKOLAH RENDAH

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ABSTRAK

Kemahiran penyelesaian masalah merupakan salah satu kemahiran penting yang perlu dikuasai oleh seseorang pelajar dalam pembelajaran matematik. Kurikulum terkini KSSR semakan telah mendedahkan pelajar dengan pelbagai kaedah dalam penyelesaian masalah matematik berayat yang berkaitan dengan kehidupan seharian. Bagaimanapun, kajian lepas mendapati bahawa masih ramai pelajar sekolah rendah masih menghadapi kesukaran menguasai kemahiran tersebut. Keadaan ini secara tidak langsung mempengaruhi prestasi matematik pelajar dalam pentaksiran antarabangsa PISA dan TIMSS kerana kebanyakan soalan yang dikemukakan adalah berbentuk penaakulan dan penyelesaian masalah yang kompleks. Selain itu, kurangnya kajian yang dijalankan dan dapatan yang tidak konsisten berkaitan hal ini memburukkan lagi keadaan bahkan meningkatkan lagi cabaran yang perlu dihadapi oleh guru dalam pengajaran matematik. Justeru, kertas ini membincangkan literatur berkaitan jenis kesilapan yang kerap dilakukan oleh pelajar semasa menyelesaikan masalah matematik berayat. Selain itu, isu berkaitan cabaran yang dihadapi oleh guru dalam menyampaikan kemahiran penyelesaian masalah matematik berayat di dalam kelas juga turut dibincangkan. Sebagai tambahan, kertas ini juga membincangkan pendekatan atau strategi pengajaran yang boleh diaplikasikan oleh seseorang guru matematik bagi membantu pelajar menguasai kemahiran penyelesaian masalah matematik berayat dengan lebih baik. Kertas ini dapat dijadikan sebagai rujukan kepada para guru matematik khususnya di sekolah rendah bagi meningkatkan keberkesanan pengajaran matematik berkaitan kemahiran penyelesaian masalah matematik berayat.

Kata kunci: Pendidikan Matematik; Kemahiran Penyelesaian Masalah; Jenis kesilapan; Pendekatan pengajaran

PENGENALAN

Kemahiran penyelesaian matematik berayat merupakan suatu kemahiran penting yang perlu diterapkan kepada pelajar untuk meningkatkan kemahiran berfikir aras tinggi. Namun, laporan keputusan bagi mata pelajaran matematik bagi pelajar di Malaysia dalam pentaksiran antarabangsa *Trends in International Mathematics dan Science Study* (TIMSS) dan *Programme for International Student Assessment* (PISA) masih berada di bawah purata Pertubuhan Kerjasama dan Pembangunan Ekonomi (OECD) yang ditetapkan. Salah satu punca yang menyebabkan berlakunya perkara ini kerana pelajar di Malaysia masih lemah dalam menyelesaikan masalah

matematik berayat khususnya soalan-soalan yang melibatkan penaakulan matematik (Mahmud et al. 2020). Keadaan ini amat membimbangkan sedangkan kebanyakan pencapaian pelajar dalam pentaksiran antarabangsa di negara lain menunjukkan pencapaian tahap yang lebih tinggi (Avvisati et al. 2019; Kementerian Pendidikan Malaysia 2019). Oleh itu, pelbagai inisiatif perlu dilakukan khususnya bagi memastikan penguasaan kemahiran penyelesaian masalah dalam kalangan pelajar sejak sekolah rendah dapat ditingkatkan.

METODOLOGI

Kajian ini dijalankan dengan cara meninjau literatur di mana hasil penyelidikan lepas telah dibuat sintesis untuk menunjukkan satu kerangka teori atau membina model konsep terhadap isu yang dikaji.

HASIL DAN PERBINCANGAN

Jenis Kesilapan dalam Penyelesaian Masalah Matematik Berayat
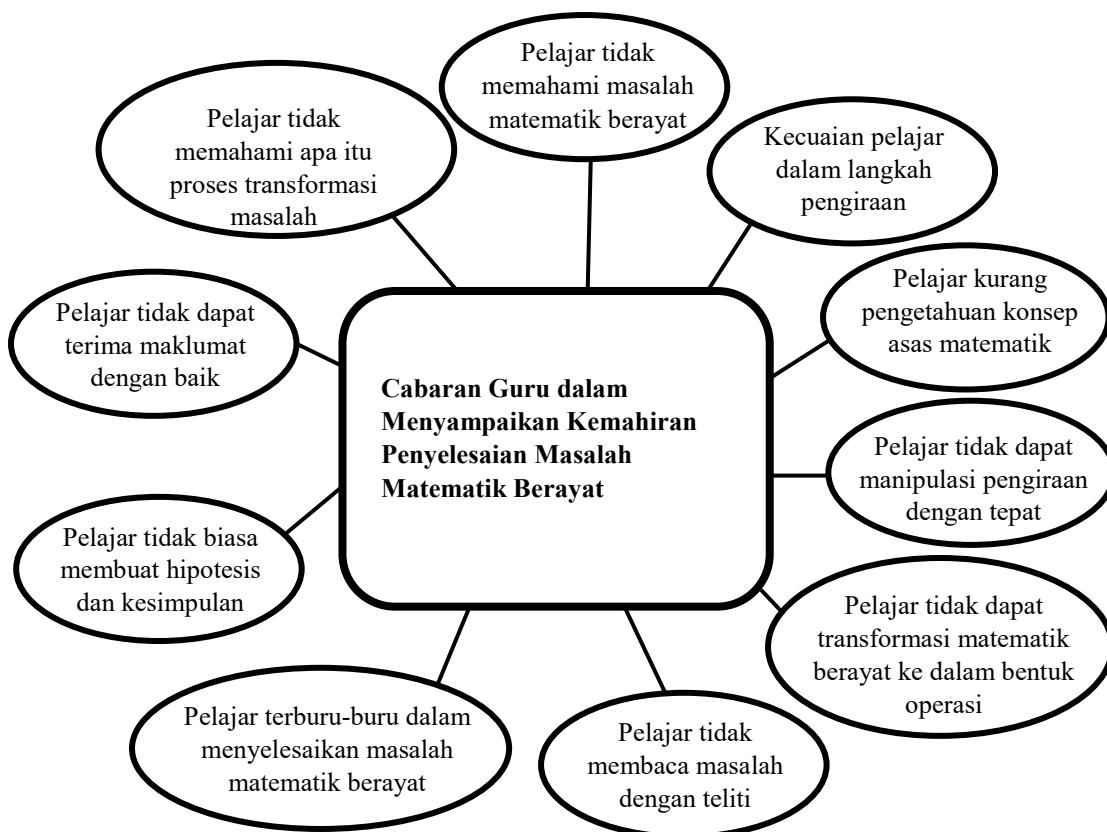
Terdapat pelbagai jenis kesilapan pelajar dalam penyelesaian masalah matematik berayat (PMMB) perlu diperhatikan oleh guru kerana kesilapan tersebut akan memberi kesan berterusan dan menimbulkan masalah jika tidak ditangani dengan segera. Berikut merupakan beberapa jenis contoh kesilapan yang kerap dilakukan oleh pelajar berdasarkan teori analisis kesilapan Newman dalam jadual 1 (Ali & Harun 2017; Raifana, Saad & Dollah 2016).

Jadual 1 Jenis Kesilapan Pelajar dalam PMMB

Analisis Kesilapan Newman	Contoh kesilapan yang dilakukan pelajar
Kesilapan dalam membaca (*reading error*)	- Tidak dapat membaca soalan - Tidak dapat mengenali perkataan
Kesilapan dalam memahami soalan (*comprehension error*)	- Tidak memahami kata kunci - Tidak dapat mentaksir kata kunci - Salah memilih dan menggunakan data yang salah
Kesilapan dalam mentransformasi bahasa ke dalam bentuk operasi yang betul (*transformation error*)	- Menggunakan formula yang salah - Menggunakan operasi yang salah
Kesilapan dalam menjalankan pengiraan (*process skill error*)	- Miskonsepsi konsep matematik - Salah menulis nombor - Salah mengira - Kecuaian dalam pengiraan - Mengira dengan nilai tempat yang salah - Tidak menghabiskan langkah pengiraan
Kesilapan penentuan jawapan akhir (*encoding error*)	- Salah menulis jawapan akhir - Tidak menulis kesimpulan - Tidak menyemak jawapan

Cabaran Guru dalam Mengajar Kemahiran Penyelesaian Masalah Matematik Berayat

Umumnya, memberi kefahaman dan penerapan kepada pelajar itu terhadap kemahiran penyelesaian masalah matematik merupakan suatu cabaran besar yang perlu dihadapi oleh guru. Hal ini penting agar pelajar bukan sahaja dapat menyelesaikan masalah matematik yang bersifat procedural sahaja bahkan turut mampu menyelesaikan pelbagai masalah matematik yang memerlukan mereka berfikir pada aras yang lebih tinggi. Namun begitu, terdapat pelbagai lagi cabaran yang dihadapi oleh guru yang berpunca daripada kesukaran pelajar menguasai kemahiran penyelesaian masalah. Cabaran-cabaran yang dinyatakan dalam rajah 1 (Rohmah and Sutiarso 2018; Dirgantoro, Saragih and Listiani 2019; Raifana, Saad and Dollah 2016) perlu diatasi oleh guru matematik kerana kegagalan pelajar dalam menguasai kemahiran penyelesaian masalah matematik berayat berpunca daripada pengajaran guru.

Rajah 1 Cabaran guru dalam menyampaikan kemahiran penyelesaian masalah matematik berayat

Cadangan Pendekatan atau Strategi

Demi mengatasi cabaran tersebut, seseorang guru perlu menggunakan pendekatan pengajaran yang pelbagai agar matlamat pendidikan matematik dapat dicapai. Sehubungan itu, pendekatan yang boleh digunakan oleh seseorang guru dalam menyampaikan kemahiran penyelesaian masalah telah disusun dalam jadual 2.

Jadual 2 Cadangan Pendekatan Pengajaran

Nama	Tahun	Pendekatan Pengajaran
Alias et al.	2020	Gabungan pendekatan modular terutamanya flipped classroom diterapkan dengan pendekatan pembelajaran berasaskan masalah
Bahagian Pembangunan Kurikulum	2019	Pembelajaran masteri, pembelajaran kontekstual, pembelajaran berasaskan projek, pembelajaran berasaskan masalah, simulasi, inkuiri penemuan, pendekatan modular dan pendekatan STEM
Muhamad et al.	2018	Pendekatan pembelajaran berasaskan permainan yang menggunakan permainan digital

KESIMPULAN

Secara kesimpulannya, pengajaran guru matematik memainkan peranan penting dalam memastikan seseorang pelajar sama ada menguasai kemahiran penyelesaian masalah matematik berayat atau tidak.

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GOING GLOBAL IN ISOLATION

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ABSTRACT

Global exploration is a course aimed to develop student's sense of identity through experiential activities. These activities can range from industrial training, academic attachment, volunteer activities, and other activities deemed suitable. Course assessment is based on student's engagement in planning and carrying out the planned activity, preferably outside Malaysia. However, the movement restriction order following the COVID-19 pandemic warrants a significant overhaul for the course, which run solely on mobilisation. Modification of the method of delivery is crucial to ensure the sustainability of the course. By embracing the same spirit of going global, students were required to enrol in MOOCs offered through major open learning platforms. This study aims to explore the students' perception of using online learning platforms to fulfil experiential learning. The following criteria must be fulfilled: the course must not be directly related to dentistry, an international institution offers the course, and it has to run for a minimum duration of four weeks. Enrolling in the chosen course allows the students to communicate with various international participants and expose them to the learning pedagogy in a multinational environment. Enrolling in a course not directly related to their program allows the students to get in touch with their inner interest or hidden talent, encouraging them to explore other beneficial life skills. The enthusiasm displayed during public sharing sessions via online platforms reveals their passion and ability to fulfil a task other than their primary program requirement and help balance their mental health during the COVID-19 pandemic.

Keywords: ***Global; Open learning; MOOC; Virtual learning***

INTRODUCTION

The dental curriculum of the Faculty of Dentistry, Universiti Kebangsaan Malaysia, is embedded with programs that require students to engage with the public either at the individual or community level, which are the ideal way to nurture soft skills (Strauss et al., 2010). Apart from enrolling in courses offered by the faculty, students also enrolled in various Pusat Citra Universiti (PCU) courses. One of the courses is Global Exploration (LMDD1102), where students are expected to conduct or participate in various mobility programs.

The COVID-19 pandemic has transformed the dynamics of teaching and learning and forced higher education institutions to explore and propose more flexible learning approaches. 89% of higher education institutions reported that the COVID-19 pandemic had various degrees of negative impact on student mobility (Marinoni et al., 2020). Similarly, in Malaysia, due to the movement control order (MCO) imposed to curb the spread of the disease, any physical activities, especially those that require students to travel within and outside of the country, are prohibited.

A contingency plan was needed to mitigate the impact of student mobility restrictions. Learning through the Massive Open Online Course (MOOCs) platform is the flavour of the century and available for anyone, from students in universities to adult learners who seek lifelong learning opportunities (Blum et al., 2020). Participating in these courses enables learners to learn a multitude of subjects and interact with fellow participants from multiple countries and backgrounds. Due to the student mobility restrictions during the pandemic, the modification was done to the learning pedagogy of the Global Exploration course by incorporating the use of MOOCs to experience global engagement. This paper aims to explore the transformation of this course in the era of online learning and the student's reflections on the experience.

METHODS

The modification of the course activity was made without compromising the spirit of going global. The course selected must not be directly related to dentistry, runs for a minimum duration of 4 weeks and is offered by established international institutions. Students were asked to share their experiences through scheduled seminar sessions. In addition, a self-administered questionnaire was distributed to assess their overall experience related to the course. The assessment of the course was carried out by assessing their plan, execution and sharing session.

Phase 1: Selection of the course

Students were required to browse through multiple MOOC platforms for the courses that matched their interests. Then, each student was asked to narrow their choices to three options and finally justify the course they decided to enrol in.

Phase 2: Participation in the course

Students were required to complete the course within the stipulated timeline. In addition, evidence of their participation in the course was recorded. Students kept this evidence and uploaded them in UKMFolio as a requirement.

Phase 3: Sharing session

An allocated time was scheduled in the academic timetable where each student was required to present the objective of taking the course, course content, personal experiences, and self-reflection. In addition, faculty members were invited to participate in the sharing session. Three assessors assessed each presentation. Marks were given by evaluating the following component; seminar content, audience awareness, visual factors and voice. Elements of CLIL (Content and Language Integrated Learning) were also embedded in the assessment of the seminar.

RESULTS AND DISCUSSION

The distribution of courses taken by the students varied from arts and culture to health (Table 1)

Table 1 Types of courses undertaken by the students

Course category	Number of students	Percentage
Health Science	17	30.91
Science	7	12.73
Arts and Culture	8	14.55
Computer Science	3	5.45
Economics	6	10.91
Business	3	5.45
Culinary	3	5.45
Social science	4	7.27
	55	100.00

The most popular MOOC platforms selected by the students were Future Learn and Coursera (both at 35%), followed by Udemy (20%) and EdX (10%). In addition, 80% of the courses enrolled by the students were offered at zero cost, whilst 20% of the students willingly paid for the courses because of their interest in learning that subject. The fees ranged from MYR40 to MYR400 (including course upgrade for certificate). As students were given the freedom to select the course of their choice, motivation and enthusiasm in completing the course are evident. These were evident through sharing session assessment where all students scored 80 - 99% (distinction).

Regarding the recognition of completing the course, 42.9% offered free certificates following completion of all assignments and quizzes. 14.3% of the students paid an extra fee for the certificate, whilst 42.9% opted for no certificate as it was expensive. Students who were willing to pay for the certificate felt that getting a certificate gave them a sense of achievement and motivation. However, earning a certificate is not an indicator of academic efficacy. As both certificate earners and non-earners generally have high academic efficacy. This is in accordance with the finding to another previous finding (Wang & Baker 2018).

Students were able to participate in intellectually stimulating discussions with their coursemates from various backgrounds. In some cases, the students could have live video discussions with their coursemates (Figure 1). Furthermore, enrolling in a course offered by an international institution allows the students to communicate in English with various international participants and expose them to the learning pedagogy in a multinational environment (Yang et al. 2006).
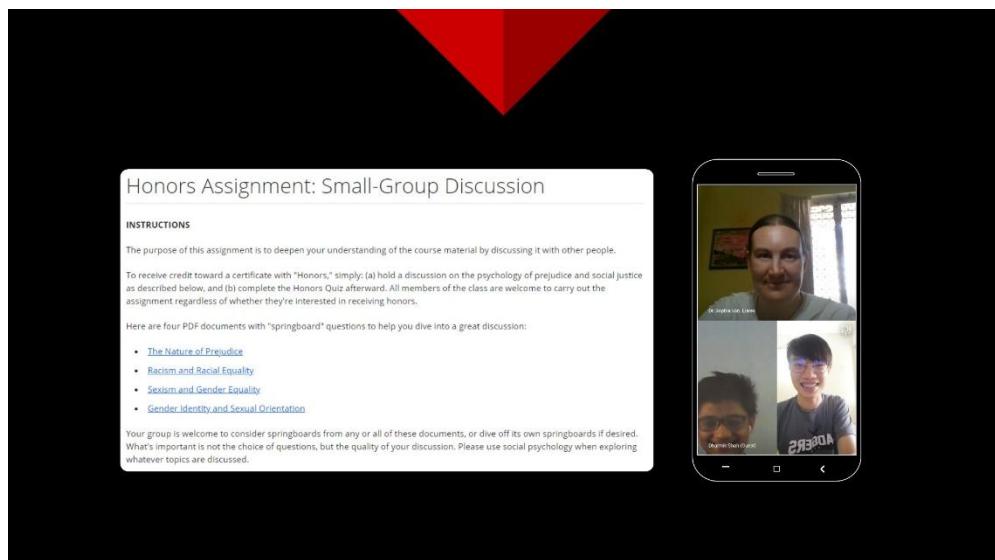
Figure 1 Video discussion with coursemates regarding assignments
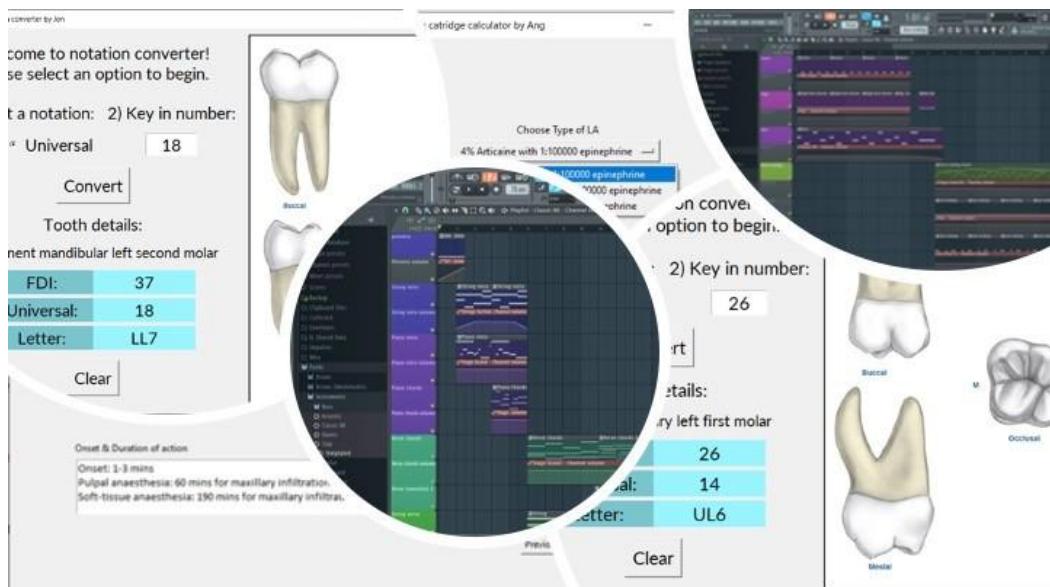
Figure 2 Examples of knowledge application following course completion

A course that is not directly related to their current dentistry program allows the students to get in touch with their inner interest or hidden talent—in turn, encouraging the students to explore another world that may be beneficial to their life in general. Examples of the applied skill and knowledge are shown in Figure 2. In addition, the enthusiasm displayed during public sharing sessions via online platforms reveals their passion and ability to fulfil a task other than

their primary dentistry requirement and help balance their mental health during the COVID-19 pandemic.

CONCLUSION

Movement control orders following the COVID-19 pandemic force students of this generation to keep themselves in isolation. Although it is necessary to curb the spread of the deadly virus, their sense of connection to external activities can be maintained through global connectivity via an online platform. Furthermore, interaction with international facilitators and students will facilitate them to experience global   mobility in the comfort of their home or college.

ACKNOWLEDGEMENTS

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CLIL IN UKM: THE WAY FORWARD

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ABSTRACT

A global need for language learning has created a demand for new approaches and new ways of teaching languages. One of these approaches is Content and Language Integrated Learning, known as CLIL. CLIL is an approach where a student learns a content subject in a second language. The approach has a dual aim of building students' knowledge in the disciplines while at the same time, improving students' language ability. In Universiti Kebangsaan Malaysia (UKM), CLIL approach is adopted through a collaboration between content specialists at the faculties and the language experts from School of Liberal Studies (Citra UKM). This paper explores the variety of CLIL activities carried out by the content specialists in their lessons. Data were obtained through lecturers' feedback forms and students' questionnaires. This paper presents the initial reports on CLIL practices at the faculties and the reflections shared by the content specialists on the approach used. The findings revealed the strategies and challenges faced by the content specialists in using English as a pedagogical and communicative tool. In addition, responses from students showed that the CLIL approach has a positive impact on their language learning. This paper also offers the way forward in refining the process of adopting CLIL approach for future lessons.

*Keywords: **CLIL; Content area subject; Integrated teaching approach; Language learning; Higher education***

INTRODUCTION

Higher Education in the 21st century relies greatly upon technology, which is rapidly developing. Being in this era of Fourth Industrial Revolution (4IR), we are expected to change how we live, work, communicate and what we value in our lives. Henceforth, the need to master multidisciplinary and inter-disciplinary skills and competencies is paramount. Some examples of these skills and competencies are creativity, critical thinking, and communication. The necessary tool to work on all these skills and competencies is language, particularly English.

This created a global need for language learning, which in turn created a demand for new approaches and ways of teaching languages. One of these approaches is Content and Language Integrated Learning or more commonly known as CLIL. CLIL is an approach where students learn a content subject and a second language at the same time.

However, there is no one conceptual framework for CLIL. The different types of CLIL range from full immersion to short 20 - 30-minute content lessons in the target language. The

characteristics of CLIL are a synthesis of good teaching by providing scaffolds for the progression of both language and content together with cultural awareness and intercultural understanding (Coyle, Hood & Marsh 2010). Content may be taught by a content specialist or the language teacher.

In Universiti Kebangsaan Malaysia (UKM), CLIL approach is adopted through the collaboration between the content specialists at the faculties and the language experts from Citra UKM or School of Liberal Studies. Based on discussions with the English language experts, the content specialists integrate the learning of language with the content in their lessons. This paper explores the variety of CLIL activities and accompanying tasks taken by the content specialists in their lessons and their reflections. It also offers the way forward in refining the process of adopting CLIL approach in future lessons.

METHODS

The study was carried out over one semester involving 20 content specialists from 9 faculties, namely Faculty of Social Sciences and Humanities, Faculty of Pharmacy, Faculty of Engineering and Built Environment, Faculty of Education, Faculty of Islamic Studies, Faculty of Health Sciences, Faculty of Dentistry, Faculty of Information Science and Technology and School of Liberal Studies. There were 18 English language experts from the School of Liberal Studies.

Data in the form of observations and reflections from the content specialists were obtained through feedback forms collected twice, at the middle of the semester and at the end of the semester. The information requested was naming and describing an activity using the CLIL approach, observing learners' performance in terms of English language and their reflections. In addition, questionnaires were also given to students to elicit information on learners' perception of CLIL approach in their content subjects.

RESULTS AND DISCUSSION

A qualitative analysis was done on the data collected. This is a summary of all the activities done by the content specialists in Semester 1 Session 2020-2021 in their content subjects.

Strategies across the Curriculum

Table 1 shows the strategies taken by the content specialists in the form of various activities. From the table, the activities can be divided into receptive and productive skills and the language across the curriculum. Receptive skills involve receiving and processing input while the productive include speaking and writing activities. Apart from introducing new content, the purpose of activities in Table 1 is also revisiting subject-specific language through *class discussion, reading academic articles, and doing infographics*, to name some. Activities like *meeting sessions with a foreigner, PBL session and sharing session* would develop communicative and cognitive skills, and fluency and accuracy. Some activities like *producing a video and having a discussion* are good examples of encouraging collaborative learning and developing creativity. When students develop

their receptive skills, the input that they get will be more meaningful and consequently, they learn the language (Obilişteanu, 2009).

Table 1 Summary of activities in CLIL in UKM

Receptive Skills	Productive Skills	Language across the Curriculum
• *Lecture* • *Class Discussion* • *Read academic articles* • *Watch videos* • *Exposure to new terminologies* • *Experience* • *Show Good & Bad examples* • *Meeting session with a foreigner*	• *Present Discussion* • *Do infographic* • *Read slides aloud* • *Do a glossary* • *Produce a video* • *Do PBL session* • *Debate* • *Sharing sessions* • *Presentations* • *Write reports* • *Give a Speech* • *Q & A* • *Role play*	• use of content subject vocabulary • use of present, past & future forms • modal verbs • passive forms • questions, imperatives • connectors, conditionals • etc.

Challenges across the Curriculum

According to a content specialist, the major challenge is the students, having a diverse range of competencies. Thus, some have managed well in understanding articles and presenting their ideas, while some were still struggling to make a sentence or pronounce difficult words. Another says that many students avoid participating in English in a big group or the whole class, but they would interact and communicate in smaller groups. Initially, they would be hesitant too in using the language, but gradually they get comfortable to communicate in simple English by the end of the semester. Another challenge is that students nowadays are greatly influenced by social media in their communication. They therefore need to be taught, demonstrated, and/or trained to communicate correctly and professionally.

As Taillefer (2013) suggested, content specialists may need to adopt new or different pedagogical practices to meet the students' need such as greater use of visuals, more specific clarifications, new kinds of teaching materials including interactivity and blended learning approaches.

Students' Perception on CLIL in UKM

Table 2 shows students' perception on CLIL. Majority of them say that CLIL improves their confidence in using English (95.9%); increases their motivation to learn English (95.2%); raises their level of awareness in English language in the process of learning content course (95.3%); and makes them comfortable to use English language (94.4%). It can be surmised that the students have positive and good perception on CLIL approach in their content courses. In other words, for CLIL to be effective, they should be aware and informed that one of the aims of the content subject include learning the language, having knowledge, and understanding of the communication conventions of the language in their field.

Table 2 Students' perception on CLIL

No.	The use of English in my content subject course has helped:	Strongly Disagree	Disagree	Agree	Strongly Agree
1	improve my confidence in using English language	2.7%	1.4%	62.3%	33.6%
2	Increase my motivation to learn English	3.5%	1.3%	56.8%	38.4%
3	raise my level of awareness in English language in the process of learning content course	3.8%	0.9%	55.2%	40.1%
4	make me comfortable to use the English language.	3.3%	2.3%	61.8%	32.6%

CONCLUSION

This paper has discussed the initial findings of CLIL practices in various faculties, strategies taken, and reflections given by the content specialists and students. The results show that CLIL is an approach that is worth taking. Students are exposed to a broader range of language skills while gaining knowledge and skills in different areas of the curriculum. Therefore, the implementation of effective CLIL should be encouraged as CLIL is the way forward in approaching the teaching and learning of English language.

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FOSTERING CRITICAL TEXT ENGAGEMENT IN THE 4IR ERA THROUGH A LANGUAGE COURSE IN A MALAYSIAN UNIVERSITY

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ABSTRACT

In facing the challenges in the age of 4th Industrial Revolution (4IR), Malaysian higher institution learners need to be equipped with capabilities that would lead towards becoming knowledge and content creators. To achieve these outcomes, universities should offer a curriculum that allows students to engage critically with information that originates from various sources and comes in multiple formats. An English course offered by Centre for Liberal Studies, UKM, provides such learning experience through a text analysis task. This study aims to seek answers on how learners engage critically with information, and to identify the challenges that they face in doing the task. Through a qualitative analysis of 30 text analysis scripts and learners' reflections, findings reveal that learners choose digital forms of texts which are less challenging to read. Although the learners are able to complete the text analysis task, they are still unsure of the need for them to be critical towards texts. This study indicates that a more serious effort needs to be implemented to create awareness on the importance of being critically information literate, so that learners can move beyond reading text content for basic understanding, to become producers of new knowledge.

*Keywords:***4IR, Knowledge producers; Critical reading; Text analyst; Language course**

INTRODUCTION

Background of the Study

The 4th Industrial Revolution (4IR) has altered the education landscape in Malaysia. It requires learners to shift from knowledge receivers to become knowledge curators and content producers, whilst educators' roles are transformed from knowledge givers to facilitators and resource guides (MOHE 2018). Even though the use of technologies and digital texts are dominant in this era, human competencies such as critical thinking, collaboration, problem solving, and good moral ethics and values are emphasized to create balanced and future ready graduates who can thrive in the 4IR (Malaysian Higher Education Blueprint 2015-2025). Learners need to be equipped with language proficiencies, thinking skills and a thorough understanding of the knowledge itself, and how it can be applied to solve problems in the real world (Maria, Shahbodin & Pee 2018).

4IR has also allowed vast amounts of information offered through various multimodal mediums and are universally accessible (Silvhiany 2019), which requires learners to employ critical reading of these texts. Following Levitin (2017), this study takes on the belief that it is pertinent for learners to be equipped with the ability to read and think critically to avoid being fooled by questionable pieces of information. However, the capabilities of learners in the Malaysian higher education context are still in need of serious enhancement. Studies done in Malaysian higher education point towards lack of critical reading abilities, particularly in identifying writer's purpose and main ideas (Muhammad Zin, Wong & Rafik-Galea 2014). Seng & Zainal (2017) report that even though learners demonstrated critical reading skills in their engagement with academic texts, they still demonstrate a heavy text dependence.

Hence, this study sets out to explore how learners engage with texts and the challenges that they face in completing a text analysis task done in an English Language classroom.

METHODS

This study uses the qualitative approach in seeking answers to the two research questions, which focuses on examining learners' critical engagement practices and the challenges that they face as they complete a text analysis task. Each student searches for and analyses an article on a chosen topic. To guide them in analysing the texts, a set of question protocols named Text Dissect Content Organizer (TEDCO) are given for the students to answer.

These TEDCO scripts are analysed using a CEFR-aligned TEDCO Assessment Scale (CEFR Handbook of Descriptors, 2020), while challenges in completing the task, were identified by analysing and coding their reflections iteratively (Cropley 2021).

RESULTS AND DISCUSSION

An analysis of the TEDCO scripts reveal the learner participants' critical engagement practices with the texts that they have chosen. Each question in the TEDCO has been designed to tap the learners' critical reading skills. Table 1 below explains how these learners critically engage with their texts

Among the major challenges revealed in the reflections were searching for suitable texts, locating main ideas, identifying the author's view and examining how the author supports his stance.

It appears that the students did not have difficulties in answering questions on providing opinions on the author's stance in the text, and on how the texts provided them a better insight on the topic. Therefore, it can be deduced that the students are comfortable in giving their opinions, as compared to analysing the technical aspects of the text, such as the background details, author's stance, the use of language and concrete evidence.

Table 1 Summary of students' critical engagement with texts using TEDCO

TEDCO QUESTION PROTOCOL	SKILL	CRITICAL READING PRACTICES
Provide background information on the text.	Searching and evaluating suitable texts to meet purposes.	a. Students were unsure on the source of text chosen; references used in the text as source instead. b. Some students did not see the significance in checking author's backgrounds; merely wrote author's names, but many applied CRAAP test and discuss author's affiliations. c. Common publishers are easily identified. Confusion over websites and publishers also occur.
Write down main ideas of the text. You may use either a linear or non-linear format of presenting these ideas.	Locating main ideas and organization of ideas in text.	a. Students utilized both linear paragraphs and non-linear (outlining, mapping) ways of presenting their main ideas of texts. b. Students are unable to show clear organization and the connection between points in non-linear presentations. c. Students utilized summarizing and paraphrasing skills.
What is the author's purpose for producing the text? Elaborate in not more than 5 sentences.	Identifying the authority of the author.	a. Students identified the author's purpose if it is clearly stated, but unable to show the evidence from the text. b. Students discussed author's purpose with more scaffolding by the instructor or more explicit instructions in the protocol.
What is the author's stance/point of view towards the topic? Explain in about 5 sentences.	Identifying author's point of view.	a. Most students detected and explained the stance of the author clearly. Students used reporting verbs to indicate the stances. b. Some students stated the stance but elaborated by lifting facts from the texts instead of opinions.
Provide TWO evidence that support the author's stance, in terms of tone and choice of words. Evidence should contain relevant phrases/sentences from the text.	Examining how the author supports his ideas in the text.	a. Most students were able to provide evidence supporting the relevant author's stance. b. Students made connection of evidence found in the text (tones and choice of words) with the overall stance.
Do you agree with the author's stance? Elaborate your opinion in about 100 words.	Giving opinion on the author's point of view, using their understanding of text.	a. Most students provided evidence from the text to support their agreement. b. To justify, students analyzed the information given by the author rather than directly taking the information as evidence. c. Students supported and elaborated their answers, showing students' understanding on author's stance and how they can connect the context given in text with their close reality.

TEDCO QUESTION PROTOCOL	SKILL	CRITICAL READING PRACTICES
Do you think that the text gives you a better insight on the topic? Elaborate your reason/s in about 100 words.	Giving opinions on the usefulness and validity of the chosen text to meet the students' purposes.	a. All students expressed that they gained better insight by comparing their knowledge on the topic before and after reading.

CONCLUSION

In this study, it is found that in the process of engaging with texts, students have demonstrated several critical reading skills with the guidance of the TEDCO question protocol. Attempting the text analysis, students' roles shifted from being codebreakers and text participants to text analysts. It is also imperative for students to have the awareness of the reasons for analysing texts, and to know that reading is a social process. Most importantly, both educators and students need to enhance their own reading practices by identifying how to overcome the issues that they face in reading texts critically, to realize the mission of preparing critical minded and competent global players university graduates in the IR 4.0 era.

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PEMBELAJARAN BERASASKAN PERKHIDMATAN KE ARAH MEMPERKASAKAN GRADUAN HOLISTIK UKM DALAM ERA DIGITAL

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ABSTRAK

Pembelajaran masa kini yang bermatlamatkan penghasilan graduan yang holistik dengan rekabentuk Pengajaran dan Pembelajaran (P&P) yang fleksibel adalah pemangkin utama keberjayaan sesuatu kurikulum. P&P semasa dalam era digital memerlukan pendekatan yang lebih efektif dan menyeluruh. Justeru kaedah Service Learning (SL) yang digunapakai dalam kajian ini melibatkan pembelajaran berpaksikan pelajar, dengan pelajar turut serta terlibat dalam kitaran melakukan khidmat dan refleksi pembelajaran yang menggabungkan pengetahuan, ketrampilan dan nilai melalui pengalaman pengalaman yang diperolehi secara langsung sepanjang pengajian. Kertas ini cuba memahami apakah kaedah terbaik yang dapat dilakukan, dan mungkinkah satu cadangan garis panduan amalan terbaik (best practices) dapat cuba kita hasilkan dalam era digital yang penuh mencabar sekarang ini. Teknik-teknik asas pembelajaran berasaskan perkhidmatan dalam konteks P&P kelas digital terkini disusuli dengan penghasilan produk pelajar pelajar melalui persembahan digital video di YouTube, serta penghasilan prototaip produk kreatif yang melibatkan elemen upcycling akan diketengahkan. Perkongsian elemen elemen kajian yang diaplikasikan dalam kelas penulis akan sama sama dikongsi. Pengalaman ini adalah diharapkan dapat membantu menjurus ke arah penghasilan graduan UKM yang holistik lagi seimbang dalam era digital hari ini yang dilengkapi dengan set set nilai, kompetensi dan sikap yang tepat lagi cakna.

Kata kunci: **Pengajaran dan Pembelajaran (P&P); Service Learning (SL); Graduan holistik.**

PENGENALAN

Konsep keseimbangan dalam pendidikan adalah meliputi aspek rohani, jasmani dan intelektual. Ia sangat penting ke arah pembentukan peribadi untuk menjadi insan yang seimbang. Pendidikan bertujuan untuk mencapai pembentukan akidah, sikap, kemahiran, keperibadian serta pandangan hidup yang berperanan untuk membina dan membangun diri, masyarakat serta persekitaran berlandaskan asas mencari redha Allah SWT. Justeru, pendidikan dalam erti yang khusus merujuk kepada aktiviti manusia bagi memelihara kelangsungan hidupnya sama ada sebagai seorang individu atau sebagai anggota masyarakat (Wan Mohd Noor 2011).

Hal ini amat bertepatan dengan Falsafah Pendidikan Kebangsaan yang bertujuan meningkatkan potensi diri individu secara syumul dan seimbang dari segi jasmani, emosi, intelek dan rohani atau ringkasnya disebut JERI (Kementerian Pengajian Tinggi 2004). Ia melambangkan konsep pendidikan yang sepadu dan integratif iaitu meliputi pendidikan akal, akhlak dan pendidikan bermasyarakat (Khalid Nordin 2012).

Pendidikan CITRA adalah pendekatan pembelajaran yang lebih luas dan lestari yang bertitik tolak dari Pengajian Umum UKM. Pendidikan CITRA bermaksud pendidikan umum yang membawa elemen kelestarian dan keluasan ilmu pengetahuan serta perolehan kompetensi atau kemahiran yang pelbagai yang akan membentuk sahsiah dan ketrampilan pelajar secara menyeluruh. Dalam lain perkataan, Pendidikan CITRA bertujuan membantu pelajar meluaskan ilmu pengetahuan di luar bidang pengkhususan, membina kompetensi dan kemahiran sosial, intelektual dan praktikal dalam kehidupan seharian. Justeru, adalah diharapkan dengan penaiktarafan pengajian umum kepada pendidikan CITRA akan dapat membantu universiti membentuk pelajar yang lebih berwibawa, berketrampilan dan berpengetahuan luas bagi memenuhi keperluan kebolehpasaran pelajar dan kesejahteraan masyarakat.

Di samping itu, kurikulum dengan pendekatan pembangunan dan deskripsi pengalaman pembelajaran berasaskan perkhidmatan (Service Learning SL) yang berlaku kepada Pendidikan CITRA UKM. Pembelajaran berasaskan perkhidmatan (SL) ini melibatkan projek khidmat komuniti yang mengintegrasikan khidmat masyarakat bersama dengan matlamat kursus pengurusan masa. SL melibatkan strategi pengajaran dan pembelajaran yang mengintegrasikan perkhidmatan kemasyarakatan yang bermakna dengan arahan dan refleksi dalam memperkayakan pengalaman pembelajaran, mendidik erti khidmat masyarakat serta memperkukuhkan hubungan sesama komuniti (Bandy 2011).

METODOLOGI

Kaedah kajian adalah berdasarkan pemerhatian yang melibatkan aktiviti aktiviti pengajaran dan pembelajaran yang berlaku dalam subjek terpilih di CITRA UKM iaitu Pengurusan Masa. Secara asasnya, pemerhatian dan pelaporan adalah sangat penting dalam usaha untuk memahami apa yang sebenarnya berlaku, siapa yang terlibat dan apa perkara yang terjadi dan bagaimana ianya terhasil (Jorgensen 1989).

HASIL DAN PERBINCANGAN

Konsep pembelajaran berasaskan perkhidmatan (SL) dalam era digital melibatkan aktiviti aktiviti yang tidak konvensional serta merangsang seluruh aspek deria rangsangan pembelajaran. Secara asasnya, SL adalah apa sahaja yang berkaitan dengan kursus atau subjek tersebut yang pelajar-pelajar di dalamnya diminta melaksanakan selain dari mendengar kuliah dan menyalin nota (Felder & Brent 2016). Hal ini termasuk kerja-kerja yang dilakukan bersama ahli-ahli dalam sekelas yang hasil akhirnya menjurus ke arah peningkatan pemahaman subjek yang dipelajari.

Antara kaedah-kaedah terpakai untuk SL adalah *hybrid activites* dengan *blended learning* yang melibatkan penggabungan kelas secara maya atas talian beserta sokongan pembentangan video di YouTube (Norazila Mat et al. 2015). Untuk subjek Pengurusan Masa contohnya, pelaksanaan projek secara langsung dilaksanakan dalam lapangan, dan pembentangan dan penerangannya adalah melalui YouTube dengan mengambil kira aspek "like" dan "komen" dari penonton sebagai sebahagian daripada elemen refleksinya. Video pembentangan sememangnya mampu untuk menjimatkan tempoh masa kelas di samping memberikan nilai tambah semangat bersungguh-sungguh untuk menyiapkan tugasan dan juga persediaan rapi dalam pembentangan, kerana boleh disunting videonya sehingga berpuas hati. Seterusnya penghasilan produk secara *upcycling* serta pemberian khidmat juga merupakan satu elemen penting dalam SL yang memberi impak besar kepada proses pembelajaran pelajar pelajar. Contoh kaedah ada disertakan gambar foto 1 di bawah.
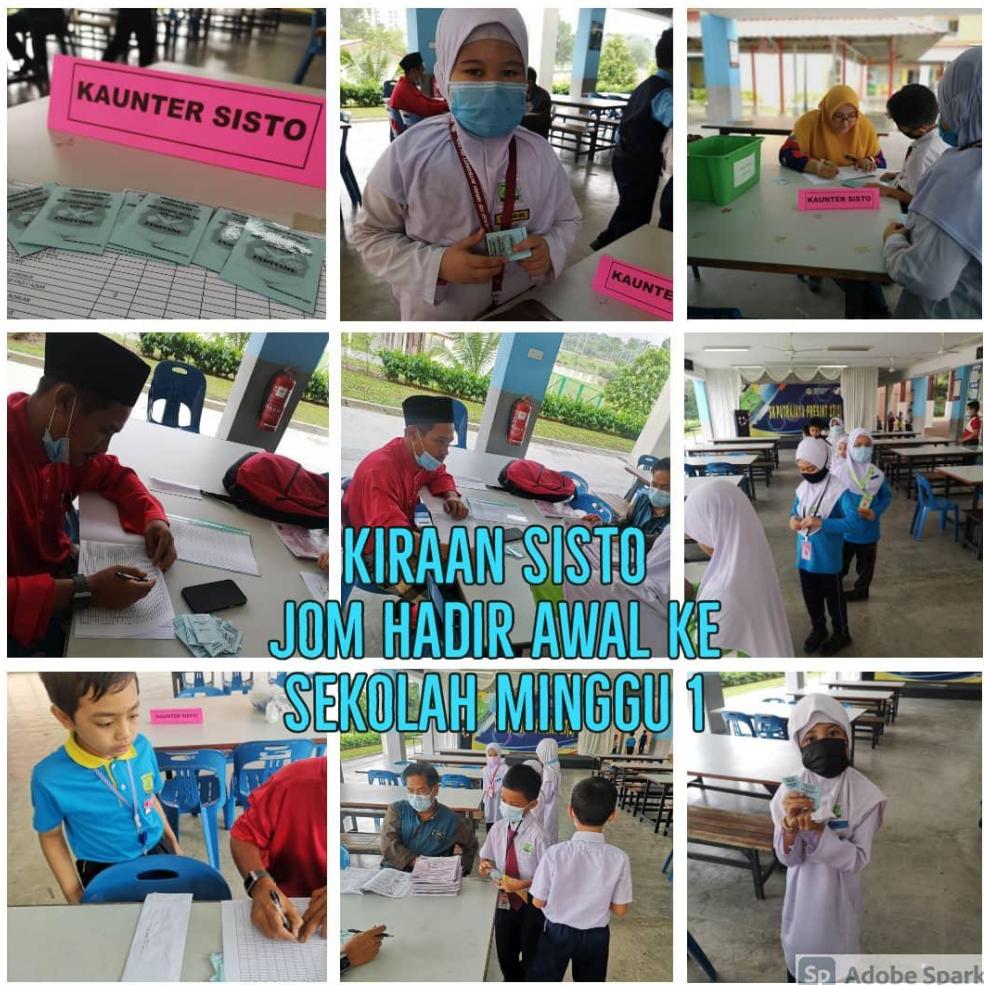
Foto 1 Contoh Service Learning – Projek SISTO (Sistem Token) di Sekolah Rendah

Foto 2 Contoh *Service Learning* – Antara Hadiah untuk Projek SISTO (Sistem Token) yang dilaksanakan di Sekolah Rendah

Adalah dapat dicadangkan agar beberapa kaedah lain yang lebih terkini dan melibatkan penglibatan secara lebih praktikal dapat diusahakan agar pembelajaran SL ini mampu menjadi budaya pembelajaran yang boleh diadaptasikan ke arah pembangunan graduan holistik.

KESIMPULAN

Sesungguhnya pengalaman pengajaran dan pembelajaran berasaskan perkhidmatan (*Service Learning SL*) ini dapat menambah baik sistem penyampaian universiti dalam melengkapkan pendidikan pelajar bagi melahirkan graduan holistik lagi bersahsiah dengan mempunyai jati diri yang mantap bersama peluasan ilmu pengetahuan dan penguasaan kemahiran-kompetensi insaniah bagi memenuhi keperluan semasa dalam era digital hari ini yang lebih cemerlang. Pengalaman yang dibawa dan dikongsikan ini wajar diangkat dan diperluaskan penggunaannya.

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SHIFTING STUDENTS' LEARNING EXPERIENCES VIA INSTITUTIONAL COURSE SHARING

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ABSTRACT

The World Economic Forum 2020 has introduced a global Education 4.0 Framework for a high-quality education in this new era. This entails learning experiences that reflect the future of work and take full advantage of the opportunities offered by various local and global institutions. In line with the framework, Universiti Kebangsaan Malaysia (UKM) has developed a non-conventional academic program which allows its students to take courses offered by any higher learning institutions or any local or global organisations and industries. Drawing on data gathered from students' reflective journal and focus-group discussion, this paper thematically analyses and reports on a study that explores fifteen students' learning experiences when participating in the institutional course sharing program. Findings of this study show that the students gained substantial academic benefits that incorporate learning new skills and knowledge that are not available at their home institution, wider networking circles and access to educational resources. This study indicates the urgent need for higher learning institutions to redesign their education systems by mobilizing a broad and innovative collaboration of pertinent stakeholders to enhance students' learning experiences.

*Keywords: **Education 4.0; Learning experiences; Institutional course sharing; Student mobility; Higher learning institutions***

INTRODUCTION

Goal 4 of the Sustainable Development Goals (SDGs), set by the United Nations, accentuates the educational goal to (i) ensure inclusive and equitable quality education and (ii) promote lifelong learning opportunities for all. Specifically, Target 4.3 in SDG4 aims at ensuring equal access to affordable and quality technical, vocational and tertiary education by 2030 (UNDP 2021). This denotes that it is imperative to reduce barriers to skills development, education and training to provide lifelong learning opportunities for youth and adults. In line with this goal, the World Economic Forum 2020 has recently introduced a global Education 4.0 Framework for shifting learning content and experiences towards the needs of the future. This entails creating (i) learning experiences that take full advantage of the opportunities offered by various local and global institutions and (ii) learning ecosystems that encompass personalized and self-paced; accessible and inclusive; problem-based and collaborative; lifelong and student-driven learning (World Economic Forum Report 2020).

In congruence with the framework, Universiti Kebangsaan Malaysia (UKM) has developed a non-conventional academic program, known as Bachelor of Science in Liberal Studies (SmSn Citra), which allows its students to take courses offered by any higher learning institutions or any local or global organisations and industries. This initiative, defined as institutional course sharing, is an academic collaboration that provides opportunity for two or more institutions within and outside the country to implement courses or programs sharing upon agreement by all the parties involved. The "home" institution is where the student receives his/her degree and the "host" institution is the collaborating partner where a student takes a course outside of his/her home institution. This means that the student is permitted to enrol in courses which are not available at his/her home university at the host university or institution (Ohio Department of Education 2017; University of Missouri System 2016)

This paper is founded on the premise that it explores students' learning experiences when participating in the institutional course sharing collaboration between UKM, the students' home institution, and two host institutions which are Universiti Teknologi MARA (UiTM) and Monash University Malaysia. Eight students enrolled in Tourism courses, three students took courses on Event Management and three students on Halal Industry at UiTM. One student took courses on Gender and Sexuality Studies at Monash University Malaysia. It is important to note that all of these courses are not available at their host university, UKM.

METHODS

This study adopted a case study approach to examine students' learning experiences given its descriptive, dynamic, and authentic nature. Primary data were collated from the students' reflective journal and focus-group discussion. Fifteen students, one male and 14 females, who took part in the institutional course sharing program were involved as key participants in this study. In the tradition of qualitative research, the data obtained from the students were read reiteratively and analysed rigorously through an inductive process of identifying the recurring and salient themes. The similarities and differences of perspectives among the students were identified and explored from an interpretive paradigm to develop common themes.

RESULTS AND DISCUSSION

Findings of this study disclose that the students have gained abundant learning experiences that include substantial academic benefits as presented below.

(i) Students have the opportunity to learn new skills and knowledge and gain access to various courses of study in various fields outside UKM. They do not have to relocate in order to enrol in the courses at the host institutions. The following remarks illustrate the case in point:

I feel happy to be able to learn new knowledge, in a new place with a new environment. So honestly, there is nothing to regret and even more that I can be grateful for. (Aqila)

While the process wasn't easy, I was satisfied because the experience I got couldn't be obtained anywhere else. (Kai)

The experience was quite bizarre in the sense that I was taking several classes in two different universities at the same time. Thus, I had to adapt to different lecturing styles and lesson plans as well as coordinating my studying schedule accordingly. (Muna)

Although this process is very challenging, we still do not give up… it is a new experience for us because we could learn how to study at UiTM. It is quite different from learning at UKM. (Zira)

(ii) Students have a wide variety of networking circles. They have the opportunity to connect with more lecturers and faculty members as well as making acquaintances with students at their host institutions. These are evidenced in the students' notes presented below;

I also use this opportunity to add new friends. Every class I attend is an opportunity for me to get to know more friends. (Nur)

All three of us were warmly welcomed by the lecturers and UiTM students. This makes us more eager to learn together and go through new experiences with them. (Ain)

(iii) Students have access to extra educational resources and multiple course options. A student wrote;

What is interesting about this program? I have a matrix card that can access all the facilities provided at both universities. It's like having two identity cards in two different countries. (Kai)

CONCLUSION

This study has approached students' learning experiences when participating in the institutional course sharing collaboration between their home institution and two host institutions. In doing so, it has drawn attention to the academic benefits that the students have gained and their meaningful learning experiences. This study indicates the urgent need for higher learning institutions to redesign their education systems by mobilizing a broad and innovative collaboration of pertinent stakeholders to enhance students' learning experiences.

ACKNOWLEDGEMENTS

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PROJECT TOPIC SELECTION: STRATEGIES FROM ADVANCED ESL UNDERGRADUATE STUDENTS

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ABSTRACT

Project topic selection in English language classes for tertiary level students can be a challenging task, for even the most advanced ESL learners. This research investigates the strategies that advanced ESL learners go through based on their own knowledge and techniques of finding resources accessible to them. Then it identifies the ability for the learners to read, understand and generate ideas from these resources into acceptable project topics. This study is aimed at gaining a deeper understanding of students' strategies for selecting project topics in the English language classroom. In order to uncover the strategies used by students, an online survey is distributed to students taking an Academic Literacy course, as the first level English course among first year undergraduate students. The questions focus on approaches on choosing group project topic, which includes topic familiarity, preference, and factors that contribute to topic selection. Respondents are divided into two groups from two separate faculties and asked to respond to questionnaires online. Semi-structured interview discussions are also held to facilitate understanding of these responses. The results suggest that the MUET band 4 ESL students are more likely to select challenging topics for their project. On this basis, the strategy of reading texts at one MUET band level higher, as well as strategic guidance in project topic selection should be taken into account when monitoring and accepting project topics for ESL students.

Keywords: Project Topic; ESL; MUET band 4; Undergraduates

INTRODUCTION

In the first year of undergraduate studies, students are required to choose on a topic prior to consulting their instructors in order to complete a group project for Academic Literacy course. This research aims to gain a deeper understanding of students' strategies for selecting project topics in the English language classroom. Secondly, It focuses on issues with choosing a project topic when reading English language texts. Then, suggest strategies to assist learners to select a topic that is appropriate to the content knowledge (Govind 2020; Odunze 2019). In this study, advanced ESL learners are those who have achieved MUET band 4 and above upon university entrance. When selecting topics, students also struggle with reading through sources in order to get relevant literature for their studies, due to poor prior knowledge (McKenna 2000; Govind 2020). With the timelines given for the group project, changing topics in the middle of the semester due to uninformed choices on topic selection will cause complications for students later. This is a

preliminary study on topic selection among undergraduate students; the data analysis presented is a result of an ongoing research.

METHODS

This is a qualitative study aimed at gaining a deeper understanding of students' strategies when selecting project topics in the English language classroom. This study uses an online survey, on how students handle the project topics in their Academic Literacy (LMCE1072) course. Online questions focus on approaches on choosing group project; which includes topic familiarity, preference, and factors that contribute to topic selection. As many as 63 respondents are divided into two groups from two separate faculties and asked to respond to questionnaires online. A semi-structured interview was also held with 10 students, in order to facilitate further understanding and confirm validity of these responses. The questions also focus on approaches on choosing group project; which includes topic familiarity, preference, and factors that contribute to topic selection.

RESULTS AND DISCUSSION

This section discusses the findings from the online survey and also the interview with the students as respondents.

Findings from the online survey:

a. Topic Familiarity:

Student respondents generally commented that choosing a topic for class is challenging. The online survey reported that more than half of the respondents prefer to use topics that are familiar to them. From a preliminary survey of 63 students, 55.6% students preferred topics quite familiar to them, 22.2% preferred topics that are very familiar, 22.2% preferred topics that they know, while no students choose topics that were unfamiliar to them. A high percentage of 88.9% of students agreed that choosing a topic for a project is challenging.

As many as 85.2% students commented that they were able to choose a topic that they were passionate about for this course, among of comments are from these reasons below:

i.   *Because I have also gained new knowledge based on my group's topic.*
ii. *Because at the same time I can improve my English skills.*
iii. *The relation between social media and emotional well being has always fascinated me.*
iv. *Because I need to be familiar with a topic to work it through.*
v.   *The topic that we choose is basically the result from (of) our discussion and I love that.*

b. Topic Preference:

When selecting a topic, students agreed that they prefer to use one that they have used in another class. As many as 7.4% and 25.9% respectively strongly agreed and agreed, while 17% were neutral, or undecided.

c. Factors that contribute to topic selection.

When choosing a topic, students commented that they preferred to choose a topic that they are passionate about (59.3%) and a topic they somewhat like (25.9%). While when selecting topics from articles, students mainly selected topics from articles through reading for details (36%), read the abstract only (27.8%), read the title only (16.7%) and about 66.7% read the whole article.

Findings from the semi-structured interview:

a. Topic Familiarity:

The respondents commented that they preferred to use a topic that they have discussed in a previous class. One of the respondents stated that they were on the fence on this, but they also said that it depends on the topic.

b. Topic Preference:

Students commented that they preferred topics from current issues when selecting for group project topics. Topics such as "*youths and the younger generation*", "*social media*", "*poverty*", "*education*", "*Malaysian unity and multiracial ethnicity disrupted*" are among the topics preferred. Topics on youth and the young generation were mostly preferred, one student clarified, *"I prefer topics regarding youths and younger generations. I would like to know more about the social problems and dilemmas that are evolving around these generations and how it is affecting the younger generation in many ways"*.

c. Factors that contribute to topic selection.

When selecting a topic, students replied that they said they didn't read in detail, but they used the skimming and scanning technique that they were previously taught in school. Then when reading for details, students mainly read introductions and findings only in order to search for main points of the article. One student commented, *"I use reading for details (i.e. introduction, findings only) way." "Because I prefer to read the introduction to get the basic idea of the topic"*.

CONCLUSION

When taking the students' responses into consideration, these more advanced level students seem to prefer topics that are familiar, within their knowledge. While during initial stages, they also tend to skim and scan more often rather than read in detail. Students are taught to read articles since their first year undergraduate studies, and yet the comprehensive quality of their work for their future projects leaves much to be researched. Even though students seem to take up challenges,

they also need to be able to take up new topics, new ideas in order to have a good foundation for them to continue to have more devotion to their field in the future (Ding 2020).

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INTEGRATED ASSESSMENT OF BAHASA MELAYU, MATHEMATICS, AND VISUAL ART SUBJECTS FOR SCHOOL STUDENTS

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ABSTRACT

Based on the Regulations 1997 of Education National Curriculum, the national curriculum is an educational program that includes curriculum and co-curricular activities that cover all knowledge, skills, norms, values, cultural elements, and beliefs to help a student's development fully physically, spiritual, mental and emotional. Also, all the activities to cultivate and enhance desired moral values and to impart knowledge. The teaching and learning process carried out in schools should involve imparting knowledge and producing a balanced and harmonious generation in intellectual, spiritual, emotional, and physical line with the National Education Philosophy. Schools can use alternative assessments to assess students' understanding and the formation of logical, critical, analytical, creative, and innovative thinking individuals. Therefore, this research introduces an integrated assessment that combines Bahasa Melayu, Mathematics, and Visual Arts. This integrated assessment has been conducted at GENIUS Insan College for students age 14 years old. Through this alternative assessment, students can think outside the box to produce art by incorporating language and Mathematics elements by creating a drawing-shaped puzzle. Drawings must follow the themes determined by the teacher, such as Covid19, Merdeka Day, and so on. However, the subject or object drawn must depict a proverbial expression. In addition, mathematical questions are placed hidden in the drawing. Once their drawing puzzles are produced, students need to creatively create a description of their drawing puzzles by making a short video. Finally, teachers can use the drawing puzzle for group activities in the class by asking students to guess the proverb of the drawing, and also find and answer the hidden mathematics questions.

Keywords: *Integrated; Assessment; Students; Education*

INTRODUCTION

In Malaysia, the Components of the National Philosophy of Education, which are intelectual, emotional, spiritual, and physical, need to be followed to nurture students (MOE 2017). The teaching and learning process must involve imparting knowledge and developing students' personalities continuously and holistically. Therefore, achieving this task requires the cooperation of various stakeholders involving students, namely parents, teachers, family, and the surrounding community.

As we approach the engaging and immersive interactive education as mentioned in the 10-10 MySTIE framework, it is apparent that a new solution is needed to improve our teaching and learning method at schools. Generally, effective teaching-learning strategies are required in the classrooms (Hussin et al. 2018). Besides that, for students to understand the concepts of physics well, effective teaching-learning strategies are needed in the classrooms (Adeyemo 2010; Atwa et al. 2016). The conventional method must be supported by another teaching method or tools, such as using the technology to deliver the class's knowledge. Also, the inconsistent teaching approach and learning styles make it difficult for students to understand the subject (Sokolowski et al. 2011; Aizikovitsh et al. 2010).

Besides improving teaching and learning, the school can introduce a new method for measuring the cognitive aspect based on the six cognitive domains of Bloom's Taxonomy. The new method can be called the integrated assessment as alternative assessments involving several subjects. Students can apply knowledge and skills acquired in the classroom by creating project-based learning in the assessment. Moreover, the students can learn through activities and also learn across the fields.

This research introduces the integrated assessment involving *Bahasa Melayu*, Mathematics, and Visual Arts. The benefit of applying the integrated assessment in class is forming logical, critical, analytical, creative, and innovative thinking individuals. In addition, the method can improve problem-solving skills and explore the use of technology holistically. Based on the Components of the National Philosophy of Education, each component's description is mentioned in Table 1.

Table 1 Description of each component of National Philosophy of Education

Component	Description
Intellectual	Creatively relate art with Mathematics and *Bahasa Melayu*
Emotion	Express the emotion during the painting
Spiritual	Development of individual potentials with hidden talents, potentials and abilities.
Physical	The process of drawing has to do with the development of fine motor skills. If students have good control over their fingers, it will help them write and draw smoothly and correctly.

METHODS

The integrated assessment is given to 51 GENIUS Insan College students with age 14 years old. They are given two weeks to complete the assessment. They need to make artwork themed on current issues such as Covid19, work from home, and online classes. The artwork should be done on A3 size white Art-Paper or A4 paper only.

A module has been developed that consists of the details of the integrated assessment. Figure 1 shows the completed module for the integrated assessment of Bahasa Melayu, Mathematics, and Visual Art subjects. The topic of Mathematics follows Kurikulum Standard Sekolah Menengah (KSSM). Referencing KSSM aims to enhance pupils' mathematical thinking to internalize and apply mathematics responsibly and effectively and solve complex problems. It also seeks to ensure that pupils have sufficient preparation to further their studies and work productively, especially in their careers leading to science, technology, engineering, and mathematics (STEM) (MOE 2018).
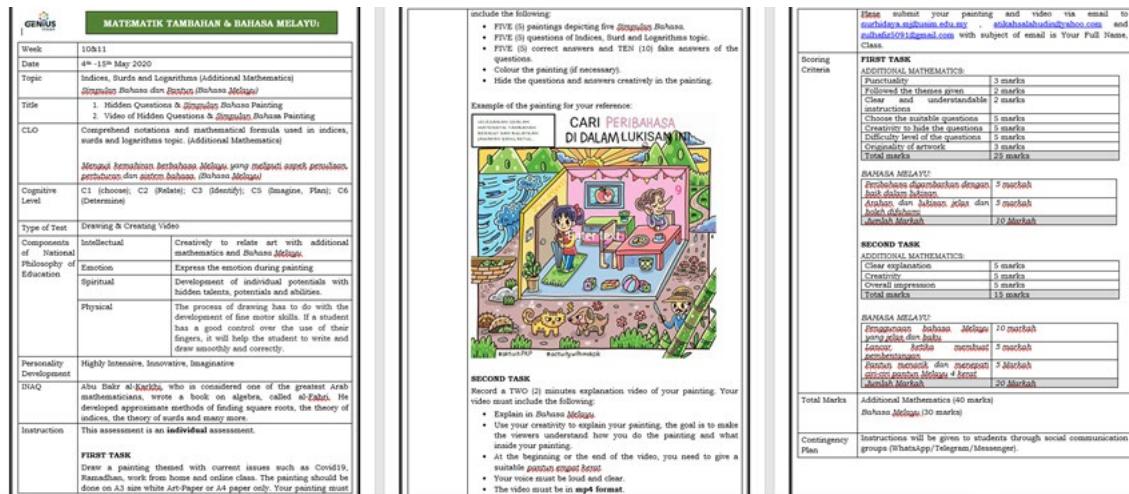
Figure 1 A module of the integrated assessment of Bahasa Melayu, Mathematics and Visual Art subjects

The instruction must be cleared and organized, such as group/individual assessment, the flow of instruction, the example of the artwork, and submission details. Also, the scoring criteria must write the requirements that need to have in the student's assessment with the fraction of marks.

RESULTS AND DISCUSSION

In the integrated assessment, the students need to make a painting that includes the following:

- Five paintings depict five *Simpulan Bahasa*.
- Five questions of Indices, Surd, and Logarithms topic.
- Five correct answers and ten fake answers to the questions.
- Colour the painting (if necessary).
- Hide the questions and answers creatively in the painting.

From the painting criteria, students need to paint depicting the *Simpulan Bahasa* as shown in Figure 2.

Figure 2 The example of the painting depicting the *Simpulan Bahasa*

Besides that, the student's drawing must consist of Indices, Surd, and Logarithms questions. The question and multiple chosen answers must be creatively hidden, as Figure 3. Also, Figure 4 shows the student's work for the integrated assessment.
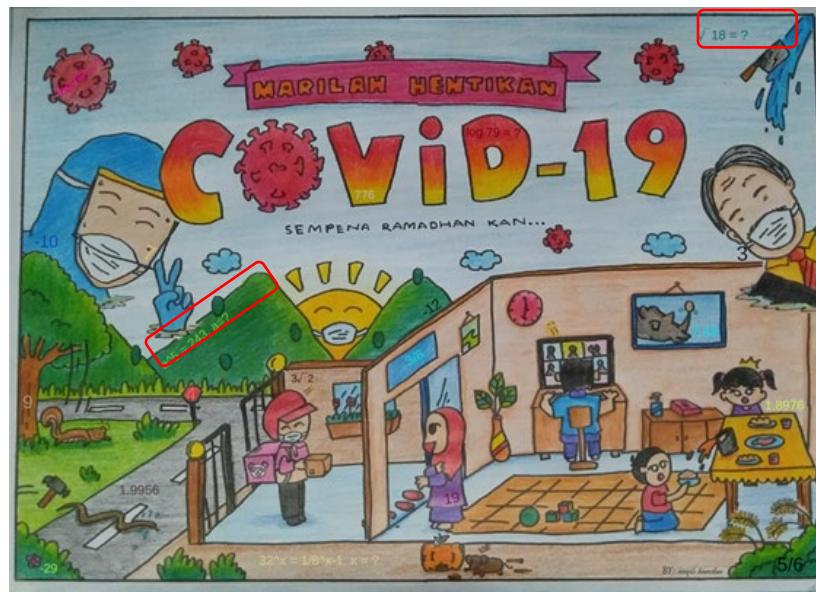
Figure 3 The question and multiple chosen answer

Figure 4 The example of students works for the integrated assessment

After the painting is completed, students need to record a two minutes explanation video of their artwork. Their video must include the following:

- Explain in *Bahasa Melayu.*
- Use their creativity to explain the painting. The goal is to make the viewers understand how they do the artwork and what is inside of their artwork.
- At the beginning or the end of the video, the student's need to give a suitable *pantun empat kerat*.
- The student's voice must be loud and clear.
- The video must be in mp4 format.

CONCLUSION

In conclusion, this research aims to introduce a new assessment method called integrated assessment that involves a few subjects. The Ministry of Education initiated STEM education to prepare students to face science and technology challenges, ready for the IR4.0 and approach the MySTIE needs. Therefore, the quality of education, especially STEM education is an important element in the education system to ensure the community is prepared to face a developed nation's challenges. The teaching and learning method is not only needed to change; the assessment that measures students' cognitive level also needs to change to nurture a new generation in terms of logical, critical, analytical, creative, and innovative thinking individuals.

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KAEDAH PENGAJARAN DAN PEMBELAJARAN BAHASA PORTUGIS DI UNIVERSITI MALAYA DAN UNIVERSITI KEBANGSAAN MALAYSIA: SATU KAJIAN RINTIS

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ABSTRAK

Salah satu Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi) ialah menggalakkan pelajar di peringkat pengajian tinggi untuk mempelajari satu bahasa global selain mahir dalam bahasa Melayu dan bahasa Inggeris. Kemahiran insaniah seperti ini dapat membantu pelajar untuk bersaing di pasaran global, selain untuk memperoleh pengetahuan baru. Kemahiran bahasa tambahan yang mampu dikuasai oleh pelajar-pelajar ini juga merupakan aset penting memperkukuhkan modal insan di persada antarabangsa. Salah satu bahasa global yang mempunyai paling ramai penutur di dunia adalah bahasa Portugis. Namun, tidak banyak perhatian diberikan kepada pengajaran dan pembelajaran bahasa Portugis di Malaysia, walaupun terdapat hubungan sejarah, linguistik, dan budaya dengan orang Portugis. Pembentangan ini memberi tumpuan kepada pengajaran dan pembelajaran bahasa Portugis sebagai bahasa elektif di dua buah universiti awam di Malaysia. Kajian rintis telah dijalankan dengan menggunakan kaedah tinjauan dalam talian untuk mengetahui profil pelajar yang mengambil kursus bahasa Portugis, serta pengetahuan pelajar mengenai negara bahasa sasaran (Portugal). Selain daripada itu, informasi tentang cabaran yang dihadapi oleh pelajar-pelajar semasa mempelajari bahasa ini juga dapat ditemui. Penemuan ini dapat digunakan untuk mengenalpasti apakah komponen bahasa dan budaya yang sesuai digunakan dalam pembangunan kaedah dan bahan pengajaran bahasa Portugis di dalam kelas. Seterusnya, pembinaan modul pembelajaran yang selaras dengan matlamat pelajar dapat dicapai.

*Kata kunci: **Bahasa Portugis; Bahasa asing; Kaedah pengajaran***

PENGENALAN

Bahasa Portugis adalah bahasa keenam yang paling banyak dituturkan di seluruh dunia, dan menjadi bahasa rasmi di lapan negara anggota CPLP (Komuniti Negara Bahasa Portugis). Bahasa Portugis juga dituturkan di Macau (China) dan di Goa (India). Dari segi sejarah, bahasa Portugis merupakan lingua franca di rantau Asia sejak abad ke-15 yang memberi impak kepada perbendaharaan kata bahasa Melayu. Banyak dokumen sejarah di Nusantara ditulis dalam bahasa Portugis. Oleh itu, bahasa Portugis penting bagi Malaysia dari segi hubungan sejarah dan budaya tetapi hanya sedikit orang Malaysia yang mempunyai pengetahuan mengenai bahasa tersebut.

Salah satu Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi) ialah menggalakkan pelajar di peringkat pengajian tinggi untuk mempelajari satu bahasa global selain mahir dalam bahasa Melayu dan bahasa Inggeris. Kemahiran insaniah seperti ini dapat membantu pelajar untuk bersaing di pasaran global, selain untuk memperoleh pengetahuan baru. Kemahiran

bahasa tambahan yang mampu dikuasai oleh pelajar-pelajar ini juga merupakan aset penting memperkukuhkan modal insan di persada antarabangsa.

Kajian ini berfokus kepada pengajaran dan pembelajaran Bahasa Portugis sebagai Bahasa Tambahan (Neves 2020) di Universiti Malaya (UM) dan Universiti Kebangsaan Malaysia (UKM). Kajian lepas menunjukkan bahawa pelajar-pelajar Malaysia yang mempelajari bahasa Portugis menghadapi masalah untuk membezakan antara artikel penentu dan tak penentu (*definite and indefinite article*), kata nama mufrad dan jamak (*singular and plural nouns*) serta sistem jantina lelaki dan perempuan (*masculine and feminine gender*) dalam bahasa Portugis (Casimiro 2009; Jamian Mohamad 2000, 2007). Selain itu, kajian Nikitina (2016) mendapati bahawa walaupun respondennya yang merupakan pelajar bahasa Portugis di sebuat IPTA di Malaysia mempunyai pendapat yang sangat positif mengenai orang Portugis, pengetahuan mereka tentang budaya Portugis adalah sangat terbatas. Oleh itu, pengajar bahasa Portugis memainkan peranan yang penting dalam meningkatkan literasi budaya pelajar. Kajian yang akan dibuat hasil daripada kajian rintis ini adalah gabungan masalah yang pelajar hadapi (tatabahasa) seperti kata kerja, kata nama, artikel, kata sifat, serta imej tentang bahasa dan budaya Portugis.

METODOLOGI

Kajian rintis telah dijalankan dengan menggunakan kaedah tinjauan dalam talian. Kajian tinjauan pertama dijalankan pada akhir semester untuk mengetahui tentang cabaran yang dihadapi oleh pelajar-pelajar semasa mempelajari bahasa Portugis. Soalan kajian tinjauan ini diadaptasi soalan kajian tinjauan yang dijalankan oleh Budiman (2010) di Universitas Indonesia terhadap pelajar yang mengambil kursus Bahasa Portugis. Satu kajian tinjauan diadakan pada awal semester untuk mengetahui profil pelajar yang mengambil kursus bahasa Portugis, serta 10 soalan tentang pengetahuan pelajar mengenai negara bahasa sasaran (Portugal). Kajian ini juga merujuk kepada kajian serta kaedah tinjauan yang telah dijalankan oleh Nikitina, Zuraidah Binti Mohd Don dan Loh (2014) dan Nikitina (2016) yang berfokus kepada imej tentang negara sasar oleh pelajar dalam kelas Bahasa Portugis di sebuah IPTA di Malaysia.

HASIL DAN PERBINCANGAN

Data yang dikumpul dari kelas Bahasa Portugis di Universiti Malaya pada akhir semester 1 sesi 2020/2021 meliputi 130 responden. Bagi kajian tinjauan di UKM, terdapat 24 responden. Responden terdiri daripada pelajar dari pelbagai fakulti. Majoriti daripada mereka memilih bahasa Portugis sebagai bahasa pilihan kerana ingin mengenali lebih dari satu bahasa. Membuat ayat dalam Bahasa Portugis serta belajar sebutan merupakan bahagian yang paling sukar untuk mereka. Tatabahasa merupakan aspek yang paling bermasalah untuk mereka dalam pembelajaran bahasa Portugis terutamanya sintaksis.

Untuk kajian tinjauan kedua di Semester 2 sesi 2020/2021, terdapat 60 responden dari kelas bahasa Portugis di UM dan 19 responden dari UKM. Semua responden tidak pernah pergi ke Portugal, tetapi terdapat dua orang yang berkenalan dengan orang Portugis. Semua responden tidak pernah membaca buku yang dikarang oleh orang Portugis dan hanya seorang sahaja responden

pernah menonton filem Portugis (Brazil). Majoriti responden tidak mengenali makanan atau hidangan Portugis, tetapi hidangan Portugis yang paling popular dalam kalangan mereka ialah ikan bakar Portugis dan Tat Portugis *(Portuguese egg tart)*, seperti yang ditemui oleh Nikitina (2016) dalam kajiannya bahawa Portuguese egg tart merupakan gambaran yang sangat popular yang dikongsi oleh pelajar dan ia boleh digunakan sebagai batu loncatan untuk memperkenalkan budaya Portugis.

Selain itu, kajian tinjauan tersebut juga menunjukkan sebanyak 70% responden dari UM dan 68.3% responden dari UKM mengatakan bahawa mereka tidak mengetahui bilakah orang-orang Portugis tiba di Malaysia atau tarikh orang-orang Portugis menjajah Melaka.

KESIMPULAN

Penemuan kajian rintis ini dapat digunakan untuk penambahbaikan dalam kajian tinjaun yang sebenar akan dijalankan, dan seterusnya untuk mengenalpasti apakah komponen bahasa dan budaya yang sesuai digunakan dalam pembangunan kaedah dan bahan pengajaran bahasa Portugis di dalam kelas. Dalam masa yang sama, pelajar seharusnya digalakkan untuk mengenali dengan lebih mendalam bahasa dan budaya sasaran (bahasa Portugis) yang dipelajari.

Dari segi bahasa, penumpuan terhadap tatabahasa yang memfokuskan kepada aspek sintaksis atau membuat ayat perlu diambil perhatian. Selain daripada itu, penekanan kepada aspek sebutan juga amat relevan memandangkan pelajar tidak pernah mendengar sebutan bahasa Portugis dan sering menyamakan bahasa Portugis dengan bahasa Sepanyol. Manakala aspek kebudayaan seperti makanan (tat portugis dan ikan bakar portugis), sukan (bola sepak) dan berbagai-bagai imej yang menggambarkan negara sasaran juga perlu dititikberatkan oleh pengajar semasa di dalam kelas. Seperkara lagi yang perlu diambil berat ialah usaha meningkatkan pengetahuan pelajar dari aspek sejarah dan penerokaan dunia oleh Portugal. Ini seterusnya mampu memberikan implikasi pengajaran yang lebih berkesan.

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ANALYSING THE EFFECTIVENESS OF THE INTENSIVE READING METHOD IN LEARNING NEW VOCABULARY

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ABSTRACT

Many have considered intense reading as an excellent strategy for vocabulary and language competence. However, educators find that the duration or amount of time needed to utilise the intensive reading technique is a significant deterrent to their approach usage. Literature instructors extensively employ the intense reading approach to educate on short stories, novels, poems, and creative writing materials. Much research investigates the usefulness of the intensive reading approach. The comparison made in this research focused on reading to comprehensive reading and looks at how they may be integrated. The primary aim of this study is to investigate the effectiveness of the Intensive Reading Method in learning new vocabulary using the steps introduced in the Intensive Reading Method. Thus, the intensive reading method to increase language competency in writing, reading comprehension, and vocabulary was investigated by employing a systematic literature review. The findings indicated that the steps that occurred in 70% of the studies were accepted to be vital when conducting the intensive reading method. 14 out of 20 research studies used the Intensive Reading Method and found it effective in helping students learn new vocabulary.

Keywords: **Intensive Reading Method; Vocabulary**

INTRODUCTION

The intensive reading method has always been regarded as a practical approach to build vocabulary and enhance language proficiency. There have been several studies that were conducted to analyse the effectiveness of the intensive reading method. In this study, the typical steps used to conduct intensive reading activities effectively were explored.

Literature Review

A study conducted by Miller (2013) found that English reading courses at universities in Japan have historically favoured the intensive reading approach in which the students typically read passages in their textbooks, and the teachers attend to issues of grammar, vocabulary, text organisation, and meaning that arise from the readings. Reading skills such as identifying inference and guessing word meaning from context may be addressed while the intensive reading occurs.

A separate study directed by Rahman (2007) revealed that students' performance concerning significant reading sub-skills was relatively good. However, the reading speed is slow, and there was an indication that they faced no complex problems that hindered intensive reading activities. The findings of this study indicate that teachers are pleased with their students' performance; the students have no problems during reading activities in the class; and the students' proficiency in finding out specific information from a given passage seems to be good. However, their performance in guessing word meaning is poor though they have a high opinion about their teachers and seem satisfied with their teaching methodology.

Language study demands long-term accumulation and a considerable amount of reading. Based on extensive reading, Chi (2005) highlighted that some intensive reading will lay a solid foundation for language learning. Thus teachers should instruct students to use limited materials through intensive reading to expand their vocabulary and obtain knowledge to improve their language application ability.

METHODS

This research was formulated to clarify the research topic by critically reviewing the relevant literature selected based on the inclusion and exclusion research criteria. The literature used as the primary data of this study was thoroughly examined on its relevance based on the study's objectives.

RESULTS AND DISCUSSION

Table 1 lists the researchers that have used the intensive reading method to enhance language proficiency, particularly in writing, reading comprehension, or vocabulary development. This table is an essential tool that contains the list of assumed occurrences during intensive reading lessons.

Table 1 Researchers using the Intensive Reading Method in their studies and the steps involved

Researchers	Pre- Reading					While-Reading						Post-Reading			
	Selection of Materials – frequency of words	Identifying reading purpose	Skimming and Scanning (First reading)	Making predictions	Word Recognition/ Identification/Semantic Cues	Re-reading/ Reading aloud/ Pronunciation	Inferencing & Guessing from context	Semantic mapping	Teachers attend to grammar, vocabulary, and meaning deriving issues	Note-taking/ highlight/	Focusing on details by listing important keywords	Discussion as a group	Students ask questions	Summarizing/Responding (critical thinking)	Making reading and writing connections
1. Conway, 2013 (Teacher-centered Approach)	✓	✓	✓	✓	✗	✗	✓	✗	✓	✓	✓	✓	✓	✓	✓
2. Chall, 1987 (IR – A Methodology for Vocabulary Development)	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✓
3. Nation, 1993 (Direct Vocabulary Instruction)	✗	✗	✓	✗	✓	✓	✓	✓	✓	✗	✓	✗	✓	✗	✓
4. Starks & Brown, 2007 (Bottom up and top-down Processing)	✗	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✗	✗
5. Nation, 2009 (Choosing Materials – High/low frequency words)	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✓
6. Nuttal,1996 ('Vicious cycle of the weak reader')	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✗	✓	✗

Researchers	Pre- Reading					While-Reading						Post-Reading			
	Selection of Materials – frequency of words	Identifying reading purpose	Skimming and Scanning (First reading)	Making predictions	Word Recognition/ Identification/Semantic Cues	Re-reading/ Reading aloud/ Pronunciation	Inferencing & Guessing from context	Semantic mapping	Teachers attend to grammar, vocabulary, and meaning deriving issues	Note-taking/ highlight/underline words	Focusing on details by listing important keywords	Discussion as a group	Students ask questions	Summarizing/Responding (critical thinking)	Making reading and writing connections
7. Susser & Robb,1990 (IR as an alternate approach to Extensive reading)	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✓	✗	✗	✓
8. Richard & Renandya, 2002 (IR and ER as a pair)	✗	✓	✓	✓	✗	✗	✓	✓	✓	✗	✓	✓	✗	✓	✗
9. Harmer, 2001 (IR & ER – A balanced approach)	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓
10. Hedgcock & Ferris,2018	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓
11. Miller, 2013 (English Reader Marathon)	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓
12.Rahman, 2007 (Proficiency in finding specific information in text)	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗
13. Chi,2005 (Vocabulary teaching methods)	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✗	✓	✗	✓	✓

Researchers	Pre- Reading					While-Reading						Post-Reading			
	Selection of Materials – frequency of words	Identifying reading purpose	Skimming and Scanning (First reading)	Making predictions	Word Recognition/ Identification/Semantic Cues	Re-reading/ Reading aloud/ Pronunciation	Inferencing & Guessing from context	Semantic mapping	Teachers attend to grammar, vocabulary, and meaning deriving issues	Note-taking/ highlight/underline words	Focusing on details by listing important keywords	Discussion as a group	Students ask questions	Summarizing/Responding (critical thinking)	Making reading and writing connections
14. Nilvius & Anvegard, 2015 (Wendick's Model Intensive Reading)	✓	✗	✓	✗	✓	✓	✗	✗	✓	✗	✓	✗	✓	✗	✓
15. Shen, 2008 (Teaching reading using schema/background Knowledge)	✗	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✗	✗
16. Indrawati, 2014	✓	✗	✓	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓	✗	✗
17. Gonzalez, 2011 (CLIL Framework)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18. Yang et al., 2012 (The dominance of IR in class contact hours)	✗	✗	✓	✓	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓	✗
19. Erfanpour, 2013 (Intensive reading and reading comprehension)	✓	✓	✓	✗	✗	✓	✓	✗	✓	✗	✓	✓	✓	✗	✗
20. Sun, 2014 (IR improves writing)	✗	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✓

Table 2 summarises and lists the selected steps based on their highest number of occurrences in these studies.

Table 2 List of steps used in studies that employed the Intensive Reading Method

Categories	Steps	Occurrences in Studies (n=20)
Pre-Reading	Selection of Materials	14
	Identifying reading purpose	11
	Skimming and Scanning (First reading)	20
	Making predictions	14
	Word Recognition/Identification/Semantic Cues	16
While-Reading	Re-reading/ Reading aloud/Pronunciation	15
	Inferencing & Guessing from context	18
	Semantic mapping	6
	Teachers attend to grammar, vocabulary and meaning deriving issues	19
	Note-taking/highlight/underline words	14
	Focusing on details by listing important keywords	18
Post-Reading	Discussion as a group	15
	Students ask questions	15
	Summarising/Responding (critical thinking)	10
	Making reading and writing connections	12

Based on the list of steps in Table 2, the steps that occurred in 70% of the studies were accepted to be vital when conducting the intensive reading lesson. Thus, the steps used in more than 14 out of 20 research that were studied were used to create an observation checklist for intensive reading classes.

It is evident that a significant percentage of the studies considered it critical to employ the Intensive Reading Method in new vocabulary learning. Based on the studies provided in Table 1, it is likely that many renowned researchers have utilized the intensive reading approach for studying specific topics or questions linked to language competency. However, they adhered to different procedures or methods in their investigations. While learning how to read, it is possible to focus on reading inference and guessing word meaning from context.

While intensive-extensive reading can be applied to help students, more may be done to enhance their English reading skills. High-intensity reading will provide a strong foundation for language development. Students should read intensively to increase their vocabulary and

understanding and enhance their language application skills. Nilvius and Anvegård (2015) state that reading lists educate young children to decode better. Focusing on sections of the text leads to improved comprehension. An in-depth examination of each student's decoding challenges and the participation of diverse groups in future research.

CONCLUSION

The resulting outcome of the study suggests that the Intensive Reading Method significantly increases students' reading comprehension in learning a new vocabulary. In addition, the Intense Reading Method implementation provided positive results, including improved reading comprehension among students.

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EXPLORING GIFTED AND TALENTED MUSLIMS STUDENT'S PERFORMANCE USING GEOGEBRA IN TEACHING AND LEARNING MATHEMATICS

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ABSTRACT

GeoGebra is a teaching tool that educators use in their lesson plans to improve the quality of teaching and learning. Instead of drawing on a sheet of paper, students can design a graph, adjust the actual graph shape, and examine the impact of changing graph pattern using GeoGebra in mathematics teaching and learning. Furthermore, students can keep all of their work materials in a structured manner for future reference. GeoGebra will make a school lecture more interesting, exciting, creative, and innovative. The goal of this study was to analyse the effects of GeoGebra software in Mathematics achievement in respect to quadratic functions among gifted and talented Muslims student's at Kolej GENIUS Insan, Universiti Sains Islam Malaysia. The maximum or minimum point of quadratic function was determined by using GeoGebra software, and the characteristics of quadratic expressions in one variables was also identified. The results illustrate that the graph quadratic expression has the highest point or the lowest point based the values of coefficient, a on the quadratic function. When students utilize GeoGebra software, their performance in calculating the minimum and maximum points on quadratic functions improves.

Keywords: **Geogebra; Integrated Naqli 'Aqli Gifted Education; Gifted Muslims Student; Mathematics Achievement; Quadratic Functions**

INTRODUCTION

Nowadays, technology is becoming an important powerful component. Many educational academics have conducted their classroom on incorporating technology into education in attempt to improve teaching and learning quality. Teaching and learning are the two fundamental components of mathematics education that are acknowledged by the use of digital technology in the classroom (Laborde 2014). Several research has been conducted into how students use digital technology and how educators implement GeoGebra into their lesson plans.

According to Pannen (2014), digital technology, such as GeoGebra as an integrated component of teaching and learning, especially in learning experiences to become more innovative, accelerated, and improved, and also increasing academic skills performance and students learning. Furthermore, GeoGebra use in mathematics education not only helps students construct their visual representation of mathematical ideas and concepts, summarize and analyse

data, and interpret data, but also enables them to investigate every area of mathematics, such as geometry, algebra and statistics.

Markus Hohenwarter was developed GeoGebra in year 2001, and it is a free program that could be downloaded from www.geogebra.org. (Hohenwarter et al. 2009). This software has been translated into 36 languages so that it can be used by people from all around the world. As a result, it looks to be a user-friendly software that can be used intuitively and does not required advanced knowledge to use (Dogan and İçel 2011; Saha et al. 2010).

GeoGebra may be used to teach and study mathematics in a variety of ways such as for demonstration and visualization, GeoGebra may provide diverse representations, provides basic characteristics of Computer Algebra System (CAS) to bridge gaps between geometry, algebra, and calculus, and it may be used as a building tool because it can create shapes. In basic and secondary education, however, mathematics is concerned with abstract concepts (Okafor & Anaduaka 2013). At these levels of education, mathematics syllabus such as geometry, algebra, and calculus are deemed overly abstract and hence difficult to understand by a huge portion of the students. As a result, both skill and interest in mathematics have decreased.

According to previous research, many educators implement GeoGebra in their lesson plans, particularly when teaching geometry concepts (Dogan & İçel 2011; Kaushal & Chun-Yen 2015; Laborde 2014; Saha et al. 2010). The teaching of Euclidean geometry should begin in the primary school years. Students should be able to recognize and investigate various geometrical shapes and their attributes. The visualization and exploration skills required for geometrical concepts, problem-solving skills, and geometry reasoning are frequently neglected by students.

In this research, the effects of GeoGebra software in Mathematics achievement in respect to quadratic functions among gifted and talented Muslims student's at Kolej GENIUS Insan, Universiti Sains Islam Malaysia were determined. The maximum or minimum point of quadratic function was determined by using GeoGebra software, and the characteristics of quadratic expressions in one variables was also identified.

METHODS

Quadratics Functions in Mathematics

A quadratic function in one variable is a function whereby the highest power for the variables is two. The general form of quadratic function is written in the form of:

$$f(x) = ax^2 + bx + c \qquad (1)$$

where a, b and c are constants and $a \neq 0$, and x is a variable.

There are only two shapes of the graph of $f(x) = ax^2 + bx + c$, $a \neq 0$. The value of coefficient a determines the shape of the graph, where the curved of the graph of a quadratic is called as a parabola. For a positive values of a, $a > 0$ the shape of the is likes $\cup$ shape, while the shape is likes $\cap$ for negative values of a, $a < 0$ (Choo et al. 2019). The maximum or minimum point of

quadratic function and the characteristics of quadratic expressions in one variables were determined by using GeoGebra software.

RESULTS AND DISCUSSION

Figure 1 shows the graph of a maximum and minimum point of quadratic functions plotting by using GeoGebra software. Figure 1(a) illustrated the minimum point at $(-2.5, -12.25)$ for a quadratic function $f(x) = x^2 + 5x - 6$, where $a > 0$. Figure 1(b) illustrated the minimum point at $(2.5, 0.25)$ for a quadratic function $f(x) = -x^2 + 5x - 6$, where $a < 0$. Changing in value of a affects the shape of the graph, where $a > 0$, the shape of the graph is $\cup$ which passes through the minimum point and when $a < 0$, the shape of the graph is $\cap$ which passes through the maximum point. By using the GeoGebra software, the maximum and minimum point of the graph can be determined through the plotting process, without calculation.

(a) Minimum point at (-2.5, -12.25)   (b) Maximum point at (2.5, 0.25)
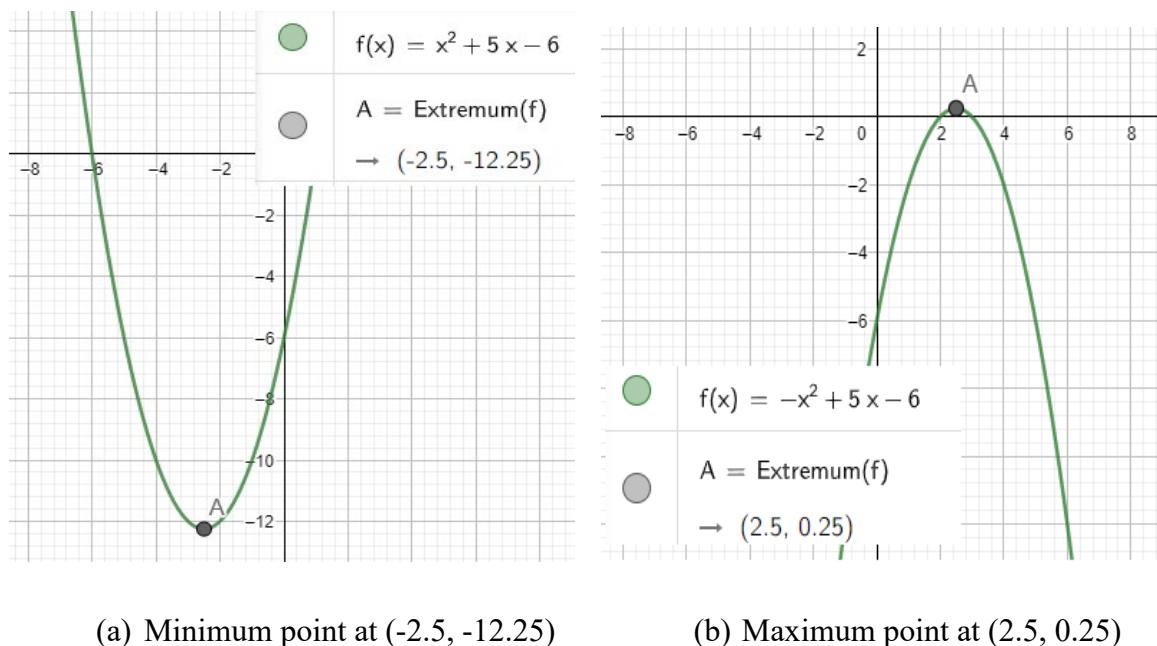
Figure 1 Graph of a maximum or minimum point plotting by using GeoGebra software

CONCLUSION

GeoGebra is an effective tool/software for teaching quadratic functions and has a significant effect on students' achievement in quadratic functions. Students agreed that this software is useful for learning mathematics, interpreting mathematical concepts, increasing confidence, creative

thinking, making learning more interesting, and visualizing mathematical content. Students can construct a graph, modify and observe the effects of changing graph shape. The main objectives of this research was to analyse the effects of GeoGebra software in Mathematics achievement in respect to quadratic functions among gifted and talented Muslims student's at Kolej GENIUS Insan, Universiti Sains Islam Malaysia. The maximum or minimum point of quadratic function was determined by using GeoGebra software. The results illustrate that the graph quadratic expression has the highest point or the lowest point based the values of coefficient a on the quadratic function. The results of the research showed that this software is extremely valuable and useful to improving students' achievement and conceptual understanding. As a result, lecturers must utilize this technology while teaching students on construct a graph of quadratic functions in their classes. Furthermore, it is suggested that curriculum developers and textbook writers include such kind of activities which are based on mathematics software in the curriculum.

CONFLICT OF INTERESTS

The authors declare that there is no conflict of interests regarding the publication of this paper.

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KETERLIBATAN INDUSTRI DALAM PEMBELAJARAN BERASASKAN KERJA (WBL) BAGI PROGRAM SARJANA MUDA SAINS CITRA

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ABSTRAK

Pembelajaran Berasaskan Kerja (WBL) tersulam di dalam reka bentuk program Sarjana Muda Sains Citra (SmSn Citra). Program SmSn Citra yang ditawarkan oleh Pusat Pengajian Citra Universiti (PPCU) bersifat bukan konvensional, rentas disiplin dan boleh lentur. Pelajar bebas memilih bidang penumpuan diminati mengikut matlamat kendiri dan kerjaya; serta menjalani WBL melalui mod 2u2i (2 tahun di universiti dan 2 tahun di industri) atau 3u1i (3 tahun di universiti dan 1 tahun di industri). WBL bertujuan memberi pendedahan pengalaman dunia pekerjaan sebenar kepada pelajar. Kertas ini membincangkan kepentingan keterlibatan industri di dalam pelaksanaan SmSn Citra; khususnya berkaitan penempatan WBL. Analisis dan pemetaan penempatan pelajar bersama industri yang ada dan tiada menandatangani MoA bersama PPCU dibincangkan. Ini memberikan gambaran tentang ke(tidak)sepadanan antara keperluan dan jangkaan pihak industri dan pelajar. Akhirnya, beberapa cadangan dikemukakan bagi penambahbaikan pelaksanaan keterlibatan industri untuk SmSn Citra.

Kata kunci: *Pembelajaran Berasaskan Kerja (Work-Based Learning) (WBL); Kurikulum bukan konvensional; Pendidikan tersedia masa hadapan (future ready); Universiti awam; Keterlibatan industri*

PENGENALAN

Program Sarjana Muda Sains Citra (SmSn Citra) yang mula ditawarkan oleh Pusat Pengajian Citra Universiti (PPCU), UKM pada sesi 2018/2019 merupakan sebuah program akademik bukan konvensional. Struktur pengajian bersifat fleksibel, *personalised* dan rentas disiplin; di mana pelajar membina penumpuan dalam bidang yang bersesuaian dengan matlamat kendiri dan matlamat kerjaya masing-masing. Program SmSn Citra menggunakan mod 2u2i (2 tahun di universiti dan 2 tahun di industri) atau 3u1i (3 tahun di universiti dan 1 tahun di industri). Mod 2u2i atau 3u1i merujuk kepada reka bentuk dan penyampaian program akademik yang menggabungkan pembelajaran di dalam kampus dan di luar kampus, iaitu di industri (MQA 2016). 'Industri' didefinisikan sebagai 'sekumpulan organisasi atau firma yang terlibat dalam sesuatu aktiviti sosial atau ekonomi, manakala pihak industri bermaksud individu atau firma yang terlibat dalam sesuatu aktiviti pengeluaran atau penyediaan perkhidmatan' (Jabatan Pendidikan Tinggi 2017, 6). Sewaktu berada di industri, pelajar menjalani WBL. Istilah WBL meliputi pelbagai maksud dan situasi; di mana domain atau lokasi utama pembelajaran berlaku di tempat kerja

(Abdul Murad Ahmad 2014; MQA 2016). WBL menyokong kurikulum berpusatkan pelajar di mana pengalaman yang diperolehi akan meningkatkan kemahiran dan pengetahuan akademik berkaitan persekitaran kerja. Pelajar akan dibimbing oleh mentor dalam kalangan ahli akademik dengan disokong oleh pakar bidang dan jurulatih industri.

Penglibatan industri dalam program SmSn Citra sememangnya bermula sejak peringkat penggubalan sehingga kepada pelaksanaan. Perbincangan di dalam kertas ini tertumpu kepada keterlibatan industri pada peringkat pelaksanaan SmSn Citra. Wakil pihak industri dilantik sebagai ahli Jawatankuasa Penasihat Akademik Pelajar (JKPAP) yang berperanan memberikan pandangan serta cadangan dalam mesyuarat JKPAP bersama ahli akademik yang merupakan mentor pelajar dan pakar bidang penumpuan. Selain JKPAP, pemain industri juga dijemput berkongsi pengalaman dan keperluan industri masa kini bersama para pelajar dan warga PPCU dalam siri 'CEO Talk @ Citra' dan 'Industry Talk @ Citra'. Sesi perkongsian begini bukan hanya memberikan maklumbalas penambahbaikan SmSn Citra, malah memberi peluang langsung kepada pelajar berinteraksi dengan wakil industri secara lebih dekat selain meluaskan jaringan kerjasama PPCU. Seterusnya, PPCU juga melantik pemain industri tersohor sebagai Profesor Adjung dan ahli Lembaga Penasihat. Akhirnya, industri yang berminat dipelawa untuk menandatangani Memorandum Kerjasama (MoA) dengan memfokuskan kepada pelaksanaan WBL. Sejumlah 23 rakan industri telah menandatangani MoA pada tahun 2020 dan 2021. Setakat ini 4 orang pelajar yang memilih mod 2u2i telah menjalani WBL pada sesi 2020/2021 manakala 81 orang lagi memulakan WBL pada Ogos atau September 2021, iaitu untuk sesi 2021/2022.

Tujuan kertas ini adalah melaporkan hasil analisis ringkas mengenai kesepadanan di antara senarai rakan industri PPCU sedia ada dengan industri yang menempatkan pelajar WBL. Analisis ini memberikan gambaran tentang kesepadanan antara kesediaan rakan industri PPCU dengan keperluan akademik pelajar SmSn Citra, serta sebaliknya. Hasil analisis ini berperanan mengenalpasti cabaran dalam penempatan WBL pelajar dan membantu perancangan keterlibatan industri dan penambahbaikan pelaksanaan SmSn Citra pada masa akan datang.

METODOLOGI

Kertas ini adalah berdasarkan pengalaman penulis sebagai ahli akademik dan pegawai yang terlibat langsung dalam urusan jaringan industri dan pementoran pelajar SmSn Citra. Catatan perbincangan bersama pihak industri dan pelajar dijadikan rujukan. Selain itu, senarai nama rakan industri PPCU dan senarai nama industri yang dipohon pelajar bagi penempatan WBL telah dikumpulkan dan dianalisis. Pemetaan dilakukan di antara senarai rakan industri PPCU dengan senarai industri bagi penempatan WBL pelajar. Industri-industri ini dibahagikan mengikut saiz, samada (1) besar atau tersohor, dan (2) sederhana dan kecil; dan juga mengikut tahap keterlibatan dengan PPCU, sama ada (1) telah menandatangani MoA, atau (2) belum menandatangani MoA. Hasil analisis dan pemetaan memberikan gambaran tentang kesepadanan atau ketidaksepadanan antara (i) kesediaan pelajar SmSn Citra dengan keperluan rakan industri PPCU, dan (ii) kesediaan rakan industri PPCU dengan keperluan akademik pelajar SmSn Citra.

HASIL DAN PERBINCANGAN

Jumlah pelajar kohort pertama yang sedang dan bakal menjalani WBL adalah seramai 85 orang. Daripada jumlah tersebut, 65 orang (76.5%) telah mendapat penempatan manakala 20 orang (23.5%) lagi masih mencari penempatan. Jadual 1 menunjukkan bahawa jumlah industri yang terlibat menempatkan pelajar WBL SmSn Citra adalah sebanyak 33 buah; di mana 9 telah menandatangani MoA manakala 24 lagi belum atau tiada MoA. Industri yang tiada atau belum menandatangangi MoA ini dihubungi sendiri oleh pelajar atau dikenalpasti oleh mentor serta pensyarah dan pakar bidang. Ini adalah peluang bagi PPCU untuk menambah jaringan rakan industri dan seterusnya menandatangani MoA dengan industri yang berpotensi.

Jadual 1 Jumlah penempatan WBL bersama industri yang telah dan belum MoA

Bil.	Status MoA Industri	Bilangan Industri	Peratus
1.	Ada MoA	9	27%
2.	Tiada MoA	24	73%
	JUMLAH	**33**	**100%**

Jadual 1 di atas juga menunjukkan bahawa hanya 9 berbanding 23 MoA bersama rakan industri PPCU berjaya direalisasikan kepada penempatan WBL pelajar. Sebanyak 14 rakan industri yang lain tidak atau belum terlibat dalam penempatan WBL kali ini. Penempatan WBL sebenarnya bermaksud komitmen jangka panjang selama setahun atau dua tahun. Sesetengah industri tidak dapat memberikan komitmen tersebut kerana: (1) kekurangan tenaga kerja yang boleh menjadi jurulatih WBL dalam tempoh yang panjang; (2) bidang penumpuan pelajar tidak cukup mendalam bagi menepati keperluan tugasan di industri; dan (3) perubahan perancangan kerana terkesan oleh pandemik Covid-19. Jika dilihat dari sudut pelajar pula, pemilihan penempatan adalah berdasarkan: (1) kesesuaian tugasan disediakan industri dengan minat dan penumpuan pelajar; (2) kesediaan elaun dan kemudahan lain; (3) lokasi industri yang dekat UKM atau kampung halaman pelajar; dan (4) mengikut rakan yang memilih industri lain.

Jadual 2 Jumlah penempatan pelajar mengikut peringkat keterlibatan dan saiz industri

Bil.	Saiz Industri	Peringkat Keterlibatan	Bilangan Industri Terlibat	Jumlah Penempatan Pelajar
1.	Besar / tersohor	Ada MoA	5	20
2.		Belum ada MoA	5	8
3.	Sederhana dan kecil	Ada MoA	4	6
4.		Belum ada MoA	19	31
		JUMLAH	**33**	**65**

Jadual 2 pula menunjukkan pemetaan antara saiz industri, peringkat keterlibatan industri dan jumlah pelajar yang ditempatkan. Daripada jumlah 33 industri yang menempatkan pelajar, 10 adalah industri besar atau tersohor manakala 23 adalah industri kecil dan sederhana. Dari segi jumlah pelajar, 28 pelajar ditempatkan dalam industri besar atau tersohor; dan 37 pelajar mendapat tempat dalam industri kecil dan sederhana. Ini bermaksud, daripada 65 pelajar yang telah mendapat penempatan WBL, 43.1% ditempatkan di industri besar atau tersohor manakala 56.9% memilih industri kecil atau sederhana. Hal ini menggambarkan tiada perbezaan ketara dalam pemilihan antara industri besar dan tersohor dengan industri kecil dan sederhana. Apa yang lebih penting nampaknya bukanlah saiz industri, tetapi (1) kesepadanan antara bidang penumpuan pelajar dengan keperluan industri tersebut, dan (2) keterbukaan industri menerima kepelbagaian bidang penumpuan pelajar.

KESIMPULAN

Kertas ini telah membincangkan peranan keterlibatan industri dalam pelaksanaan program akademik bukan konvensional iaitu SmSn Citra. Hasil analisis menunjukkan sedikit sebanyak terdapat ketidaksepadanan antara kesediaan pihak industri yang telah menandatangani MoA dengan keperluan pelajar SmSn Citra. Demikian juga sebaliknya terdapat ketidaksepadanan dalam kesediaan pelajar dan keperluan industri berkenaan. Meskipun ketidaksepadanan ini berjaya ditampung oleh industri lain yang tiada atau belum menandatangani MoA bersama PPCU, dapatan analisis menunjukkan terdapat peluang penambahbaikan. Ini bagi memastikan perjanjian di dalam MoA ada kesinambungannya dan bukan hanya tinggal di dalam dokumen semata-mata. Oleh yang demikian, adalah dicadangkan supaya pemilihan rakan industri diatur secara lebih strategik dengan mengambil kira kesesuaian bidang penumpuan pelajar dengan keperluan industri berkenaan. Industri lain yang belum menandatangani MoA namun telah menempatkan pelajar SmSn Citra pastinya dijadikan fokus bagi MoA berikutnya pada tahun akan datang. Selain itu, kesinambungan aktiviti bersama antara PPCU dan rakan industri boleh dilakukan melalui pembinaan kursus industri dalam bidang penumpuan yang kurang atau tiada ditawarkan di UKM. Juga, pihak industri boleh diberikan latihan kaedah pengajaran dan pembelajaran serta penilaian dan pentaksiran WBL bagi menyokong keperluan akademik pelajar dan memudahkan jurulatih industri menjalankan peranannya. Akhirnya, persediaan WBL untuk pelajar juga perlu dimantapkan lagi. Biasanya persediaan pelajar meliputi hal berkaitan penyediaan *resume*, pemantapan *soft skills* dan perkongsian pengalaman serta jangkaan melalui siri webinar bersama industri. Bagi tujuan memantapkan lagi persediaan pelajar, pihak PPCU wajar memberikan penekanan terhadap aspek penguasaan ilmu dan kemahiran dalam bidang penumpuan dengan memastikan kursus-kursus yang diambil adalah tepat dan terkini. Ringkasnya, langkah penambahbaikan dan pemantapan pelaksanaan WBL pada masa akan datang diharapkan dapat membawa hasil yang menang-menang untuk ketiga-tiga pihak yang terlibat iaitu pelajar, PPCU dan industri.

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PENERAPAN PEMBELAJARAN BERASASKAN KEADILAN RESTORATIF UNTUK BIDANG PENUMPUAN PERKHIDMATAN SOSIAL

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ABSTRAK

Bidang perkhidmatan sosial adalah salah satu bidang penumpuan yang menjadi pilihan pelajar-pelajar Sarjana Muda Sains Citra (SmSn Citra). Bidang ini berkait rapat dengan program kerja sosial dari segi kursus yang diambil serta kemahiran yang perlu dikuasai. Meskipun demikian perlu ditegaskan bahawa penumpuan perkhidmatan sosial bukanlah bertujuan melahirkan pekerja sosial terlatih, sebaliknya sekadar memberikan pendedahan asas ilmu dan kemahiran untuk diaplikasi dalam penumpuan pilihan pelajar-pelajar SmSn Citra. Kertas ini membincangkan satu bentuk pengajaran dan pembelajaran bidang kerja sosial melalui pendekatan berasaskan keadilan restoratif (*restorative justice*). Keadilan restoratif memberi pendedahan menyeluruh dalam memahami perspektif pesalah sosial kerana ianya mengambilkira semua pihak terlibat, mengakui kemudaratan yang berlaku, memahami kehendak pesalah sosial, melatih pesalah sosial mengambil tanggungjawab, dan usaha integrasi semula ke dalam masyarakat. Pendekatan keadilan restoratif dilihatkan sesuai dengan pendekatan pendidikan liberal yang bersifat menyeluruh dan merentas disiplin.

*Kata kunci: **Kerja sosial; Perkhidmatan sosial; Pendidikan liberal; Keadilan restoratif***

PENGENALAN

Perkhidmatan sosial adalah salah satu fokus dalam bidang kerja sosial yang merupakan satu bentuk aktiviti menolong individu yang menghadapi masalah sosial. Perkhidmatan sosial menjadi salah satu bidang penumpuan bagi program Sarjana Muda Sains Citra (SmSn Citra) di UKM. Program SmSn Citra adalah bersifat bukan konvensional di mana pelajar memilih dua bidang yang diminati dan digabungkan menjadi penumpuan yang sesuai minat dan aspirasi kerjaya. Pelajar SmSn Citra menggunakan mod pengajian 2u2i (2 tahun di universiti dan 2 tahun di industri) atau 3u1i (3 tahun di universiti dan 1 tahun di industri). Semasa di industri, pelajar menjalani pembelajaran berasaskan kerja (WBL) dan menyediakan projek *capstone* yang sesuai bidang penumpuan dipilih. Oleh itu, pengetahuan yang didapati dari kursus-kursus penumpuan semasa di universiti amatlah penting untuk membantu pelajar menjalani WBL dan menyelesaikan projek *capstone* yang menepati bidang penumpuan yang dipilih.

Pelajar yang memilih bidang perkhidmatan sosial sebagai penumpuan didedahkan dengan pengetahuan asas kerja sosial yang salah satunya adalah berkaitan dengan kerja sosial komuniti. Kursus 'Kerja Sosial Komuniti' mendedahkan pelajar kepada konsep keadilan restoratif dalam mendekati ahli komuniti yang terpinggir seperti bekas banduan dan penagih dadah. Konsep keadilan restoratif mengandungi empat elemen praktis iaitu keadilan kriminal, keadilan sosial, pendidikan sosial dan kepimpinan sosial (Strang 2017). Keempat-empat elemen ini adalah penting dalam praktis perkhidmatan sosial bagi memastikan tiada diskriminasi dan ketidakadilan terhadap ahli komuniti terpinggir. Secara tuntasnya, nilai yang diterapkan dalam praktis kerja sosial komuniti ini dapat melahirkan pekerja komuniti yang kompeten dan beretika secara profesional dalam pengurusan kes dan sekaligus mengelakkan persepsi negatif dan stigma sosial terhadap golongan terpinggir yang berada dalam masyarakat.

Pengajaran dan pembelajaran bidang kerja sosial melalui pendekatan berasaskan keadilan restoratif adalah salah satu bentuk pembelajaran berasaskan pengalaman (*experiential learning*) yang diperkenalkan oleh Parry dan Pete (2019). Kaedah pembelajaran ini mendedahkan para pelajar dengan pengalaman sebenar berkomunikasi secara langsung dengan bekas banduan dan bekas penagih dadah untuk dipulihkan dan diintegrasikan dalam komuniti. Konsep keadilan restoratif yamg memberi input perspektif pesalah sosial seperti bekas banduan dan bekas penagih dadah, pelajar dapat memahami keperluan dan harapan klien dalam pengurusan kes perkhidmatan sosial.

METODOLOGI

Kaedah pengajaran dan pembelajaran berasaskan keadilan restoratif memerlukan empat komponen utama iaitu teorititikal, kemahiran, nilai dan praktikal (Winn 2018). Setiap pelajar yang mengambil kursus kerja sosial komuniti didedahkan dengan konsep keadilan restoratif dan memahami kepentingannya dalam pengurusan kes golongan terpinggir seperti bekas banduan dan bekas penagih dadah. Kemudian pelajar akan didedahkan dengan kemahiran-kemahiran komunikasi interpersonal, perhubungan awam, analisis kekuatan klien dan pembuatan keputusan. Pelajar turut didedahkan dengan nilai-nilai dalam praktis keadilan restoratif seperti *non-judgemental*, tiada diskriminasi, integriti, menghormati maruah individu, kepentingan hubungan kemanusiaan dan penerimaan tanpa syarat dalam pengurusan kes kerja sosial komuniti. Pelajar akan membuat tugasan kerja kumpulan untuk mengenalpasti klien iaitu bekas banduan atau penagih dadah. Pelajar akan menggunakan satu set soalan temubual separa berstruktur semasa menemubual klien, kemudian pelajar mentranskripsi hasil temubual ke secara *verbatim* dan dianalisis menggunakan analisis kerangka berdasarkan empat komponen praktis keadilan restoratif iaitu keadilan kriminal, keadilan sosial, pendidikan sosial dan kepimpinan sosial. Pelajar turut membuat tugasan refleksi secara individu terhadap pengalaman menemubual bekas banduan/ penagih dadah.

HASIL DAN PERBINCANGAN

Pelajar SmSn Citra UKM yang mengambil penumpuan bidang perkhidmatan sosial terlibat secara aktif dalam pengurusan kes yang melibatkan pesalah sosial. Pengetahuan, kemahiran dan nilai yang diterapkan dalam kursus 'Kerja Sosial Komuniti' menggunakan konsep keadilan restoratif membolehkan pelajar mendalami keperluan, cabaran dan harapan pesalah sosial dalam proses

pengintegrasian semula pesalah sosial ke dalam masyarakat. Para pelajar juga didapati berupaya melakukan refleksi ke atas pembelajaran berasaskan pengalaman dan reflektif (Jacobs 2016). Terdapat tiga bentuk refleksi yang dikenalpasti dan diaplikasikan oleh pelajar semasa pengurusan kes kerja sosial komuniti ini iaitu pandangan helikopter, pandangan kapal selam dan pandangan cermin. Ketiga-tiga pandangan refleksi ini menjadi kaedah utama dalam refleksi pekerja sosial komuniti apabila mengamalkan keadilan restoratrif.

Pesalah sosial yang terlibat dalam pengajaran dan pembelajaran berasaskan pendekatan keadilan restoratif pula dilihat sangat positif dan bekerjasama dalam berkongsi pengalaman kisah silam mereka dan menjadikan ianya satu bentuk pendidikan sosial yang efektif bagi mencegah tingkah laku devian dalam kalangan remaja dan belia. Ia dijadikan satu bentuk pengajaran dan nasihat yang amat berguna kepada semua pelajar bagi mencegah mereka terlibat dengan masalah sosial seperti jenayah dan penagihan dadah. Dari aspek pembangunan diri pesalah sosial pula, komponen penghargaan kendiri dan kecekapan diri dilihat semakin meningkat apabila mereka berjaya memberi sedikit sumbangan dan khidmat nasihat kepada orang lain. Keadaan ini sangat penting dalam perspektif keadilan sosial bagi mengekalkan tingkah laku prososial dalam kalangan pesalah sosial. Kedua-dua pihak sama ada pelajar atau pesalah sosial dilihat bekerjasama dalam proses pembelajaran berasaskan pengalaman melalui perspektif keadilan restoratif. Hasil pembelajaran seperti ini sebenarnya mampu melatih para pelajar untuk lebih bersikap empati dan beretika dalam memberikan perkhidmatan sosial kepada masyarakat terpinggir.

KESIMPULAN

Secara keseluruhannya, penerapan pembelajaran berasaskan keadilan restoratif dalam kursus 'Kerja Sosial Komuniti' berguna dalam membina pengetahuan dan kemahiran yang diperlukan oleh pelajar SmSn Citra yang mengambil bidang penumpuan perkhidmatan sosial. Pendekatan pembelajaran yang berasaskan pengalaman dan refleksi ini boleh dimanfaatkan pelajar semasa menjalani WBL dan membina projek *capstone* sesuai bidang perkhidmatan sosial yang dipilih mereka.

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INOVASI PELAKSANAAN KURSUS KHIDMAT KOMUNITI SECARA DALAM TALIAN DI UNIVERSITI PERTAHANAN NASIONAL MALAYSIA

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ABSTRAK

Kursus Khidmat Komuniti merupakan kursus Mata Pelajaran Umum di bawah katogeri U4 di samping kursus elektif wajib universiti yang ditawarkan di Universiti Pertahanan Nasional Malaysia (UPNM). Objektif utama pelaksanaan kursus ini adalah bagi membawa para pelajar mendekati masyarakat, alam semulajadi, flora dan fauna melalui kursus yang ditawarkan. Para pelajar juga boleh mengaplikasikan pelbagai kemahiran yang dipelajari antaranya seperti kepimpinan, kerja berpasukan, kemahiran berkomunikasi, kemahiran tanggung jawab sosial dan lain-lain lagi. Kursus ini memerlukan para pelajar mendekati dan menyantuni masyarakat secara langsung menerusi program yang dirancang dan dianjurkan. Namun kehadiran pandemik COVID-19 menjadikan kursus ini tidak dapat dipraktiskan secara fizikal lagi. Justeru kertas kerja ini membincangkan inovasi pelaksanaan kursus khidmat komuniti secara dalam talian yang dilaksanakan di UPNM dalam tempoh Perintah Kawalan Pergerakan bagi mematuhi arahan pelaksanaan pengajaran dan pembelajaran secara dalam talian. Metodologi penyelidikan yang digunakan ialah berbentuk kualitatif yang menggunakan pendekatan analisis kandungan. Penulisan ini mendapati terdapat inovasi dalam melaksanakan kursus khidmat komuniti secara dalam talian. Pelaksanaan kursus dilihat menggunakan kuliah dua hala berbentuk dalam talian yang memerlukan para pelajar tetap membuat perancangan dan pengajuran program khidmat komuniti secara kerja berkumpulan. Namun program yang dijalankan adalah berbentuk dalam talian yang memperlihatkan para pelajar perlu menyediakan video dan memuat naik dalam platform digital terpilih. Diharap kaedah pelaksanaan khidmat komuniti secara dalam talian dapat memberi aspirasi kepada banyak pihak untuk tetap dan terus menyantuni masyarakat dalam keadaan apa sekali pun.

Kata kunci: **Khidmat Komuniti; secara dalam talian; pelajar; IPT**

PENGENALAN

Kementerian Pengajian Tinggi Malaysia tidak menjangka sepenuhnya akan berlaku pengajaran dan pembelajaran secara dalam talian di seluruh Institusi Pengajian Tinggi. Namun kehadiran pandemik COVID-19 menyaksikan berlakunya perubahan secara keseluruhannanya dan memerlukan pengajian secara dalam talian. Semua pihak termasuk kementerian, universiti,

pensyarah dan para pelajar dilihat dengan segera menyesuaikan diri dengan keadaan yang berlaku (Fauzi 2020).

Begitu juga di Universiti Pertahanan Nasional Malaysia, keadaan yang sama turut berlaku dan memerlukan maklum balas dan tindakan segera semua pihak. Kursus khidmat komuniti yang kebiasaannya dilaksanakan secara fizikal juga turut perlu dilaksanakan secara dalam talian. Ia memerlukan penyesuaian dari sudut pelaksanaan dan penilaian terhadap kursus ini. Justeru kertas kerja ini ingin membincangkan bagaimana pelaksanaan kursus khidmat komuniti secara dalam talian yang dilaksanakan di Universiti Pertahanan Nasional Malaysia.

METODOLOGI

Bagi menganalisis dapatan hasil pemerhatian inovasi pelasanaan khidmat komuniti secara dalam talian di Universiti Pertahanan Nasional Malaysia, kajian ini memilih analisis kandungan sebagai reka bentuk kajian. Pemilihan kaedah ini berikutan kajian ini tidak melibatkan pengukuran atau teknik statistik dan penemuan yang dihasilkan juga tidak melalui prosedur statistik atau cara kaedah kuantiti yang lain. Metodologi kajian berbentuk ini memerlukan keperluan kajian bagi mendapatkan data dan maklumat berkaitan melalui bahan-bahan yang terdapat di perpustakaan, bagi mengumpul data dengan bantuan buku-buku, majalah, jurnal, artikel, naskhah, catatan, dokumen, kertas kerja dan bahan-bahan bertulis yang lain. Selain itu, keperluan maklumat juga diperolehi menerusi laman sesawang secara dalam talian yang turut sama menyalurkan pelbagai input maklumat terhadap kajian. Segala maklumat yang diperoleh digunakan terutamanya untuk menguatkan perbincangan, menambah dan memperdalam pengetahuan pengkaji supaya kefahaman terhadap tajuk kajian dapat dikuasai.

HASIL DAN PERBINCANGAN

Kursus Khidmat Komuniti

Kementerian Pengajian Tinggi telah mengambil pendekatan membentuk minat dan sifat kesukarelawan dalam kalangan pelajar dengan memperkenalkan kursus khidmat komuniti. Kursus kesukarelawan dijadikan kursus Mata pelajaran Umum yang berada di bawah Kelompok U4 (Buku Garis Panduan Pengajian Umum (MPU) Edisi kedua 2016). Ia merupakan kursus Elektif Wajib yang perlu diambil oleh pelajar di Institusi Pengajian Tinggi Awam dan Swasta. Selain nama Khidmat Komuniti, terdapat pelbagai nama lain yang turut digunapakai bagi merujuk kursus ini. Antaranya seperti Khidmat Masyarakat, Kesukarelawan, Bina Insan Bermasyarakat dan lain-lain lagi. Namun semangat dan hasratnya adalah sama iaitu membawa pelajar untuk mendekati masyarakat menerusi aktiviti kemasyarakatan atau khidmat komuniti.

Objektif utama pelaksanaan kursus ini ditawarkan adalah bagi membawa para pelajar mendekati masyarakat, alam semulajadi, flora dan fauna melalui kursus yang ditawarkan. Para pelajar juga boleh mengaplikasikan pelabagai kemahiran yang dipelajari termasuk kemahiran sepanjang kursus ini. Aplikasi kemahiran insaniah tersebut adalah (1) Pengetahuan bidang (2)

Kemahiran Praktikal (3) Kemahiran dan tanggung jawab sosial (4) Nilai, Sikap dan Profesionalisme (5) Kemahiran komunikasi, kepimpinan dan Kerja Berpasukan (6) Kemahiran Menyelesaikan Masalah (7) Kemahiran Mengurus Maklumat dan Pembelajaran Sepanjang Hayat dan (9) Kemahiran kepimpinan (Amnah Saayah 2020). Hasil Pembelajaran Kursus Khidmat Komuniti ini membolehkan pelajar (i) menghasilkan kertas cadangan projek keterlibatan komuniti yang berimpak sosial. (ii) mempamerkan kemahiran kepimpinan dan kerja berpasukan dan (iii) mempamerkan tanggungjawab sosial dalam pelaksanaan projek (Buku Garis Panduan Pengajian Umum (MPU) Edisi kedua 2016).

Pentadbiran Kursus Khidmat Komuniti di Universiti Pertahanan Nasional Malaysia

Kursus Khidmat Komuniti di Universiti Pertahanan Nasional Malaysia berada di bawah pentadbiran Jabatan Kenegaraan Kepemimpinan dan Ketamadunan. Kursus ini diletakkan di bawah komponen U4 bersama-sama sebuah kursus lain iaitu Kursus Sains Lakuan Manusia. Kursus U4 merupakan kursus elektif umum yang membolehkan para pelajar membuat pilihan kursus yang mereka kehendaki. Kursus Khidmat Komuniti masih baru ditawarkan iaitu pada Semester II sesi 2018/2019 dan kini memasuki tahun ketiga penawaran kursus. Ia masih memerlukan penambahbaikan dari semasa ke semasa.

Kursus ini secara asasnya tidak mempunyai peperiksaan akhir. Semua penilaian dibuat adalah berdasarkan kepada kerja berkumpulan dan projek khidmat komuniti yang dijalankan oleh pelajar. Manakala kaedah pengajaran adalah berbentuk kuliah sahaja. Merujuk kepada silibus kursus, kuliah hanya dijalankan sebanyak sekali di awal penawaran kursus dijalankan. Selebihnya ialah kerja berkumpulan dan kerja lapangan yang dijalankan oleh pelajar selain sesi perbentangan dan penulisan laporan. 90% gerak kerja kerja dan penilaian adalah secara berkumpulan manakala 10% adalah markah kepada penilaian kendiri atau personaliti pelajar. Pelajar secara dalam kumpulan perlu menyiapkan kertas cadangan program, pelaksanaan aktiviti/program, poster program, video, pembentangan dan penulisan laporan program. Berikut merupakan markah penilaian yang dibuat bagi kursus Khidmat Komuniti.

JENIS PENILAIAN	KAEDAH PENILAIAN	PERATUSAN %
Kerja Berkumpulan	Kertas Cadangan	20%
Kerja Berkumpulan	Perlaksanaan semasa aktiviti	20%
Individu	Potensi diri	10%
Kerja Berkumpulan	Pembentangan, poster, video	30%
Kerja Berkumpulan	Laporan aktiviti	20%
Jumlah		**100%**

Inovasi Pelaksanaan Kursus Secara Dalam Talian

Kehadiran pandemik Covid-19 telah menyebabkan perubahan dalam cara pelaksanaan kursus khidmat komuniti yang merupakan kursus yang telah ditawarkan pada semester semasa. Berlaku inovasi dalam pelaksanaan yang memerlukan cara khidmat komuniti secara dalam talian. Proses pengajaran telah mengambil kira keadaan semasa yang memerlukan kekreatifan dalam pelaksanaan khususnya berkaitan dengan kursus khidmat komuniti tersebut (Ismail A 2021).

Pelaksanaan kursus masih memerlukan sesi kuliah dan perbincangan bersama para pelajar. Namun kaedah yang digunakan adalah melalui dalam talian. Para pelajar tetap perlu melakukan semua proses perancangan sebelum, semasa dan selepas program dijalankan sama seperti program khidmat komuniti secara fizikal. Bezanya pada kali ini, program yang mereka lakukan adalah dengan menyediakan sebuah video usaha sama mereka bersama ahli kumpulan dan perlu dimuat naik ke platform yang terpilih. Berikut merupakan rangka kerja tugasan berkumpulan yang perlu dilakukan oleh para pelajar bagi menghasilkan program khidmat komuniti dalam talian (Ismail A 2021).

Rajah 1 Rangka Kerja Tugasan Berkumpulan Kursus Khidmat Komuniti

Berdasarkan rajah ini menunjukkan bahawa gerak kerja berkumpulan oleh pelajar yang mengikuti kursus ini. Pelajar masih memerlukan perbincangan secara berkumpulan untuk mengenalpasti apa isu yang boleh diberi perhatian oleh mereka. Meskipun secara dalam talian, semua kaedah pelaksaan kursus tetap dijalankan. Pelajar perlu membuat kertas cadangan dan membentangkannya serta mendapat penyeliaan secara dalam talian dengan tenaga pengajar atau pensyarah kursus. Seterusnya menghasilkan video yang bertepatan dengan objektif yang dicadangkan dalam kertas cadangan.

Bezanya dengan khidmat komuniti secara fizikal ialah khidmat komuniti dalam talian memerlukan pelajar memuat naik video dalam medium platform dalam talian seperti Youtube, Facebook, Instagram, Twitter dan lain-lain lagi. Pelajar kemudiaanya perlu mencatat berapakah tanda suka (*like*), komen (*comment*) dan perkongsian (*share*) dalam setiap video yang dimuatnaik. Penilaian dibuat berdasarkan maklum balas tanda suka, komen dan perkongsian yang dibuat oleh penonton video tersebut. Semakin banyak maklum balas yang dibuat oleh penonton menandakan video yang biasanya berbentuk kepada penyebaran kesedaran terhadap komuniti mencapai matlamat dan objektif yang dicadangkan.

Contoh Pelaksanaan Khidmat Komuniti Dalam Talian

Terdapat banyak program khidmat komuniti secara dalam talian yang telah dilaksanakan oleh para pelajar yang mengambil kursus ini. Semuanya melalui proses pelaksanaan dan penilaian yang sama. Program yang dilaksanakan adalah berbentuk penyampaian kempen kesedaran kepada seluruh komuniti. Berikut diberikan nama program dan pautan (Link) video yang telah dimuatnaik sama ada di Youtube, Instagram dan Facebook.

BIL	NAMA PROGRAM	PAUTAN
1.	SOP DI UNIVERSITI	https://youtu.be/37mIvNZCdYQ
2.	Let's Calisthenic At Home	https://youtu.be/wTIU-xs-KE0
3.	Perspective of online class	https://youtu.be/ttIQkHTCbN0
4.	Program Minda Sihat COVID-19	https://youtu.be/vsT-ZYkEYMM
5.	Adab-Adab Ketika Belajar Secara Online	☞Youtube - https://youtu.be/jLtc39L3kuk ☞Facebook - https://m.facebook.com/story.php?story_fbid=2927405294158101&id=100006659768427 ☞Ig - https://www.instagram.com/tv/CJsimsHnLcA/?igshid=1b5qtypewgnbx
6.	Pengurusan Kewangan Ketika Pandemik	https://www.youtube.com/watch?v=5tX308wpUqk&ab_channel=IZHAMFITRIBINSHAARI
7.	Awas Bahana Covid-19	https://youtu.be/gpAUVs6k_js
8.	Program Healthy Minds Healthy Lives	https://www.youtube.com/watch?v=UVeFW2sXzSA&t=3s
9.	Menjana Pendapatan Ketika Pandemik Covid-19	https://www.youtube.com/watch?v=sVTvhRz_BJ0
10.	Thank You Frontliner	https://youtu.be/vFDJTJOSM3E
11.	Individu Sihat Negara Cemerlang	https://youtu.be/SNWFEIru7yQ

KESIMPULAN

Pandemik Covid-19 menyaksikan keperluan pengajaran dan pembelajaran secara dalam talian harus dilaksanakan dengan penuh kekreatifan dan inovasi pengajaran. Kedua-dua pihak baik tenaga pengajar atau pensyarah dan para pelajar dilihat perlu segera menyesuaikan diri dengan keadaan yang sama sekali tidak dijangka oleh semua pihak. Begitu juga di Universiti Pertahanan Nasional Malaysia. Apabila Perintah Kawalan Pergerakan diumumkan pada 18 Mac 2020 para pensyarah perlu segera membuat perubahan drastik dalam menyampaikan kuliah dan penilaian terhadap pelajar. Keadaan ini menyaksikan kursus Khidmat Komuniti yang seharusnya dibuat secara dalam talian turut memerlukan inovasi dalam pelaksanaan kursus ini. Pemilihan khidmat komuniti secara dalam talian dilaksanakan bagi menyahut keperluan pembelajaran dalam talian yang diumumkan oleh pihak Kementerian Pengajian Tinggi. Para pelajar masih perlu melaksanakan program khidmat komuniti dan program yang dijalankan adalah berbentuk dalam talian. Para pelajar dikehendaki membuat gerak kerja secara berkumpulan dan menghasilkan video yang keseluruhannya menyaksikan kempen kesedaran untuk disampaikan kepada seluruh komuniti. Pelajar juga perlu memuat naik video dalam platform terpilih seperti Youtube, facebook dan Instagram dan seterusnya perlu melaporkan maklum balas terhadap video yang dibuat dengan mengira bilangan tanda suka (*like*), komen (*comment*) dan perkongsian (*share*). Data maklum balas penonton dianggap sebagai tanda komunti menerima maklumat yang disampaikan menerusi video yang dimuatnaik.

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PERSEPSI PELAJAR TERHADAP KEBERKESANAN PROSES PENGAJARAN DAN PEMBELAJARAN (PDP) SECARA DALAM TALIAN: KAJIAN KURSUS PENULISAN PANTUN KREATIF

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ABSTRAK

Pengajaran dan pembelajaran (PdP) secara dalam talian ialah satu kelaziman baharu yang berlaku di mana-mana tempat termasuklah di Malaysia. Proses menuntut ilmu yang sebelum ini secara bertatap muka dengan guru atau pensyarah kini hanya di skrin komputer atau telefon masing-masing. Perubahan yang berlaku disebabkan oleh wabak pandemik Covid-19 yang melanda seluruh dunia ketika ini pastinya memberi kesan terhadap proses PdP yang berlangsung. Kajian ini dijalankan untuk melihat persepsi pelajar terhadap keberkesanan proses PdP secara dalam talian bagi kursus penulisan pantun kreatif. Kajian ini melibatkan 55 orang pelajar yang mendaftar kursus ini pada semester 2, sesi akademik 2020-2021. Kajian ini menggunakan borang soal selidik sebagai instrumen utama kajian. Fokus kajian ini adalah untuk melihat keberkesanan proses PdP kursus ini dijalankan secara dalam talian. Kajian ini adalah penting untuk melihat kelemahan sekiranya ada terhadap pelaksanaan PdP kursus Penulisan Pantun Kreatif secara dalam talian dan langkah susulan yang perlu diambil untuk memperbaiki kelemahan yang berlaku. Hasil daripada kajian ini juga penting untuk dijadikan panduan dalam melestarikan kursus kemahiran ini pada masa-masa akan datang seandainya proses PdP ini masih berlaku secara dalam talian.

*Kata kunci: **Pengajaran dan Pembelajaran secara dalam talian; Pandemik Covid-19; Persepsi pelajar; Kursus kemahiran; Penulisan pantun***

PENGENALAN

Kementerian Pengajian Tinggi (KPT) telah memutuskan agar semua pembelajaran dan pengajaran (PdP) dilaksanakan secara dalam talian dan semua aktiviti PdP bersemuka ditangguhkan. Keputusan ini telah mengubah mod pembelajaran dan pengajaran (PdP) daripada pembelajaran secara bersemuka digantikan dengan pembelajaran dan pengajaran secara dalam talian atau secara maya di seluruh institusi pengajian tinggi awam mahupun swasta di Malaysia. Universiti Kebangsaan Malaysia (UKM) turut menerima tempias dengan keadaan wabak pandemik ini dan semua aktiviti PdP terpaksa diubah dan dilaksanakan secara dalam talian (Siti Azura binti Abu Hassan, Suzana binti Zainol Abidin & Zulkurnain bin Hassan 2021).

Jaka Kusuma dan Hamdiah (2020) mendapati bahawa pembelajaran secara terus iaitu Zoom lebih baik jika dibandingkan dengan pembelajaran melalui WhatsApp semasa pandemik

COVID-19. Walau bagaimanapun, Jaka Kusuma et al. (2020) mencadangkan supaya proses pembelajaran perlulah menggabungkan kedua-dua kaedah ini iaitu dengan menggunakan Zoom dan juga WhatsApp agar proses PdP lebih lengkap dan berkesan.

Proses pembelajaran dan pengajaran (PdP) secara dalam talian atau secara maya perlu diperhalusi dari pelbagai aspek untuk melihat kekurangan atau kelompongan yang ada supaya PdP ini dapat dijalankan secara berkesan dan memberikan impak positif kepada kedua-dua pihak iaitu pelajar dan juga guru atau pensyarah. Terdapat pelbagai kekangan dalam proses PdP secara maya ini namun hal ini perlu diatasi segera dan diteruskan demi kesinambungan penyebaran ilmu dengan penambahbaikan dari semasa ke semasa.

Objektif Kajian

Kajian ini bertujuan untuk;
i. meninjau persepsi pelajar terhadap keberkesanan proses pengajaran dan pembelajaran (PdP) secara dalam talian.
ii. meninjau tanggapan pelajar terhadap tahap kemudahan mengakses aplikasi dalam talian.
iii. melihat sejauh mana tahap keberkesanan kaedah pengajaran dan pembelajaran secara dalam talian bagi kursus Penulisan Pantun Kreatif.

METODOLOGI

Kajian ini merupakan kajian kuantitatif yang menggunakan instrumen borang soal selidik. Responden kajian terdiri daripada 55 orang pelajar prasiswazah dari pelbagai fakulti yang mengikuti pengajian di kampus Universiti Kebangsaan Malaysia, Bangi.

Soal selidik kajian ini terbahagi kepada 3 bahagian iaitu Bahagian A mengenai maklumat diri pelajar; Bahagian B mengenai tahap penerimaan pelajar terhadap tahap kemudahan mengakses aplikasi dalam talian dan bahagian C mengenai cadangan dan pendapat peribadi pelajar tentang keberkesanan PdP kursus ini secara dalam talian. Skala likert empat mata digunakan bagi menunjukkan kekerapan. Skala likert tersebut adalah seperti 1= Sangat setuju, 2 = Setuju, 3 Tidak setuju, 4 =Sangat tidak setuju.

Bagi latar belakang responden, terdapat 3 item utama iaitu jantina, umur dan fakulti. Jumlah responden adalah seramai 55 orang iaitu 24 lelaki dan 31 perempuan yang meliputi umur dari 20 tahun hingga 25 tahun. Responden datang dari 7 fakulti dengan Fakulti Sains Sosial dan Kemanusiaan yang paling ramai.

HASIL DAN PERBINCANGAN

Latar Belakang Responden

Jadual 1 Latar belakang responden

PROFIL	KETERANGAN	KEKERAPAN	PERATUS (%)
Jantina	Lelaki	24	43.6
	Perempuan	31	56.4
Umur	20	9	16.3
	21	9	16.3
	22	24	43.6
	23	5	9.1
	24	7	12.7
	25	1	1.8
Fakulti	Ekonomi & Pengurusan	6	10.9
	Pengajian Islam	12	21.8
	Sains Sosial & Kemanusiaan	26	47.3
	Sains & Teknologi	5	9.1
	Teknologi & Sains Maklumat	1	1.8
	Pusat Pengajian Citra	4	7.3
	Pendidikan	1	1.8
Jumlah		55	100

Persepsi terhadap Kemudahan Mengakses Aplikasi dalam Talian

Jadual 2 ini menunjukkan persepsi terhadap kemudahan mengakses aplikasi dalam talian yang di dalamnya terkandung 8 item pernyataan. Bagi kemudahan UKMfolio, kebanyakan responden boleh mengaksesnya dengan 53 memilih skala setuju dan sangat setuju. Terdapat 2 responden yang memilih tidak setuju dengan pernyataan ini. Begitu juga dengan kemudahan memuatnaik tugasan ke UKMfolio, rata-rata responden memilih skala sangat setuju dan setuju dengan 54 responden manakala 1 responden menyatakan tidak setuju.

Bagi item 5 iaitu kandungan dalam UKMfolio merumit pelajar, terdapat 25 responden memilih sangat setuju dan setuju manakala 30 responden menyatakan tidak setuju dan sangat tidak setuju. Bagi item 6 iaitu UKMfolio sering terdapat gangguan untuk dicapai, seramai 42 responden memilih sangat setuju dan setuju manakala 14 responden yang lain memilih skala tidak setuju dan sangat tidak setuju.

Dapat dirumuskan bahawa kebolehcapaian sesuatu aplikasi dalam talian oleh responden bergantung kepada tahap capaian internet masing-masing.

Jadual 2 Persepsi terhadap kemudahan mengakses aplikasi dalam talian

Item	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1	UKMFolio mudah diakses oleh pelajar.		2(3.6%)	34(61.8%)	19(34.6%)
2	Capaian internet sangat bagus.		11(20%)	30(54.5%)	14(25.5%)
3	Pelajar mudah memuatnaik tugasan ke dalam UKMfolio.		1(1.8%)	20(36.4%)	34(61.8%)
4	Penggunaan whatsapp dan telegram sebagai medium penghubung antara pelajar dengan guru.			14(25.5%)	41(74.5%)
5	Kandungan dalam UKMFolio merumitkan pelajar.	9(16.4%)	21(38.2%)	12(21.8%)	13(23.6%)
6	UKMfolio sering terdapat gangguan untuk dicapai.	1(1.8%)	13(23.6%)	22(40%)	19(34.5%)
7	Capaian internet sering terganggu sepanjang kelas.	4(7.3%)	15(27.3%)	23(41.8%)	13(23.6%)
8	Pelantar Google Meet untuk kuliah memudah pelajar	1(1.8%)		18(32.7%)	36(65.5%)

Persepsi terhadap Keberkesanan Kaedah Pengajaran dan Pembelajaran Secara dalam Talian

Bagi jadual 3 iaitu persepsi terhadap keberkesanan kaedah pengajaran dan pembelajaran secara dalam talian menunjukkan rata-rata item pernyataan dipersetujui oleh responden mengenai kaedah yang digunakan oleh pengajar dalam proses pengajaran dan pembelajaran secara dalam talian. Bermula dari item 2 hingga item 8 berkaitan kaedah PdP yang digunakan dalam talian, kebanyakan responden dapat menerimanya dengan meletakkan skala sangat setuju dan setuju. Penerimaan positif ini menunjukkan bahawa sekiranya kaedah PdP yang sesuai dilakukan akan diterima baik oleh para pelajar terutama sekali secara dalam talian.

KESIMPULAN

Pengajaran dan Pembelajaran (PdP) secara dalam talian merupakan satu pilihan yang dapat membantu para pendidik untuk terus melaksanakan proses PdP dalam pandemik COVID-19 ini. Hasil kajian mendapati tahap keberkesanan yang tinggi menunjukkan bahawa pengajaran dan pembelajaran secara dalam talian telah menyediakan peluang kepada generasi baharu iaitu pelajar (baik di sekolah mahupun di peringkat universiti) dengan aktiviti pembelajaran dan komunikasi yang lebih baik tanpa mengambil kira faktor masa dan tempat.

Jadual 3 Persepsi terhadap keberkesanan kaedah pengajaran dan pembelajaran secara dalam talian

Item	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1	UKMFolio adalah laman web terbaik untuk pelajar mendapat maklumat berkenaan kursus.		4 (7.3%)	31(56.3%)	20 (36.4%)
2	Guru menyampaikan tajuk pengajaran dengan sangat menarik.			13 (23.6%)	42 (76.4%)
3	Pembelajaran melalui powerpoint yang disediakan sangat menarik.			20 (36.4%)	35 (63.6%)
4	Video pengajaran yang disediakan mudah difahami.			19 (34.5%)	36 (65.5%)
	Whatsapp dan telegram ialah pilihan kepada pembelajaran dalam talian.		1 (1.8%)	20 (36.4%)	34 (61.8%)
6	Guru menyampaikan tajuk berkenaan pantun kreatif dengan sangat baik.		2 (3.6%)	12 (21.8%)	41 (74.5%)
7	Guru memberikan contoh yang sebaik dan sebanyak mungkin bagi memahamkan pelajar.			15 (27.3%)	40 (72.7%)
8	Guru cuba memahamkan pelajar terhadap tajuk baharu yang diajar.		1 (1.8%)	16 (29.1%)	38 (69.1%)

Kajian secara lebih terperinci bagi semua aspek tentang Pengajaran dan Pembelajaran (PdP) secara dalam talian perlu dilakukan lagi di Universiti Kebangsaan Malaysia bagi mengetahui keberkesanan, kebolehlaksanaan, keperluan dan halangan yang timbul bagi pelaksanaan PdP secara dalam talian ini. Sesungguhnya bagi menjayakan proses PdP dalam talian ini memerlukan komitmen daripada pelbagai pihak terutama pihak pengurusan universiti, pihak fakulti, pensyarah dan juga pelajar itu sendiri. Kemudahan alat peranti seperti komputer, telefon pintar dan capaian internet yang baik akan memberi peluang kepada semua pihak terutama para pelajar untuk mengikuti aktiviti PdP ini tanpa perlu bersemuka. Walaupun proses PdP ini mempunyai sisi baik dan buruknya sendiri, namun semua pihak perlu melihat dari sudut positif dan tidak terlalu melihat aspek negatif semata demi kelangsungan proses PdP ini dapat dilaksanakan dengan baik dan lancar pada masa-masa akan datang.

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GOVERNANCE AND POLICY

THE ROLE OF NATIONAL TASK FORCE IN RESPONDING TO ILLEGAL ACTIVITIES DURING COVID-19 PANDEMIC

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ABSTRACT

Border security is an essential component of Malaysia's defense and security policy. During the COVID-19 outbreak, maritime border management in Malaysia was tested with the increase of illegal entry to the country. The central argument of this paper is that, whilst Movement Control Order (MCO), or lockdown as it is more commonly known, aims to restrict movement, the limitations are more effective on land and on the air instead of at sea. The condition was exploited for illegal entry and pandemic profiteering, leading to the establishment of National Task Force (NTF), which coordinated various enforcement agencies to safeguard Malaysian territory. On this ground, this paper aims to analyse the role of NTF in responding to increasing illegal activities amidst the pandemic. The discussion is divided into: (a) identifying illegal activity during the pandemic; (b) examining the roles of NTF in responding to the illegal activities; and (c) the impact of NTF in border security management in Malaysia. As a preliminary study, this paper only uses secondary data collection in addressing the problem statement.

Keywords: National Task Force; Covid-19 pandemic; Illegal activities; Illegal immigrants; Border security management.

INTRODUCTION

This research explicitly examines the COVID-19 pandemic's impact on border security management in Malaysia. This paper argues that, whilst the "Movement Control Order" (MCO) was focused on public order and tightening control of the movement of people within the country to curb and prevent the spread of COVID-19 disease, restricted movement became conducive for exploitation by illegal immigrants, refugees, and asylum seekers to enter the country. Internal security of a country was also affected due to pandemic profiteering; this group quickly seized opportunities to exploit the crisis by adapting modes of operation of committing crime. Because ocean and land routes at the border remain the main access for unwelcomed guests, Malaysian borders were exposed to these illicit activities due to COVID-19 vulnerabilities. As a result, military and law enforcement agencies are required to perform their duties to safeguard the borders.

METHODS

This research used a secondary data collection method consisting of official reports from government websites, newspaper writings, and journals.

RESULTS AND DISCUSSION

During the pandemic, a group of 202 Rohingya people landed in Langkawi (Malaysia turns back Rohingya boat over coronavirus fears 2020). On 16th April 2020, another group of Rohingya attempted to enter Langkawi. Pandemic profiteering was also rampant during the pandemic. During MCO, this group adopted new modus operandi to peddle their industry; between April 10th to April 13th 2020, five large-scale drug trafficking incidents have been reported (Farik 2020).

As a result, the National Task Force (NTF) was established under the National Security Council to monitor and gather data in order to coordinate security measures and curb illegal activities at all entrances and border areas of the country. The main driving forces that constitute the establishment of the NTF are the Malaysian Armed Forces (MAF), the Royal Malaysian Police (RMP), and the Malaysian Maritime Enforcement Agency (MMEA). Aside from these three entities, close collaboration has been observed with 16 more government agencies. The operation codenamed OP BENTENG identified rat routes in the West Coast of the Peninsula Malaysia, the East Coast of Sabah, and along the inland border of Sarawak/Kalimantan, enhancing maritime operations along the Straits of Malacca and Sulu Sea in order to stop illegal immigrants from crossing over the country's border, thus preventing new clusters of COVID-19 in Malaysia.

The impacts of NTF are two-fold. With the mobilization of integrated forces using the 6D concept of operations (Deter, Detect, Deny, Detour, Detain, and Deportation), the OP BENTENG became a national spotlight. In the 9 months under OP BENTENG, more than 11,861 illegal immigrants have been detained and around 907 *tekong* captured (Hafidzul 2021). Based on frequent reports of arrests of illegal immigrants under OP BENTENG, the NTF has demonstrated its effectiveness in consolidating various enforcement agencies for integrated patrolling and monitoring the country's borders and check points. Another testament to the close cooperation between agencies has been in coordinating the deportation of illegal immigrants with the Immigration Department (Maimunah 2021). The NTF found that over 8,000 people were detained for immigration violations between May and early November 2020 (Tahir 2020). A total of 36,717 detainees have been deported throughout MCO.

Secondly, the enforcement agencies had to increase surveillance, patrols, and additional assets to ensure that these illegal activities are thwarted. Furthermore, more sophisticated assets, such as drones, UAV and smaller, more agile boats and vessels, had to be procured to enhance OP BENTANG. Therefore, in order to continue strengthening border security aspects of the country, the government has enhanced its modern day assets. For instance, MAF has acquired 11 units of the Rigid Hull Inflatable Boat (RHIB) and a multi-purpose boat unit for border control on the waterfront. In early 2021, 27 All-terrain Vehicles (ATV) were received by MAF to help strengthen the mobility aspect of OP BENTENG. These tools are useful in tackling the country's vast border area, consisting of swamps, dense forests, and open hills. Drones are ideal for use in large border areas such as the border of Malaysia-Thailand, Sarawak-Kalimantan, and the East Coast of Sabah,

which are difficult to constantly control. Therefore, the drone will aid in enhancing the efficiency of air and sea surveillance operations on the Malaysian border.

Table 1 Op Benteng statistics as of end 8th Feb 2021

	Arrest	Expulsion	Sighting	Sea Robbery	Total
Tekong	891	9	-	-	**900**
Illegal Immigrant	11,642	1,168	97	-	**12,907**
Smuggler	481	-	-	-	**481**
Vessel/Boat	302	593	18,547	3	**19,445**
Vehicle	1,340	-	41	-	**1,381**
Others	2,714	169	146	-	**3,029**
Total	**17,370**	**1,939**	**18,831**	**3**	**38,143**

CONCLUSION

Both illegal entry and pandemic profiteering by criminals are problems because they weaken the socio-economic, health, and political standing of the country and challenge border management. Therefore, the government should develop efficient border management; thus far, the establishment of NTF has been successful.

ACKNOWLEDGEMENT

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HUMAN RIGHTS IN THE DIGITAL ERA: SOME LESSONS FROM THE UNITED NATIONS HUMAN RIGHTS SYSTEM

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ABSTRACT

One of the most important changes in our era is the ones promoted by digital technology, which has meant a challenge in the promotion of human rights. Not only do we talk about the vulnerability to privacy, but also the possible biases of algorithms and other risks that represent potential violations to human rights. International organizations have taken this issue in their hands, despite the lack of development of norms regarding digital technology and human rights. From a human rights perspective, what are the lessons that the United Nations, through its approach to these challenges, that we have to learn? The main objective of this paper is to evaluate the way the mechanisms of the United Nations Human Rights System have treated this issue. Through a document review and discourse analysis methodology, a review of the actions of different institutions of the United Nations will be made, in order to determine some lessons and challenges ahead that the warranty of human rights represent in the age of digital technology.

Keywords: **United Nations; Human rights; Digital technology.**

INTRODUCTION

"The same human rights exist inside and outside the Internet" (Bachelet 2019). The use of digital technology in our lives has been one of the characteristics of modern society. The benefits of the so-called digital era have been evident: the acceleration in communication processes, the use of artificial intelligence and generation of data. However, some of the greatest challenges have to do with the respect of human rights, some of them already identified by the main institutions of the United Nation Human Rights System. This essay pretends to explore the way the United Nations has addressed the challenges posed by digital technology in human rights.

To answer this question, it is necessary to understand what the main characteristics of digital technology are, taking into account positive and negative aspects. From a general valuation of how the institutions of the United Nations Human Rights System address these challenges, it will be possible to identify some lessons that represent challenges and opportunities in the protection of human rights.

METHODS

After literature review about the main critics the development of new technologies in the digital have represented to the respect of human rights, and a brief description of the functions of the United Nation Human Rights System, official documents adopted by different institutions in this system will be evaluated through discourse analysis methodology.

For example, the main bodies of the United Nations, such as the General Assembly, have adopted diverse resolutions concerning the relationship between new technologies and human rights. Actually, one of the main goals proposed by the Secretary General has been a new strategy concerning new technologies (United Nations 2018). Special procedures of the Human Rights Council have elaborated reports (United Nations 2021). Finally, the treaty bodies have worked on general observations and recommendations about this topic (De Frouville 2021), such as the Committee for the Elimination on Racial Discrimination, the Committee on Human Rights, the Committee on Persons with Disabilities and the Committee on Rights of the Child (United Nations Office of the High Comissioner for Human Rights 2021).

RESULTS AND DISCUSSION

The institutions of the United Nations Human Rights System have addressed the human rights perspective in the digital era in different ways and in different levels of commitments. For example, the Human Rights Council, through the special procedures, has been the most active institution in this topic. In the case of the treaty bodies, few committees have addressed this issue. Diverse challenges have been identified in how institutions of the United Nations have addressed the issue of the respect of human rights in the digital era.

One of the main challenges in the inclusion of the human rights perspectives in the development of digital technology has to do with the way International Human Rights Law can be involved. Are existing international human rights norms sufficient or is it necessary to negotiate new norms? For example, the United Nations Human Rights System has more than 200 international treaties, as other legal instruments (Villán Durán 2018, 119). Many authors talk about the positive aspects of International Human Rights Law in this debate (McGregor, Murray y Ng 2019) (Woods 2019) (Gottardo 2021), and some deficiencies of this regime we must take into account (Mutua 2016, 39-55), (Pizzi, Romanoff y Engelhardt 2020, 166). However, we must consider the relevance of the International Human Rights law in the process of acculturation and socialization of norms.

Another interesting debate has to do with the viability of the United Nations, as the most important forum for the promotion of the respect of human rights in the digital era. According to António Guterres (2019, 27), United Nations Secretary General, this organization provides an excellent space for negotiation of new norms, adoption of new standards and technical cooperation. However, there is no coordination between the different mechanisms of the United Nations Human Rights System. It is necessary to promote more institutional coordination among

conventional and non-conventional mechanisms of human rights in the United Nations system (Gottardo 2021).

Finally, there are concerns about the horizontal responsibility among different international actors. The inclusion of human rights perspectives in the digital era provides not only a deeper commitment from states, but also the creation of responsibilities to private actors. How can we promote human rights in a sphere in which private interests do not match these responsibilities? Which instruments can be effective in generating pressure to these actors (Pizzi, Romanoff y Engelhardt 2020, 164-165)?

CONCLUSION

The protection of human rights in the digital era have shown the challenges that the development of these technologies represent, especially because we are talking about social constructions. However, this topic has shown the importance of the necessary inclusion of human rights perspectives in addressing these challenges. In this case, the action of the United Nations, as a provider of a forum of negotiation, can be useful. The treatment of this recent issue in the United Nations has shown different lessons: for example, we have to question if existing human rights norms (the most of them have been adopted in a pre digital era) are sufficient to answer these new challenges and the most efficient way to address these problems.

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KERANGKA STRUKTUR ORGANISASI LATIHAN KOMPETENSI KEPIMPINAN DAN KEPEGAWAIAN PERKHIDMATAN NEGERI KELANTAN DARUL NAIM

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ABSTRAK

Keperluan kompetensi bertujuan membantu organisasi dalam mencapai matlamat dan visi yang ditetapkan. Kegagalan memberikan kompetensi boleh merencatkan perjalanan mana-mana organisasi samada peringkat multi nasional, kebangsaan atau negeri. Kajian ini bertujuan mencadangkan kerangka struktur organisasi kompetensi yang realistik berasaskan keperluan keutamaan dalam kumpulan kepimpinan dan kepegawaian perkhidmatan pada peringkat negeri. Kajian ini memfokuskan di Negeri Kelantan dengan menggunakan kaedah temubual secara dalam talian, pemerhatian pengkaji dan analisis dokumen. Kajian ini mendapati terdapat keperluan tiga langkah utama perlu dilakukan iaitu pertama, penubuhan jawatankuasa kompetensi dan kerjasama agensi. Kedua, pembentukan kluster berasaskan domain ilmu dan domain sasaran pemimpin atau pegawai. Ketiga, penetapan model pembangunan modul dan kejurulatihan iaitu Model W-PASKi.

 Kata kunci: **Kompetensi kepimpinan; Perkhidmatan negeri; Kelantan Darul Naim**

PENGENALAN

Penstrukturan organisasi berperanan menyatukan matlamat ahli organisasi ke arah satu visi, nilai, matlamat dan falsafah serta strategi pelaksanaan kerja yang selari. Penyatuan ini mampu memantapkan sesebuah organisasi dalam mengatasi masalah sekitarnya (P G Aquinas 2008). Ia dirangka dengan baik oleh pengurusan tertinggi sebuah organisasi. Asas penstrukturan organisasi adalah langkah pertama dalam memastikan keberkesanan strategi. Model Kompetensi Iceberg dan Teori Perubahan Sosial William F. Ogburn telah membahagikan kepada dua kumpulan kompetensi iaitu kumpulan pengetahuan/kemahiran dan kumpulan tingkahlaku. Kompetensi tingkahlaku merangkumi nilai, peranan sosial, imej diri, sifat dan motif.

Struktur organisasi boleh mengikat pembahagian yang dilaksanakan dalam satu set kayu ukur yang selari iaitu standard kompetensi (Panel YaPEIM). Menurut Al-Farabi, keperluan satu mekanisme pemeringkatan kerjasama dan kepimpinan secara berstruktur daripada puncak pimpinan sehinggalah lapisan paling bawah. Dalam ilmu pengurusan moden, pemeringkatan ini dinamakan struktur organisasi yang kompeten. Al-Ghazali sangat menekankan aspek moral pentadbir dan pengurus kepimpinan. Penekanan struktur organisasi kementerian dan jabatan dalam pemikiran al-Mawardi dapat diringkaskan melalui konsep kementerian tafwid dan tanfiz. Tafwid berperanan membuat keputusan manakala 'tanfiz' melaksana keputusan kerajaan, manakala 'diwan' distrukturkan mengikut peringkat ke bawah. Pengawasan dan penyeliaan diperlukan bagi membezakan peranan kerja masing-masing.

Keperluan membangunkan kerangka struktur organisasi latihan berasaskan kompetensi atau agensi bertujuan membantu organisasi dalam mencapai matlamat dan visi yang ditetapkan. Kegagalan menyusun organisasi kompetensi yang mantap, boleh merencatkan perjalanan mana-mana organisasi samada peringkat multi nasional, kebangsaan atau negeri. Kajian ini bertujuan mencadangkan kerangka struktur organisasi latihan kompetensi yang realistik berasaskan keperluan keutamaan dalam kumpulan kepimpinan dan kepegawaian perkhidmatan pada peringkat negeri khususnya negeri Kelantan.

METODOLOGI

Kajian ini menggunakan kaedah temubual secara dalam talian, pemerhatian pengkaji dan analisis dokumen. Kaedah temubual dalam talian melibatkan kepimpinan negeri, pegawai agensi persekutuan, pengarah agensi terpilih, bekas pegawai institut, pentadbiran dan guru berpengalaman di institusi pendidikan. Tembual secara bersemuka pegawai agensi persekutuan seperti Institut Tadbir Awam Negara (INTAN), Institut Latihan Islam Malaysia (ILIM) dan Institut Pendidikan Guru Malaysia (IPGM). Analisis dokumen diperoleh melalui carian dalam talian di laman web institusi berkaitan dan buku rujukan berkaitan sosio-politik Kelantan, kepimpinan organisasi negeri, ilmu siasah dan demokrasi, pentadbiran Islam dan latihan profesional. Pemerhatian penulis pula berdasarkan pengalaman penulis sebagai panel penggubal dan perunding dasar negeri Kelantan, pegawai khas pejabat Setiausaha Kerajaan (SUK) dan pengetua di sekolah milik Yayasan Islam Kelantan (YIK).

HASIL DAN PERBINCANGAN

Pembentukan Struktur Organisasi Kompetensi dan Agensi

Perancangan penstrukturan organisasi yang terbaik dapat dilihat dalam dua organ berkaitan domain ilmu dan domain fungsi agensi yang perlu diasingkan. Pertama, struktur organisasi

berasaskan kompetensi dikenali Panel Penasihat Kompetensi (PPK). Manakala struktur organisasi berasaskan fungsi agensi ialah Jawatankuasa Penyelarasan Latihan Antara Agensi.(JPLA)

Pembinaan Struktur Organisasi Kluster berasaskan Domain Ilmu

Dalam Jadual 1, penstrukturan kluster-kluster yang telah dibangunkan di bawah telah mengambil kira kewujudan kuasa dan agensi yang terdapat di dalam struktur pentadbiran kerajaan negeri pada hari ini. Kategori penstrukturan yang pertama ini ialah berasaskan domain ilmu. Jadual 1 di bawah menjelaskan implikasi kluster kepada domain ilmu.

Jadual 1 Hubungan nama kluster dengan domain ilmu

BIL	KLUSTER	IMPLIKASI DOMAIN ILMU
1	Warisan Wahyu & Kedaulatan Islam	Pengajian Islam, Ilmu Wahyu & Sosiologi Perlembagaan
2	Dakwah & Komunikasi Media	Komunikasi Dakwah & Pengajian Media.
3	Governan & Korporat	Pentadbiran Awam & Ekonomi, Keusahawanan & Perniagaan
4	Teknologi Digital & Kreatif	Teknologi & Sains Maklumat, Rekacipta Kreatif
5	Integrasi Agensi & Citra Negeri	Integrasi Ilmu dan Sains Citra (teras dan multi disiplin ilmu)

Pembinaan Struktur Organisasi Kluster berasaskan Domain Fungsi Agensi dan Sasaran Pelatih

Dalam Jadual 2, penstrukturan kluster-kluster yang telah dibangunkan di atas telah mengambil kira kewujudan kuasa dan agensi yang terdapat dalam struktur pentadbiran kerajaan negeri pada hari ini. Kategori penstrukturan yang kedua pula ialah berasaskan domain fungsi agensi atau sasaran pelatih. Jadual 2 di bawah menjelaskan implikasi kluster kepada domain fungsi agensi.

Bagi memastikan jaminan kualiti dalam pembangunan modul dan latihan kejurulatihan, satu model kelayakan kompetensi dibangunkan berasaskan pengetahuan, kemahiran dan sikap iaitu model W-PASKi. W-PASKi adalah singkatan nama kepada W-wahyu, warisan ulama dan nilai watan. Ia memberi maksud sumber ilmu latihan professional yang dibangunkan hendaklah bersumberkan wahyu Al-Quran, warisan ulama' tafsir, ulama hadith dan nilai-nilai yang ditinggalkan tokoh watan negara. P ialah singkatan bagi pengetahuan dan pengalaman. Ia

Jadual 2 Implikasi nama kluster dengan domain fungsi dan sasaran

BIL	KLUSTER	IMPLIKASI DOMAIN FUNGSI AGENSI & SASARAN PELATIH	SASARAN PELATIH
1	Perguruan & Kepengetuaan	Yayasan Islam Kelantan (YIK), Pusat Pembangunan Pondok Berhad (PPPB)	Guru, Pengetua
2	Kepimpinan Demokrasi & Siasah	Pusat Kajian Strategik (PKS),	Ahli dan Pemimpin Politik
3	Kepimpinan Komuniti & Keluarga	Majlis Penghulu Negeri Kelantan & Urusetia Kebajikan, Keluarga & Wanita (UKekWa)	Penghulu, Pengerusi Taman, Pemimpin Keluarga
4	Kepimpinan Pelapis	Urusetia Belia & Sukan (UBeS)	Belia, Mahasiswa, Pelajar
5	Kepakaran & Penyelidikan	Kolej Universiti Islam KIAS dan mana-mana universiti/institut tempat pengajian atau penyelidikan	Pelajar Sarjana & Kumpulan Penyelidik

bermaksud semua sumber ilmu pengetahuan dan pengalaman tokoh nusantara dan negara. A ialah amalan terbaik dan aplikasi semasa. Ia memberi erti mana-mana amalan terbaik yang boleh dijadikan model dan contoh teladan. Ia juga boleh dibuktikan dengan pengetahuan statistik dan isu semasa yang sedang berlaku.

Model Kompetensi, Pembangunan Modul dan Kejurulatihan

S ialah singkatan bagi sahsiah dan sikap. Perubahan sikap dalam setiap pelatih perlu agar mereka menjadi pegawai bersahsiah tinggi, manakala K ialah kemahiran, iaitu pelbagai kemahiran yang perlu ditambah nilai oleh seseorang pelatih samada kemahiran insaniah atau kemahiran dalam berorganisasi. i (ditulis dengan huruf kecil) kerana diambil daripada perkataan 'Insani'. 'i' di hujung menggambarkan nilai individu seseorang yang menggerakkan sesebuah perubahan dengan niat yang ikhlas, penuh keyakinan, mengharapkan balasan akhirat dan seumpamanya.

KESIMPULAN

Pelaksanaan struktur organisasi ini selaras dengan dasar utama kerajaan negeri iaitu Dasar Membangun Bersama Islam (MBI) dan amalan Prinsip *Ubudiyyah, Mas'ulliyyah, Itqan* (UMI) yang telah digagaskan lebih tiga dekad yang lalu. Setiap perancangan pembangunan struktur kompetensi perlu meneliti secara mendalam mengikut keperluan struktur yang realistik dalam sesebuah organisasi. Organisasi latihan kepimpinan dan kepegawaian perkhidmatan di Kelantan ini merupakan agensi latihan pertama di negara ini secara holistic dan strategik. Ia boleh menjadi model kepada negeri-negeri lain dalam pembangunan organisasi latihan. Cabaran besar agensi tersebut ialah menterjemahkan nilai ilmu pengurusan moden dan inovasi pentadbiran semasa kerana kekangan peluang mendapat tempias inovasi ilmu latihan professional dan masalah birokrasi negeri-persekutuan.

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THE GIFTED STUDENT PERFORMANCE IN LEARNING PYTHON PROGRAMMING: A CASE STUDY

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ABSTRACT

Computer programming is a step-by-step procedure for building and creating various sets of computer programs to achieve a nation's vision to become one of the outstanding countries in the world. Therefore, teaching the concept of programming at the secondary level has been started a few years ago in Malaysia. The critical thinking is an important factor in teaching the programming concept. Many students have difficulty understanding the subject effectively. Several factors contribute to the difficulty of learning programming concepts, including subject matter, learning resources, classroom environment, and teaching style. Students are uninterested in studying programming due to a lack of enthusiasm, and a lack of exposure is a major factor for this. As a result, the purpose of this study is to determine the student performance in learning python programming. This research was carried out by distributing question papers based on taxonomic bloom. The exam has ten questions separated into three stages of taxonomic bloom: C1 (remembering), C2 (understanding), and C3 (application). The test was conducted among 43 students range 15-year-old students in Kolej GENIUS Insan. The result of the test has been analyzed. The findings revealed that programming is a somewhat difficult subject to learn. In this context, it allows teachers to create a well-balanced examination paper based on taxonomy bloom to evaluate different cognitive levels of thinking.

Keywords: **Programming; Python; Bloom's Taxonomy; Secondary students; Education**

INTRODUCTION

In the era of the 4th Industrial Revolution, in tertiary level education, programming courses are one of the most significant components of the curriculum to be studied, not only in the field of information technology, but also in a wide range of fields such as science, mathematics, and engineering (Derus & Ali 2012). The difficulties in teaching the computer programming concept in conventional way styles demotivated the students because of the monotonous and boring situation (Priyaadharshini M. et. al, 2020).

In addition. learning programming concept not only develop the knowledge but also develop the skill to solve the problem solving, understanding the system design and human behavior that essential for the future career (Lee et al. 2017; Priyaadharshini M. et al. 2020;

Prokopyev 2020). Teaching and learning programming are not easy in nowadays generation that facing serious challenges that affect the students that not able to understand basic concepts of programming (Einari et al. 2016; Prokopyev 2020).

Specifically, in understanding the computer algorithms, the student needs to understand the concept of programming and be able to improve their skills. These can be learned by the student through computer programming language education. Python programming subject is very diverse, easy to learn, and capable to the student to be applied in problem-solving. Besides, Python language is capable to be writing in various applications because it uses pure programming language and is also an intermediate language to connect Python to other programming languages (Lee et al. 2017).

According to Cheng (2019), recent studies have revealed that the dropout rate in computer science classes are much higher than in other classes, although there has been a widespread interest in equipping primary and secondary school age students with the necessary knowledge and skills for programming over the last two decades. Therefore, the main purpose of this study is to measure the gifted student performance in learning Python programming subject.

METHODS
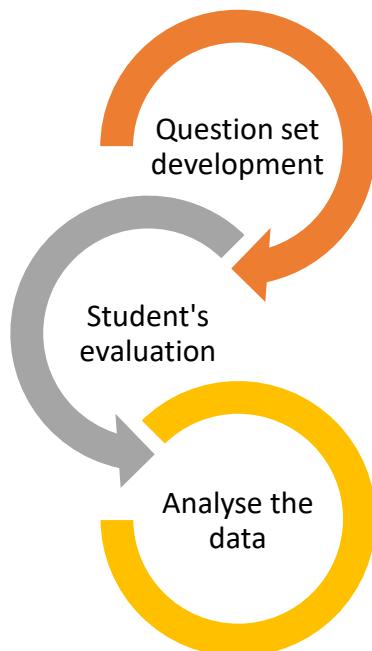
Figure 1 Method to evaluate the level of students performance

This study has been conducted in three stages. The first state is question set development that has been organized according to Bloom's taxonomy range from C1 (remember) until C3 (application). Ten questions have been created and evaluate by the Computer Science lecturer that teaches Python programming subject.

The second stage is the evaluation of the students. The test was given to 43 students aged 15 who had been studying Python programming for a year at Kolej GENIUS Insan, Universiti Sains Islam Malaysia (USIM). The test has been held for 25 minutes. The final stage is the analysis of the data test. The analysis has been done by using the Microsoft Excell tool that aligns to the level of Taxonomy bloom which is C1 (remember), C2 (understand), and C3 (application).

RESULTS AND DISCUSSION
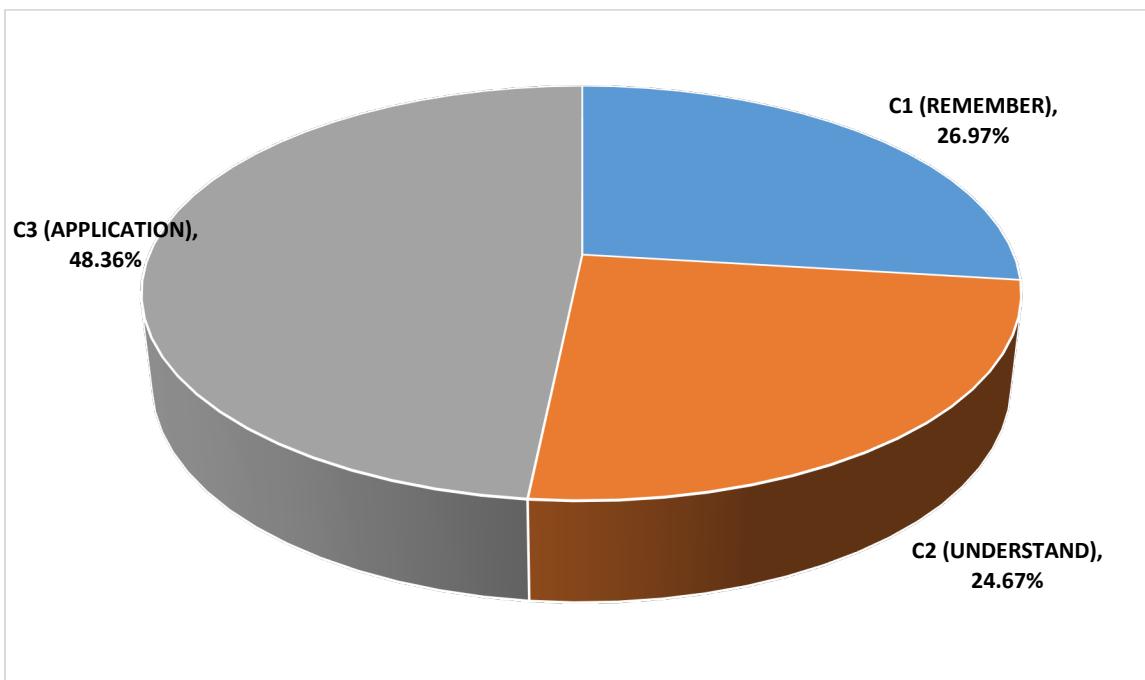
Figure 2 The percentage of students performance for each cognitive level

The result indicated that most students have difficulty answering questions at each cognitive level, particularly. According to Figure 2, the question with the lowest number of students who were able to answer at cognitive level C1 is remembering that relates the definition of Python programming. Next, the cognitive level C2 which is understanding be the second-lowest percentage among the students' performance that relates to the understanding of Python programming. Even though the level of cognitive C3 is the highest, most are still unable to apply the concept of python programming to solve the problem and because of the structure of the question are subjective questions that need students to think deep to solve the problem-solving.

CONCLUSION

The main research goal of this study is to measure the cognitive level in learning Python programming subject among gifted secondary school students. A test was structured based on Bloom's Taxonomy. Many students failed to obtain full marks on those specific questions. This study reveals that these students have a lack of knowledge as a result of the outdated teaching technique and a lack of motivation in the classroom. Students should be encouraged to learn programming by providing fun and interesting learning resources, such as board games and cards. This is more beneficial for students' understanding. A future study should be undertaken to assist students in better understanding and promoting higher thinking skills in the programming subject.

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SCIENCE, TECHNOLOGY, SUSTAINABILITY

AND

SOCIETY

SUSTAINABLE ONLINE EDUCATION: A SYSTEMATIC LITERATURE REVIEW ON CURRENT TRENDS

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ABSTRACT

Sustainability has become a key factor in many fields, especially in technology, particularly in the education sector. A few systematic reviews have been carried out on the issue of sustainability in the field of education. This present article sets out to analyse the existing literature on higher education institutions that focuses on a sustainable system or approach using educational technologies or e-learning. Using MMAT 2018 and CASP criteria by 3 reviewers, only 47 quality papers are suitable for analysis. While there are a few published academic researches explicitly linked between sustainability and e-learning, this paper also attempts to extract a broader view on the field of sustainability on online education and the current studies, trends and approaches being done in tackling the issues of sustainability, considering the recent and on-going worldwide Covid-19 pandemic. Thus, this paper is relevant especially since sustainable education plays a very significant role during the pandemic.

Keywords: **Sustainability; Online education; Educational technology; Technology**

INTRODUCTION

Online education is becoming more relevant and critical as the world is being overwhelmed by the Covid-19 pandemic. Technologies have brought many new learning concepts into the worlds of education, such as E-Learning, blended learning and mobile learning (Noorulhasan et al. 2017). However, as educational institutions attempt to hold virtual classes, one persistent problem is the lack of devices available for students per household (MCMC 2020). Sustainability of online education is still a challenge despite rapid development of technology and pedagogies. The main aim of this paper is to get a preliminary look at the demographical, methodological and pedagogical trends in providing sustainable online education. This paper serves as preliminary findings of an ongoing study.

METHODS

The SLR study first started with the formulation of research questions followed by searching strategy (identification, screening process and eligibility criteria), risk of bias (appraisal) and synthesis of results. The formulation of the research question was based on SPIDER (Cooke, Smith

& Booth 2012). Identification process using search strings and keywords were done. After two screening processes and followed up with the eligibility process, 64 articles were included for review. The qualities of the selected articles were independently assessed by three reviewers using the two guidelines. As suggested by Petticrew and Roberts (2006), each article was categorised into high, moderate or low levels of quality. A summary analysis is done on the following research questions; 1) How does demographics vary in terms of application to technology and pedagogy in providing sustainable online education? and 2) What are some of the existing or conceptual models generally used in measuring the sustainability of online education?

RESULTS AND DISCUSSION

Studies conducted in the UK (3 articles) and Australia (2 articles) were all related to blended learning and put particular emphasis on the aesthetic design of the platform, careful selection of online tools and suggest that F2F learning supported by online activities would be the best form of blended learning. Other than blended learning, m-learning also attracts interest from researchers particularly from Malaysia, as the only two reviewed articles from Malaysia were focused on m-learning in respect to medical and language study, with the former having a significant challenge with its clinical practice and the need for human interaction in medical study.

For distance learning, two studies conducted by Cicha et al. (2021) and Rizun and Strzelecki (2020) in Poland suggested that enjoyment and self-efficacy are the two most influential factors for the adoption of distance learning and a study from Indonesia by SM Simamora (2020) suggests learning style and learning culture as some of the challenges for distance learning. Studies from Israel, Japan and US concentrated on ERT with some of the issues involving academic dishonesty, academic anxiety and demotivation. These issues are not uncommon in Malaysia due to the stressful nature of the sudden shift towards PDPR (home-based teaching and learning) especially when students were involved in high-stake national exams such as Sijil Pelajaran Malaysia (SPM). Therefore, the study from US on ERT by Alanna Gillis (2020) suggested for students to be given a clear but manageable expectation and a flexible option regarding assessments, especially to mitigate unequal learning due to technological issues outside of students' control.

Two studies from the Middle East implies that Social Networking Sites (SNS) can be an alternative form of formal communication for both education institutions and academicians during a pandemic. One study on KAU pandemic framework explained how the Saudi Arabian university utilises Twitter to provide a flexible, autonomous and direct way of online communication to the faculty and students to distribute content and policies for crisis management. While a study in Egypt found that Facebook and WhatsApp were the most used formal communication tools during the pandemic by both lecturers and students.

In terms of theoretical framework model, the most utilised model is Technological Acceptance Model, followed by Unified Theory of Acceptance and Use of Technology (UTAUT), General Extended Technology Acceptance Model for e-Learning (GETAMEL) and Plan-Do-

Check-Act cycle (PDCA). Many current models such as UTAUT and GETAMEL are an extension of TAM. Since various studies on continuance use of e-learning focus on perceptions, beliefs and attitudes, these models are popular due to their practicality.

CONCLUSION

The main purpose of this research is to offer a preliminary description of current trends in respect to pedagogical approaches and technological applications. The findings offer some fundamentals and strategies on how to practice a sustainable online teaching and inform some available technologies related to sustainable education that should be the focus of today's education agenda.

ACKNOWLEDGEMENTS

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ANALISIS SIKAP DAN TINGKAH LAKU BERNIAT PIHAK BERKEPENTINGAN TERHADAP VAKSIN DENGGI: FAEDAH ATAU RISIKO?

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ABSTRAK

Penularan virus denggi yang tiada berkesudahan memerlukan kaedah vaksin sebagai alternatif untuk mengawal kes denggi di Malaysia. Walaubagaimanapun, vaksin denggi ini masih dalam penyelidikan dan pelaksanaannya perlu mengambil kira aspek penerimaan. Tujuan kajian ini adalah untuk menentukan tahap penerimaan melalui faktor-faktor peramal, sikap dan tingkah laku berniat terhadap vaksin denggi. Kajian dijalankan terhadap 399 pihak berkepentingan yang terdiri daripada para saintis dan orang awam di Lembah Klang. Dapatan mendapati pihak berkepentingan mempunyai kepercayaan yang tinggi terhadap pihak berkeutamaan, merasakan vaksin denggi berfaedah berbanding risiko sehingga menzahirkan sikap dan tingkah laku berniat yang positif terhadap kaedah ini. Oleh yang demikian, penyelidikan vaksin denggi perlu dipergiatkan secara berterusan kerana penerimaan positif terhadap kaedah ini.

Kata kunci: **Vaksin denggi; Pihak berkepentingan; Sikap; Tingkah laku berniat**.

PENGENALAN

Denggi telah merebak ke seluruh dunia terutamanya di negara-negara tropika dan sub-tropika termasuk Malaysia (Ong 2016; Lee et al. 2015). Jumlah kes denggi yang tidak menentu setiap tahun semakin membimbangkan sehingga pelbagai kaedah pengawalan denggi dibangunkan termasuklah kaedah vaksin. Sebenarnya, vaksin yang disuntik kepada seseorang individu adalah salah satu langkah untuk meningkatkan antibodi yang berupaya meningkatkan ketahanan badan daripada jangkitan virus denggi misalnya (Arham et al. 2020). Setelah hampir 20 tahun penyelidikan, vaksin pertama telah diperkenalkan iaitu Dengvasia. Namun, kerajaan Malaysia belum membenarkan penggunaan vaksin ini kerana penyelidikan sedang giat dijalankan bagi melihat keupayaan vaksin ini terhadap keempat-empat serotaip virus denggi (Lee et al. 2015; Amin & Hashim 2014; WHO 2000). Walaubagaimanapun, sekiranya vaksin denggi ini telah siap sedia untuk diberikan kepada rakyat Malaysia, aspek penerimaan sangat perlu diperhalusi. Oleh yang demikian, sekiranya kaedah ini diterima, kerajaan terutamanya Kementerian Kesihatan Malaysia

perlu memastikan program vaksinasi denggi dapat dijayakan demi menjaga kemaslahatan masyarakat dan negara.

METODOLOGI

Kajian menggunakan instrumen soal selidik yang diedarkan kepada responden mulai September 2016 sehingga September 2017. Instrumen soal selidik untuk menentukan aspek penerimaan terhadap vaksin denggi telah diadaptasi daripada kajian Amin dan Hashim (2015). Terdapat dua bahagian dalam soal selidik iaitu, bahagian A meliputi item faktor-faktor peramal, sikap dan tingkah laku berniat terhadap vaksin denggi dan bahagian B mengenai demografi. Semua item dalam instrumen diukur menggunakan skala Likert 7, mulai dari 1 (sangat tidak setuju) sehingga 7 (sangat setuju). Soal selidik diedarkan secara bersemuka melalui enumerator terlatih. Sebelum soal selidik dijalankan, risalah pengenalan terhadap vaksin denggi diberikan untuk memberikan kefahaman mudah. Responden dipilih menggunakan persampelan rawak mudah dalam kalangan pihak berkepentingan yang berumur 18 tahun ke atas terdiri daripada para saintis (ahli akademik, penyelidik, dan pegawai sains) yang terlibat dalam pengendalian denggi, dan orang awam yang tinggal di kawasan kes denggi tertinggi di Lembah Klang. Daripada 415 soal selidik yang telah diedarkan, hanya 399 respon jawapan yang diterima setelah dijalankan kesahan dan kebolehpercayaan. Data dianalisis secara deskriptif dengan menggunakan perisian Statistical Package for Social Science (SPSS®).

HASIL DAN PERBINCANGAN

Merujuk Jadual 1, terdapat 51.1% responden perempuan dan 48.9% responden lelaki; 197 daripadanya adalah para saintis, dan 202 adalah orang awam. Lebih daripada 70% mempunyai ijazah sarjana muda dan ke atas, hal ini bertepatan dengan jumlah responden yang mana separuh daripadanya adalah merupakan para saintis.

Jadual 1 Profil Responden

Latar Belakang	Frekuensi	Peratusan
Jantina		
Perempuan	204orang	51.1%
Lelaki	195orang	48.9%
Pihak Berkepentingan		
Saintis	197orang	49.4%
Orang Awam	202orang	50.6%
Tahap Pendidikan		
Menengah/Pra Universiti/Diploma	100orang	25.0%
Ijazah Sarjana Muda	163orang	40.9%
Ijazah Sarjana/Doktor Falsafah	136orang	34.1%

Jadual 2 menunjukkan para saintis mempunyai kepercayaan yang tinggi terhadap pihak berkeutamaan berbanding orang awam. Para saintis dan orang awam merasakan faedah yang tinggi dan risiko yang sederhana terhadap vaksin denggi. Menariknya, sikap terhadap vaksin denggi dalam kalangan orang awam lebih tinggi berbanding para saintis. Namun, orang awam mempunyai skor min tingkah laku berniat terhadap vaksin denggi lebih rendah berbanding para saintis. Dapatan hasil kajian ini menyamai dengan dapatan hasil kajian sikap pihak berkepentingan terhadap teknik *fogging* (Amin et al. 2019). Jelas menunjukkan, pihak berkepentingan sanggup menerima apa-apa kaedah yang baik untuk mengawal denggi.

Jadual 2 Skor Min Faktor-faktor Peramal, Sikap dan Tingkah Laku Berniat Pihak Berkepentingan Terhadap Vaksin Denggi

Pemboleh Ubah	Saintis	Orang Awam	Skor Min Keseluruhan
Kepercayaan Terhadap Pihak Berkeutamaan	5.60±0.94 Tinggi	5.43±0.94 Tinggi	5.51±0.94 Tinggi
Persepsi Faedah	5.45±1.10 Tinggi	5.31±1.05 Tinggi	5.38±1.08 Tinggi
Persepsi Risiko	3.86±1.46 Sederhana	3.30±1.04 Sederhana	3.58±1.29 Sederhana
Sikap Terhadap Vaksin Denggi	5.37±1.08 Tinggi	5.46±0.93 Tinggi	5.42±1.00 Tinggi
Tingkah Laku Berniat Vaksin Denggi	5.74±1.07 Tinggi	5.69±0.97 Tinggi	5.72±1.02 Tinggi

Nota: 1.00-2.99, Rendah; 3.00-5.00, Sederhana; 5.01-7.00.

KESIMPULAN

Konsklusinya, pihak berkepentingan dilihat mempunyai sikap dan tingkah laku berniat yang sangat positif terhadap vaksin denggi dengan merasakan kaedah ini berfaedah berbanding risiko. Malah, tahap kepercayaan mereka juga tinggi terhadap pihak berkeutamaan terhadap kaedah ini. Jelas menggambarkan kaedah vaksin denggi dianggap berpotensi besar untuk meningkatkan kualiti kesihatan tanpa denggi. Dapatan kajian ini disarankan untuk penyelidikan selanjutnya dengan menjalankan analisis korelasi, regresi atau penghasilan model berstruktur (SEM) agar dapat menjelas hubungan faktor-faktor peramal, sikap dan tingkah laku berniat terhadap vaksin denggi.

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KESEDARAN DAN PENERIMAAN AWAM TERHADAP VAKSIN COVID-19 KONVENSIONAL DAN BERASASKAN BIOTEKNOLOGI MODEN

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ABSTRAK

Dalam usaha mengekang penularan virus SARS-CoV-2, beberapa jenis vaksin telah dibangunkan sama ada secara konvensional atau berasaskan bioteknologi moden. Malaysia memulakan program vaksinasi pada bulan Februari 2021 dan telah meluluskan pendaftaran bersyarat tiga jenis vaksin untuk kegunaan semasa pandemik COVID-19. Vaksin COVID-19 yang dimaksudkan ialah vaksin virus tidak aktif iaitu Sinovac, vaksin vektor virus iaitu AstraZeneca dan vaksin mRNA iaitu Pfizer. Pengetahuan dan kesedaran awam mengenai jenis-jenis vaksin COVID-19 ini memainkan peranan yang penting dalam menentukan kesediaan masyarakat untuk divaksinasi yang mengambil kira dari aspek manfaat, risiko dan penerimaan oleh agama. Justeru, kajian ini bertujuan untuk menilai tahap kesedaran dan penerimaan awam terhadap produk bioteknologi ini sebagai respon kepada pandemik COVID-19 di Malaysia. Satu kajian keratan rentas dijalankan menggunakan platform tinjauan dalam talian terhadap rakyat Malaysia bermula daripada 19 Jun sehingga 2 Julai 2021. Seramai 357 orang responden berusia antara 18 hingga 67 tahun telah mengambil bahagian dalam kajian ini. Kajian mendapati kesedaran dan penerimaan awam terhadap ketiga-tiga jenis vaksin COVID-19 ini masing-masing berada pada tahap sederhana dan sederhana tinggi. Namun begitu, pendapatan bulanan dan tahap pendidikan responden mempunyai korelasi positif terhadap tahap kesedaran mengenai jenis-jenis vaksin COVID-19; dan responden daripada bidang pengajian berkaitan STEM mempunyai tahap penerimaan yang lebih baik terhadap ketiga-tiga jenis vaksin COVID-19 ini. Maka, kajian ini berupaya memberikan gambaran asas mengenai tingkahlaku semasa orang awam terhadap usaha vaksinasi yang diselaraskan oleh pihak kerajaan.

Kata kunci: **Kesedaran; Penerimaan; Vaksin COVID-19; Konvensional; Bioteknologi moden**

PENGENALAN

Sehingga awal Julai 2021, kerajaan Malaysia telah membawa masuk dan menggunakan tiga jenis vaksin COVID-19 dalam Program Imunisasi COVID-19 Kebangsaan (PICK). Ketiga-tiga jenis vaksin ini telah diberi kelulusan bersyarat oleh Bahagian Regulatori Farmasi Negara (NPRA) untuk kegunaan kecemasan semasa bencana dalam usaha mencapai tahap imuniti kelompok yang disasarkan. Tiga jenis vaksin yang dimaksudkan adalah vaksin Pfizer, AstraZeneca dan Sinovac. Menariknya, ketiga-tiga jenis vaksin ini dihasilkan menggunakan kaedah dan mekanisma yang berbeza melalui pengaplikasian kaedah konvensional atau berasaskan bioteknologi moden.

Vaksin CoronaVac-Sinovac yang dibangunkan oleh syarikat biofarmaseutikal Sinovac Institutes dari China merupakan vaksin virus tidak aktif. Vaksin ini menggunapakai kaedah penghasilan konvensional melalui proses pengkulturan partikel-partikel virus yang telah sedikit termusnah secara kimia yang menjadikannya tidak lagi aktif (Halim 2021). Vaksin Oxford-AstraZeneca yang dibangunkan oleh syarikat AstraZeneca dan University of Oxford di United Kingdom merupakan vaksin vektor virus. Ia menyasarkan antigen protein S atau spike protein menggunakan teknologi replikasi vektor simian adenovirus (Abed et al. 2021). Vaksin Pfizer-BioNTech pula sejenis vaksin mRNA dari negara Amerika Syarikat dan Jerman. Vaksin ini adalah jujukan nukleosida terubahsuai yang mengekod protein S virus SARS-CoV-2 yang kemudiannya disalut dengan lapisan nanopartikel lipid (Peiffer-Smadja et al. 2021).

METODOLOGI

Soal-selidik diedarkan selama 2 minggu daripada 19 Jun sehingga 2 Julai 2021 secara dalam talian menggunakan aplikasi WhatsApp, Facebook dan Gmail. Kaedah persampelan bebola salji digunakan dengan menyertakan pautan kajian dan meminta responden untuk menyebarkannya kepada kenalan mereka. Seramai 357 responden berjaya dikumpulkan dalam tempoh masa tersebut. Borang soal selidik yang digunakan mengandungi 3 bahagian utama: 1) maklumat sosio-demografi responden; 2) kesedaran mengenai vaksin COVID-19; dan 3) penerimaan terhadap tiga jenis vaksin COVID-19. Responden diberi pilihan untuk menjawab soal selidik sama ada dalam versi Bahasa Melayu atau Bahasa Inggeris. Soal-selidik mengandungi 29 item soalan dan menggunakan skala Likert 5 mata; 10 item mengenai maklumat sosio-demografi responden, 7 item tahap kesedaran mengenai vaksin COVID-19 dan 12 item tahap penerimaan terhadap vaksin COVID-19. Data dianalisis menggunakan Pakej Statistik untuk Sains Sosial (SPSS), versi 26. Analisis statistik deskriptif berfokus kepada min, kekerapan dan peratusan, manakala analisis statistik inferensial iaitu ujian korelasi dan ujian-t sampel tidak bersandar digunapakai bagi menentukan hubungan antara pemboleh ubah yang dipilih. Tahap signifikan statistik ditetapkan pada $p<0.05$.

HASIL DAN PERBINCANGAN

Kesedaran rakyat Malaysia terhadap tiga jenis vaksin COVID-19 ini berada pada tahap sederhana (63.8%). Manakala, tahap penerimaan rakyat Malaysia terhadap vaksin COVID-19 secara purata adalah sederhana tinggi iaitu melebihi 70%. Dapatan kajian ini hampir sama dengan kajian oleh Suresh et al. (2021) di India. Sekiranya disusun secara menaik, tahap penerimaan vaksin viral vektor COVID-19 seperti AstraZeneca berada pada tangga ketiga (74.7%), diikuti oleh vaksin COVID-19 tidak aktif seperti Sinovac (75.7%) dan seterusnya vaksin mRNA COVID-19 seperti Pfizer (76.5%). Keputusan kajian ini bertepatan dengan kajian oleh Med et al. (2021) di Denmark, yang mana penerimaan vaksin AstraZeneca nyata lebih rendah berbanding vaksin Pfizer. Jadual 1 menunjukan tahap kesedaran responden terhadap ketiga-tiga jenis vaksin COVID-19 dan bioteknologi moden.

Jadual 1 Tahap Kesedaran Responden

Faktor Kesedaran	Item Soalan	Min, M	Peratusan (%)
Tahap pengetahuan mengenai jenis-jenis vaksin	Vaksin yang dihasilkan daripada virus COVID-19 tidak aktif seperti Sinovac	3.26	65.2
	Vaksin COVID-19 berasaskan DNA atau vektor virus seperti AstraZeneca	3.24	64.8
	Vaksin mRNA COVID-19 seperti Pfizer	3.30	66.0
Tahap pengetahuan mengenai bioteknologi moden atau	Bioteknologi moden atau kejuruteraan genetik atau pengubahsuaian genetik	2.96	59.2
	Jumlah Mata	**12.76**	**63.8**

Rakyat Malaysia dengan tahap pendidikan yang lebih tinggi mempunyai tahap kesedaran mengenai vaksin Pfizer dan bioteknologi moden yang lebih tinggi. Manakala, golongan yang mempunyai pendapatan bulanan yang rendah pula mencatatkan tahap kesedaran yang rendah terhadap vaksin Sinovac dan vaksin AstraZeneca. Ini mungkin berpunca daripada akses yang terhad kepada maklumat yang boleh dipercayai dan tepat mengenai virus SARS-CoV-2 (Azlan et al. 2020) dan vaksin COVID-19. Kajian juga mendapati responden daripada bidang berkaitan STEM mempunyai tahap penerimaan yang lebih baik terhadap ketiga-tiga jenis vaksin COVID-19 yang dikaji. Ia mungkin disebabkan oleh penglibatan mereka secara terus dalam rawatan pesakit COVID-19 (Labban et al. 2020) di Malaysia. Jadual 2 menunjukkan tahap penerimaan responden terhadap ketiga-tiga jenis vaksin COVID-19 konvensional dan berasaskan bioteknologi moden.

Jadual 2. Tahap Penerimaan Responden

Faktor Penerimaan	Item Soalan	Min, M
Vaksin yang dihasilkan daripada virus COVID-19 tidak aktif seperti Sinovac	Perlindungan terhadap jangkitan COVID-19	3.76
	Optimis terhadap kesan sampingan vaksin	3.09
	Vaksin diterima oleh agama yang dianuti	4.13
	Kesediaan untuk menerima vaksin COVID-19	4.15
	Jumlah Mata	15.13 (75.7%)
Vaksin COVID-19 berasaskan DNA atau vektor virus seperti AstraZeneca	Perlindungan terhadap jangkitan COVID-19	3.76
	Optimis terhadap kesan sampingan vaksin	2.93
	Vaksin diterima oleh agama yang dianuti	4.14
	Kesediaan untuk menerima vaksin COVID-19	4.10
	Jumlah Mata	14.93 (74.7%)
Vaksin mRNA COVID-19 seperti Pfizer	Perlindungan terhadap jangkitan COVID-19	3.81
	Optimis terhadap kesan sampingan vaksin	3.08
	Vaksin diterima oleh agama yang dianuti	4.16
	Kesediaan untuk menerima vaksin COVID-19	4.24
	Jumlah Mata	**15.29 (76.5%)**

KESIMPULAN

Sehingga hari ini, terdapat banyak kajian yang telah dijalankan mengenai penilaian tingkahlaku manusia dalam pelbagai peringkat dan lokaliti mengenai penyakit berjangkit dan vaksin COVID-19. Namun begitu, kajian kepustakaan yang dilakukan mendapati bahawa belum ada lagi kajian atau laporan mengenai kesedaran dan penerimaan awam terhadap jenis-jenis vaksin COVID-19 terutamanya di Malaysia. Justeru itu, dapatan kajian ini diharapkan dapat membantu pihak-pihak yang berkenaan dalam usaha memberi kesedaran serta meyakinkan orang ramai tentang kebaikan pengambilan vaksin COVID-19 ini tanpa mengira jenisnya.

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WHERE HAS YOUR TIME AND SPACE GONE? : AN ANALYSIS OF TECHNOLOGY ADDICTION, SEVERANCE CAPITALISM, AND MODERN PANOPTICON

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ABSTRACT

This research identifies a key driver of technology addiction with three perspectives: behavioural science, economy, and psychoanalysis. Behavioural science reveals a paradox between technology and human behaviours; Technology services are compelling enough to be believed to bring effectiveness of using time and space of life, while users cannot resist spending long hours on viewing a screen. Economic perspective suggests that technology companies in the severance economy collect feedback from users and use it to improve their services. The feedback loop reinforces automatic pilot: individual actions that are impulsive or reactive, as opposed to purposeful and mindful. What is behind the automatic pilot? Psychoanalysis approach reveals that Panopticon, a central observation tower with a circle of prison cells, achieved automatic function of power; the most effective ways to control individual performance is controlling time, space, and the mind of individuals. We conclude that technology addiction is one of the symptoms in the modern Panopticon; individuals are not aware that their sovereignty is threatened by consuming time, space and mind on the Internet-related experience.

Keywords: ***Technology addiction; Severance capitalism; Panopticon***

INTRODUCTION

People in the twenty-first century cannot spend a day without digital technology that fulfills human need for stimulation, communication, and environmental changes. 59% of the global population (approximately 6.57 billion people) are active users of the Internet, and the average users of smartphones spend 2 hours and 51 minutes on their devices each day by touching their devices 2,617 times (Zuckerman 2020a; Zuckerman 2020b). Extreme use of technology hinders individuals to resist behaviour of checking, scrolling, clicking, and watching in daily life. Technology addiction involves loss of control over technology use without regard to the negative consequences of these reactions to the individual or others. Psychological literature focuses on negative impacts of technology addiction that interferes with work, education, family, social lives, and physical and emotional functioning of users (Block 2008; Das, Sharma, Thamilselvan & Marimuthu 2017; Ferraro, Caci & Di Blasi 2007; Morahan-Martin & Schumacher 2000; Turel, Serenko & Giles 2011). However, little research identifies a key driver of technology addiction

from multiple perspectives. This research will explore what behavioural, economical, and psychological mechanisms exist behind the technology addiction.

METHODS

This research conducted literature review in the fields of behavioural science, economy, and psychoanalysis to critically analyse the relationship among technology addiction, capital economy and psychological perspectives of power.

RESULTS AND DISCUSSION

Behavioural Mechanism of Technology Addiction.

Behavioural science uncovers two unique mechanisms that hinders resistance to technology. Firstly, technology addiction produces the same effects as dependence on a substance, such as drugs or alcohol. While use of technology does not directly introduce chemicals in the body, substance and behavioural addictions activate the same brain fields to fulfill the fundamental human needs (Alter 2017). Secondly, digital technology is so well-designed that individuals are susceptible to technology addiction. There are six ingredients that facilitate addicted behaviours: Small and compelling goals that motivated users to achieve; Unpredictable positive feedback that gives social rewards to users; Sense of step-by-step progress and improvement; Escalating degree of hardship; Cliffhangers (a technique offering incomplete experience needed to resolve); Social interaction among users (Alter 2017).

Data-Driven Economy and Severance Capitalism

The addictive behaviours are embedded into a capital economy, in which effectiveness of time and space is required to make a profit. A data-driven economy redefines human experience as a free raw material that serves commercial practice of data extraction, behavioural prediction, and sales (Zuboff 2019). In surveillance capitalism, the Big Tech companies collect behavioural data of users for service improvements, and they reinvest in the user experience. Surveillance capitalism has successfully developed by occupying time and space of users; people act without thinking how to spend their time and space because their actions are predetermined by technological nudging, such as a recommendation engine.

Psychoanalytic View of Control

Occupying time and space is not a new strategy to control individual behaviours. Institutions, such as schools, offices and hospitals, play an important role to accommodate individuals in a certain time and location, and students, workers and patients are required to have a particular form of behaviour. Foucault (1977) analysed the relationship between surveillance and institutional power.

Panopticon, the architecture buildings for prisoners, achieved the most effective ways to control an individual's time and space. The building structure (one central tower for a single security guard surrounded by many cells for inmates) is designed so that the inmates cannot watch the inside of the central tower. Panopticon increased effectiveness of the permanent severance because 'the inmate must never know whether he is being looked at any one moment; but he must be sure that he may always be so' (Foucault 1997, 201). Panopticon finally leads to an automatic function of power; controlling time, space and mind of the inmate by producing a sense of being caught up and being observed. That is, it doesn't matter who executes the power, because the Panopticon mechanism allows automatic functioning of power in surveillance (Foucault 1997).

CONCLUSION

This research uncovered the dilemma of technology-related experience; the basic assumption of technology use is that digital technology boosts productivity and efficiency by saving time, and people are more likely to spend precious chunks of free time doing meaningful activities. Despite such an assumption, many people cannot help spending many hours online because of technology addiction. As a result, they lose a lot of time to engage in offline activities, and they confront feelings of emptiness in life. This contradiction occurs in surveillance capitalism, in which user's behavioural outcomes are regarded as a resource that leads to preferable behaviour for the Big Tech companies. We also found a common point between Panopticon and surveillance capitalism; automatic functioning of power occupies time, space and mind of individuals, which in turn threatens autonomy and freedom of how to behave. It is no doubt that a complex mechanism with behavioural-economic-psychological factors facilitate automatic functioning of power in society, which finally shapes the technology addicted behaviours in the digital era.

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ASSOCIATION BETWEEN SELF-RATED HEALTH AND DEPRESSIVE SYMPTOMS AMONG MALAYSIAN ADULTS

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ABSTRACT

Background: The risk of depression has been significantly associated with sociodemographic aspects such as self-rated health. Objective: The aim was to investigate the relationship of socio-demographic characteristics particularly self-rated health with depressive symptoms among Malaysian adults. Methods: This is a cross-sectional study among Malaysians within the age range of 16 to 52 years old. Respondents were recruited via social media, using convenience sampling. Sociodemographic questions include self-rated health among other questions. Depressive symptoms were measured using Beck Depression Inventory-II, Malay version. Results: Chi-Square and Fisher's Exact test indicated that age (p=0.001), race (p=0.027), levels of education (p<0.001), job categories (p=0.003) and self-rated health (p<0.001) had a significant relationship with key variables used in this study, presence and absence of depressive symptoms except for gender and marital status. Conclusion: Self-rated health was found to be significantly associated with depressive symptoms among Malaysian adults. Individuals with depressive symptoms were more likely to distort the reality of their health by rating themselves as healthy, compared to individuals without depressive symptoms. Therefore, it is important for policy makers , government as well as the society itself to make mental-health literacy a priority to educate the public on mental health symptoms and get the help they need.

*Keywords: **Depression; Self-rated health; Malaysians, Beck Depression Inventory Malay.***

INTRODUCTION

Mental health has been associated with poor physical health (Gebre & Taylor 2017). A study among depressed individuals found that when compared to a control group, the depressed group smoked more, had marked unhealthy dietary intake and were physically inactive (Jia et al., 2018).

However, self-rated health has shown to be a strong and consistent predictor of major depressive symptoms in a study which conducted five-years-follow-up with the study participants. The study found that a two-fold increase in the risk of major depressive symptoms was found among participants rating their health as poor as compared with those whose rating was good (Ambresin et al. 2014).

This study aimed to assess whether self-rated health has a significant association with depressive symptoms among Malaysian adults.

METHODS

The study protocol was approved by the International Islamic University Malaysia Research Ethics Committee (IREC). Every participant was provided with a written informed consent.

Participants

A sample of 317 participants were recruited through a cross-sectional study using convenient sampling via a survey that was distributed through social media platforms. The survey was disseminated using an online questionnaire to Malaysians who are aged between 16 to 52 years old regardless of their race and gender.

Sociodemographic information collected from participants include information such as age, gender, race, marital status, levels of education, and job status.

Depressive symptoms were measured using a 20-items Malay-version of Beck Depression Inventory-II (BDI-II) which demonstrated a high reliability and validity (Muhktar & PS Oei 2010). Higher scores in the test reflects greater severity of depression.

Self-rated health was measured by a single item scale which is "In general, how do you rate your health?" with a three-option answer, 'not healthy', 'healthy' and 'very healthy'. This assessment has shown to be consistent with previously validated single-item measures of general subjective health, which have shown good reliability and validity (Cheah et al. 2020).

This study used SPSS version 24 for analysis. Descriptive analysis was utilized for sociodemographic data of the participants. Percentage and frequency were used to represent the sociodemographic characteristics. Chi-Square and Fisher's Exact test were conducted to find the significance of socio-demographic variables with non-depressed and depressed groups. Two-way ANOVA was utilized to measure the association of depression and self-rated health.

RESULTS AND DISCUSSION

Results indicated that age, race, levels of education, job status and self-rated health were significantly associated with the key variable namely the presence and absence of depressive symptoms. However, gender and marital status were not found to be significant. We also found that the proportion of people who were homemakers with depressive symptoms were greatly

higher than homemakers with no depressive symptoms. Results also showed that the distribution of unemployed people with depressive symptoms were lower than people with no depressive symptoms.

Table 1 Socio-demographic characteristics and self-rated health of participants categorized according to the presence and absence of depressive symptoms

Variables, n (%)		Presence of depressive symptoms (n=129)	Absence of depressive symptoms (n=188)	p-value
Gender				0.99 †
Male		22 (17.2%)	31 (16.5%)	
Female		106 (82.8%)	157 (83.5%)	
Age, mean(SD)	28.26±6.97			<0.001**
16 - 28 years old		57 (44.2%)	126 (67.0%)	
29 - 40 years old		62 (48.1%)	52 (27.7%)	
41 – 52 years old		10 (7.8%)	10 (5.3%)	
Race				0.027* †
Malay		125 (96.6%)	188 (100%)	
Indian		1 (0.8%)		
Others		3 (2.3%)		
Marital status				0.59 †
Married		50 (38.8%)	68 (36.2%)	
Divorced		9 (7.0%)	18 (9.6%)	
Single		69 (53.5%)	102 (54.3%)	
Widow		1 (0.8%)		
Level of education				<0.001**
Secondary school		25 (19.4%)	15 (8.0%)	
Certificate/Diploma		48 (37.2%)	36 (19.1%)	
Undergraduate		51 (39.5%)	118 (62.8%)	
Master/ PhD		5 (3.9%)	19 (10.1%)	
Job Categories				0.003*
Full-time worker		58 (45.0%)	81 (43.1%)	
Part-time worker		9 (7.0%)	8 (4.3%)	
Student		15 (11.6%)	44 (23.4%)	
Homemaker		18 (14.0%)	8 (4.3%)	
Unemployed		29 (22.5%)	47 (25.0%)	
Self-Rated Health				<0.001** †
Not healthy		18 (14.0%)	1 (0.5%)	
Healthy		64 (49.6%)	22 (11.7%)	
Very healthy		47 (36.4%)	165 (87.8%)	

*p<.05 , **p<.001

† Fisher's Exact Test

Our study found that most people with depressive symptoms rated themselves as healthy. One of the possible reasons is lack of knowledge on health among those individuals. When people lack knowledge about their own health, they may perceive their health inaccurately, hence adopt and maintain risk behaviours or unhealthy lifestyles. It is also possible that when one is depressed, their cognition of reality may be distorted, thus they perceive themselves as healthy although they were not. Poor self-perceived mental health was found to be associated with future depressive symptoms that might be under influence of possible epigenetic and inflammatory mechanisms (Perna et al., 2020).

CONCLUSION

This study found a significant proportion of individuals with depressive symptoms rating themselves as healthy compared to those who did not show depressive symptoms. This indicated that individuals with depressive symptoms were not fully aware of their health which raises the importance of mental health awareness and the means to seek help.

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TRACKING SDGs 2030 FOR QUALITY EDUCATION VIA ALTERNATIVE ASSESSMENT

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ABSTRACT

Covid-19 pandemic has changed the landscape of education. Face-to-face classrooms are quickly replaced with remote learning and this has caused interruption in students' learning and disruptions in planned assessments. Initial data from a survey conducted by the university revealed that about 20% of the students did not have access to reliable internet connection or appropriate gadgets for online learning. Therefore, in line with Sustainable Development Goal 4 on Education that aims to provide inclusive and equity education to all, Pusat Pengajian Citra Universiti decided to devise an immediate plan for the English language courses offered by the school. Data were collected through surveys distributed by class teachers and Course Coordinators. This paper presents initial findings on the challenges faced by students in remote learning. The paper also outlines the steps taken by the school to initiate formal procedures to propose an alternative assessment method.

*Keywords: **Sustainable development goal; Remote learning; English language learning; Alternative assessment; Higher education***

INTRODUCTION

Global outbreak of Covid-19 pandemic has resulted in the sudden closure of teaching institutions as a means to battle against the infection. The movement control order has brought about challenges to the process of language learning. Traditional classrooms are quickly replaced with remote learning and this has caused interruption in students' learning and disruptions in planned assessments. Although the shift from face-to-face instruction to online mode seemed to address the immediate problem caused by the Covid-19 pandemic, it also created some concerns over its risks and benefits.

Some students without reliable internet access and/or digital tools struggle to participate in remote learning processes and online assessment. There is great concern that the lack of digital tools among the underprivileged students could impede their process of learning (Li & Lalani 2020). In addition, initial data from a survey conducted by the university revealed that about 20% of the students did not have access to reliable internet connection or appropriate gadgets for online learning.

Therefore, in line with Sustainable Development Goal 4 on Education that aims to provide inclusiveness and equity in education to all, Pusat Pengajian Citra Universiti decided to devise an immediate plan for the English language courses offered by the school. Alternative methods of assessment procedure were designed to replace the classroom-mode, face to face assessment that were planned to be conducted in the traditional classroom.

The objective of this study are:
1. To understand the challenges faced by students in remote learning,
2. To identify the steps taken to address the challenges of remote learning.

This paper reports the initial findings of the study with a focus on the steps involved to formalize alternative assessment methods.

Problem Statement

The United Nations (UN) outlines 17 Sustainable Development Goals (SDGs) designed to be a blueprint to achieve a better and more sustainable life for all. Target 4.5 in the blueprint is related to this study as it aims to provide quality education by ensuring equal access to all levels of education. It attempts to reciprocate people's aspirations by ensuring students' equity and inclusion by supporting vulnerable university students who were affected by the COVID-19 pandemic.

Students from different backgrounds who are more vulnerable are less likely to obtain the support and further resources such as computer devices and good internet connection they require. In times of crisis, a broad approach to education that covers students' learning, social, and emotional needs is critical. It is reported that some students do not have appropriate tools to study and some are facing serious internet connection issues. These widen the gap between students who are affected by the pandemic and those who are minimally affected. This study describes PPCU attempts to address the various needs of vulnerable students during the COVID-19 pandemic.

METHODS

This study used surveys to collect data. This type of questionnaire is suitable to gather statistical information about the attributes, attitudes, or actions of a population by a structured set of questions (Preston 2009). The aim is to obtain information suitable for statistical analysis (Roopa & Rani 2012). The data were in the form of quantitative and qualitative responses from teachers and students. They were analyzed using Excel to produce simple and descriptive statistics. The descriptive statistics is sufficient to help with the decision-making process.

RESULTS AND DISCUSSION

RQ1: What are the challenges faced by students in remote learning?
RQ2: What steps are taken to address the challenges in remote learning?

Limited Internet Access and Inadequate Learning Tools

Based on the survey, most students have access to computers at home. 27.2% of students used desktop computers while the other 97.2% of students had laptop computers. 93.9% of students had smart phone to be used either as primary or complementary learning gadget. However, only 30.3% of the students who have smartphones have access to 4G/5G or unlimited internet connection.

In addition, a notable 69.7% of students pointed out that their smartphone did not have access to either high-speed nor unlimited internet connection. Overall, the findings also showed that 45.9% of students did not have access to good internet connection during the emergency remote learning starting from April 2020 to July 2020.

Interestingly, about 71.4 % of the respondents indicated they would like to have more synchronous classes in the coming semester. This suggests that after one semester of online learning, the students are at ease and more ready to have online classes. On the other hand, this finding also suggests that students with limited access, or no access, to high-speed internet connection can be considered as at-risk students with possibility of missing out from a proper online learning experience.

Anxiety and Worry over Remote Learning
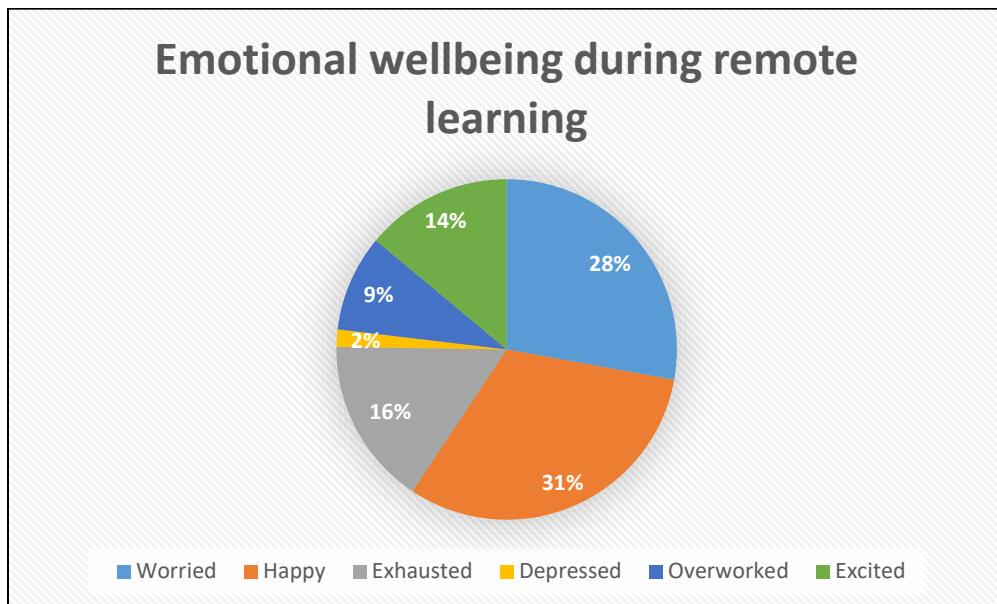
Figure 1 Students' feelings over remote learning

Figure 1 illustrates the students' emotional state as they go about in their remote learning experience. 31.5% of the respondents felt happy with their online experience and 13.9% of them were excited over this new experience. However, a big number of the respondents shared a negative feeling over their online learning experience. About 9.2% of the respondents felt that online learning is burdensome. 27.9% of the respondents are worried about it while 15.9 % of the respondents expressed that they feel tired. It is also worrying to note that 31.5% of the respondents

felt depressed as they went through their learning. These 3 groups made up 75.3 % from the total number of respondents.

Some of the comments shared by the respondents are:
"I feel very worried before starting on an assignment, with the fear that I misunderstand the lecturer's instructions." Norizah
"I have to go out to town just to find access to the internet." Ari.
"It is difficult for me to understand the instructions given through online". Irfan

These negative feelings such as worry, tiredness and fear of internet inaccessibility can give a discouraging effect on the students' learning.

The Process of Designing Alternative Assessment in Remote Learning

Based on the findings, the school decided to devise an alternative assessment method as a means to minimize the challenges faced by the students. The diagram illustrates the process involved in formalizing the revised method (Figure 2)

CONCLUSION

The challenge posed by Covid-19 pandemic has made online and remote learning a necessity. In times of crisis, educational institutions need to find new ways and new technology to revise its teaching and learning approach. We need a high level of preparedness so that we can quickly adapt to the changes in the environment and can quickly adjust ourselves to different learning needs.

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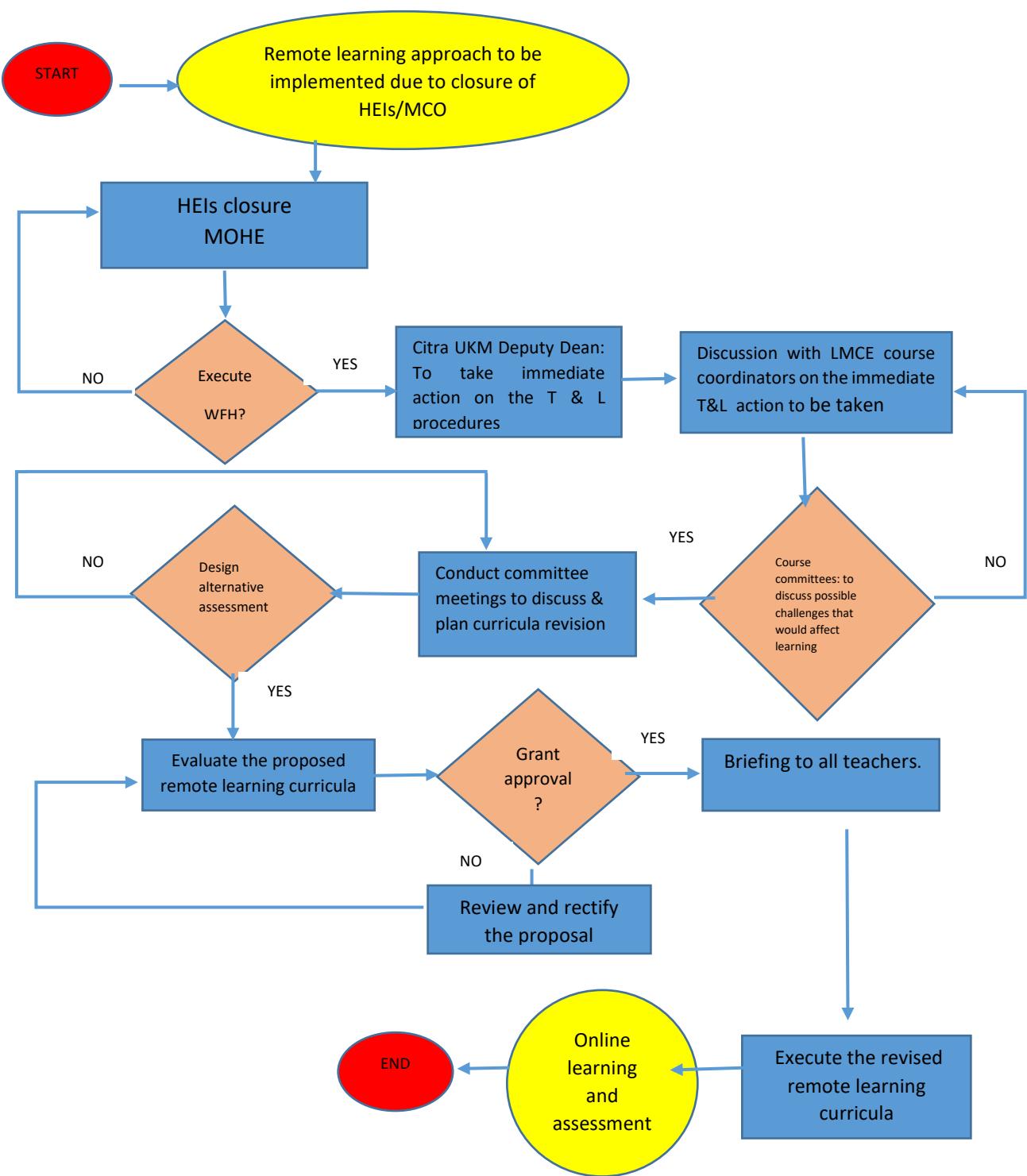
Figure 2 The process of designing alternative assessment

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FAKTOR KONTEKSTUAL AMALAN KITAR SEMULA PENJAWAT AWAM NEGERI MELAKA

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ABSTRAK

Kajian ini bertujuan untuk mengenal pasti faktor-faktor kontekstual yang mempengaruhi amalan kitar semula dalam kalangan penjawat awam di negeri Melaka. Data kuantitatif diperoleh melalui soal selidik manakala data kualitatif adalah melalui temu bual. Kajian ini menggunakan kaedah persampelan bertujuan ke atas 365 orang penjawat awam kerajaan Negeri Melaka. Data kuantitatif di analisis dengan menggunakan perisian SPSS 20.0. Hasil kajian menunjukkan faktor pengetahuan terhadap amalan kitar semula dalam kalangan penjawat awam kerajaan negeri Melaka adalah tinggi (P=4.41; SP=0.65) diikuti dengan menjaga alam sekitar (P=4.29; SP=0.66), pengasingan sisa pepejal (P=3.75; SP=0.69), kempen kitar semula (P=3.71; SP=0.70), menjana pendapatan sampingan (P=3.59; SP=0.70), pengaruh sosial (P=3.50; SP=0.67) manakala faktor kemudahan kitar semula (P=3.35; SP=0.91) adalah yang paling rendah.

Kata kunci: *Faktor kontekstual kitar semula; Amalan kitar semula; Penjawat awam*.

PENGENALAN

Kitar semula adalah proses pengumpulan dan pemprosesan bahan yang akan dibuang sebagai sampah dan mengubahnya menjadi produk baru yang berguna. Agensi Perlindungan Alam Sekitar Amerika Syarikat turut mendefinisikan kitar semula sebagai proses mengumpul dan memproses sisa untuk menghasilkan produk baru yang dapat memberi manfaat kepada komuniti dan alam sekitar (Tiew et al. 2015). Cheng et al. (2019) menyatakan bahawa seseorang yang mengamalkan kitar semula akan berpegang kepada prinsip 5R iaitu *Reduce* atau mengurangkan pencemaran alam dan menjimatkan sumber asli, *Reevaluate* iaitu menilai semula penggunaan hijau dan pilihan persekitaran, *Reuse* iaitu penggunaan semula barangan secara berulang kali, *Recycle* atau kitar semula dengan menyusun dan menghasilkan barangan yang baru dan *Rescue* iaitu menyelamatkan dan melindungi alam sekitar termasuk hidupan flora dan fauna. Amalan kitar semula ini sememangnya telah diamalkan dikebanyakan negara di Asia termasuk Malaysia (Tiew et al. 2015).

Kajian ini membincangkan perkaitan tingkah laku dalam kalangan penjawat awam (kakitangan/staf) kerajaan terhadap amalan kitar semula disebabkan mereka menghabiskan banyak masa sekitar di antara satu pertiga sehari di pejabat. Penjawat awam adalah *role-model* dan pemegang amanah rakyat yang bertanggungjawab untuk perkhidmatan yang terbaik kepada komuniti. Hal ini diakui oleh Samrahayu (2015) yang menyatakan penjawat awam adalah individu yang berkewajiban menjadi pelaksana kepada setiap keputusan atau pun dasar-dasar yang ditetapkan oleh kerajaan. Kajian ini bertujuan untuk mengenal pasti apakah faktor-faktor kontekstual yang boleh mempengaruhi seseorang penjawat awam untuk mengamalkan kitar semula di tempat kerja dan strategi dalam mengurangkan penghasilan sisa pepejal di tempat kerja.

METODOLOGI

Kajian ini menggunakan reka bentuk tinjauan dengan mengaplikasikan pendekatan kuantitatif dan kuantitatif. Seramai 365 responden (Yamane 1967) dipilih dalam kalangan penjawat awam yang berkhidmat secara tetap di 21 jabatan kerajaan negeri Melaka mengikut persampelan bertujuan. Manakala sesi temu bual secara bersemuka dijalankan kepada empat orang pegawai daripada empat pejabat pihak berkuasa tempatan di negeri Melaka. Analisis deskriptif digunakan untuk menganalisis data menggunakan perisian SPSS 2.0 manakala data temu bual menggunakan perisian *Nvivo* 12.0.

HASIL DAN PERBINCANGAN

Jadual 1 menunjukkan maklumat latar belakang responden merangkumi jantina, umur, bangsa, status perkahwinan, tahap pendidikan dan pendapatan. Jadual 2 menunjukkan nilai skor purata dan sisihan piawai bagi faktor-faktor yang mempengaruhi amalan kitar semula adalah di antara 3.35 hingga 4.41. Hasil dapatan kajian menunjukkan pengetahuan terhadap program kitar semula (P=4.41; SP=0.65) merupakan yang tertinggi manakala yang terendah adalah kemudahan kitar semula (P =3.35; SP=0.91).

Dapatan kajian menunjukkan faktor pengetahuan memperoleh skor yang tertinggi dan mempengaruhi tingkah laku penjawat awam terhadap amalan kitar semula. Ini membuktikan bahawa pendidikan alam sekitar yang diberikan dalam sistem pendidikan negara berjaya memberi pemahaman yang mendalam tentang kepentingan untuk menjaga alam sekitar. Kenyataan ini diperkukuhkan dengan kajian Edsand dan Broich (2020) yang mendapati pendidikan alam sekitar yang diajar oleh guru di sekolah telah berjaya mempromosikan tahap kesedaran alam sekitar yang tinggi dalam kalangan pelajar melalui penglibatan dan aktiviti mereka secara langsung dalam mata pelajaran Sains. Pengkaji berpendapat pengetahuan tentang amalan kitar semula, pengurusan sisa pepejal dan menjaga alam sekitar bukan sahaja perlu diberikan kepada generasi muda sahaja malah perlu diterapkan kepada komuniti supaya mereka juga turut terdidik untuk mengamalkan kitar semula. Pengenalan pendidikan alam sekitar juga berupaya meningkatkan pengetahuan dan

Jadual 1   Taburan profil responden

Profil		Bilangan Populasi	Bilangan sampel	Peratusan (%)
Jantina	Lelaki	2752	241	66.0
	Perempuan	1422	124	34.0
Umur	20 - 30 tahun	754	131	35.9
	31 - 40 tahun	1885	155	42.5
	41 - 50 tahun	1022	56	15.3
	51 tahun ke atas	513	23	6.3
Bangsa	Melayu	3989	358	98.1
	Cina	28	4	1.1
	India	153	3	0.8
	Lain-lain	4	-	-
Status perkahwinan	Bujang	713	65	17.8
	Berkahwin	3399	297	81.4
	Duda/janda	62	3	0.8
Tahap pendidikan	Sijil	2736	238	65.2
	Diploma	952	100	27.4
	Ijazah	404	25	6.8
	Sarjana	69	1	0.3
	Doktor falsafah	4	1	0.3
Pendapatan	< RM1000	28	16	4.4
	RM1001 - RM 2000	1860	230	63.0
	RM 2001 - RM3500	1782	99	27.1
	RM3501 - RM5000	387	18	4.9
	RM5000 ke atas	117	2	0.5
	Jumlah	**4174**	**365**	**100**

Jadual 2 Analisis deskriptif taburan purata dan sisihan piawai bagi faktor yang mempengaruhi amalan kitar semula.

Faktor Pengaruh	N	Purata	Sisihan Piawai
Pengetahuan	365	4.41	0.65
Menjaga Alam Sekitar	365	4.29	0.66
Pengasingan Sisa Pepejal	365	3.75	0.69
Kempen Kitar Semula	365	3.71	0.70
Menjana Pendapatan Sampingan	365	3.59	0.70
Pengaruh Sosial	365	3.50	0.67
Kemudahan Kitar Semula	365	3.35	0.91

kesedaran tentang anugerah alam sekitar. Menurut Abu Bakar (2000) pendidikan alam sekitar dan pembangunan perlu digabungkan komponen penting dalam pembelajaran yang dikendalikan dengan mengambil kira persekitaran biologi, fizikal, sosioekonomi yang dinamik, pembangunan manusia dan nilai-nilai kerohanian. Selain itu melalui pendidikan ianya dapat membentuk sikap penjawat awam supaya lebih peka dan prihatin terhadap isu-isu alam sekitar dan boleh diterima sebagai satu pendekatan asas untuk mengawal alam sekitar dan berupaya bertindak untuk memberi sumbangan kepada penyelesaian masalah alam sekitar daripada kemusnahan yang dilakukan oleh manusia. Secara tidak langsung ianya dapat melahirkan kakitangan kerajaan yang mempunyai sikap bertanggungjawab untuk memelihara, menjaga dan melindungi sumber alam semula jadi negara.

Kempen kesedaran yang dianjurkan oleh pihak bertanggungjawab meningkatkan kesedaran penjawat awam untuk melakukan amalan kitar semula. Hasil penelitian pengkaji mendapati bahawa sistem pemberian ganjaran secara langsung menarik minat dan perhatian penjawat awam untuk melakukan kitar semula. Ini dibuktikan dalam kajian Mashitoh (2009) menyatakan terdapat hubungan positif di mana semakin ramai pengguna dipengaruhi oleh aspek ekonomi maka semakin tinggi untuk mereka melaksanakan tingkah laku beretika alam sekitar. Pengaruh sosial di tempat kerja juga memainkan peranan penting seseorang penjawat awam untuk mengamalkan kitar semula. Di samping itu juga kemudahan kitar semula perlu diberikan perhatian khususnya dalam pengurusan kitar semula yang cekap dan mantap.

KESIMPULAN

Penjawat awam adalah sebahagian daripada komuniti yang berperanan penting sebagai agen perubahan dalam usaha membudayakan amalan kitar semula ke arah menjadikan Malaysia sebuah negara bersih menjelang tahun 2020. Kepentingan mereka ini dilihat apabila dapat menjalankan tugas dan tanggungjawab dalam usaha melaksanakan dasar-dasar kerajaan untuk memajukan pembangunan negara di samping mempunyai pengamalan nilai dan etika yang baik selaras dengan pentadbiran awam.

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PENGETAHUAN DAN AMALAN KOMUNITI PERKAMPUNGAN AIR DALAM PENGURUSAN SISA RUMAH: KAJIAN KES DI KAMPUNG TANJUNG ARU, SABAH, MALAYSIA

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ABSTRAK

Pengurusan sisa rumah yang tidak sistematik dalam kalangan komuniti perkampungan air sangat memberi impak negatif kepada ekosistem marin di kawasan perumahan tersebut dan kawasan yang berhampiran dengannya. Kajian ini dijalankan untuk menilai pengetahuan dan amalan komuniti perkampungan air dalam pengurusan sisa rumah di Kampung Tanjung Aru, Sabah, Malaysia. Kajian ini menggunakan kaedah tinjauan dan pemerhatian menggunakan borang soal selidik ke atas 62 responden yang dipilih secara persampelan rawak berstrata. Analisa deskriptif yang dijalankan mendapati skor purata pengetahuan ialah 8.35±1.73 iaitu dalam kategori sederhana manakala purata peratus amalan ialah 57.3% iaitu dalam kategori baik. Dapatan kajian menunjukkan bahawa pengetahuan, amalan dan sistem pengurusan sisa yang kurang berkesan menyumbang kepada masalah pengurusan sisa rumah di kawasan ini. Implikasi daripada dapatan kajian ini ialah keperluan untuk membangunkan sistem pengurusan sisa yang sesuai dengan kawasan perumahan serta mesra pengguna dan pemungut sisa. Kajian ini mencadangkan supaya sistem pengurusan sisa yang efektif dibangunkan merangkumi pemantauan, penguatkuasaan dan pendidikan pengurusan sisa rumah yang konsisten dan pelaksanaan kutipan cukai pintu untuk menampung operasi pengurusan sisa rumah.

*Kata kunci: **Pengetahuan; amalan; Sisa rumah; Kutipan sisa; Rumah air***

PENGENALAN

Sisa rumah terhasil daripada aktiviti harian yang dijalankan oleh penghuni rumah dan seperti sisa yang lain, ia perlu diuruskan dengan baik untuk meminimakan impak negatif kepada kualiti hidup dan persekitaran. Isu pengurusan sisa di negara maju dan membangun semakin membimbangkan di mana menurut Adane dan Muleta (2011), pengurusan sisa yang kurang cekap di Malaysia adalah penyumbang utama kepada masalah alam sekitar di Malaysia. Penghuni rumah memainkan peranan amat penting dalam pengurusan sisa rumah termasuk membuang sisa ke dalam tong

sampah, mengasingkan sisa yang boleh dikitar semula, menjalankan kitar semula (3R) dan cakna tentang pengurusan sisa oleh pihak berkuasa tempatan (Joseph 2006).

Kampung Tanjung Aru ialah kampung air yang terletak di sebuah zon pasang surut di Kota Kinabalu, Sabah. Kawasan ini tidak mempunyai sistem pengurusan sisa yang efektif menyebabkan ia sangat tercemar (Foto 1). Kutipan sisa dari rumah ke rumah tidak dijalankan di kawasan ini dan

Foto 1 Sisa rumah yang mencemari persekitaran kampung semasa air surut

pihak berkuasa tempatan telah menyediakan tong komunal pada jarak 200 meter dari kawasan penempatan sebagai tempat buangan sisa di kawasan tersebut. Penduduk perlu mengangkut sisa dari rumah masing-masing untuk dibuang ke dalam tong komunal tersebut dan ini dilihat sebagai salah satu faktor yang menyumbang kepada masalah pengurusan sisa di kawasan ini. Selain itu, faktor pengetahuan dan kesedaran penduduk terhadap pengurusan sisa rumah dijangka turut mempengaruhi isu pengurusan sisa di kawasan tersebut.

METODOLOGI

Kajian ini menggunakan kaedah tinjauan dan pemerhatian. Borang soal selidik berstruktur yang digunakan dalam tinjauan diadaptasi daripada Fatma Sabariah Alias (2014) mengandungi 4 dimensi iaitu demografi, amalan, pengetahuan dan sistem pengurusan sisa rumah. Pemerhatian dijalankan untuk mendapatkan maklumat tentang kawasan pembuangan sisa, tong sampah yang disediakan, jarak di antara tong sampah dan kawasan penempatan, dan jadual kutipan sampah kawasan tersebut. Responden kajian dipilih menggunakan persampelan rawak berstrata menggunakan formula Krejcie and Morgan (1970).

Dimensi demografi mengandungi item jantina, umur, tempoh mendiami kawasan tersebut, tahap pendidikan, bilangan penghuni rumah, anggaran berat sisa harian dan bayaran cukai pintu. Data kajian dianalisis secara deskriptif.

HASIL DAN PERBINCANGAN

Bilangan responden lelaki dan wanita adalah sama iaitu 31 orang dalam julat umur 19 hingga 84 tahun. Julat tempoh responden mendiami kawasan tersebut ialah enam hingga 64 tahun manakala tahap pendidikan responden terbahagi kepada sekolah rendah (13 orang), sekolah menengah (36 orang) serta kolej dan universiti (11 orang). Dua responden tiada pendidikan formal. Julat bilangan penghuni rumah adalah seorang hingga 18 orang. Julat anggaran berat sisa harian adalah 0.5 kg hingga 10 kg (purata 2.48± 2.04 kg.hari-1.rumah-1). Hanya 14 rumah membayar cukai pintu manakala selebihnya tidak membayar cukai pintu kerana rumah tersebut tiada geran pemilikan. Ini mungkin salah satu faktor yang menyebabkan kutipan sisa tidak dijalankan dari rumah ke rumah.

Purata skor tahap pengetahuan responden ialah 8.35±3.57 iaitu sederhana manakala tahap amalan responden juga memberansangkan di mana 57.3% responden mempamerkan amalan yang baik berbanding 24.5% yang tidak. Berkaitan sistem pengurusan sisa rumah, 73% responden sangat bersetuju dan bersetuju bahawa kampung mereka menghadapi masalah pengurusan sisa manakala lebih separuh responden (52%) bersetuju bahawa sistem kutipan sisa yang dijalankan di kawasan mereka adalah kurang sesuai.

Dapatan kajian ini menunjukkan bahawa tahap pengetahuan, amalan dan sistem pengurusan sisa rumah menyumbang kepada masalah pengurusan sisa rumah di kawasan ini. Walaupun secara umum tahap pengetahuan responden adalah sederhana namun pengetahuan tentang kempen sisa sifar, penalti pembuangan sisa ke laut dan jadual kutipan sisa adalah rendah. Berkaitan amalan pula, walaupun secara umum responden mempamerkan amalan baik namun terdapat sebilangan responden yang mempamerkan amalan kurang baik seperti membakar sisa rumah (24.2%) dan membuang sisa rumah ke laut (35.5%). Berkaitan sistem pengurusan sisa, masalah utama di kawasan ini adalah kewangan. Reka (2017) menyatakan bahawa kelestarian kewangan adalah isu yang paling mencabar dalam pengurusan sisa di negara membangun lebih-lebih lagi di kawasan penempatan yang kecil dan terasing seperti kampung air. Hampir setiap aspek pengurusan sisa di kawasan ini tidak boleh dilaksanakan dengan baik disebabkan oleh kekangan kewangan.

Implikasi daripada kajian ini adalah sistem kutipan sisa di kawasan penempatan atas air perlu dibentuk mengikut ciri penempatan termasuk jarak yang sesuai di antara rumah dengan tong komunal, jumlah purata sisa harian dan kategori sisa yang dihasilkan. Maklumat tentang jumlah dan kategori sisa penting untuk menentukan jadual kutipan yang sesuai di kawasan tersebut bagi mengelakkan berlaku limpahan sisa. Kajian juga mencadangkan agar tong sisa individu dibekalkan kepada setiap rumah dan pemungut sisa datang mengutip dan mengangkut sisa menggunakan kereta tolak ke tong komunal yang disediakan. Kajian juga mencadangkan agar infrastruktur kitar semula dibangunkan di kawasan ini untuk menggalakkan aktiviti kitar semula dalam kalangan komuniti di kawasan tersebut.

KESIMPULAN

Kajian ini merumuskan bahawa pengurusan sisa rumah adalah dipengaruhi oleh tahap pengetahuan, amalan dan sistem pengurusan sisa di kawasan tersebut. Kajian ini mencadangkan agar sistem pengurusan sisa mengambil kira ciri penempatan untuk meningkatkan keberkesanan dan kecekapan sistem tersebut. Selain itu, kajian juga mencadangkan agar pemantauan dan penguatkuasaan, pendidikan tentang pengurusan sisa rumah dan pelaksanaan cukai pintu mengikut kategori, dilaksanakan secara konsisten.

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PENGGUNAAN PENYEDUT MINUMAN DALAM KALANGAN PELAJAR PRASISWAZAH UKM

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ABSTRAK

Penyedut minuman ialah alat yang dicipta untuk memudahkan seseorang menyedut minuman. Penyedut minuman guna semula ialah penyedut minuman yang boleh diguna semula selain plastik. Penyedut minuman plastik diperbuat daripada plastik polipropilena. Ia mencemarkan alam sekitar dan mendatangkan bahaya kepada hidupan marin dan kesihatan manusia. Dianggarkan lebih kurang 8 juta tan metrik sisa plastik dibuang dalam laut menjelang tahun 2050. Penyedut minuman plastik adalah salah satu penyumbang kepada pencemaran plastik di persekitaran marin dan memberi impak negatif jika penggunaannya tidak dihentikan. Satu kajian kes telah dilakukan untuk menilai tahap penggunaan dan tahap kesedaran penggunaan penyedut minuman plastik dalam kalangan pelajar prasiswazah UKM. Instrumen borang soal selidik telah diedarkan secara rawak kepada pelajar UKM bermula dari November 2020 sehingga Disember 2020. Borang soal selidik mengandungi bahagian demografi dan penggunaan penyedut minuman guna semula dan penyedut minuman plastik. Seramai 184 responden telah menjawab soal selidik yang diedarkan melalui medium *whatsapp* dan *instagram*. Data yang diperolehi telah dianalisis secara deskriptif. Dapatan menunjukkan terdapat responden yang memiliki penyedut minuman guna semula tetapi tidak menggunakanya. Dari segi pemilikan dan penggunaan, responden perempuan lebih ramai berbanding responden lelaki. Peratusan responden lelaki yang menggunakan dan meminta penyedut minuman plastik jika tidak diberikan oleh jurujual adalah lebih tinggi berbanding responden perempuan. Manakala responden lelaki lebih ramai menggunakan dan meminta penyedut minuman plastik kerana majoriti mereka tidak mempunyai penyedut minuman guna semula. Kesimpulannya, peratusan penggunaan penyedut minuman guna semula perlu ditingkatkan dan penggunaan penyedut minuman plastik dikurangkan.

Kata kunci: **Plastik; Penyedut minuman; Guna semula; Penggunaan.**

PENGENALAN

Penyedut minuman merupakan alat yang dicipta untuk memudahkan seseorang untuk minum. Penyedut minuman plastik diperbuat daripada polipropilena. Ianya selamat dan diluluskan untuk digunakan bersama makanan dan minuman. Pada tahun 1960, penyedut minuman plastik telah mula dibuat kerana kosnya yang lebih murah. Masalah utama adalah penyedut minuman plastik menjadi antara penyumbang terhadap sisa plastik kerana sifatnya sebagai pakai buang. Sebanyak 8 juta tan sisa plastik dijumpai di dalam laut setiap tahun dan 0.025 peratus daripada nilai tersebut datang daripada penyedut minuman plastik (National Geographic 2019). Penyedut minuman plastik yang tidak terurus dalam persekitaran marin akan terdedah kepada pancaran sinaran

ultraviolet (UV) dan mengalami fotodegradasi, kemudian terurai menjadi partikel yang lebih kecil (Andrady 2011) yang dipanggil mikroplastik. Mikroplastik merupakan partikel yang bersaiz kurang daripada 67μm (Matsuguma et al. 2017). Penyedut minuman plastik memerlukan 200 tahun untuk terurai. Maka, suatu usaha perlu dilakukan dengan mengurangkan dan menghentikan penggunaan penyedut minuman plastik. Pilihan lain yang boleh dilakukan ialah dengan memiliki penyedut minuman yang diperbuat selain daripada plastik dan boleh diguna semula seperti penyedut minuman yang diperbuat daripada buluh, kaca, silicon, kertas dan juga keluli. Menyedari peranan pelajar universiti untuk menyokong dan mencorakkan kempen larangan penggunaan penyedut minuman plastik di semua pemilik premis di negeri Selangor (Selangor Kini 2018), maka kajian telah dilakukan dalam kalangan pelajar prasiswazah Universiti Kebangsaan Malaysia (UKM) bagi mengetahui peratus penggunaan penyedut minuman guna semula dan penyedut minuman plastik.

METODOLOGI

Kajian ini menggunakan pendekatan kuantitatif yang melibatkan penggunaan borang soal selidik yang dibangunkan di *Google Form*. Borang tersebut telah diedarkan secara rawak kepada pelajar UKM melalui medium *Whatsapp* dan *Instagram* bermula pada November 2020 sehingga Disember 2020. Responden bagi kajian ini adalah pelajar prasiswazah UKM. Borang soal selidik tersebut terdiri daripada dua bahagian iaitu demografi dan penggunaan penyedut minuman. Hanya pelajar daripada 4 fakulti yang terlibat dalam kajian ini iaitu Fakulti Ekonomi dan Pengurusan (FEP), Fakulti Sains dan Teknologi (FST), Fakulti Sains Kesihatan (FSK) dan Fakulti Sains Sosial dan Kemanusiaan (FSSK). Data dianalisis secara deskriptif.

HASIL DAN PERBINCANGAN

Hasil dapatan kajian yang dibincangkan menumpu kepada penggunaan penyedut minuman guna semula dan penyedut minuman plastik dalam kalangan pelajar prasiswazah UKM. Kajian ini disertai 184 responden yang telah menjawab borang soal selidik, terdiri daripada 42 orang lelaki dan 142 orang perempuan (FEP = 28; FST = 72; FSK = 39 dan FSSK = 13). Setelah dianalisis didapati seramai 112 (60.87%) daripada keseluruhan responden memiliki penyedut minuman guna semula yang terdiri daripada 17 (40.00%) responden lelaki dan 95 (67.00%) responden perempuan. Walau bagaimanapun, hanya 75(66.96%) orang responden yang terdiri daripada 12(29.00%) responden lelaki dan 63(44.00%) responden perempuan yang menggunakan penyedut minuman guna semula. Menunjukkan adanya responden yang memiliki penyedut minuman guna semula tetapi tidak menggunakanya. Pemilikan tersebut mungkin dipengaruhi oleh faktor rakan sebaya tanpa menyedari kebaikannya terhadap kelestarian alam sekitar. Dari segi pemilikan dan penggunaan, responden perempuan lebih ramai berbanding responden lelaki. Penggunaan penyedut minuman guna semula dalam kalangan perempuan juga lebih tinggi berbanding lelaki.

Selain itu dapatan juga menunjukkan 91(49.46%) responden yang terdiri daripada 26(62.00%) responden lelaki dan 65(46.00%) responden perempuan masih menggunakan penyedut minuman plastik. Seramai 54(29.35%) responden yang akan meminta penyedut minuman plastik jika tidak diberikan oleh jurujual. Manakala 137(74.46%) responden merasakan bahawa penyedut minuman plastik bukan keperluan untuk mereka. Responden perempuan juga

kurang memerlukan penyedut minuman plastik 33(23%) berbanding lelaki 14 (33%). Berkemungkinan responden yang tidak meminta penyedut minuman plastik kerana mereka mengetahui bahawa perjalanan sisa penyedut plastik yang singkat tetapi bakal menjadi sisa pepejal yang tidak mudah terurai dipersekitaran (Adane & Muleta 2011). Peratusan responden lelaki yang menggunakan dan meminta penyedut minuman plastik jika tidak diberikan oleh jurujual adalah lebih tinggi berbanding responden perempuan. Manakala responden lelaki lebih ramai yang menggunakan dan lebih proaktif untuk meminta penyedut minuman plastik kerana majoriti mereka tidak mempunyai penyedut minuman guna semula. Peratusan responden lelaki yang memerlukan penyedut minuman plastik untuk minum juga lebih tinggi berbanding responden perempuan.

Dapatan juga menunjukkan bahawa peratusan responden yang agak tinggi daripada FST (62%), FSK (85%) dan FSSK (54%) memiliki penyedut minuman guna semula tetapi hanya responden daripada FSK (59%) yang ramai menggunakan penyedut minuman tersebut. Ini menunjukkan bahawa walaupun mereka memiliki penyedut minuman guna semula hanya sebahagian responden yang menggunakannya. FSSK menunjukkan peratusan tertinggi untuk meminta penyedut minuman plastik daripada jurujual jika tidak diberikan (54%) manakala FEP, FST dan FSK kurang proaktif dalam meminta penyedut minuman plastik. Dapatan juga menunjukkan bahawa FSSK mempunyai peratusan tertinggi yang memerlukan penyedut minuman plastik untuk minum (46%) jika dibandingkan dengan fakulti lain. Kewujudan kafeteria yang masih menyediakan dan memberikan penyedut minuman plastik secara percuma juga merupakan antara punca penggunaan penyedut minuman plastik masih tinggi (Li et al. 2010).

KESIMPULAN

Kajian ini merumuskan bahawa peratus pemilikan dan penggunaan penyedut minuman guna semula adalah sederhana dan perlu ditingkatkan. Begitu juga dengan penggunaan penyedut minuman plastik dalam kalangan responden perlu dikurangkan untuk meningkatkan kesedaran terhadap kelestarian alam sekitar.

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JEREBU DALAM ANIMASI UPIN IPIN

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ABSTRAK

Kejadian jerebu sering dikaitkan dengan pencemaran udara yang teruk akibat aktiviti manusia yang tidak terkawal. Kajian ini menganalisis faktor, kesan dan cara mengurangkan impak jerebu yang terdapat dalam siri animasi Upin & Ipin. Animasi Upin Ipin yang dipilih adalah episod 10 musim ketujuh bertajuk 'Bahaya Jerebu'. Kajian ini menggunakan kaedah analisis teks dan kepustakaan melibatkan bahan rujukan seperti artikel jurnal, tesis dan artikel penulisan lain. Hasil kajian ini mendapati bahawa faktor yang menyumbang kepada kejadian jerebu dalam animasi Upin Ipin adalah pembakaran terbuka dan pembebasan asap kenderaan bermotor. Jerebu juga didapati memberi kesan kepada kesihatan, psikologi, ekonomi dan sosial. Animasi ini mencadangkan beberapa langkah meminimumkan bahaya jerebu iaitu melalui pemakaian topeng muka, menghadkan aktiviti di luar rumah dan menanam sampah bagi mengelakkan pembakaran terbuka. Kesimpulannya, siri animasi kanak-kanak seperti Upin & Ipin berupaya menyampaikan pelbagai masej berguna dan memberi impak kepada khalayak sasaran.

Kata kunci: **Animasi Upin Ipin; Jerebu; Pembakaran terbuka; Impak jerebu; Bahaya jerebu**

PENGENALAN

Negara di Asia Tenggara mengamalkan "tebang dan bakar" sebagai kaedah pertanian dan pemugaran kawasan hutan yang menyumbang terhadap pencemaran udara dan peningkatan aras tepu atmosfera dengan bahan cemar (Munira Othman 2017). Zarah terampai, gas, jelaga, dan wap air ini dipanggil jerebu. Jerebu telah menjadi antara masalah alam sekitar di Asia Tenggara sehingga menjejaskan kesihatan, ekonomi dan sosial (Ruzaini & Rafidah 2017; Maizatun Mustafa 2019).

Menurut Maizatun Mustafa (2019), jerebu boleh mengganggu produktiviti ekonomi pelbagai sektor, dan menyekat banyak aktiviti sosial seperti penutupan sekolah, pembatalan penerbangan, penurunan mutu kesihatan. Jerebu juga meningkatkan kos untuk memadam kebakaran, pembenihan awan dan perbelanjaan penjagaan kesihatan.

Upin dan Ipin adalah animasi yang tinggi nilai-nilai pendidikan dan memanfaatkan masyarakat (Hamidy & Rasyid 2017; Siti Khodijah, Mustopa Kamal & Yosep Farhan 2019; Lukman, Enni Akhmad & Alvons Habibie 2021; Hani & Triana 2021). Ia menjadi menjadi sumber inspirasi dan medium pembelajaran kepada kanak-kanak berusia sekitar 7-9 tahun kerana golongan ini mudah meniru perilaku yang ditonton (M. Fadel Satria 2020; Mersila Deminito 2020; Ribka Yulista 2020; Sry Anggia & Nenny Mahyuddin 2020). Animasi Upin Ipin didapati sangat

mementingkan nilai persahabatan, tanggungjawab, patriotik, disiplin, toleransi budaya, agama, kemanusiaan, alam sekitar, sopan santun, saling menghormati, jujur dan tidak mementingkan diri sendiri (Romi, Nana & Ahmad 2020; Sukron 2020).

METODOLOGI

Kajian ini menganalisis faktor, kesan dan cara mengurangkan impak jerebu yang terdapat dalam siri animasi Upin & Ipin episod 10 musim ketujuh bertajuk 'Bahaya Jerebu'. Kajian ini menggunakan kaedah analisis teks dan kepustakaan.

HASIL DAN PERBINCANGAN

Analisis tentang jerebu dalam animasi Upin & Ipin merangkumi (1) faktor atau punca (2) kesan dan (3) kaedah mengurangkan impak jerebu.

Punca Jerebu

Dalam animasi kajian jerebu berpunca daripada pembakaran terbuka, pelepasan asap kenderaan bermotor, pembakaran kebun dan tanah gambut, serta asap rokok.

Pembakaran terbuka: Dalam animasi ini Tok Dalang telah menegur perbuatan penduduk kampung melakukan pembakaran terbuka (minit 5.25) melalui dialog "*kau bakar ni memburukkan lagi keadaan yang dah jerebu ni*". Di tadika, Cikgu Melati menerangkan kepada murid-muridnya "*jerebu berpunca daripada asap, asap berpunca dari pembakaran terbuka, sampah*" (minit 4:16 dan 14:22)

Pembakaran hutan, kawasan pertanian dan tanah gambut: Dalam animasi ini, Cikgu Melati memberitahu anak murinya bahawa "*asap berpunca daripada pembakaran hutan*" (minit 14:20).

Kebakaran hutan yang berlaku kerana sifat tidak bertanggungjawab membuang puntung rokok yang masih menyala dikemukakan oleh Tok Dalang melalui ayat "*mesti ada yang buang puntung rokok, tak bertanggungjawab betul*" (minit ke 0:53).

Kebakaran hutan yang berpunca daripada aktiviti pembakaran semasa pembersihan kebun seperti dinyatakan Tok Dalang semasa memberitahu Muthu bahawa dia telah membantu memadamkan kebakaran di kebun Cik Dol (minit 0:46). Pembakaran di kawasan tanah gambut boleh menyebabkan rebakan lebih luas dan sukar dipadamkan (Ade Agung Harnawan et al 2021) dan kebimbangan ini disuarakan Muthu dalam dialog "*itu tanah gambut, itu tanah juga terbakar, dia terus semua terbakar*" (minit 1.00).

Pelepasan asap kenderaan bermotor: Dalam animasi ini Tok Dalang memberitahu Upin dan Ipin bahawa asap motor menjadi penyebab jerebu (minit 4:54). Cikgu Melati memberitahu muridnya "*jerebu berpunca daripada asap kenderaan*" (*minit 14:26*).

Asap rokok: Upin Ipin menegur Ah Tong yang menghisap rokok di gerai Muthu dalam dialog *"Uncle! Padamkan, jerebu!"* (minit 18:00).

Kesan Jerebu

Dalam animasi Upin Ipin jerebu memberi kesan terhadap kesihatan, sosial dan ekonomi.

Kesan kesihatan: Pada minit 2.31, Tok Dalang menjelaskan bahawa jerebu boleh memburukkan masalah kesihatan kepada pesakit berkaitan sistem pernafasan. Dia menasihati Ehsan yang berpenyakit asma supaya tidak bermain di luar rumah ketika jerebu. Jerebu juga boleh menyebabkan kerengsaan mata, demam, batuk dan sakit tekak **(**Yan Sue Wen, et all 2016) seperti dijelaskan Cikgu Melati (minit 14.47).

Jerebu dan cuaca panas menyebabkan tubuh dehidrasi dan mengakibatkan masalah kesihatan terutama kepada kanak-kanak dan warga emas (Mohd Talib Latif, Murnira Othman, & Nurfathehah Idris, 2018). Opah mengingatkan cucunya untuk cukup minum air (minit 8:58). Kekangan aktiviti di luar rumah semasa jerebu juga memberi kesan psikologi (Yan Sue Wen, et all 2016). Upin dan Ipin mula rasa bosan terkurung di dalam rumah dan mula rindu untuk bersekolah dan bermain dengan kawan-kawannya semula seperti dikeluhkan dalam dialog *"Macam ni baik pergi sekolah, boleh main dengan kawan-kawan"* dan *"...rindu nak main dengan kawan-kawan".* (minit 9:42)

Kesan sosial: Jerebu menjejaskan rutin harian masyarakat seperti berlaku pada 2019 apabila diistihar darurat kerana kualiti udara yang sangat tidak sihat (Noor Azwanie Ridzwan & Mastura Mahmud 2021). Peristiwa ini digambarkan melalui paparan siaran berita di kaca televisyen yang mengumumkan penutupan sekolah (minit 7:22). Hampir semua sektor ekonomi mengalami kerugian (Mohd Talib Latif, Murnira Othman, & Nurfathehah Idris, 2018) yang diketengahkan dalam animasi ini melalui penutupan gerai Muthu, hadkan aktiviti harian luar rumah seperti menyidai pakaian, bersenam dan menanam pokok. Salleh juga menegur Ros sedang menyidai pakaian ketika jerebu melalui dialog, *"kau jemur kain jerebu-jerebu ni? Bau asap lah jawabnya!"* (minit 0:53).

Kesan ekonomi: Dalam animasi ini, Muthu terpaksa menutup warungnya akibat jerebu seperti dialog Salleh; *"Dia (Muthu) nak tutup warung sebab jerebu, tak ada pelanggan."* (minit 11.12).

Kaedah Mengurangkan Impak Jerebu

Jerebu bahaya kepada kesihatan awam. Animasi upin ipin mencadangkan beberapa langkah untuk mengurangkan impak jerebu iaitu menanam sampah bagi mengelakkan pembakaran terbuka, menghadkan kenderaan bermotor, hadkan aktiviti luar rumah semasa jerebu, pemakaian topeng muka, menutup semua pintu dan tingkap dan pembenihan awan untuk menghasilkan hujan tiruan. Tok Dalang mencadangkan supaya menanam rumput dan daun kering berbanding membakarnya secara terbuka (minit 5.27) dan menghadkan kenderaan bermotor (minit 4.57).

Menurut Tok Dalang, asap motor akan memburukkan keadaan jerebu melalui dialog, *"sebab jerebu lah kita kena jalan kaki. Asap motorpun penyebab jerebu!"*.

Aktiviti luar rumah juga dihadkan dan memakai topeng muka apabila berada di luar (minit 4.08). sepanjang penutupan sekolah akibat jerebu, Upin dan Ipin hanya duduk di rumah dan membantu kak Ros melakukan kerja harian. Nenek pula menutup semua pintu dan tingkap supaya bahan cemar dalam jerebu tidak masuk (minit 8.41). Cikgu Melati mencadangkan pembenihan awan bagi menghasilkan hujan tiruan (minit 15.36) sebagai alternatif mengurangkan ketebalan jerebu.

KESIMPULAN

Kesimpulannya, siri animasi kanak-kanak seperti Upin dan Ipin dilihat berupaya menyampaikan pelbagai mesej berguna dan memberi impak kepada khalayak sasaran.

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OTHER AREAS RELATED TO GENERAL AND INTERDISCIPLINARY STUDIES

VALIDATION OF 'MUSLIMS' PERCEPTIONS AND ATTITUDES TO MENTAL HEALTH SCALE (M-PAMH)' INTO MALAY: A PRELIMINARY STUDY

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ABSTRACT

Background: An objective study to explore Malaysian Muslims' perceptions and beliefs towards mental health is important to understand the underlying factors that contribute to stigma and consequently rejection towards mental health services. The Muslims' Perceptions and Attitudes towards Mental Health scale (M-PAMH) enables this study to be conducted. *Objective:* This study aimed to translate the M-PAMH in Bahasa Malaysia and cross-culturally adapt it to be used among Malaysian Muslims. *Methods:* Two forward and backward translations were carried out by independent translators. Expert committees evaluated the translated version to meet the population's suitability. Readability and suitability of the items were assessed through preliminary evaluation among 28 Malaysian Muslims samples (from various socio-economic status and age ranging from 18 to 63 years old) hosted on mobile messaging platforms and their feedback were collected. *Results:* Additional items were developed and added into the scale according to the local beliefs which attribute mental health as a sign of poor relationship with God and punishment. Terms such as *Shaykh, 'Ayn, Ruqya, Jinn* and *Qadar* were changed to '*ustaz', 'hasad dengki', 'rawatan perubatan Islam', 'makhluk halus'* and '*takdir'* respectively to adapt to the population's jargon. Traditional practice in the original scale such as the use of black seed was changed to the use of black pepper and kaffir lime to suit the local traditional practices. *Conclusion:* A culturally-adapted psychometric tool is important to identify the underlying beliefs associated with stigma and rejection towards mental health services, useful for effective mental health literacy programs among Malaysian Muslims.

Keywords: **Mental health; Malaysian Muslims; Perceptions; Beliefs; Psychometric**

INTRODUCTION

Mental health concern is an urgent issue (Lee & Lai 2017). However, mental illness was a taboo among Malaysian Muslims which caused stigma and rejection towards mental health services

(Hassan et al. 2018). Hence, it is important to explore their perceptions and attitudes towards mental health to overcome stigma and rejection.

Perceptions and attitudes were measured by using Muslims' Perceptions and Attitudes to Mental Health (M-PAMH) scale by Awaad et al. (2019) which was implemented among American Muslim women. It is based on a 4-point Likert scale consisting of 18 questions on a self-administered basis.

This study aimed to translate and cross-culturally adapt M-PAMH tailored to the unique need of Malaysian Muslims language and culture.

METHODS

The study protocol was approved by the International Islamic University Malaysia Research Ethics Committee (IREC) and Kulliyyah of Medicine Kuantan Research Committee (KRC). Every participant was provided with a written informed consent.

Participants

A sample of 28 participants were recruited through convenient sampling via mobile messaging platforms which represented the general Malaysian Muslims population based on various age groups, socio-economic status, educational level and states of origin.

Stage 1: Forward and backward translation

Two independent translators from psychology and language fields respectively involved in forward translation to produce the first Malay version (M1). Then, another two independent translators from the same fields translated back M1 to English.

Stage 2: Evaluation by expert committees

Expert committees from psychology and the medical field revised M1 to produce a second Malay version (M2) as adapted to local language and culture.

Stage 3: Evaluation by sample population

Readibility and suitability of the wordings in M2 were assessed by sample population. Their feedback was analyzed by the expert committees to generate the final version (M3).

RESULTS AND DISCUSSION

We divided the translation and cross-cultural adaptation process into two themes: Language; and Culture.

Theme 1: Language

Though "*Ruqya*"; "*Shaykh*" and "*Qadar*" are well-understood Arabic terms among the local population, the terms do not convey their daily conversation language. The terms were changed to local language when referring to religious healing method, religious figure and fate respectively. The term "*Ruqya*" was changed to "*rawatan perubatan Islam*". Meanwhile, the term "*Shaykh*" was changed to "*pengamal perubatan Islam atau ustaz*" to describe the affiliation used for religious figure in the local population. "*Qadar*" was changed to "*takdir*" to describe fate.

Table 1 Selected items amended (language theme)

Item no.	English Version	Malay Version		
		Forward Translation (M1)	Expert committees (M2)	Final version (M3)
8	Mental health or psychological problems can be treated using *Ruqya* (Quranic Recitation).	Masalah kesihatan mental atau psikologi boleh dirawat dengan **rawatan Islam (ayat Quran).**	Masalah kesihatan mental atau psikologi boleh dirawat dengan **rawatan Islam atau *Ruqyah* (bacaan Quran).**	Masalah mental boleh dirawat dengan **rawatan perubatan Islam (bacaan Quran)**

Theme 2: Culture

Some of the literal translations were discarded and changed according to local perceptions. The Arabic term, "*Ayn (evil eye)*" to describe jealousy is unfamiliar to some local populations. Hence, it was changed to "*hasad dengki atau buatan orang*" to meet the local's beliefs that perceived mental disorders as a consequence from a black magic or a curse due to jealousy by others (Ilias et al. 2018). Meanwhile, the use of "*black seed*" in the original scale is uncommon among the local population. We adapted to common local culture by changing the term "*black seed*" with "*black pepper and kaffir lime*".

Table 2 Selected items amended (culture theme)

Item no.	English Version	Malay Version		
		Forward Translation (M1)	Expert committees (M2)	Final version (M3)
11	Mental health or psychological problems can be treated using traditional medicine (e.g., black seed).	Masalah kesihatan mental atau psikologi boleh dirawat dengan kaedah perubatan tradisional (seperti Habbatus Sauda)	Masalah kesihatan mental boleh dirawat dengan kaedah perubatan tradisional (seperti air penawar).	Masalah mental boleh dirawat dengan kaedah perubatan tradisional (seperti lada hitam dan limau purut)

Additional Items

We added three items to the original scale to portray Malaysian Muslims' perceptions and beliefs towards mental health based on previous studies: (1) It is a consequence of their sins or wrongdoings (2) They should improve themselves spiritually to heal from mental illness (3) They have to be patient with the test destined onto them (Abdullah et al. 2017; Ilias et al. 2018).

CONCLUSION

Literal translation of a scale may not be suitable for populations with different cultures. This study provides evidence for the need of cross-cultural adaptation after the translation process as a measure to meet the unique cultural need of a targeted population.

ACKNOWLEDGEMENTS

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EMPLOYEE POLITICAL SKILL AND ITS RELEVANCE IN THE COVID-19 ERA: A LITERATURE REVIEW

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ABSTRACT

The outbreak of coronavirus disease 2019 (COVID-19) caused a global crisis. People worldwide were forced to adapt to the new realities including adopting technologies and adapting to the new working norms. One of the common working norms is working from home. As a result, employees have to work remotely and collaborate virtually. In this new work setting, political skills may come in handy. The main objective of this study was to contextualize the relevance of employees' political skills in addressing problems associated with the impact of COVID-19. Using a narrative review approach, relevant articles were retrieved through database search, which includes Web of Science, PubMed, Sage Journals and Google Scholar. The review of literature revealed that employees' loneliness and stress were two problems mostly discussed in relation to COVID-19. Results of the review also suggest that using political skills may help employees to overcome the two problems.

Keywords: **COVID-19; Political skills; Loneliness; Stress**

INTRODUCTION

COVID-19 had caused an unprecedented crisis globally. Since then, the increasing rate of infection and deaths by COVID-19 has led many nations to restrict movement and impose total lockdowns to flatten this pandemic curve. However, these solutions have caused the economic activities in many countries to be almost at a standstill. As a result, a large number of employees are required to work from home, which is new to them. Based on this scenario, the main objective of this study was to contextualize the relevance of employees' political skills in addressing problems associated with the impact of COVID-19.

METHODS

The paper presents a short synthesis of employee political skills using a narrative review. Using political skills and COVID-19 as keywords, database searches were conducted to retrieve relevant articles from Web of Science, PubMed, Sage Journals and Google Scholar. These databases were the primary sources of cited articles in the selection process.

RESULTS AND DISCUSSION

The literature review revealed two problems that may require employees to use their political skills following the impact of COVID-19. The first factor is loneliness. Work from home requires employee to work independently and communicate virtually. This situation results in low social connection, which eventually triggers employees to feel lonely. The second factor is stress. Rajkumar (2020) found that as a result of COVID-19, employees were showing common psychological reactions. Specifically, the author found about 16 to 28% of employees having a symptom of anxiety and depression, whilst 8% of employees' experience stress. Kniffin et al. (2021) added that poor working conditions contributed to a higher likelihood of burnout among employees.

To overcome these problems, employees need to use their political skills. Political skill is defined as the ability to effectively understand others at work and use that understanding to influence others to act in ways that benefit one's personal and organizational goals (Ferris et al. 2005). According to Perrewe et al. (2004), political skill is an individual-level of coping strategy that reduces the negative effects of role conflict on all types of strain. On the other hand, politically skilled employees usually have a diverse and rich social capital (Ferris et al. 2007), which will allow them to use it as a social support when they need it (e.g., Lochner, Kawachi & Kennedy 1999; Lin, 1999; Portes 1999). Thus, through their extensive networking ability, politically skilled employees should feel less lonely in this situation. It is because they have the resources and know who to contact when they need assistance while working from home.

In dealing with stress, building strong relationships may reduce its effect (Makhbul & Rawshdeh 2021; Perrewe et al. 2004). One way is using one's political skills. According to the model proposed by Ferris et al. (2007), political skill should enhance stress management through feelings of control over others and their work environment. Specifically, politically skilled employees who possess a strong networking ability build friendships and beneficial working relationships by garnering support, negotiating, and managing conflict.

CONCLUSION

Many of the pandemic-related changes to work will not be easily resolved in the foreseeable future. Thus, work loneliness and stress will remain salient issues facing the employees. The disruptive impact of COVID-19 calls for employees to use their political skills to cope with the strain and improve their work life, which, in turn, enable them to survive work transition and transformation.

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RELATIONSHIP BETWEEN THE LEVEL OF INTROVERSION AND CAREER PREFERENCES AMONG ASASIpintar SESSION 2020/2021 STUDENTS

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ABSTRACT

The objective of this study is to analyze the relationship between the level of introversion and career preferences among ASASIpintar session 2020/2021 students. ASASIpintar is a pre-university program for candidates who are interested in gaining admission to Universiti Kebangsaan Malaysia (UKM). In addition, this study will also assist the university to foresee the personalities of its future students towards their career preferences. This study adopted a simple random sampling technique. From a total of 316 ASASIpintar session 2020/2021 students, 30 random students were chosen for the pilot test. Out of those 286 respondents left, 200 random respondents were selected and given the instruments to be answered. The instrument used is a combination of two different instruments, Cain's Quiet Introversion Questionnaire to study the level of introversion and Holland Code Career Test (RIASEC) to study the career preferences. Using mean and descriptive and Pearson's correlation, the relationship and correlation between the two variables are determined. The result shows that the level of introversion among ASASIpintar session 2020/2021 students is low, the highest career preference is Conventional and the lowest is Realistic, and there is no correlation between level of introversion and career preferences. This goes on to show that personality type may affect how someone handles the job given, but it does not mean that they cannot thrive in that job or have no interest in certain areas. This also destroys the stigma that introverts cannot work in certain areas that extroverts can.

Keywords: **Level of introversion; Personality; Career preference**

INTRODUCTION

The idea of introversion and extroversion was first introduced by Sigmund Freud. Introverted thinkers feel and act in a way that demonstrates the subject's inner process. Introversion is simply the healthy capacity to tune into one's inner world. Meanwhile, extroverts crave excitement, take chances, often stick their necks out, act on the spur of the moment, and are generally impulsive individuals. They always have a ready answer, and generally like changes (Carl 1923).

Career preferences are the outcomes individuals' desire from their engagement in a paid career. Those individuals determine what they do for the work and what kind of setting they want. They influence career choice decisions and are critical determinants of job attitudes and work motivation (Konrad et al. 2000). Introverts and extroverts prefer different working or thinking

conditions. If people pick careers based on their personality particularities, they can be useful and do their responsibilities without any mind pressures (Brenner, Blazini & Greenhaus 1988).

Countless studies have been led over the past years to discuss personalities of extroverts and introverts related to career preferences. However, few studies have been done among students. In response to this situation, this research is conducted to study the relationship between the level of introversion and career preferences among pre-university students. ASASIpintar session 2020/2021 students are selected as our sample. ASASIpintar is a pre-university program for candidates who are interested in gaining admission to Universiti Kebangsaan Malaysia (UKM), aging 17 and 18. ASASIpintar students are chosen as our sample because they are currently doing their pre-university program and later will have to choose the most suitable fields of study to pursue to get the most preferable careers. This study will analyze the significant relationship between these two variables.

METHODS

This study is a quantitative research on correlation between level of introversion and career preferences. The instruments used are Cain's 20-item Quiet Introversion Questionnaire (2012) to measure the level of introversion and the RIASEC Test to measure the career preferences of the sample. To determine the validity of our questionnaires, a sample of 30 subjects were taken as the pilot test from a population of 316.

The sampling technique chosen was random sampling. From a total of 316 ASASIpintar session 2020/2021 students, 200 random students were chosen to answer the instruments. Their response/answers were then analyzed using IBM Statistical Package for the Social Sciences (SPSS) software to observe the mean level of introversion and their career preferences. Using mean and descriptive and Pearson's correlation, the relationship and correlation between the two variables are determined. Conclusions are made for the whole population using an inferential statistical method.

RESULTS AND DISCUSSION

The mean level of introversion and career preferences as well as the correlation values between the two variables obtained are as followed:

Table 1 Mean level of introversion and career preferences among ASASIpintar session 2020/2021 students.

Instrument	Minimum	Maximum	Mean	Std. Deviation	N
CAIN	-	-	1.4545	.12050	200
R	.00	1.00	.4935	.22702	200
I	.00	2.00	1.1117	.42457	200
A	.00	3.00	1.4766	.69564	200
S	.00	4.00	2.1377	.94304	200
E	.00	5.00	2.4675	1.12268	200
C	.00	6.00	2.8675	1.35619	200

Table 2 Correlation between level of introversion and career preferences among ASASIpintar session 2020/2021 students.

	CAIN Pearson Correlation	Sig. (2-tailed)	N
CAIN	1	-	200
R	.095	.326	200
I	-.179	.061	200
A	.055	.567	200
S	-.054	.575	200
E	.062	.522	200
C	-.138	.150	200

*Correlation is significant at the .05 level (2-tailed).

The significance value of the correlation is at .05. If the significance value is below .05, there is correlation between the two variables, if the significance value is above .05, there is no correlation between the two variables. According to the result obtained in Table 2, all values of career preferences are not significant to the level of introversion, meaning there is no correlation between the two variables.

Based on Table 1, the mean level of introversion among ASASIpintar session 2020/2021 students is 1.4545, which is considered low. This is due to the requirements needed to enter the ASASIpintar Program and the syllabus of ASASIpintar. To enter ASASIpintar, the students must be active in co-curriculum activities. The syllabus of ASASIpintar also requires the students to be outspoken and social. Subjects such as *Jati Diri* (Self Identity) and *Kepimpinan dan Kemahiran Membuat Keputusan* (Leadership and Decision Making) may change the students' personality from shy, intrapersonal individuals to outgoing, interpersonal individuals. Introverts can act like extroverts for the sake of work they consider important, people they love, or anything they value highly (Holland 1997).

The RIASEC test determined the areas in which the students have most interest in. According to this study, the students of ASASIpintar session 2020/2021 have the most interest in Conventional areas, which means that they are good at working with numbers, organized and structured. This is due to types of assignments students received such as lab reports that require them to work in a structured and efficient way, so they became familiar with this type of work

style. The second highest is Enterprising, which means that a lot of ASASIpintar session 2020/2021 students are persuasive and ambitious. This makes sense because in most activities, the students are encouraged to propose ideas. This caused them to be outspoken, social, and persuasive towards their team members to go through with their ideas.

The third one is Social, which is a highly seen trait in ASASIpintar students as they are highly encouraged to participate in a lot of social activities such as volunteering, social experiments, and community services. For example, for the subject Critical Analysis, students made projects on current issues, which required them to interact with the public a lot. The fourth highest is Artistic. Artistic, according to RIASEC, is far more than just art, artistic people have original ideas, creative solutions, and are innovative. In certain instances, students of ASASIpintar must solve problems such as in the Critical Analysis subject and generate ideas for storyline in Language and Literature subject. The second lowest is Investigative in which an individual has high curiosity and drive to understand. Despite having a research subject, only a small percentage of ASASIpintar students are investigative and explorative thinkers. This may be due to the small percentage of introverts in ASASIpintar which Susan Cain (2012), in her book Quiet: The Power of Introverts in a World That Can't Stop Talking, suggests introverts are more attracted to jobs that provide them a deeper sense of meaning - such as research positions - rather than salary. The lowest is Realistic, which means that very few ASASIpintar students are practical and handy. This may be due to subjects such as Biology, Physics, and Psychology that are more theoretical than practical.

CONCLUSION

This research has shown that there is no correlation between level of introversion and career preference. This means that introverts can take jobs that we thought are suitable for a certain personality only, only their way of handling the jobs are different. This destroys the stigma that introverts cannot work in certain areas that extroverts can. Both introverts and extroverts have the potential to be great leaders, only the approach is different. Personality type may affect how someone handles the job given, but it does not mean that they cannot thrive in the job or have no interest in certain areas.

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ISLAM MENJANA KREATIVITI UMAT

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ABSTRAK

Pada abad ini kreativiti atau kemampuan untuk mencipta sesuatu yang baru, dianggap sebagai satu entiti yang sangat penting sama pentingnya dengan entiti-entiti lain seperti kecerdasan, kecerdasan emosi dan kekuatan daya intelek. Namun, pada umumnya pencapaian masyarakat Islam secara keseluruhannya dalam bidang kreativiti pada abad ini agak ketinggalan berbanding dengan pencapaian masyarakat di negara-negara Barat. Dari satu sudut, perkara ini agak menghairankan memandangkan Islam tidak pernah menghalang umatnya untuk melahirkan karya-karya atau produk-produk kreatif yang bermanfaat untuk umat manusia sejagat. Malah, sebaliknya terdapat pelbagai ciri-ciri ajaran Islam yang membantu umat Islam menjadi kreatif . Intipati utama artikel ini adalah untuk mengupas apakah ciri-ciri ajaran Islam yang membantu pemupukan kreativiti di kalangan umatnya. Namun sebelum itu penulisan akan membincangkan dahulu maksud kreativiti serta dapatan-dapatan kajian dari Barat yang menambahkan lagi pemahaman manusia mengenai faktor-faktor yang mempengaruhi kreativiti. Akhir sekali akan dibincangkan perkara-perkara yang menjadi batu penghalang kepada kreativiti masyarakat Islam serta mencadangkan cara-cara untuk mengatasi halangan-halangan itu.

Kata kunci : ***Islam; Kreativiti; Faktor-faktor mempengaruhi kreativiti***.

PENGENALAN

Zaman keemasan peradaban Islam dikatakan bermula dengan Jabir Ibn Hayyan seorang ahli kimia pada abad ke lapan masihi dan bersambung sehingga al-Kashi seorang ahli matematik pada abad ke lima belas masihi (al-Khalili 2010). Selama lebih kurang 700 tahun peradaban Islam memberikan sumbangan besar kepada dunia. Sumbangan-sumbangan itu cukup banyak baik dalam bidang astronomi, perubatan, kimia, biologi, fizik, geografi dan lain-lain lagi. Kemudian, disebabkan oleh faktor-faktor dalaman dan luaran peradaban Islam mula merosot. Dikatakan kemuncak kepada kemerosotan peradaban Islam itu adalah terpecah-pecahnya empayar Islam menjadi beberapa buah negara yang menyebabkan mereka mudah dikalahkan dan ditakluk serta dijajah oleh para penjajah terutamanya dari negara-negara Barat (Arslan Syakib 2013).

Sesudah melalui tempoh masa penjajahan yang agak panjang, kini kebanyakan negara-negara Islam itu telah merdeka. Sebagai contohnya Tanah Melayu atau kini dikenali sebagai

Malaysia yang mula dijajah pada tahun 1511 telah memperolehi kemerdekaanya pada tahun 1957 iaitu setelah dijajah selama hampir 446 tahun. Kemerdekaan yang telah diperolehi membawa bersamanya beberapa cabaran besar kepada negara-negara Islam. Salah satu cabaran itu adalah untuk mengembalikan semula kegemilangan peradaban Islam seperti suatu masa dahulu. Kebangkitan semula zaman keemasan peradaban Islam itu tidak akan berlaku dalam masa semalam sebaliknya ia memerlukan keazaman politik yang besar serta kefahaman yang mendalam tentang kebebasan akademik, kaedah saintifik dan daya kreativiti manusia. Bagi penulis, antara faktor utama kejayaan generasi dahulu membina ketamadunan yang gemilang kerana terdapatnya ajaran-ajaran Islam dalam al-Quran dan as-sunnah yang merangsang mereka mencari ilmu serta pada masa yang sama memupuk daya kreativiti mereka hingga berjaya melakukan penemuan-penemuan baru. Penulis percaya seandainya ajaran-ajaran Islam yang sama diketengahkan kepada generasi pada waktu kini agar dihayati dan diamalkan, mereka juga akan mampu melakukan perkara yang sama.

METODOLOGI

Untuk mengenal pasti ajaran-ajaran Islam yang membantu memupuk kreativiti, analisa terhadap ayat-ayat al-Quran telah dijalankan. Pemahaman mengenai ayat-ayat al-Quran ini dipertingkatkan lagi dengan menggunakan kitab-kitab tafsir terutamanya kitab tafsir Ibnu Katsir dan kitab tafsir al-Azhar sebagai rujukan utama. Selain daripada itu untuk mengenalpasti ajaran-ajaran Islam yang memupuk kreativiti dari sudut perjalanan hidup nabi Muhammad S.A.W kitab Sahih Bukhari adalah dirujuk. Analisis deskriptif telah digunakan untuk menganalisis pemaparan kreativiti serta hubungannya dengan pendidikan, motivasi dan budaya

HASIL DAN PERBINCANGAN

Terdapat pelbagai hambatan kepada kreativiti umat Islam pada hari ini seperti hambatan dari sudut persekitaran politik, budaya yang diamalkan dan sistem pendidikan. Namun kita akan hanya membincangkan hambatan dari sudut sistem pendidikan kerana sekolah dikatakan antara persekitaran sosial yang boleh dikawal dan boleh berubah. Di samping itu sekolah dilihat sebagai tapak asas awal yang penting dalam menyemai kreativiti selain daripada rumah atau keluarga.

Setelah negara-negara umat Islam merdeka dari cengkaman penjajah, mereka biasanya meneruskan sistem pendidikan yang telah diperkenalkan oleh penjajah. Setelah masa berlalu beberapa pembaharuan diperkenalkan ke dalam sistem pendidikan tersebut dalam rangka untuk menangani beberapa masalah yang berlaku dalam masyarakat atau untuk memperbaiki lagi sistem pendidikan sedia ada. Sebagai contohnya dalam sistem pendidikan di Malaysia, mungkin pada awalnya matlamat sistem pendidikannya bermatlamatkan untuk mencapai agenda berbentuk kenegaraan tetapi semenjak tahun 1980an sistem pendidikan telah diubah agar lebih bermatlamatkan untuk perkembangan diri para pelajar. Namun ada satu perkara yang tidak

berubah walaupun tidak dinafikan terdapat pelbagai usaha telah dilakukan untuk mengubahnya, iaitu sistem pendidikan kebanyakan negara umat Islam termasuk Malaysia masih lagi berorientasikan peperiksaan. Malah dalam konteks Malaysia, orientasi peperiksaan ini dilihat semakin hari semakin kuat mencengkam sistem pendidikannya. Walaupun sistem pendidikan ini telah berjaya meningkatkan kecerdasan atau IQ umat Islam keseluruhannya, namun sistem pendidikan yang sama turut berjaya melumpuhkan daya kreativiti umat Islam.

Kalau dilihat dari sudut sejarah, sistem pendidikan yang berorientasikan peperiksaan ini merupakan sesuatu yang kita warisi dari penjajah British pada pertengahan abad ke sembilan belas. Tujuan British membina sekolah pada ketika itu adalah untuk melahirkan ramai tenaga kerja yang akan bekerja di kilang-kilang yang tumbuh bagai cendawan ketika itu akibat daripada revolusi industri. Adalah tidak realistik untuk meneruskan sistem pendidikan yang berorientasikan peperiksaan ini kerana zaman telah berubah. Mungkin kita perlu menjadikan Finland, Jepun atau Israel sebagai contoh kerana negara-negara ini dilihat telah berjaya melahirkan rakyat yang kreatif dan seimbang dalam pemikiran.

KESIMPULAN

Sebagai kesimpulannya, penulisan ini telah menunjukkan bahawa Islam bukan sahaja menggalakkan malah membantu menyemai dan memupuk daya kreativiti umatnya. Walaupun terdapat pelbagai bentuk halangan lain tetapi terdapat batu penghalang utama dalam bentuk hambatan sistem pendidikan berorientasikan peperiksaan yang membantutkan pencapaian kreatif umat Islam. Oleh itu usaha yang berterusan oleh pihak berwajib seharusnya diambil agar sistem pendidikan di negara-negara Islam lebih berorientasikan motivasi intrinsik berbanding motivasi ekstrinsik.

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KAJIAN KES PENGURUSAN EMOSI PESAKIT COVID-19 TAHAP KRITIKAL

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ABSTRAK

Gejala covid-19 amat memberi impak besar kepada kesihatan mental dan emosi setiap bekas pesakit di seluruh dunia. Ada yang mengalami kemurungan terutama apabila berada di dalam keadaan stress dan isolasi daripada rangkaian sokongan keluarga, jiran tetangga dan sahabat handai. Kajian ini bertujuan untuk meneroka pengurusan emosi bekas pesakit Covid-19 dalam melalui pengalaman sebagai pesakit Covid-19. Fokus kajian kes ini adalah adalah kepada pengalaman yang dilalui oleh bekas pesakit covid-19 tahap kritikal beserta strategi pengurusan minda serta emosi yang diambil oleh bekas pesakit covid-19 ini. Pendekatan fenomenologi secara kualitatif telah digunakan untuk mengenal pasti pengalaman seorang responden yang telah berada pada tahap kritikal covid-19. Sesi temubual telah diadakan secara dalam talian 'zoom' bersama responden dan sesi ini telah dirakam bagi setiap responden. Rakaman temubual ini telah ditrankskripsikan dan kandungannya telah dianalisa dengan mengenal pasti kategori bertema berdasarkan pengalaman serta strategi pengurusan psikologi yang diambil oleh responden. Dapatan kajian menunjukkan bahawa faktor penyembuhan diri melalui psikologi pesakit bersama dengan faktor ubat dan rawatan fizikal oleh pihak hospital mampu memberikan kekuatan mental positif dan harapan penyembuhan. Ini secara tidak lansung menunjukkan bahawa ilmu pengurusan emosi itu adalah satu ilmu yang diperlukan oleh setiap individu apabila berdepan dengan situasi yang memberi impak besar kepada kekuatan mental.

Kata kunci: **Gejala Covid-19; Stres; Faktor psikologi; Mental positif; Penyembuhan**

PENGENALAN

Pandemik COVID-19 kini menjadi krisis kesihatan global dan kecemasan masyarakat. Peningkatan cepat kes dan kematian COVID-19 telah dilaporkan di seluruh dunia. Kemunculan dan kelanjutan dari situasi yang mengerikan ini dapat menyebabkan masalah psikologi bersiri dalam masyarakat, terutama bagi pesakit yang dijangkiti. Kementerian kesihatan Malaysia (2021, Jun 29) melaporkan Pandemik covid-19 memberi impak yang amat besar kepada kesihatan mental setiap individu di seluruh dunia dan tidak terkecuali rakyat Malaysia. Sesetengah individu berisiko tinggi untuk mengalami masalah kesihatan mental termasuk kemurungan terutama ketika berada

di dalam keadaan stress yang melampau dan isolasi daripada rangkaian sokongan keluarga dan sahabat handai. Beberapa kajian tentang pengurusan psikologi telah memberi penekanan kepada kepentingan kekuatan mental selain langkah-langkah kebersihan fizikal bagi menghadapi wabak Covid-19 yang membimbangkan ini.. Maklumat tentang kesihatan selalunya dikaitkan dengan keadaan tubuh badan sama ada sihat atau sakit (Ma'arof 2001). Seperti dapatan kajian Siti Sarawati Johar & Mohamad Isa Amat (2020) yang menunjukkan perlu ditekankan bahawa kesejahteraan emosi dan kesihatan mental adalah sama pentingnya dengan kesihatan fizikal. Grover et al., (2020) berpendapat bahawa peranan ahli psikologi dan kaunselor sangat penting dalam menangani emosi ini. Kajian ini bertujuan untuk i) meneroka pengurusan emosi bekas pesakit Covid-19 dalam melalui pengalaman sebagai pesakit Covid-19.

METODOLOGI

Kajian kes ini mengambil pendekatan fenomenologi secara kualitatif dengan menemubual seorang responden bekas pesakit Covid -19 tahap kritikal (4) yang didapati telah berkongsi pengalamannya di webinar terbuka. Penyelidik telah menghubungi responden untuk bertanyakan kesukarelaan responden untuk berkongsi pengalaman dan pengurusan emosi sekiranya responden bersetuju untuk ditemubual. Dengan persetujuan reponden, satu temubual berstruktur telah diadakan selama 90 minit dalam talian 'zoom' dan dirakam. Hasil rakaman temubual diterjemah kepada satu transkripsi dan dianalisis melalui analisis bertema.

HASIL DAN PERBINCANGAN

Hasil dapatan analisis transkripsi temubual bersama responden telah menjana 3 tema pengurusan emosi yang utama; (i) Covid-19 pelajaran hidup, (ii) Minda positif dan (iii) Pilihan untuk melawan Covid-19.

Covid-19 Pelajaran Hidup

Responden menganggap pengalaman yang telah dilaluinya sebagai satu pengalaman dan pengajaran yang sangat berguna kepada hidupnya. Das (2020) dan Sahoo et al. (2020) ada menegaskan bahawa Covid-19 adalah ujian kepada seluruh manusia sejagat. Ini seiringan dengan responden menamakannya sebagai "hadiah dari Allah".

Petikan 1:

> *"I was in the ICU for almost 4 days satu pengajaran yang sangat sangat berguna. Ini hadiah Allah SWT daripada saya I was always in that kind of mode...".*

Minda Positif

Apabila diuji dengan Covid-19 dalam tempoh yang lama, ramai pesakit yang menyuarakan rasa berputus asa, tidak bermotivasi lagi untuk melalui hari-hari dengan positif. Namun, bagi responden, beliau telah cuba untuk terus berfikiran positif dan kekal yakin dengan peluang untuk sembuh. Responden terus menyuntik semangat untuk terus hidup dan berjuang mencari kekuatan setiap hari.

Petikan 2:

> *"...Saya kena make sure everyday saya kena be in that positive mode so everyday bila saya bangun pagi saya kata I want to survive...."*

Pilihan untuk Melawan Covid-19

Responden memilih untuk bertarung. Beliau pilih untuk bertarung melawan Covid-19 kerana masih banyak lagi tanggungjawab yang perlu diuruskan. Beliau sanggup untuk menempuhi apa jua rawatan untuk sihat semula. Motivasi untuk terus hidup ini terus menguatkan responden untuk melalui hari-hari sebagai pesakit Covid-19.

Petikan 3:

> *"I want to survive because I have a lot of responsibilities yang saya kena settle. At that point dalam kepala otak saya ...saya kata do whatever it takes aku nak sembuh. I keep on fighting and fighting I was in that mode.*

KESIMPULAN

Kajian ini mendapati ciri psikologi pesakit covid-19 iaitu kecerdasan emosi, kecerdasan minda, kecerdasan fizikal dan kecerdasan spiritual kerohanian mempunyai hubungan yang positif dengan faktor penyembuhan. Sentiasa minda positif mengharapkan kesembuhan diri dari Tuhan, berfikir peluang masih ada, sentiasa tenang walaupun dalam keadaan stres dan bersikap tidak cepat mengalah kepada keadaan. Hal ini secara tidak langsung menunjukkan disiplin ilmu berkaitan ketahanan mental dan emosi adalah satu bidang yang diperlukan oleh setiap mahasiswa di universiti apabila berdepan dengan dengan situasi yang memberi impak besar kepada diri dan masyarakat seperti covid-19, banjir besar dan lain-lain malapetaka yang tidak terduga.

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