SWAPEN 3.0

SEMINAR WACANA PENDIDIKAN 2022

Memperkasakan Pendidikan Pasca Pandemik; Penyelidikan Sebagai Solusi

RAIA HOTEL & CONVENTION CENTRE
ALOR SETAR

4 Oktober 2022

UNIT PENYELIDIKAN DAN PENERBITAN
KOLEJ POLY-TECH MARA ALOR SETAR

MARA CORPORATION

MAJLIS AMANAH RAKYAT MARA

KPTM KOLEJ POLY-TECH MARA

RAKAN STRATEGIK

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SWAPEN 3.0

UNIT PENYELIDIKAN DAN PENERBITAN

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Sekilas Bicara

Yang Berbahagia Encik Abdul Azmi bin Abdul Aziz
Pemangku Ketua Pegawai Eksekutif
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Assalammualaikum Warahmatullahi Taala Wabarakatuh dan Salam Sejahtera**.**

Alhamdulillahirabbila'lamin, Setinggi-tinggi kesyukuran dipanjatkan ke hadrat Ilahi kerana dengan limpah rahmat dan kasih sayang-Nya, Seminar Wacana Pendidikan (SWAPEN 3.0) dengan tema Memperkasakan Pendidikan Pasca Pandemik; Penyelidikan Sebagai Solusi sekali lagi dapat dianjurkan oleh KPTM Alor Setar pada tahun ini.

Komitmen KPTM Alor Setar dalam arena penulisan ini diteruskan lagi dengan penganjuran SWAPEN 3.0 yang turut menyaksikan penglibatan hampir kesemua pensyarah KPTM Alor Setar termasuklah beberapa pensyarah dari KPTM Cawangan lain dan penglibatan Rakan Strategik dari Indonesia dalam penulisan artikel dan kertas penyelidikan. Pengurusan KPTM Ibu Pejabat menyokong penuh sebarang aktiviti akademik terutamanya aktiviti yang dapat meningkatkan lagi kompetensi pensyarah khsususnya dalam bidang penyelidikan. Saya percaya, penulisan ilmiah merupakan salah satu kaedah perkongsian ilmu pensyarah kepada masyarakat luar dan pembudayaan penulisan ilmiah ini perlu diteruskan untuk jangka masa yang panjang. KPTM sebagai sebuah institusi pendidikan tinggi perlulah dikenali sebagai sebuah institusi bukan sahaja milik MARA yang bereputasi cemerlang, malah ianya harus menjadi model rujukan penulisan dan kajian ilmiah yang dihasilkan oleh para pensyarah KPTM.

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Sekalung tahniah dan syabas diucapkan kepada barisan ahli Jawatankuasa SWAPEN 3.0 atas usaha bersungguh-sungguh dan penuh komitmen dalam merealisasikan SWAPEN 3.0 pada tahun 2022 dan seterusnya menerbitkan e-prosiding yang memberikan manfaat kepada semua warga pendidik dan masyarakat.

Selaras dengan penerbitan e-prosiding ini, KPTM Alor Setar akan meneruskan program ini di masa hadapan sebagai satu tanggungjawab sosial dalam bidang penyelidikan dan penerbitan kerana ianya dilihat sangat berpengaruh dalam membina kemajuan dan tamadun sesebuah negara. Pihak kolej juga ingin merakamkan ribuan penghargaan dan terima kasih kepada semua peserta dari institusi-institusi pengajian tinggi yang sudi menyertai SWAPEN 3.0 pada kali ini. Diharapkan kerjasama ini dapat dikekalkan untuk masa yang akan datang.

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ABSTRAK

Tekanan mempunyai hubungkait yang rapat dalam isu kesihatan mental seseorang yang mana konteks pendidikan turut mempercayai bahawa kestabilan kesihatan mental pelajar juga berhubung terus dengan pencapaian akademik pelajar tersebut. Oleh itu, kajian yang mengkaji tahap tekanan pelajar amatlah penting lebih-lebih lagi apabila dunia sedang menghadapi situasi baharu yang memerlukan perubahan drastik dalam dunia akademik serta pendidikan khasnya. Objektif kajian ini adalah untuk mengenal pasti kewujudan dan tahap tekanan pelajar ketika menjalani proses pembelajaran secara dalam talian semasa pandemik Covid-19 sedang berlaku selain mengenal pasti faktor yang mempengaruhi kebimbangan pelajar terhadap pencapaian akademik mereka. Seramai 100 orang pelajar telah menjawab soalan soal selidik Skala Tekanan Kebimbangan Kemurungan (*Depression Anxiety Stress Scale (DASS*)) dan juga soalan soal selidik Skala Tahap Kebimbangan Akademik Pelajar. Kaedah analisis data adalah secara deskriptif bagi mengukur tahap tekanan dan tahap kebimbangan pelajar terhadap pencapaian akademik mereka. Hanya 7 soalan yang mengukur tahap tekanan responden telah diadaptasi dari Skala Tekanan Kebimbangan Kemurungan (*Depression Anxiety Stress Scale (DASS*) dan 11 item digunakan untuk mengukur tahap kebimbangan pelajar terhadap perkara-perkara yang melibatkan pencapaian akademik melalui Skala Tahap Kebimbangan Akademik Pelajar.

Kata kunci: *Skala Tekanan Kebimbangan Kemurungan (Depression Anxiety Stress Scale (DASS); pandemik Covid-19; Skala Tahap Kebimbangan Akademik Pelajar;*

PENGENALAN

Novel Coronavirus (COVID-19) telah diisytiharkan sebagai pandemik oleh Pertubuhan Kesihatan Dunia atau World Health Organization (WHO) pada 11 Mac 2020 dan terkini sebanyak 99,363,697 kes telah dilaporkan termasuk 2,135,959 kes kematian di seluruh dunia (World Health Organization (WHO), 2020). Impak kepada pandemik ini telah menular bukan sahaja kepada sosioekonomi dunia malahan juga terhadap kesihatan mental penduduk dunia (World Health Organization (WHO), 2020). Terdapat pelbagai kajian yang telah dijalankan berfokus kepada kesan COVID-19 terhadap kesihatan fizikal pesakit (Wang, D, et al., 2020; Wu & McGoogan, 2020; Almandoz, et al., 2020) namun, kaji selidik yang dijalankan oleh WHO pada Ogos 2020 terhadap 130 buah negara telah menghasilkan data global pertama yang menunjukkan kesan buruk COVID-19 terhadap kesihatan mental manusia (World Health Organization (WHO), 2020).

Rentetan daripada arahan perintah kawalan pergerakan yang dilaksanakan di seluruh negara, hanya 10 sektor perkhidmatan yang dibenarkan beroperasi sepanjang tempoh kawalan tersebut (Majlis Keselamatan Negara, 2020) tidak termasuk sektor pendidikan. Ini menyebabkan sektor pendidikan telah bertindak proaktif dengan melaksanakan kaedah pengajaran dan pembelajaran secara dalam talian atau pembelajaran dan pengajaran dari rumah (PdPr). Surat Siaran Kementerian Pendidikan Malaysia Bilangan 3 Tahun 2020: Garis Panduan Pelaksanaan Pengajaran dan Pembelajaran (PdP) Semasa Perintah Kawalan Pergerakan Akibat Penularan Jangkitan COVID-19 bertarikh 27 Mac 2020 telah mengarahkan semua institusi pendidikan dalam negara untuk kekal memberikan perkhidmatan pendidikan bagi memastikan pembelajaran pelajar tidak terjejas (Garis Panduan Pengurusan Pembukaan Semula Sekolah, 2020). Seterusnya, perubahan terhadap metod dan teknik pengajaran dan pembelajaran norma baharu ini dilihat memberi kesan yang ketara terhadap pelajar. Tekanan emosi semasa menghadapi situasi dalam tempoh kawalan pergerakan serta isolasi menambah kepada bebanan tekanan yang sedia ada kepada pelajar. Kajian-kajian lalu telah membuktikan terdapat kesan tekanan emosi terhadap pelajar dalam menjalani tempoh pembelajaran pada peringkat yang lebih tinggi (Portoghese, I., et al., 2019; Michaela C. Pascoe, Sarah E. Hetrick, & Alexandra G. Parker, 2020; Reddy K. J, Menon K. R, & Thattil A, 2018; Othman, Azman & Abdul Rashid, 2018).

Menurut Pertubuhan Pendidikan, Saintifik dan Kebudayaan Bangsa-Bangsa Bersatu (UNESCO), sebanyak 129 negara telah terjejas dari segi pentadbiran pendidikan mereka berikutan dari pandemik (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2020). Banyak institusi pengajian tinggi telah menukar mod pengajian pelajar mereka kepada mod pembelajaran secara dalam talian yang terus membangkitkan kerisauan pelajar. Kajian di sebuah universiti tempatan telah mendapati tahap kebimbangan yang tinggi dalam kalangan pelajar-pelajar universiti di Malaysia (Sundarasen, et al., 2020) yang berpunca daripada kekangan kewangan, pembelajaran dalam talian dan juga ketidaktentuan masa depan dan pelajaran mereka.

Oleh itu, kajian ini dijalankan bertujuan untuk mengenal pasti tahap tekanan mental pelajar semasa menghadapi situasi COVID-19 ini. Objektif kajian ini adalah:

1. Mengenal pasti tahap tekanan mental pelajar
2. Mengenal pasti faktor mempengaruhi kebimbangan pelajar terhadap pelajaran mengikut jantina

Kajian ini juga diharap dapat memperkayakan lagi data serta sorotan kajian daripada penyelidik tempatan yang berfokus kepada kajian-kajian menggunakan sampel daripada universiti tempatan.

KAJIAN LITERATUR

Persepsi tekanan akademik

Tekanan dalam kalangan pelajar boleh merujuk kepada pelbagai faktor sama ada yang timbul daripada faktor akademik dan bukan akademik, termasuklah ciri-ciri sosiobudaya, persekitaran dan psikologi (Bedewy & Gabriel, 2015). Kajian lampau juga mendapati bahawa pelajar amat mengambil berat mengenai prestasi pembelajaran mereka yang mana keyakinan yang tinggi terhadap kemampuan akademik sesorang pelajar juga turut menyumbang kepada motivasi diri mereka untuk terus maju jaya (Johari & Ahmad, 2019).

Dalam kajian yang dijalankan oleh Le, Berenbaum, dan Raghavan (2002) mendapati bahawa pelajar di kolej dan universiti yang terletak di bandar-bandar besar di negara Eropah, Asia dan juga Malaysia mencatatkan sebilangan besar gangguan Alexithymia (pengalaman yang berkaitan dengan emosi dan dicirikan oleh dua ciri teras berikut: (a) kesukaran mengenal pasti perasaan seseorang dan membezakannya daripada sensasi badan dan (b) kesukaran menyampaikan emosi seseorang kepada orang lain) yang menyebabkan kesukaran dalam memahami, memproses dan mengekspresikan emosi yang mungkin menjadi penyebab penyakit mental yang lain. Selain itu, ketidakupayaan pelajar untuk menyesuaikan diri dengan proses baharu dan tidak dapat memenuhi keperluan baharu boleh menyebabkan tekanan, akan mempengaruhi kesejahteraan diri dan prestasi akademik pelajar (Dwyer & Cummings, 2001).

Persepsi kebimbangan terhadap pelajaran

Perubahan kaedah pembelajaran dan pengajaran daripada bersifat konvensional secara bersemuka kepada bersifat pembelajaran dalam talian secara maya telah memberikan tekanan terhadap kebimbangan pelajar ke atas pelajaran dan pencapaian mereka dalam akademik (Aziz, et al., 2021). Melalui beberapa kajian mendapati wabak ini sangat mempengaruhi motivasi diri dan menyebabkan pelajar memberi penekanan pada proses pengajaran dan pembelajaran (Cao, et al., 2020;Grubic, Badovinac, & M Johri, 2020). Pelajar didapati berasa bimbang tidak dapat meneruskan sesi persekolahan yang menyebabkan mereka perlu berhenti sekolah ditambah pula dengan faktor tekanan kemiskinan keluarga berikutan dari masalah ekonomi yang melanda disebabkan oleh pandemik COVID19. Pelajar juga dilaporkan berasa bimbang akan ketinggalan dalam pelajaran mereka memandangkan norma pembelajaran baharu ini memerlukan setiap pelajar mempunyai akses kepada talian internet selain harus mempunyai peranti yang bersesuaian bagi mengikuti kelas secara dalam talian (Chung, N. M., & Mathew, 2020). Menurut kajian oleh Che Ahmad et. al. (2020) pula, pelajar menunjukkan reaksi terhadap penurunan motivasi diri, semangat kendiri serta fokus terhadap pelajaran mereka berikutan daripada situasi baharu dalam pembelajaran mereka ini dan secara langsung memberikan impak ke atas tekanan dalam pencapaian akademik pelajar.

METODOLOGI

Reka bentuk kajian

Metod kajian yang dijalankan ini adalah berbentuk kuantitatif di mana soalan-soalan kaji selidik akan diedarkan kepada responden. Kaedah kajian tinjauan melalui kaji selidik ini dapat membantu penyelidik untuk mengenal pasti tahap tekanan (*stress*) pelajar dalam tempoh kuarantin dan isolasi semasa perintah kawalan pergerakan dilaksanakan, serta tahap kebimbangan (*anxiety*) pelajar terhadap pelajaran mereka dalam tempoh tersebut juga. Menurut Gay et al. (2009), melalui kaedah kaji selidik ini, penyelidik dapat mengumpulkan data dengan lebih cepat dan dapat melibatkan bilangan responden yang lebih ramai. Chua (2011) turut menyokong dan berpendapat bahawa kaedah penggunaan borang kaji selidik dapat membantu proses pengumpulan data secara pantas dan kos efektif. Untuk menjadikan kajian ini lebih efisyen; edaran borang kaji selidik dipermudahkan dengan menggunakan *Google form* sahaja. Responden-responden akan diberikan *link* capaian kepada soalan kaji selidik tersebut melalui aplikasi *Whatsapp, Telegram* dan lain-lain saluran media sosial.

Hasil dapatan daripada kaji selidik tersebut akan dianalisa dan dihuraikan secara deskriptif. Kajian-kajian lampau yang mempunyai objektif yang sama dengan kajian ini juga didapati menggunakan teknik kajian deskriptif bagi menghuraikan hasil dapatan kajian mereka (Michaela C. Pascoe, Sarah E. Hetrick, & Alexandra G. Parker, 2020; Othman, Azman & Abdul Rashid, 2018; Reddy K. J, Menon K. R, & Thattil A, 2018; Sundarasen, et al., 2020). Kajian deskriptif merupakan cara yang sesuai untuk mengkaji situasi pada masa sekarang kerana ia melibatkan perbandingan, analisa, pemerhatian dan perkaitan antara pemboleh ubah dalam kajian. Tambahan lagi, Mohd Shafie (1995) turut berpendapat bahawa penyelidikan deskriptif boleh digunakan bagi tujuan mendapatkan maklumat dari pelbagai sudut.

Populasi dan sampel kajian

Kumpulan sasaran bagi kajian ini merupakan sebilangan pelajar diploma di Kolej Poly-Tech MARA Batu Pahat (KPTM Batu Pahat) yang mempunyai jumlah keseluruhan pelajar dari semester 1 sehingga semester 7 seramai 1404 orang pelajar. Kolej Poly-Tech MARA Batu Pahat merupakan sebuah institusi pengajian tinggi swasta yang berlokasi di selatan tanah air dan telah beroperasi semenjak tahun 1995 (terdahulu dikenali sebagai Institut Perdagangan MARA). Kolej ini merupakan salah sebuah kolej cawangan Kolej Poly-Tech MARA Sdn Bhd yang merupakan salah sebuah daripada anak syarikat Majlis Amanah Rakyat (MARA). KPTM Batu Pahat menawarkan empat program pengajian pada peringkat diploma iaitu Diploma Teknologi Maklumat, Diploma Sistem Rangkaian dan Komputer, Diploma Seni Reka Grafik Berkomputer dan Diploma Pengurusan Sumber Manusia. Semua pelajar kolej ini telah mengikuti sesi pembelajaran dan pengajaran secara atas talian semenjak dari bulan Mac 2020 sehingga kini, iaitu ketika kajian ini dijalankan bagi sesi November 2020. Borang kaji selidik telah diedarkan kepada pelajar-pelajar semasa pelajar berada dalam sesi November 2020 – April 2021.

Seramai 100 orang pelajar disasarkan untuk mengambil bahagian dalam kajian ini. Bagi memastikan kumpulan sasaran sampel tidak berat sebelah dan dapat mewakili populasi, kaedah pengumpulan sampel secara rawak telah digunakan. Menurut Sekaran (1992), teknik pengumpulan data secara rawak ini sesuai dijalankan bagi mendapatkan maklumat secara terperinci dan lebih tepat sekiranya populasi yang dikaji adalah terlalu kecil atau terlalu besar.

Instrumen kajian

Instrumen kajian yang digunakan dalam kajian ini adalah kaedah borang kaji selidik. Borang tersebut dibahagikan kepada tiga bahagian iaitu; data demografi sampel merangkumi peringkat umur, jantina dan bidang pengajian, soalan soal selidik Skala Tekanan Kebimbangan Kemurungan (*Depression Anxiety Stress Scale (DASS*)) dan juga soalan soal selidik Skala Tahap Kebimbangan Akademik Pelajar yang diadaptasi daripada soal selidik kajian yang dilakukan oleh Rahil Hj Mahyuddin et al. (2001)

Kajian ini telah mengguna pakai Skala Tekanan Kebimbangan Kemurungan (*Depression Anxiety Stress Scale (DASS*)) atau *Depression Anxiety Stress Scale 42 (DASS 42* (Lovibond, S.H. & Lovibond, P. F., 1995) untuk mengukur tahap tekanan responden. DASS mengandungi 3 komponen yang penting untuk menilai kemurungan, kerisauan dan tekanan. Memandangkan kajian ini hanya terhad untuk mengetahui tahap tekanan responden maka dua komponen terawal iaitu komponen kemurungan dan kerisauan telah digugurkan. Maka daripada 21 item soalan kaji selidik DASS yang telah dikategorikan oleh Unit Kesihatan Mental, Bahagian Pembangunan Kesihatan Keluarga (Modul Minda Sihat, 2005), hanya 7 soalan yang mengukur tahap tekanan responden akan diguna pakai untuk kajian ini. Soalan-soalan tersebut diukur menggunakan skala markah 0,1,2,3 (0 – Tidak pernah sama sekali, 1 – Jarang, 2 – Kerap, 3 – Sangat Kerap).

Seterusnya bagi mengukur tahap kebimbangan pelajar terhadap pencapaian akademik mereka, Skala Tahap Kebimbangan Akademik Pelajar yang diadaptasi daripada kajian Rahil Hj Mahyuddin et al. (2001) telah digunakan. Terdapat 11 item digunakan untuk mengukur tahap kebimbangan pelajar terhadap perkara-perkara yang melibatkan pencapaian akademik mereka. Soalan yang diguna pakai ini telah diubah suai mengikut kesesuaian kajian. Soalan-soalan tersebut juga diukur dengan menggunakan skala markah 0,1,2,3 (0 – Tidak pernah sama sekali, 1 – Jarang, 2 – Kerap, 3 – Sangat Kerap).

Kaedah analisis data secara deskriptif digunakan bagi tujuan mendapatkan gambaran berkenaan tahap tekanan dan tahap kebimbangan responden terhadap pencapaian pelajaran mereka. Mohd Yusri (2010) berpendapat bahawa statistik deskriptif mampu memberikan analisa yang tepat apabila mengukur sampel kajian kerana ia hanya melibatkan pelaporan berkenaan sampel yang disasarkan tanpa sebarang penyamarataan terhadap kumpulan bukan sampel.

ANALISA DAN PERBINCANGAN

Seramai 100 pelajar dipilih secara rawak dengan pecahan 50 orang pelajar lelaki dan 50 orang pelajar perempuan telah mengambil bahagian dalam kaji selidik ini. Daripada jumlah tersebut, 71% daripada pelajar dalam lingkungan umur 19-20 tahun dengan 39% responden adalah daripada pelajar Diploma Pengurusan Sumber Manusia, diikuti pelajar Diploma Sistem Rangkaian dan Komputer dengan seramai 38%. Kebanyakan pelajar yang terlibat adalah daripada pelajar semester 2 dengan nilai 52% daripada keseluruhan reponden diikuti semester 4, iaitu sebanyak 26%.

OBJEKTIF KAJIAN 1: Mengenal pasti tahap tekanan mental pelajar

Jadual 1: Tahap Tekanan Mental Pelajar

Tahap Stress	**Skor**	**Lelaki**		**Perempuan**		**Min peratusan**
		f	**%**	**f**	**%**	**%**
Normal	0-7	20	40	18	36	**38**
Ringan	8- 9	9	18	10	20	**19**
Sederhana	10-13	9	18	11	22	**20**
Teruk	14-17	9	18	8	16	**17**
Sangat teruk	18 ke atas	3	6	3	6	**6**

Jadual 1 menunjukkan maklumat dapatan daripada soalan pengukuran tahap tekanan menggunakan kaedah pengukuran DASS. Terdapat 7 soalan yang diberikan kepada responden yang menjurus kepada soalan berkaitan tekanan seperti dalam Jadual 2. Dengan menggunakan kaedah DASS ini didapati tahap tekanan pelajar adalah normal dengan nilai 38% bagi skor 0-7.

Jadual 2: Skala Tekanan Kebimbangan Kemurungan (*DASS*)

Soalan	**Lelaki (%)**	**Perempuan (%)**	**Min peratusan (%)**
4. Saya dapati saya mudah resah.	51	48	49
1. Saya rasa susah untuk bertenang.	51	44	48
3. Saya rasa saya terlalu gelisah.	49	46	48
7. Saya mudah tersinggung.	31	62	47
6. Saya tidak boleh terima apa jua yang menghalangi saya daripada meneruskan apa yang saya sedang lakukan.	43	40	42
5. Saya berasa sukar untuk relaks.	39	42	41
2. Saya cenderung bertindak secara berlebihan kepada sesuatu keadaan.	45	36	40

Berdasarkan Jadual 2, pelajar didapati paling tertekan apabila dikemukakan soalan “saya dapati saya mudah resah” dengan min peratusan sebanyak 49%, diikuti soalan “saya rasa susah untuk bertenang” dan “saya rasa saya terlalu gelisah” memberikan peratus skor yang sama, iaitu 48%. Soalan yang mendapat min peratusan yang paling rendah ialah soalan “saya cenderung bertindak secara berlebihan kepada sesuatu keadaan” dengan nilai 40%.

OBJEKTIF KAJIAN 2: Mengenal pasti faktor mempengaruhi kebimbangan pelajar terhadap pelajaran mengikut jantina

Jadual 3: Tahap Kebimbangan Pelajar terhadap Pelajaran Mereka mengikut Jantina

Soalan	Lelaki (%)	Perempuan (%)	Min peratusan (%)
10. Saya rasa terganggu apabila melakukan sesuatu tugasan bagi setiap kursus yang diambil dalam satu masa.	65	71	68
3. Saya rasa bersalah kerana tidak mencapai apa yang dijangkakan.	69	55	62
9. Saya berasa gelisah apabila menunggu keputusan peperiksaan akhir semester.	65	56	61
2. Saya rasa tertekan kerana jangkaan prestasi terlalu tinggi.	58	63	61
6. Saya sentiasa berasa letih dari segi mental.	59	61	60
1. Saya selalu berasa kecewa.	45	71	58
4. Saya rasa ibu bapa mengharapkan A sahaja.	47	66	56
5. Saya sentiasa berasa letih dari segi fizikal.	52	57	55
8. Saya sering lupa walaupun untuk perkara biasa.	52	57	55
7. Saya sentiasa rasa cepat naik darah.	43	59	51
11. Saya berasa gelisah apabila memikirkan apakah yang akan dilakukan seterusnya pada semester akan datang.	60	38	49

Berdasarkan kajian kebimbangan pelajar terhadap pelajaran mereka yang terdapat di dalam Jadual 3, didapati pelajar berasa terganggu apabila melakukan sesuatu tugasan bagi setiap kursus yang diambil dalam satu masa dengan mendapat min peratusan sebanyak 68% secara keseluruhan. Namun begitu, min peratusan yang paling rendah dicatatkan sebanyak 49% bagi soalan pelajar berasa gelisah apabila memikirkan apa yang akan dilakukan seterusnya pada semester akan datang.

Hasil dapatan kajian juga mendapati pelajar lelaki lebih cenderung merasa bersalah kerana tidak dapat mencapai apa yang mereka jangkakan, iaitu 69%. Mereka juga tidak cepat marah walaupun mereka cenderung untuk merasa bersalah.

Jadual 4: Skor Tahap Kebimbangan Pelajar terhadap Pelajaran

Soalan	Tidak pernah sama sekali (%)	Jarang (%)	Kerap (%)	Sangat Kerap (%)
1. Saya selalu berasa kecewa.	17	34	31	18
2. Saya rasa tertekan kerana jangkaan prestasi terlalu tinggi.	10	33	33	24
3. Saya rasa bersalah kerana tidak mencapai apa yang dijangkakan.	5	19	38	38
4. Saya rasa ibu bapa mengharapkan A sahaja.	27	38	16	19
5. Saya sentiasa berasa letih dari segi fizikal.	11	37	24	28
6. Saya sentiasa berasa letih dari segi mental.	11	26	32	31
7. Saya sentiasa rasa cepat naik darah.	22	34	16	28
8. Saya sering lupa walaupun untuk perkara biasa.	10	37	32	21
9. Saya berasa gelisah apabila menunggu keputusan peperiksaan akhir semester.	5	23	35	37
10. Saya rasa terganggu apabila melakukan sesuatu tugasan bagi setiap kursus yang diambil dalam satu masa.	7	27	40	26
11. Saya berasa gelisah apabila memikirkan apakah yang akan dilakukan seterusnya pada semester akan datang.	8	28	31	33

Jika dilihat daripada maklum balas responden berkenaan soalan-soalan kajian, 27% pelajar bersetuju bahawa ibu bapa mereka tidak terlalu mengharapkan markah A bagi kursus yang diambil. 40% pelajar kerap berasa terganggu dengan beban tugasan yang diberikan, manakala 38% bersetuju mereka merasa bersalah kerana tidak mencapai apa yang mereka jangkakan.

Berdasarkan Jadual 5, hasil kajian mendapati bahawa 31% pelajar lelaki jarang menunjukkan kebimbangan terhadap pelajaran mereka, manakala pelajar perempuan pula dilihat kerap bimbang mengenai pelajaran mereka dengan peratusan sebanyak 37%. Secara keseluruhannya mendapati bahawa pelajar diploma KPTM Batu Pahat berada dalam keadaan jarang bimbang terhadap pelajaran mereka walaupun berada dalam situasi pendemik Covid-19, iaitu mencatatkan peratusan sebanyak 31%.

Jadual 5 : Skor Tahap Kebimbangan Pelajar mengikut Jantina

	Lelaki (%)	Perempuan (%)	Min peratusan (%)
Tidak pernah sama sekali	16	8	12
Jarang	31	30	31
Kerap	23	37	30
Sangat Kerap	30	25	28

KESIMPULAN

Berdasarkan kajian yang telah dijalankan didapati bahawa pelajar peringkat diploma tidak mengalami tekanan dalam menjalani proses pembelajaran secara dalam talian. Hal ini disebabkan oleh pendekatan teknik pengajaran dan pembelajaran dalam talian yang diadaptasikan oleh pihak tenaga pengajar adalah lebih *'lenient*' dengan mengambil kira keadaan latar belakang situasi pembelajaran pelajar seperti kemudahan alatan pembelajaran, iaitu laptop dan juga kemudahan capaian internet. Dengan mengambil kira keadaan para pelajar, maka kebanyakan sesi pembelajaran telah dilakukan dengan cara membuat rakaman sesi kelas dan memberikan masa kepada pelajar untuk merujuk semula rakaman kelas tersebut sekiranya pelajar ketinggalan atau kurang faham. Ini banyak membantu pelajar untuk sentiasa memahami sesi pembelajaran dari semasa ke semasa. Seterusnya, keadaan tiada tekanan ini juga telah memberikan impak kepada tahap kebimbangan pelajar terhadap pelajaran mereka. Keseluruhanya pelajar didapati tidak risau atau bimbang terhadap pencapaian mereka sepanjang tempoh sesi pengajaran dan pembelajaran secara dalam talian ini. Ini adalah kerana mereka berasa selesa dan mendapati bahawa mereka tidak ketinggalan apa-apa dalam pembelajaran mereka. Teknik pengajaran yang diguna pakai oleh pihak tenaga pengajar amatlah memainkan peranan penting dalam memastikan pelajar tidak merasa perbezaan dalam menjalani proses pembelajaran mereka sama ada secara maya atau secara bersemuka (*face-to- face*).

Cadangan daripada kajian ini adalah supaya pihak akademik dapat memperhalusi silibus kursus supaya dapat diadaptasikan dengan situasi pengajaran dan pembelajaran secara dalam talian. Teknik dan tatacara pengajaran haruslah diperkukuhkan lagi supaya kandungan silibus dan hasil pembelajaran kursus (*course learning outcome)* dapat diberikan secara efektif kepada para pelajar dan seterusnya mencapai sasaran.

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Program Khidmat Masyarakat Semasa Pandemik COVID-19: Cabaran dan Penyelesaian Di Kolej Poly-Tech MARA (KPTM) Bangi

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ABSTRAK

Kursus Khidmat Masyarakat yang ditawarkan di peringkat IPTA mahupun IPTS bukan sekadar dapat mendidik mahasiswa mengenai cara perlaksanaan aktiviti berkaitan perkhidmatan kebajikan, tetapi ia juga merupakan satu wadah mendidik bakal siswazah kemahiran-kemahiran insaniah seperti kemahiran kepimpinan, kerja berpasukan, komunikasi, kemahiran kreatif dan kritis dan sebagainya. Walaupun ketika Malaysia sedang dilanda pandemik COVID-19, ianya bukanlah penghalang untuk melaksanakan aktiviti khidmat masyarakat dengan baik. Malah, tenaga pengajar dan pelajar perlu menjadi lebih kreatif dan inovatif dalam merancang serta melaksanakan aktiviti-aktiviti yang boleh memberikan manfaat kepada masyarakat. Oleh yang demikian, kajian ini bertujuan untuk meneroka cabaran yang dihadapi oleh mahasiswa di Kolej Poly-Tech MARA (KPTM) Bangi dan seterusnya langkah yang diambil dalam melaksanakan program khidmat masyarakat semasa pandemik COVID-19. Di samping itu, kajian ini turut menggunakan kaedah kualitatif dan kuantitatif iaitu tinjauan dan pemerhatian sepanjang aktiviti tersebut yang dilakukan oleh pelajar-pelajar KPTM Bangi. Hasil dapatan kajian menunjukkan bahawa mahasiswa KPTM Bangi menunjukkan kemampuan mereka dalam melaksanakan program khidmat masyarakat sebagai satu langkah dalam memastikan aktiviti kemasyarakatan sentiasa relevan walaupun berhadapan dengan cabaran wabak COVID-19 yang melanda Malaysia pada ketika itu. Dalam pada itu, pelbagai usaha perlu dipertingkatkan lagi daripada pelbagai peringkat dalam menjadikan program khidmat masyarakat terus relevan untuk dilaksanakan walaupun rantaian COVID-19 belum berakhir sehingga hari ini.

***Kata Kunci**: KPTM; COVID-19; khidmat masyarakat*

PENGENALAN

Program Khidmat Masyarakat merupakan satu aktiviti yang diwajibkan kepada pelajar-pelajar program diploma dan ijazah Kolej Poly-Tech MARA (KPTM) Bangi sekurang-kurangnya sekali dalam tempoh pengajian mereka. Secara formal program Khidmat Masyarakat ini dilaksanakan dalam sesi pembelajaran dan pengajaran kursus MPU (U4) yang memfokuskan untuk mendidik pelajar agar mempunyai pengalaman dan pengetahuan serta kemahiran dalam pengurusan masyarakat. Kursus kelompok ini bersifat praktikal yang perlu dilaksanakan seperti aktiviti khidmat masyarakat.

Kursus Khidmat Masyarakat ini telah dirangka bagi menerapkan elemen-elemen yang membangunkan potensi insan. Antara eleman-elemen yang diterapkan ialah nilai moral, jati diri, kefahaman budaya, pembinaan nilai dan sifat murni, menerap rasa tanggungjawab dan semangat patriotisme, melatih kemahiran berkomunikasi, keterampilan, melatih kemahiran tanggungjawab sosial, sikap profesionalisme, asas pengurusan, kepimpinan dan kerja berpasukan.

Senarai kemahiran ini merupakan aset sumber manusia yang sangat berharga dan dapat melahirkan kumpulan sumber manusia yang mempunyai kekuatan tersendiri, memiliki survival mengharungi cabaran era pandemik mahupun endemik ataupun cabaran mendatang dalam era globalisasi. Jika sebelum ini, aktiviti Khidmat Mayarakat boleh dilaksanakan secara bersemuka dan melibatkan ramai peserta, namun yang demikian pandemik COVID-19 menuntut pelaksana program untuk melimitkan jumlah peserta, penjagaan jarak serta akur terhadap *Standard Operational Procedur* (SOP) yang telah ditetapkan oleh kerajaan. Segala aktiviti khidmat masyarakat dalam tempoh ini sama ada di peringkat IPT ataupun dalam mana-mana organisasi digalakkan untuk dilaksanakan secara atas talian ataupun dengan menggunakan kaedah yang tidak melanggar SOP dan peraturan yang ketat.

Inilah cabaran yang perlu dilalui oleh pelajar-pelajar dan di sinilah segala kemahiran kendiri yang dinyatakan sebelum ini diuji dalam diri seseorang pelajar. Cabaran ini menyebabkan pelajar perlu lebih berkemahiran dalam perkara-perkara tertentu seperti dalam komunikasi, kerjasama diantara kumpulan, kepimpinan dan lain-lain. Selain itu, pelajar juga perlu berfikir di luar kotak dan bijak dalam menghadapi cabaran- cabaran tersebut supaya aktiviti khidmat masyarakat dapat disempurnakan dengan baik mengikut apa yang telah dirancang serta mencapai objektif-objektif yang telah digariskan.

METODOLOGI KAJIAN

Kajian ini menggunakan kaedah kualitatif dan kuantitatif iaitu tinjauan dan pemerhatian terhadap pelajar-pelajar KPTM Bangi yang terlibat dengan aktiviti khidmat masyarakat. Sasaran kajian terhadap program khidmat masyarakat yang dijalankan oleh pelajar-pelajar semester 4 bagi sesi November 2021 daripada pelbagai program di KPTM Bangi yang terlibat dengan aktiviti khidmat masyarakat sepanjang pandemik COVID-19.

Dapatan analisis deskriptif
Cabaran Projek Khidmat Masyarakat Semasa Pandemik Covid-19

Interaksi Dua Hala
Kurangnya interaksi antara pensyarah dan pelajar telah membantutkan proses dalam usaha menjayakan projek khidmat masyarakat yang berimpak tinggi dalam era pandemik COVID-19. Masalah interaksi pelajar yang sangat minimum berpotensi menyumbang kepada salah faham terhadap maklumat yang telah disampaikan dalam kuliah. Malahan pensyarah tidak dapat mengetahui secara jelas tahap kefahaman setiap pelajar serta kekangan yang dialami oleh mereka dalam merancang projek khidmat masyarakat samada secara individu mahupun berkumpulan. Kegagalan interaksi yang berkesan telah menyebabkan proses perbincangan projek di atas talian bersama pensyarah menjadi agak sukar serta kurang efisien.

Interaksi dua hala yang hanya berlaku secara atas talian juga selalunya pensyarah tidak dapat mengenalpasti sejauh mana tahap kejujuran pelajar terhadap kefahamannya tentang matlamat projek yang telah digariskan. Hal ini jelas ketara jika hendak dibandingkan dengan kuliah secara bersemuka. Adab interaksi pelajar secara atas talian juga sering disalaherti oleh pelajar. Ini kerana mereka merasakan keadaan pensyarah yang tidak bertentang mata secara bersemuka hanya mampu bertindak sekadar berhubung di atas talian. Oleh itu isu mengenai interaksi antara pensyarah dan pelajar semasa perbincangan projek perlu diketengahkan sehingga pandemik ini dapat diselesaikan.

Capaian Internet
Terdapat juga kekangan daripada segelintir pelajar terhadap capaian internet ketika pensyarah membuat pantauan secara atas talian terhadap siaran langsung projek khidmat masyarakat yang dimuatnaik melalui laman sosial seperti *Facebook* atau *Instagram*. Ini merupakan antara faktor dominan yang telah menyebabkan pelajar ketinggalan daripada perbincangan dalam kuliah serta tidak mendapat maklumat yang lengkap. Tambahan pula, tahap kelajuan internet yang berbeza di kediaman mereka terutama pelajar yang tinggal di kawasan luar bandar atau pedalaman turut mengalami gangguan dalam menjayakan projek khidmat masyarakat secara atas talian. Perkara ini antara halangan pembelajaran yang seringkali diluahkan oleh pelajar.

Justeru itu, jelas capaian internet merupakan satu cabaran yang besar kepada pensyarah untuk menjalankan perbincangan dalam kuliah serta pemantauan secara atas talian kerana bukan semua pelajar mempunyai kemudahan internet yang baik di kawasan tempat tinggal mereka. Menurut Abdullah (2009), penggunaan internet bertujuan memudahkan pelajar dan pendidik bagi mendapatkan bahan-bahan pembelajaran dan pengajaran serta tugasan. Aplikasi pembelajaran atas talian seperti yang ditawarkan oleh Portal Pendidikan Utusan dan sebagainya hanya boleh diperkenalkan melalui internet. Kini, pelajar boleh melayari pelbagai laman sesawang untuk mendapatkan maklumat mengenai projek yang sesuai untuk dijalankan.

Motivasi Pelajar
Tahap motivasi dalam kalangan pelajar sepanjang sesi perbincangan dalam kuliah secara atas talian agak membimbangkan. Terdapat ibu bapa yang terlalu sibuk dengan urusan kerja di era pandemik COVID-19 sehingga mereka kurang memberikan sokongan dan dorongan yang telah

menyebabkan anak-anak tiada motivasi yang cukup dalam meneruskan pembelajaran atas talian. Ibu bapa seharusnya bertanggungjawab atas pendidikan anak-anak dengan menyediakan segala keperluan yang mencukupi bagi melancarkan pembelajaran secara atas talian serta sentiasa memberi motivasi kepada anak-anak mereka untuk terus bersemangat dalam pembelajaran.

Wujudnya tanggapan yang negatif terhadap pembelajaran secara atas talian adalah kerana pelajar masih belum mampu menyesuaikan diri dengan norma baharu di mana mereka lebih selesa kuliah secara bersemuka. Proses perbincangan dalam kuliah juga kurang berkesan kerana keterlibatan pelajar yang kurang memberangsangkan dapat dilihat melalui aplikasi seperti *Google Meet*, *Zoom* dan sebagainya. Oleh itu, pelajar amat memerlukan motivasi agar mereka lebih bersemangat dan bersedia menghadapi norma baharu sepanjang pembelajaran. Jika tidak diberikan perhatian, perkara ini akan melemahkan kegiatan belajar kerana apabila tiada motivasi menyebabkan tiada tujuan dalam mencapai sesuatu.

Kekangan Kewangan

Penghasilan projek khidmat masyarakat berimpak tinggi semestinya memerlukan kepada perancangan yang teliti bagi memastikan kelancaran seluruh gerak kerja projek tidak kira secara individu atau berkumpulan. Perancangan yang perlu dititikberatkan dalam perbincangan projek adalah kestabilan kewangan di mana pelajar lebih bebas untuk menghasilkan pelbagai projek berimpak positif kepada masyarakat serta mencapai matlamat yang telah ditetapkan. Hal ini kewangan yang tidak stabil turut mempengaruhi semangat pelajar dalam meneruskan projek yang telah dirancang kerana terdapat item dan aktiviti yang perlu dihapuskan atau ditukar kepada perkara lain yang memakan kos lebih rendah.

Tambahan pula, keadaan pandemik COVID-19 telah menyukarkan pergerakan pelajar bagi mengumpul dana projek. Ini berlaku kerana sebelum perintah kawalan pergerakan (PKP) dikuatkuasa pelajar bebas melakukan pelbagai langkah bagi menampung dana projek seperti berniaga atau jualan amal. Membeli sambil menderma adalah istilah yang kerap digunakan supaya dapat menarik perhatian pembeli. Namun ketika pandemik COVID-19, langkah berniaga menjadi agak terbatas dan lebih tertumpu kepada perniagaan atas talian seperti di *Shopee*, *Instagram* dan sebagainya. Begitu juga impak kepada projek pelajar, akhirnya menemui jalan buntu dan memutuskan untuk hanya menjalankan aktiviti sukarelawan tanpa sebarang dana.

Pemilihan Tempat Dan Aktiviti

Pemilihan tempat untuk menjalankan program Khidmat Masyarakat adalah terhad. Ini disebabkan terdapat tempat dan pusat-pusat yang tidak membenarkan orang luar menjalankan sebarang program. Sebelum PKP dilaksanakan, pelajar-pelajar boleh melakukan program di tempat pilihan mereka seperti di Zoo, rumah anak yatim, masjid, tanah perkuburan, pusat jagaan warga emas dan sebagainya.

Apabila pemilihan tempat adalah terhad, maka ianya memberi kesan kepada aktiviti yang bakal dijalankan. Aktiviti-aktiviti yang akan dijalankan juga terhad. Pelajar tidak dapat menjalankan pelbagai aktiviti yang dirancang berikutan kekangan daripada situasi pandemik yang berlaku.

Penyelesaian Dan Cadangan

Terdapat beberapa penyelesaian yang dilakukan oleh pihak pelajar dan pensyarah kursus untuk mengatasi halangan dan cabaran bagi menjalankan program Khidmat Masyarakat semasa COVID-19. Antaranya ialah:

Perlaksanaan Program Secara Atas Talian

Gambar 1: Contoh pelaksaan program khidmat masyarakat menerusi platform Google Meet

Pada era teknologi kini, pelajar boleh melaksanakan pelbagai aktiviti khidmat masyarakat secara atas talian dengan melibatkan pelbagai lapisan masyarakat tanpa mengira peringkat umur. Sebagai contoh, bagi peringkat kanak-kanak mereka boleh melaksanakan kelas 'Online' percuma. Pelajar boleh membuat program seperti mengadakan kelas percuma bagi subjek Matematik, Bahasa Melayu, Bahasa Inggeris dan sebagainya secara atas talian (online) khususnya kepada pelajar-pelajar sekolah rendah. Sementara itu, bagi peringkat dewasa boleh dilaksanakan program sesi ceramah atau sesi 'Sharing Knowledge' secara atas talian yang mana pelajar sebagai moderator dan menjemput seorang penceramah untuk membincangkan tajuk-tajuk yang bersesuaian pada masa kini. Sesi tersebut boleh dilaksanakan secara langsung (live) yang boleh ditayangkan di aplikasi media sosial seperti Facebook, Instagram, YouTube dan sebagainya.

Di samping itu, Program 'Virtual Tour' ataupun program lawatan maya juga menjadi salah satu aktiviti yang boleh dilakukan oleh para pelajar. Program ini akan dijalankan secara maya. Pelajar boleh memilih tempat yang sesuai dan berdekatan dengan tempat tinggal pelajaru ntuk menjalankan program ini. Contoh program seperti Virtual Zoo, Virtual Tour Historical City of Malacca, Virtual Tour of Crocodile Park in Malacca dan sebagainya. Justeru, program sebegini juga dilihat menjimatkan masa, tenaga dan wang ringgit.

Penghasilan E-Book Khidmat Masyarakat Semasa Pkp

Gambar 2: Muka hadapan e-book: Khidmat Masyarakat Semasa PKP

Antara inisiatif yang dilakukan oleh tenaga pengajar kursus khidmat masyarakat bagi menyelesaikan masalah pelajar melaksanakan program khidmat masyarakat adalah dengan menghasilkan sebuah ebook yang bertajuk "*Khimat Masyarakat Semasa PKP*". Antara kandungan utama dalam ebook ini ialah proses perlaksanaan, kertas kerja projek, tip-tip mencari dana, teknik pelaporan serta halangan dan cabaran semasa PKP.

Sehubungan dengan itu, ebook tersebut dijadikan sebagai garis panduan kepada pelajar ketikamana melaksanakan program khimat masyarakat terutamnya ketika COVID-19 melanda negara pada saat itu. Selain itu, ianya turut membantu pelajar untuk lebih memahami tatacara perlaksanaan lebih mendalam dan seterusnya menjadi inspirasi kepada pelajar sekiranya pelajar.

Inovasi Dalam Pembelajaran Dan Pengajaran

BIL	ID PELAJAR	NAMA	SEKSYEN	NAMA PROGRAM	RINGKASAN PROGRAM	TEMPAT	TARIKH	MASA	Link FB Page/ Instagram	Link YouTube
1	BGJ20021024	AINA FARISHA BINTI MOHD FAEZAL	AB4.65	THANK YOU, FRONTLINERS	SUMBANGAN MAKANAN KEPADA PETUGAS (POLIS) TANDA	IPD SEPANG	27 September 2021	7:00a.m. - 10:00a.m.		https://youtu.be/iFDeF8bB_dc
2	BGJ20021112	ERINA BINTI AZMAN	AB4.65	-SALAM RELIEF -SUMBANGAN MAKANAN KEPADA ORANG SUSAH	- SUMBANGAN MAKANAN KEPADA ORANG SUSAH BERSAMA NGO SALAM RELIEF -SUMBANGAN	-KUALA LUMPUR -RAWANG, SELANGOR	25 September 2021 - 5 October 2021	8.00 a.m - 12.30 p.m. - 12.00 p.m - 5.00 p.m	- https://www.faceboo	https://youtu.be/w4Xoe4lxOd
3	BGJ20021027	NURSYAHADAH BINTI IZHAM	AB4.65	SUMBANGAN MAKANAN KEPADA FRONTLINERS	MEMBERI MAKANAN KEPADA FRONTLINER (ROADBLOCK)	SUNGAI SIPUT (U), PERAK	26 September 2021	11.30 a.m - 12.30p.m		https://youtu.be/GaUtgo5OqvE
4	BGJ20021112	STINA DARWISHA BINTI SAIFUL ADH	AB4.65	SMPC (Sumbangan Makanan kepada Pekerja Cleaner)	MEMBERI MAKANAN YANG TELAH DIMASAK KEPADA PEKERJA CLEANER DI SEKITAR RUMAH.	BATU GAJAH, PERAK	-17 September 2021	2.00 PM – 6.00 PM		https://youtu.be/_1JMUdezdE4
5	BGJ20021038	NOOR ATHIRAH BINTI MOHD HAMID	AB4.65	WE CARE FRONLINERS	BANTUAN KEPADA GELANDANGAN	KUALA LUMPUR	26 September 2021	9.00 a.m. - 12.00 p.m		https://youtu.be/beztmOhZH0Y
6	BGJ20021134	NURAISYA ALEYA BINTI MOHD AKBAL	AB4.65	MENADI SUKARELAWAN DI PUSAT VAKSIN	RONTLINER DALAM PROSES PEMB	N BANDARAN KULIM,K	26 - 27 September 2021	8.00 AM- 5.00 PM	https://www.instagram	https://youtu.be/0S_HavKg2YU
7	BGJ20021043	HAMMAD HAZIQ BIN MOHAMED FA	AB4.65	KITA TOLONG KITA	Mengagihkan keperluan asas ke foodbank yang terdekat	MASJID BANDAR SERI PUTRA	26/9/2021	8.00 AM- 5.00 PM		
8	1)BGJ200210 378 2)BGJ200210 344 3)BGJ200210 373	1)FATINI ZULAIKHA HAZRY BINTI MOHAMAD JOHAIRY 2)AINAA ATHIRAH BINTI AZRA 3)NOOR SYAZANA BINTI KIFLI	AB4.65	HELPING.HEALING.CARING	MEMBERI MAKANAN YANG TELAH DI MASAK KEPADA FOOD RIDER, PENGAWAL KESELAMATAN, BALAI POLIS DAN JUGA HOSPITAL PAKAR AN-NUR	BANGI, SELANGOR	18/9/2021	12 pm - 5 pm	https://www.instagram.com/cer_ab4.65/	https://youtu.be/YTbE94NToxs

Gambar 3: Contoh templat yang perlu diisi oleh pelajar

Cabaran dan halangan dalam perlaksanaan aktiviti khidmat masyarakat bukan sahaja akan merencatkan proses pembelajaran dan pengajaran secara atas talian tetapi juga akan memberi kesan kepada pihak pengurusan kolej untuk mendapat maklumat pelajar-pelajar yang melaksanakan aktiviti khidmat masyarakat. Justeru, kursus ini memerlukan satu kaedah yang sistematik dan efisien bagi memudahkan para pelajar, pensyarah dan termasuklah pengurusan kolej dalam menjayakan aktiviti khidmat masyarakat yang dilaksanakan oleh para pelajar dengan menyediakan satu templat yang menyediakan nama pelajar, nama program, tarikh, masa, tempat dan juga link faebook, Intagram serta youtube untuk diisi oleh para pelajar. Inovasi ini sebagai satu inisiatif dan usaha pensyarah kursus dalam merekodkan aktiviti khidmat masyarakat yang dilaksanakan oleh pelajar KPTM khususnya ketika pandemik COVID-19 ini. Ianya turut membantu pihak pengurusan Kolej untuk menyimpan maklumat pelajar yang melaksanakan aktiviti khidmat masyarakat bagi tujuan audit dan juga sebagai Petunjuk Prestasi Utama/Key Performance Indicator (KPI) kepada kolej.

KESIMPULAN

Setiap apa yang lakukan tidak akan terlepas daripada halangan dan cabaran. Begitu juga dengan perlaksanaan aktiviti khidmat masyarakat yang menuntut pelajar untuk mahir dan kreatif dalam mengharungi halangan-halangan lebih lagi ketika dunia sedang menghadapi pandemik COVID-19. Dalam pada itu, pelbagai usaha perlu dipertingkatkan lagi daripada pelbagai peringkat dalam menjadikan program khidmat masyarakat terus relevan untuk dilaksanakan walaupun rantaian COVID-19 belum berakhir sehingga hari ini.

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Kajian Persepsi Pelajar Terhadap Pengajaran Dan Pembelajaran Dalam Talian Bagi Kursus Aplikasi *Microsoft Office*

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ABSTRAK

Pengajaran dan Pembelajaran (PdP) secara dalam talian merupakan fenomena baru sejak berlakunya Perintah Kawalan Pergerakan (PKP) pada Mac 2020. Proses pengajaran dan pembelajaran di Kolej Poly-Tech MARA (KPTM) tetap terus berjalan kerana pembelajaran bersemuka kini boleh digantikan dengan pembelajaran maya. Keperluan alat peranti dan capaian internet diperlukan oleh pelajar dan pendidik dalam memastikan proses PdP berlangsung. Tujuan kajian ini adalah untuk melihat persepsi pelajar terhadap proses PdP secara dalam talian bagi kursus *OAFW (Office Application for Workplace).* Selain itu, tujuan kajian adalah untuk melihat keberkesanan PDP kursus ini setelah mengikuti dalam talian dan langkah untuk memperbaiki sistem PdP. Kursus ini ditawarkan pada semester 3, dalam jurusan Diploma Pengurusan Pejabat *(Diploma in Office Management*), di Kolej Poly-Tech MARA Alor Setar. Ketika sesi PdP secara bersemuka, ia dijalankan di bilik makmal komputer yang mempunyai kemudahan perkakasan dan perisian tertentu yang sesuai dengan kehendak kursus. Walau bagaimanapun sejak pandemik Covid-19 berlaku, kursus ini berjalan secara dalam talian. Terdapat halangan yang dihadapi oleh pelajar perlu diambil tindakan segera agar keberkesanan pembelajaran dan pengajaran dapat dipertingkatkan lagi antaranya kemudahan capaian internet, penggunaan perisian dan perkakasan serta kaedah aktiviti PdP yang berbeza dengan bersemuka. Bagi mendapatkan persepsi pelajar terhadap pembelajaran dan pengajaran dalam talian bagi kursus *OAFW*, satu kajian telah dijalankan dan soal selidik diedarkan kepada 141 orang meliputi pelajar semester 4, 5 dan 6 kerana pelajar tersebut telah menjalani proses PdP tersebut secara dalam talian ketika kursus ini ditawarkan. Metodologi yang digunakan dalam kajian ini adalah metod pengumpulan data dan metod analisis data. Kesimpulannya ia adalah satu kajian yang komprehensif untuk merungkai pernyataan masalah ini.

Kata kunci*: Pengajaran dan pembelajaran secara dalam talian; Pandemik Covid-19; Office Application for Workplace; Kolej Poly-Tech MARA*

PENGENALAN

Kolej Poly-Tech MARA (KPTM) telah melaksanakan PdP secara dalam talian sejak bermulanya PKP akibat penularan virus Covid-19. Salah satu kursus yang ditawarkan dalam *Diploma in Office Management* iaitu *OAFW* di KPTM turut terkesan. Pembelajaran yang dijalankan secara bersemuka telah digantikan dengan mod secara dalam talian. Pelajar tidak dapat menggunakan kemudahan makmal komputer di tempat pengajian yang telah dilengkapi perisian yang diguna pakai dalam kursus *OAFW*. Kursus ini ditawarkan bagi pelajar semester 3 dengan menggunakan aplikasi *Microsoft Office* seperti *Microsoft Word*,*Microsoft Excel*, *Microsoft Power Poin*t dan *Microsoft Access*. Pelaksanaan PdP secara dalam talian secara tiba-tiba memberi kesan kepada pelajar dan juga pensyarah. Terdapat halangan yang belum dikenalpasti dan ditangani sepenuhnya seperti capaian internet, ketersediaan peralatan peranti, tekanan dan sebagainya. (Hassan, Abidin, & Hassan, 2021). (Kusuma, & Hamidah, 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.

Memandangkan dunia pendidikan bergerak ke arah revolusi industri 4.0, sebagai sebuah institusi pendidikan, Kolej Poly-Tech MARA tidak terkecuali. Semua pihak harus bersedia melengkapkan diri dengan pengetahuan dan kemahiran mengenai pendidikan abad ke-21, mahir menggunakan teknologi, celik digital dan menguasai kaedah PdP moden (Sidin., Alias, & Tahir, 2020).

METODOLOGI

Soal selidik ialah sejumlah soalan yang dikemukakan secara berterusan dalam borang tertentu untuk dijawab oleh sebilangan orang dalam usaha mencari dan mengumpulkan maklumat tertentu (Kamus Dewan Edisi Keempat, 2016). Kajian yang dijalankan adalah berbentuk kajian kuantitatif iaitu melibatkan pelajar yang telah mengikuti mod pembelajaran secara dalam talian. Instrumen kajian dibahagikan kepada 7 bahagian iatitu bahagian A, B, C, D, E, F dan G. Bahagian A mengandungi maklumat demografi responden, manakala bahagian B sehingga D adalah berkait penilaian, kandungan kursus dan interaksi pelajar. Bahagian E dan F berkait dengan persepsi pelajar terhadap perkakasan, talian akses dan aplikasi dalam PdP. Pada Bahagian G pula terdiri daripada kaedah keberkesanan PdP bagi persepsi pelajar. Kajian ini menggunakan skala likert seperti 1 = Sangat setuju, 2 = Setuju, 3 = Tidak setuju dan 4 = Sangat tidak setuju.

Borang soal selidik dilakukan secara dalam talian menggunakan *Google Form* bagi memudahkan borang soal selidik ini disebarkan secara meluas kepada pelajar sasaran. Pautan diberikan kepada pelajar adalah melalui medium WhatsApp dan Telegram bagi mencapai akses yang maksima.

Kajian ini merupakan kajian kuantitatif yang merupakan reka bentuk kajian tinjauan sebagai teknik pengumpulan data. Kajian ini merupakan kajian yang menggunakan instrumen borang soal selidik. Soal selidik ialah sejumlah soalan yang dikemukakan secara berterusan dalam borang tertentu untuk dijawab oleh sebilangan orang dalam usaha mencari dan mengumpulkan maklumat tertentu (Kamus Dewan Edisi Keempat, 2016). Penggunaan borang soal selidik dipilih bagi mendapatkan maklumat kajian dengan mudah, cepat dan cekap serta membantu dalam menghasilkan data mengenai tingkah laku, sikap, kepercayaan, pendapat dan pengetahuan responden (Etikan & Bala 2017). Bagi mendapatkan data kajian ini, pemilihan responden telah dibuat, terdiri daripada pelajar semester 4, 5 dan 6 yang telah menjalani PdP secara dalam talian bagi kursus *OAFW*. Bagi pelajar semester 4, 5 dan 6 sebelum ini PdP hanya berlaku dalam talian kerana wabak Covid yang melanda menghalang pembelajaran secara bersemuka. Kolej Poly-Tech MARA telah menjalankan pembelajaran secara teradun atas arahan pihak Malaysian Qualifications Agency (MQA) yang mana ketika ini semua pelajar berpeluang mengalami PdP secara bersemuka dan juga secara dalam talian.

HASIL DAN PERBINCANGAN

Bab ini melaporkan dapatan kajian berdasarkan keputusan ujian dan tindak balas yang diberikan oleh responden terhadap soal selidik yang dijalankan. Semua keputusan yang diperoleh dibentang dalam bentuk jadual. Hasil dapatan kajian yang dikemukakan dalam bab ini adalah untuk menghuraikan jawapan kepada persoalan kajian iaitu Persepsi Pelajar Terhadap Keberkesanan Proses Pengajaran dan Pembelajaran (PdP) Secara Dalam Talian: Kajian Kursus Aplikasi M*icrosoft Office.*

Bahagian A: Latar Belakang Responden

Jadual 1: Latar Belakang Responden

Profil (%)	Keterangan	Kekerapan	Peratus
Jantina	Lelaki	11	10.7
	Perempuan	92	89.3
Umur	19	85	82.5
	20	12	11.7
	21	6	5.8
	22	0	0
	Lebih 23	0	0
Semester	4	63	61.2
	5	16	15.5
	6	24	23.3
Kawasan Tempat Tinggal	Bandar	81	78.6
	Luar Bandar	22	21.4
		103	100%

Berdasarkan Jadual 1 di atas, terdapat seramai 103 responden secara keseluruhan yang menjawab soal selidik ini dengan pecahan pelajar lelaki seramai 11 orang manakala pelajar perempuan seramai 92 orang. Bagi pecahan umur pula, terdapat seramai 85 responden dalam kalangan umur 19 tahun, 12 dalam kalangan umur 20 tahun dan 6 responden adalah dalam kalangan umur 21 tahun. Pelajar teramai adalah dalam kalangan semester 4 iaitu sebanyak 63 responden, manakala semester 5 adalah seramai 16 responden dan semester 6 adalah seramai 24 responden. Bagi kategori kawasan tempat tinggal, sebanyak 81 responden menetap di bandar, manakala 22 responden menetap di luar bandar.

Bahagian B: Persepsi Terhadap Kandungan Kursus

Jadual 2: Persepsi Terhadap Kandungan Kursus

Item	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1	Kandungan kursus memenuhi kehendak.			64(62.1%)	39(37.9%)
2	Kandungan kursus mudah untuk dipelajari.			71(68.9%)	32(31.1%)
3	Kandungan kursus mudah untuk difahami.		1(1%)	68(66%)	34(33%)
4	Kandungan kursus mengikut tahap kesukaran.		5(4.9%)	72(66.9%)	26(25.2%)
5	Kandungan kursus perlu ditambah lagi.	2(1.9%)	31(30.1%)	48(46.6%)	22(21.4%)

Berdasarkan Jadual 2, terdapat 5 pernyataan berkenaan Persepsi Terhadap Kandungan Kursus. Pada item 1, yang menyatakan kandungan kursus memenuhi kehendak pelajar, terdapat 37.9% atau 39 responden yang menyatakan sangat setuju, manakala 64 responden atau 62.1% pula menyatakan setuju dengan pernyataan tersebut. Bagi item 2, sebanyak 68.9% bersetuju dengan kandungan kursus mudah dipelajari dan 31.1% sangat setuju dengan pernyataan tersebut. Bagi item 3, 33% sangat bersetuju kandungan kursus yang mudah untuk difahami, 66% pula bersetuju manakala terdapat 1% sahaja yang tidak setuju. Bagi item 5, 21.4% sangat bersetuju supaya kandungan kursus ditambah lagi, manakala majoriti 46.6% hanya setuju, 30.1% pula tidak bersetuju dan 1.9% sangat tidak bersetuju dengan pernyataan itu.

Bahagian C: Persepsi Terhadap Penilaian *(Assessment)* Kursus

Jadual 3: Persepsi Pelajar Terhadap Penilaian Kursus

Item	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1	Penilaian kursus menarik minat pelajar.			69(67%)	34(33%)
2	Penilaian kursus yang mudah difahami.			70(68%)	33(32%)
3	Penilaian yang mudah untuk dilaksanakan.			69(67%)	34(33%)
4	Penilaian kursus bertepatan dengan silibus.			68(66%)	35(34%)
5	Penilaian kursus menepati objektif kursus.			70(68%)	33(32%)
6	Peruntukan markah untuk setiap penilaian yang sesuai.			69(67%)	34(33%)
7	Penilaian kursus mampu menguji tahap pengetahuan dan kemahiran pelajar.			66(64.1%)	37(35.9%)

Berdasarkan Jadual 3, terdapat 7 item yang disoal berkait Persepsi Pelajar Terhadap Penilaian Kurus dan hasilnya memberi impak positif di mana majoriti memberi respon sangat setuju dan setuju. Item 1, majoriti bersetuju dengan 67% bahawa kursus ini menarik minat pelajar manakala 33% sangat bersetuju. 32% responden sangat setuju bahawa penilaian kursus ini mudah difahami, dan 68% setuju. Majoriti dengan responden 67% menyatakan penilaian mudah untuk dilaksanakan dan 33% sangat bersetuju. Item 4 pula, 66% penilaian kursus bertepatan dengan silibus dan 34% sangat bersetuju dengan item tersebut. 68% responden bersetuju dengan penilaian kursus ini menepati objektif kursus dan 32% sangat bersetuju. Peruntukan markah adalah sesuai dan majoriti dengan 67% bersetuju dan 33% sangat bersetuju dengan item tersebut. Pelajar bersetuju bahawa kursus ini mampu menguji tahap pengetahuan dan kemahiran pelajar dengan responden 64.1% bersetuju dan 35.9% sangat bersetuju.

BAHAGIAN D: Persepsi Terhadap Interaksi dalam Kelas secara dalam Talian

Jadual 4: Persepsi Terhadap Interaksi dalam Kelas secara dalam Talian

Item	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1	Kelas berjalan secara aktif (komunikasi dua hala).		1(1%)	66(64.1%)	36(35%)
2	Interaksi dengan pensyarah dan pelajar sangat baik.			54(52.4%)	49(47.6%)
3	Pensyarah akan bertanya soalan kepada pelajar.			64(62.1%)	39(37.9%)
4	Pensyarah memberi panduan kerja amali yang dibuat ketika PdP.			59(57.3%)	44(42.7%)
5	Pensyarah sentiasa menanyakan tahap kefahaman pelajar tentang tajuk yang dipelajari.		1(1%)	59(57.3%)	43(41.7%)
6	Pelajar diminta berkongsi hasil kerja praktikal ketika PdP.			67(65%)	36(35%)
7	Pensyarah menggunakan budi bicara dengan pelajar.			60(58.3%)	43(41.7%)
8	Pelajar mengikuti kursus amali dengan baik ketika PdP secara dalam talian.			69(67%)	34(33%)

Berdasarkan Jadual 4, terdapat 8 item berkaitan Persepsi Terhadap Interaksi dalam Kelas secara dalam Talian. Item 1, menunjukkan majoriti bersetuju dengan responden 64.1% dan 35% sangat bersetuju di mana kelas berjalan secara aktif. Hanya 1% sahaja tidak bersetuju. Interaksi dengan pensyarah dan pelajar adalah sangat baik iaitu sebanyak 47.6% adalah sangat setuju dan 52.4% bersetuju dengan pernyataan tersebut. 62.1% responden bersetuju bahawa pensyarah akan bertanya soalan kepada pelajar dan 37.9% sangat bersetuju. Pensyarah turut memberi panduan kerja amali yang dibuat ketika PdP dan ia sangat dipersetujui oleh responden dengan 42.7% dan 57.3% bersetuju dengan item tersebut. Bagi item 5, iaitu pensyarah sentiasa menanyakan tahap kefahaman pelajar tentang tajuk yang dipelajari dipersetujui dengan majoriti 57.3% dan sangat disetujui dengan 41.7% responden. Walau bagaimanapun, hanya 1 % sahaja yang tidak bersetuju dengan pernyataan tersebut. 65% bersetuju dengan item 6, di mana pelajar diminta berkongsi hasil kerja praktikal ketika PdP dan 35% responden sangat bersetuju. Responden turut bersetuju dengan penyataan bahawa pensyarah menggunakan budi bicara dengan pelajar dengan 58.3% bersetuju dan 41.73% sangat bersetuju. Majoriti responden dengan 67% bersetuju bahawa mereka dapat mengikuti kursus amali dengan baik ketika PdP secara dalam talian dan 33% responden sangat bersetuju dengan item tersebut.

BAHAGIAN E: Persepsi Terhadap Penggunaan Peranti Perkakasan (komputer riba, komputer, telefon bimbit) dalam PdP

Jadual 5: Persepsi Terhadap Penggunaan Peranti Perkakasan

Item	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1	Saya menggunakan lebih dari satu peranti perkakasan (Cth: laptop dan telefon bimbit) ketika proses PdP secara dalam talian berlangsung.		2(1.9%)	57(55.3%)	44(42.7%)
2	Peranti perkakasan yang saya gunakan mempunyai spesifikasi yang diperlukan untuk kursus ini.		6(5.8%)	60(58.3%)	37(35.9%)
3	Saya dapat mengikuti dengan baik kursus amali ketika PdP dengan menggunakan peranti perkakasan ini.			67(65%)	36(35%)

Jadual 5 menunjukkan Persepsi Terhadap Penggunaan Peranti Perkakasan. Memandangkan kelas berjalan secara dalam talian dan berbentuk praktikal, maka penggunaan peranti perkakasan adalah sangat perlu dan penggunaan lebih daripada satu perkakasan juga berguna untuk rujukan ketika PdP berlangsung. Sebanyak 55.3% bersetuju dan 42.7% sangat bersetuju bahawa responden menggunakan lebih daripada satu peranti perkakasan contohnya laptop bersama telefon bimbit ketika PdP secara dalam talian berlangsung. Manakala 1.9% responden tidak setuju dengan pernyataan tersebut. Sebanyak 58.3% responden bersetuju bahawa peranti perkakasan yang digunakan mempunyai spesifikasi yang diperlukan untuk kursus *OAFW* dan 35.9% sangat bersetuju. Minoriti responden tidak bersetuju dengan pernyataan tersebut dengan catatan 5.8% responden kerana responden tersebut menggunakan perkakasan yang tidak memenuhi spesifikasi perisian seperti yang diperlukan.

BAHAGIAN F: Persepsi Terhadap Kemudahan Mengakses Aplikasi dalam Talian

Jadual 6: Persepsi Terhadap Kemudahan Mengakses Aplikasi dalam Talian

Item	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1	Sistem Oles/ Google Classroom mudah diakses oleh pelajar.		1(1%)	60(58.3%)	42(40.8%)
2	Capaian internet adalah baik ketika PdP.	1(1%)	13(12.6%)	65(63.1%)	24(23.3%)
3	Pelajar mudah memuatnaik tugasan ke Oles/ Google Classroom.		1(1%)	66(64.1%)	36(35%)
4	Penggunaan aplikasi whatsapp atau telegram sebagai medium penghubung antara pelajar dan pensyarah.		1(1%)	57(55.3%)	45(43.7%)
5	Pelantar Google Meet untuk kuliah dan latihan amali memudahkan pelajar.	1(1%)	3(2.9%)	62(60.2%)	37(35.9%)

Jadual 6 menunjukkan 5 item yang disoal selidik yang melibatkan Persepsi Terhadap Kemudahan Mengakses Aplikasi dalam Talian. Sistem Oles / Google Classroom menjadi medium yang mudah untuk diakses oleh pelajar, sebanyak 40.8% sangat bersetuju, 58.3% bersetuju, manakala 1% tidak setuju sistem tersebut mudah diakses. Majoriti 63.1% bersetuju dengan item ke 2, di mana capaian internet adalah baik ketika PdP dan 23.3% sangat bersetuju. Manakala 12.6% responden menyatakan tidak setuju dan 1 % pula sangat tidak setuju dengan pernyataan tersebut kerana mempunyai masalah capaian internet. 64.1% responden bersetuju bahawa responden mudah untuk memuatnaik tugasan ke Oles / GoogleClassroom dan 35% sangat bersetuju. Hanya 1% responden yang tidak bersetuju kerana merasakan sukar untuk memuat naik tugasan ke Oles / Google Classroom. Komunikasi yang pantas dan cepat menyebabkan pilihan penggunaan aplikasi Whatsapp atau Telegram menjadi pilihan utama untuk berhubung antara pelajar dan pensyarah. Bagi item 4, 43.7% sangat bersetuju dengan pernyataan tersebut, 55.3% bersetuju dan hanya 1 % yang tidak bersetuju. Terdapat 35.9% sangat bersetuju penggunaan Pelantar Google Meet untuk kuliah dan latihan amali memudahkan pelajar. Manakala 60.2% bersetuju dengan pernyataan tersebut. 2.9% responden tidak bersetuju dan 1% sangat tidak bersetuju dengan penggunaan pelantar Google Meet untuk kuliah dan latihan amali.

BAHAGIAN G: Keberkesanan Kaedah Pengajaran dan Pembelajaran Secara Dalam Talian

Jadual 7: Keberkesanan Kaedah Pengajaran dan Pembelajaran Secara Dalam Talian

Item	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1	Google Classroom / Oles membantu pelajar untuk mengakses kursus secara dalam talian.			64(62.1%)	39(37.9%)
2	Pembelajaran kursus boleh dibuat secara dalam talian.		3(2.9%)	65(63.1%)	35(34%)
3	Pensyarah menyampaikan tajuk pengajaran dengan baik.			59(57.3%)	44(42.7%)
4	Video pengajaran yang disediakan mudah difahami.			60(58.3%)	43(41.7%)
5	Whatsapp atau telegram adalah pilihan dalam medium komunikasi antara pensyarah dan pelajar.		1(1%)	60(58.3%)	42(40.8%)
6	Pelantar Google Meet untuk kuliah dan latihan amali memudahkan pelajar.			68(66%)	35(34%)
7	Pensyarah cuba memahamkan pelajar tajuk baharu yang diajar.			60(58.3%)	43(41.7%)

Berdasarkan Jadual 7, adalah berkait Keberkesanan Kaedah Pengajaran dan Pembelajaran Secara dalam Talian. Majoriti responden dengan peratusan 62.1% bersetuju bahawa Google Classroom / Oles membantu pelajar untuk mengakses kursus secara dalam talian dan 37.9% sangat setuju. Sebanyak 63.1% responden bersetuju dengan pembelajaran kursus boleh dibuat secara dalam talian, 34% sangat bersetuju dengan pernyataan tersebut. Tetapi 2.9% responden tidak bersetuju pembelajaran kursus dibuat secara dalam talian. 57.3% responden bersetuju dengan item 3 di mana pensyarah menyampaikan tajuk pengajaran dengan baik dan 42.7% sangat bersetuju. Bagi item 4, video pengajaran yang disediakan mudah difahami dipersetujui oleh responden dengan 58.3% dan 41.7% sangat bersetuju. Penggunaan Whatsapp atau Telegram adalah pilihan medium komunikasi antara pensyarah dan pelajar merupakan item soal selidik yang ke 5. Hasilnya, 40.8% sangat setuju, 58.3% responden bersetuju dan hanya 1% responden tidak bersetuju. Kesan PdP ke atas penggunaan pelantar Google Meet untuk kuliah dan latihan amali memudahkan pelajar dan dipersetujui seramai 66% responden dan 34% sangat setuju pernyataan tersebut. Terdapat 41.7% sangat bersetuju dengan item 7, iaitu pensyarah cuba memahamkan pelajar tajuk baharu yang diajar. 58.3% responden bersetuju dengan pernyataan tersebut.

KESIMPULAN

Sejak pandemik Covid-19 bermula, PdP diteruskan secara dalam talian. Hasil kajian mendapati tahap keberkesanan yang tinggi dalam memastikan kesediaan pelajar dan pensyarah dengan aktiviti pembelajaran. Komitmen daripada pihak kolej, para pensyarah dan pelajar amatlah penting untuk kelancaran aktiviti berlangsung. Kemudahan capaian internet adalah antara faktor penting sebagai peranti perkakasan yang diperlukan dalam proses PdP berlangsung. Ditambah faktor penggunaan jenis perisian bagi kursus ini dan pelajar juga perlu menyiapkan tugasan bagi markah penilaian kursus.

Jika tempoh Perintah Kawalan Pergerakan ini berterusan akibat pandemik Covid-19, (Shin, 2020), menyatakan bahawa untuk mengurangkan jurang digital, banyak negara telah mengambil langkah seperti menyebarkan peranti untuk meningkatkan akses ke kelas secara dalam talian. Hal ini supaya tidak adanya sebarang keciciran PdP dalam kalangan pelajar terutama yang kurang berkemampuan. Pensyarah memberi budi bicara seperti kelonggaran masa kepada pelajar yang mempunyai masalah seperti kemampuan mempunyai perisian dan masalah capaian internet dan diakui pelajar dalam soalan kaji selidik tersebut.

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Maklum Balas Pembetulan Kesalahan Secara Bertulis: Apakah kecenderungan guru dan pelajar *ESL* dalam penulisan?

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ABSTRAK

Di dalam persekitaran kelas Bahasa Inggeris, kemahiran penulisan adalah sesuatu yang sukar dikuasai oleh pelajar. Dengan kata lain, ianya mungkin dapat diperbaiki dengan memberikan maklum balas pembetulan kesalahan secara bertulis *(WCF)*. Kajian ini bertujuan menyiasat kecenderungan pelajar dan guru kursus Bahasa Inggeris tentang metod maklum balas pembetulan kesalahan secara bertulis. Kajian ini juga bertujuan mendapatkan maklumat berkaitan jumlah maklum balas pembetulan kesalahan secara bertulis *(WCF)*, jenis kesalahan yang diperbetulkan dan kaedah yang efektif semasa memberi maklum balas dalam penulisan pelajar. Kajian ini juga akan menggunakan kaedah kuantitatif menggunakan borang soal selidik yang akan diedarkan kepada guru Bahasa Inggeris dan pelajar di institusi pendidikan terpilih.

***Kata kunci**: Maklum balas pembetulan kesalahan bertulis; WCF; Bahasa Inggeris sebagai Bahasa Kedua; ESL*

PENGENALAN

Keberkesanan maklum balas pembetulan kesalahan secara bertulis *(WCF*) dicadangkan memandangkan ianya terhubung kait dengan kecenderungan pelajar *English as Second Language* (*ESL)* terhadap maklum balas kesalahan pembetulan secara bertulis. Dalam erti kata lain, kecenderungan dan pendapat pelajar terhadap jenis-jenis maklum balas pembetulan kesalahan secara bertulis memberi kesan signifikan kepada prestasi pembelajaran mereka. Sebagai contoh, jika pelajar mengetahui hanya satu jenis sahaja jenis *WCF* yang dapat membantu mereka dalam penulisan Bahasa Inggeris, mereka akan hanya memberi perhatian kepada satu jenis maklum balas sahaja. Terdapat kajian lepas yang mendapati pelajar akan lebih baik jika menerima maklum balas yang berbeza jika dibandingkan dengan maklum balas sejenis sahaja (Amrhein dan Nassaji, 2010).

Tidak terlepas juga banyak kajian tentang kecenderungan guru terhadap maklum balas pembetulan kesalahan secara bertulis ini. Kajian itu memetik bahawa guru lebih fokus kepada kesalahan tatabahasa dalam penulisan pelajar berbanding kesalahan-kesalahan lain, dan dikuatkan lagi dengan kajian yang mengatakan guru terlalu risau dengan akan elemen tatabahasa pelajar (Ferris & Robert dipetik oleh Evans, Hartshon & Tuloti, 2010). Sementara itu, Sheen (2007) tidak bersetuju dengan kenyataan dipetik (Evans, Hartshon & Tuloti, 2010) melalui dapatan kajian berkaitan guru hanya fokus pada elemen tatabahasa sahaja dalam penulisan pelajar. Untuk mengetahui apakah kecenderungan guru dalam membetulkan penulisan pelajar, kajian ini akan dijalankan bagi mengenal pasti kecenderungan guru berkaitan jenis-jenis maklum balas pembetulan secara bertulis yang perlu diperbetulkan dalam hasil penulisan pelajar.

Kajian ini bakal melibatkan pelajar dari program diploma Pengurusan Perniagaan, Pengurusan Pejabat dan Pengurusan Pelancongan di Kolej Poly-Tech MARA Alor Setar dari pelbagai semester dan melibatkan guru Bahasa Inggeris di organisasi yang sama. Kajian ini dibuat untuk menerokai (i) amaun maklum balas pembetulan kesalahan secara bertulis yang pelajar dan guru lebih cenderung (ii) jenis kesalahan yang perlu didemonstrasikan oleh guru dan (iii) pendekatan berkesan dalam memberi respon terhadap kesilapan penulisan pelajar.

Mubarak (2013) menjelaskan bahawa terdapat banyak kajian dilakukan yang menfokuskan peranan maklum balas guru sebagai satu elemen penting dalam pembangunan penulisan pelajar. Ianya dipengaruhi oleh satu pendekatan proses dari tahun 1970-an yang menganggap kesilapan pelajar adalah sebahagian dari proses pembelajaran dan bukanlah satu faktor yang perlu dipandang secara negatif.

Tidak terkecuali guru *ESL* menghadapi masalah apabila mereka perlu memberikan maklum balas terhadap hasil penulisan pelajar. Terdapat banyak jenis kesalahan yang perlu diberi tumpuan oleh para guru *ESL* termasuklah susunan ayat, tatabahasa, ejaan, isi kandungan, kosa kata dan sebagainya. Malahan, guru terpaksa menentu pendekatan terbaik bagi menentukan maklum balas yang perlu diberikan, ini termasuklah setiap pelajar mempunyai kemampuan yang berbeza. Oleh itu, kajian ini akan dijalankan untuk mengetahui jenis kesalahan yang perlu diperbetulkan oleh guru, amaun maklum balas pembetulan kesalahan secara bertulis yang akan diguna pakai, dan akhir sekali pendekatan efektif untuk memberi respon kepada kesalahan dalam penulisan pelajar.

Menguasai Bahasa Kedua adalah cabaran yang sangat tinggi buat sesetengah pelajar, tidak ketinggalan mengajar penulisan Bahasa kedua adalah satu tugasan yang sangat sukar kepada guru *ESL*. Kemampuan berbeza para pelajar adalah menjadi faktor utama buat guru yang mengajar. Guru pula perlu mempunyai kesedaran akan perbezaan kemampuan pelajar secara individu dan cara pembelajaran mereka. Guru juga perlu peka akan faktor individu boleh mempengaruhi prestasi dan pembelajaran pelajar.

(Truscott, 1996 dipetik oleh Tran, 2013) telah mempertikaikan pengabaian pembetulan tatabahasa dalam kelas penulisan. Sementara itu, Ferris (2011) melaporkan dalam kajiannya, adalah satu kemestian untuk mengekalkan pembetulan tatabahasa dalam kelas penulisan, (Tran, 2013) memetik.

Maklum balas pembetulan kesalahan secara bertulis dapat membantu pelajar meningkatkan prestasi dan menggalakkan pelajar mempunyai kawalan yang baik dalam Bahasa kedua. (Bitchener, 2012). Manakala, Tran (2013) berkata terlalu banyak tanda merah di atas kertas jawapan pelajar boleh menyebabkan pelajar merasakan hilang semangat menulis. Walau-bagaimanapun, kesalahan yang tidak diperbetulkan dan pemberian markah rendah secara terus juga dapat menghilangkan semangat pelajar untuk terus menulis. Kebanyakan pelajar yang belajar Bahasa kedua ingin mendapatkan maklum balas atas hasil penulisan mereka untuk mengetahui apakah kesalahan yang dibuat supaya pembetulan pada masa akan datang dapat dibuat untuk penulisan yang lebih baik. Justeru itu, guru hendaklah peka dengan keperluan maklum balas yang diperlukan oleh pelajar.

Jenis-jenis Kesalahan

Kajian ini akan mengkaji jenis-jenis kesalahan yang perlu dibetulkan oleh guru. Terdapat terlalu banyak kesalahan dalam penulisan Bahasa Inggeris yang membuatkan hampir mustahil untuk guru memfokuskan kepada semua jenis kesalahan dalam hasil penulisan individu. Guru wajar mencari kaedah terbaik dalam memberi maklum balas kesalahan pelajar. Terdapat banyak jenis kesalahan yang boleh dikenal pasti oleh guru termasuklah kesalahan global, lokal, boleh dibetulkan dan tidak boleh dibetulkan. Kesalahan global bererti kesalahan yang akan menganggu kefahaman sesuatu hasil penulisan. Sebaliknya, kesalahan lokal bermaksud kesalahan yang tidak mengganggu kefahaman sesuatu hasil penulisan.

Kesalahan lain yang disebut adalah kesalahan yang boleh dibetulkan dan tidak boleh dibetulkan. Kesalahan boleh dibetulkan ini merangkumi kesalahan perjanjian antara subjek dan kata kerja, kata kala *(tenses)*, dan tanda baca, manakala kesalahan tidak dapat diperbetulkan adalah seperti pemilihan kata yang tidak betul, dan simpulan Bahasa dalam struktur ayat. (Ferris, 2011).

Pendekatan Dalam Kaedah Pembetulan Kesalahan Pelajar

Ferris (2011) telah mencadangkan terdapat dua jenis pendekatan maklum balas pembetulan kesalahan secara bertulis yang dapat diaplikasi oleh guru Bahasa Inggeris. Pendekatan tersebut adalah secara langsung dan tidak langsung. Dalam kaedah pendekatan pembetulan secara langsung adalah, guru menunjukkan versi penulisan yang betul terhadap kesalahan pelajar dalam penulisan pelajar. Manakala, pendekatan secara tidak langsung adalah bilamana guru menyebut kesalahan pelajar tetapi tidak menunjukkan versi penulisan yang betul kepada pelajar.

Pendekatan pembetulan secara tidak langsung dilihat tidak membantu pelajar dalam menambah baik penguasaan kata kala mudah *(simple past tense)* seperti kata dasar biasa dan kata dasar luar biasa (Anderson, 2014). Gandhi (2014) menyatakan pendekatan secara tidak langsung lebih membantu daripada kaedah secara langsung untuk untuk membetulkan kesalahan ejaan pelajar.

Masalah berlaku apabila guru mempunyai kecenderungan untuk membetulkan kesemua kesalahan yang dilakukan oleh pelajar dalam esei Bahasa Inggeris. Bahasa dalam penulisan pelajar kerap kali ditukar apabila guru percaya apa yang pelajar cuba sampaikan dan apa yang pelajar patut katakan. Akan tetapi, terdapat ketidak sepadanan antara apa yang pelajar cuba sampai melalui penulisan dengan pembetulan yang dibuat oleh guru (Armheim & Nassaji, 2010).

KAJIAN LITERATUR

Maklum balas Pembetulan Kesalahan Secara Bertulis

Menurut (Russle & Spada, 2006 dipetik oleh Hartshon, 2010), maklum balas pembetulan kesalahan merujuk kepada apa-apa sahaja maklum balas yang diberikan kepada pelajar. Walaubagaimanapun, nilai maklum balas dalam penulisan Bahasa kedua telah diperdebatkan. Sesetengah penulis terkemuka (Truscott, 1996 dipetik oleh Tran, 2013) mengatakan bahawa memberikan pembetulan kesalahan tidak langsung membantu pelajar. Pendapat lain berkata, dengan mengekalkan pembetulan tatabahasa dalam penulisan Bahasa kedua adalah perlu bagi memudahkan pelajar (Tran, 2013). Penulis berpegang pada prinsip seperti di bawah dalam memberikan maklum balas kesalahan tatabahasa.

Pertama, maklum balas dapat memperbaiki penulisan, yang keduanya pembetulan dapat membantu pelajar medapatkan ketepatan dari masa ke masa. Terakhir, guru dan pelajar dapat melihat nilai efektif semaa penerimaan dan pemberian maklum balas pembetulan kesalahan secara bertulis. Armhein & Nassaji (2010) memetik kajian menujukkan bahawa WCF membantu pelajar dengan baik, akan tetapi ianya tidak cukup sekadar memperbaiki kesalahan sahaja. Ditambahnya lagi, WCF membuatkan pelajar Bahasa Inggeris menyedari kesalahan yang telah dibuat, tetapi tidak dapat membantu mereka memahami asas dan sekatan dalam kesalahan terbabit.

Jenis-jenis Maklum balas Pembetulan Kesalahan Secara Bertulis

Penyelidik telah mengkaji dari aspek yang berbeza berkaitan pembetulan kesalahan seperti jenis kesalahan yang perlu dibetulkan, jumlah pembetulan kesalahan yang perlu didemonstrasikan kepada pelajar, dan pendekatan efektif yang perlu pelajar terima.

Ia telah membawa kepada ramai penyelidik melakukan kajian berkaitan kesan mempraktiskan WCF yang berbeza. Contohnya, mengenalpasti kesalahan, pembetulan kesalahan secara langsung dan tidak langsung, dan komen pembetulan terhadap kesalahan tanpa dibetulkan dalam penulisan, maklum balas metalinguistik dan komen ke atas isi kandungan (Ashwell, 2000).

Bagi mempromosikan maklum balas yang berkesan kepada pelajar, guru harus tahu akan jenis-jenis kesalahan penulisan seperti yang disebutkan di atas supaya guru dapat fokus dalam memperbaiki mutu penulisan pelajar. Para penyelidik telah mengklasifikasikan jenis-jenis kesalahan ini antaranya kesalahan global, lokal, kesalahan boleh dibetulkan dan kesalahan tidak boleh dibetulkan. Terdapat satu kontradisi antara kesalahan global dan kesalahan lokal.

Kesalahan global adalah kesalahan yang menyekat keterusterangan dalam teks penulisan manakala kesalahan lokal pula digunapakai pada kesalahan yang tidak mengganggu kefahaman sesuatu hasil penulisan. Kesalahan ini bukan sesuatu yang mudah dikenalpasti oleh guru, situasi di mana kesalahan global boleh dianggap terjadi dalam sesebuah teks dan boleh juga dianggap kesalahan lokal dalam satu teks yang lainnya. Kaedah interpretasinya adalah hanya boleh dibuat oleh guru dan pembaca sahaja. Kesalahan lain adalah kesalahan yang boleh dibetulkan dan kesalahan yang tidak boleh dibetulkan (Ferris, 2011). Kesalahan yang boleh dibetulkan diterangkan sebagai kesalahan yang mempunyai peraturan sistematik, *subject-verb agreement, run-on, comma splices, missing article* dan *verb form errors*. Sementara itu, kesalahan tidak boleh dibetulkan adalah sebagai contoh struktur ayat bersimpulan Bahasa dan pemilihan kata.

Amaun Maklum balas Pembetulan Kesalahan Secara Bertulis

Armhein & Nassaji (2010) telah merumuskan bahawa masalah utama dalam kajian ini adalah bagaimana maklum balas pembetulan kesalahan secara bertulis dibuat kepada pelajar. Apabila guru membetulkan kesalahan pelajar, guru sering kali menukar Bahasa pelajar berdasarkan apa yang guru rasakan pelajar mahu sampaikan ataupun perlu dizahirkan. Tanpa disedari, guru telah membuat Bahasa itu menjadi tidak sepadan dengan apa yang cuba disampaikan oleh pelajar. Penyelidik juga mendapati bahawa pelajar tidak faham dan tidak tahu bagaimana untuk memberi tindak balas kepada *WCF* yang diberikan. Konflik ketidaktentuan berkaitan jenis *WCF* dan amaun *WCF* adalah sangat mencabar, begitu juga dengan persepsi dan kecenderungan pelajar dan guru berkaitan *WCF*.

KAEDAH PENYELIDIKAN

Kajian ini akan melibatkan 120 orang pelajar dari program Diploma Pengurusan Perniagaan, Pengurusan Pejabat dan Pengurusan Pelancongan dan 5 orang pensyarah di KPTM Alor Setar. Instrumen soal selidik akan digunakan bagi kajian ini kerana ianya merupakan kajian kuantitatif berbentuk deskriptif. Instrumen soal selidik ini akan memfokuskan dapatan maklum balas (i) jenis maklum balas pembetulan kesalahan secara bertulis yang perlu dibetulkan, (ii) kecenderungan pelajar dan guru Bahasa Inggeris berkaitan amaun pembetulan kesalahan dan (iii) pendekatan yang efektif digunakan dalam kelas pembelajaran Bahasa Inggeris. Teknik pensampelan *convenient* akan digunapakai yang mana sampel dipilih adalah yang paling dekat dengan penyelidik. Teknik pensampelan ini akan digunapakai kerana kesemua responden adalah pelajar dan guru di tempat yang sama dengan penyelidik. Antara lainnya, instrumen ini akan diedarkan dalam dua (2) set berbeza, yang pertama akan diedarkan kepada pelajar dan yang seterusnya kepada guru.

JANGKAAN HASIL KAJIAN

Diharapkan pada akhir kajian ini, penyelidik boleh mengetahui keputusan kesemua elemen kajian bagi tujuan meningkatkan kepekaan guru dan kesedaran pelajar tentang pentingnya maklum balas pembetulan kesalahan secara bertulis dalam pembelajaran dan penulisan Bahasa Inggeris. Hasil dapatan dari kajian ini juga diharap dapat memberi manfaat kepada semua guru Bahasa Inggeris khususnya tidak kira peringkat institusi sama ada rendah, menengah dan tertiari. Hasil kajian ini juga diharapkan dapat membantu ahli penyelidik di luar sana dalam meneruskan kajian seperti ini mengikut persekitaran masing-masing dan menyumbang dalam dunia pendidikan.

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Fobia Pengucapan Awam Dalam Kalangan Pelajar Semester 6 Kolej Poly-Tech MARA Alor Setar (KPTMAS)

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ABSTRAK

Kajian ini dijalankan bagi mengenal pasti fobia pengucapan awam dalam kalangan pelajar peringkat diploma Kolej Poly-Tech Mara Alor Setar (KPTMAS). Pengkaji mengkaji fobia dalam pengucapan awam berdasarkan kepada punca-punca dan cara mengatasi. Kajian ini memilih KPTMAS sebagai lokasi kajian yang melibatkan 50 responden pelajar semester 6 daripada 5 program berbeza. Program terdiri daripada *Diploma in Bussines Management, Diploma in Office Management, Diploma in Tourism Management, Diploma in Accounting* dan *Diploma in Computer System And Networking*. Kajian ini adalah mengenal pasti fobia daripada segi perbezaan gender, pencapaian akademik, aspek kendiri dan latar kelahiran. Kajian ini juga mengenal pasti punca-punca fobia secara keseluruhan berdasarkan aspek-aspek fobia tersebut. Selain itu, cara mengatasi fobia dalam pengucapan awam adalah berdasarkan kepada hasil dapatan yang diperolehi. Metodologi yang digunakan adalah kaedah kuantitatif iaitu kajian tinjauan yang melibatkan pengedaran soal selidik serta temu bual dan kajian perpustakaan dengan meneliti buku-buku yang berkaitan pengucapan awam.

Kata kunci*: fobia; pengucapan awam; pengalaman; pelajar diploma semester 6;*

PENDAHULUAN

Menurut Wahab (2004), ucapan sangat penting kerana ia adalah satu cara bagaimana manusia dapat berkongsi idea antara satu sama lain. Ada berpendapat kemahiran berucap dikhlayak ramai adalah keunikan yang diwarisi turun temurun, tetapi sebenarnya tidak. Secara umum, pengucapan awam ialah satu proses komunikasi yang menghubungkan pengucap dengan hadirin atau pendengar dengan tujuan untuk memberitahu, mempengaruhi, memujuk atau memenuhi tuntutan sesuatu majlis. Pengucapan awam merangkumi aspek verbal dan bukan verbal. Kemahiran menyampaikan idea secara jelas, berkesan dan penuh keyakinan secara lisan dan bertulis merupakan salah satu kemahiran komunikasi yang wajib dikuasai oleh pelajar KPTMAS. Kemahiran berucap memerlukan komitmen yang tinggi dan latihan yang konsisten untuk memastikan seseorang itu benar-benar menguasai kemahiran pengucapan awam.

Pernyataan Masalah

Pengucapan awam sangat penting kepada pelajar terutama pelajar semester 6 yang bakal menamatkan pengajian. Oleh itu, fobia dalam pengucapan awam perlu di atasi bagi meningkatkan tahap keyakinan diri pelajar untuk berdepan dengan masyarakat, insudtri dan dunia pekerjaan. Hal ini kerana kemampuan pelajar KPTMAS dalam menyertai pertandingan berbentuk pengucapan awam amatlah kurang dan sering kali mengecewakan. Mereka tidak berkeyakinan menyampaikan ucapan apabila berhadapan dengan khalayak ramai.

Penilaian tugasan pelajar di KPTMAS adalah melibatkan pembentangan. Pembentangan merupakan antara tugasan wajib yang memerlukan setiap pelajar melaksanakan pengucapan awam di dalam kelas. Pelajar berhadapan dengan masalah takut untuk membentangkan atau bercakap di hadapan audiens yang merupakan rakan sekelas. Kebanyakan pelajar hanya membaca teks atau nota semata-mata tanpa menghiraukan audiens. Pelajar juga hanya berdiri dihadapan audiens tanpa mampu mengeluarkan kata-kata walaupun telah berlatih beberapa kali. Berdasarkan pengalaman pelajar di KPTMAS, pengkaji mengambil langkah mengkaji tahap pengalaman dan fobia pelajar terhadap pengucapan awam.

Objektif Kajian

Objektif kajian adalah seperti berikut:

1. Mengenal pasti fobia daripada segi perbezaan gender, pencapaian akademik, aspek kendiri dan tempat tinggal
2. Mengenal pasti punca-punca fobia secara keseluruhan berdasarkan aspek-aspek fobia tersebut.

Mengenal pasti dan membincangkan cara mengatasi fobia dalam pengucapan awam berdasarkan kepada hasil dapatan yang diperolehi.

Persoalan Kajian

Persoalan kajian untuk kajian ini adalah:

1. Adakah terdapat hubungan antara fobia pengucapan awam dengan pengalaman pelajar dalam pengucapan awam.
2. Apakah punca-punca fobia dalam pengucapan awam.
3. Apakah cara mengatasi fobia dalam pengucapan awam.

Kepentingan Kajian

Kajian ini berupaya membantu pihak KPTMAS, pelajar, pensyarah dan pengkaji-pengkaji lain. Antara kepentingan kajian ini adalah:

1. Pihak KPTMAS dapat merancang program-program yang bersesuaian dengan pelajar bagi meningkatkan kemahiran pengucapan awam bagi melahirkan graduan KPTMAS yang serba boleh.
2. Membantu pelajar lebih berkeyakinan dan meningkatkan potensi diri dalam pengucapan awam.
3. Pensyarah dapat mengenal pasti kelemahan pelajar dan mencari penyelesaian yang bersesuaian untuk mengatasi masalah fobia pengucapan awam dalam kalangan pelajar.
4. Panduan kepada pengkaji-pengkaji lain yang berminat untuk meneruskan kajian fobia dalam pengucapan awam dengan lebih mendalam.

Skop Kajian

Skop kajian ini telah ditetapkan oleh pengkaji di mana ia hanya melibatkan fobia pengucapan awam yang dihadapi oleh pelajar KPTMAS. Kajian ini dijalankan ke atas pelajar program diploma semester 6 KPTMAS daripada 5 program yang berbeza. Program tersebut ialah *Diploma in Bussines Management*, *Diploma in Office Management*, *Diploma in Tourism Management*, *Diploma in Accounting* dan *Diploma in Computer System and Networking*.

METODOLOGI KAJIAN

Metodologi atau kaedah merupakan cara atau jalan menyelesaikan permasalahan dalam penyelidikan. Kaedah penyelidikan merupakan segala langkah yang diambil untuk mencapai segala objektif penyelidikan (Ayob, 1955).

Reka Bentuk Kajian

Keseluruhan kajian adalah berberbentuk kajian kuantitatif. Kajian ini bertujuan untuk mengenal pasti fobia pengucapan awam dalam kalangan pelajar KPTMAS. Responden kajian ini terdiri daripada pelajar peringkat diploma semester 6 di KPTMAS. Kajian ini menggunakan pengumpulan data melalui borang soal selidik.

Pendekatan kuantitatif ialah penyelidikan yang menekankan kepada fenomena objektif dan dikawal melalui pengumpulan dan analisis data (Nana, 2005; Chua, 2006; Fraenkel, 2007).

Populasi dan Sampel Kajian

Populasi kajian melibatkan pelajar-pelajar program diploma Kolej Poly-Tech MARA Alor Setar seramai 50 orang pelajar. Sampel kajian dipilih dengan menggunakan kaedah persampelan rawak berkelompok yang melibatkan 5 program iaitu *Diploma in Bussines Management, Diploma in Office Management, Diploma in Tourism Management, Diploma in Accounting* dan *Diploma in Computer System And Networking*.

Sampel kajian adalah berdasarkan 4 kriteria iaitu gender, pencapaian akademik, aspek kendiri dan latar kelahiran. Gender merupakan jantina lelaki dan perempuan. Pencapaian akademik melihat kepada pointer bagi Purata Nilai Gred Kumulatif (PNGK). Aspek kendiri melihat kepada persepsi pelajar. Latar kelahiran berdasarkan kawasan bandar dan luar bandar.

Instrumen Kajian

Kajian ini menggunakan alat ukuran yang diadaptasi daripada instrument Personal Report of Public Speaking Anxiety (PRPSA) oleh McCroskey pada 1970. Menurut McCroskey (1970) dalam Hussin et.al (2006) semakan kebolehpercayaan PRPSA ialah tahap tinggi 0.9.

SOROTAN KAJIAN

Banyak faktor yang menjadi peyumbang kepada fobia pengucapan awam. Kajian oleh Bishop, Bauer, & Becker (1998) mendapati bahawa 35% pelajar mempunyai tahap kekhuatiran berkomuniaksi yang tinggi dalam kontek pengucapan awam yang mana ia mempengaruhi penyampaian pelajar sewaktu diminta untuk berucap dihadapan khalayak ramai atau di hadapan kelas sebagai salah satu tugasan utama. Walaupun pelajar memberikan komitmen yang sepenuhnya sewaktu di dalam kelas namun sewaktu diminta memberikan pendapat dan idea di hadapan kelas, pelajar mempunyai kesukaran berbuat demikian apatah lagi jika pensyarah menjadikan pengucapan awam sebagai satu penilaian di dalam kelas.

Berdasarkan kajian yang lepas, Nur Hidayah Isnin et.al (2019), menunjukkan faktor jantina mempunyai pengaruh terhadap fobia dalam pengucapan awam. Hasil kajian menunjukkan pelajar lelaki mempunyai rasa fobia yang lebih tinggi berbanding pelajar perempuan. Hal ini kerana pelajar perempuan mempunyai pencapaian akademik yang lebih baik berbanding pelajar lelaki. Manakala kajian Muda (2014) dan Affendi (2010), mendapati pelajar perempuan memiliki tahap fobia dalam pengucapan awam lebih tinggi berbanding pelajar lelaki.

Kajian Nur Hidayah Isnin et.al (2019), persekitaran dan pengalaman pelajar berada pada tahap sederhana dalam fobia pengucapan awam. Hal ini kerana pelajar mudah berasa cemas sementara untuk menunggu memberi ucapan. Kajian ini disokong oleh Han, Stone, Brundage & Ziegler (2010), menyatakan gemuruh salah satu faktor fobia dalam pengucapan awam. Menurut kajian beliau, latar kelahiran tidak mempengaruhi fobia dalam pengucapan awam. Manakala Affendi (2010), menyatakan latar kelahiran menjadi faktor kepada fobia dalam pengucapan awam. Kajian beliau menyatakan pelajar luar bandar lebih fobia berbanding pelajar di bandar.

KESIMPULAN

Setelah diteliti fobia pengucapan awam dalam kalangan pelajar wujud dan faktor gender, pencapaian akademik, aspek kendiri dan latar kelahiran menjadi faktor penyumbang kepada fobia dalam pengucapan awam. Fobia setiap individu pelajar dapat dilihat berlainan antara satu sama lain.

McCroskey (2009) menyatakan kajian kekhuatiran berkomunikasi merupakan satu elemen negatif yang sering wujud dalam setiap individu di Amerika Syarikat dan budaya yang lain.Kekhuatiran berkomunikasi memberikan impak yang negatif kepada rakan terdekat, keluarga, diri sendiri, kerjaya dan amsa hadapan. McCroskey merumuskan kekhuatiran berkomunikasi adalah satu gangguan komunikasi yang masih tidak dapat diselesaikan sehingga kini dan kajian yang lebih banyak dan terperinci perlu dilakukan bagi mengenalpasti punca dan cara untuk mengurangkan kekhuatiran berkomunikasi terutama dalam kalangan pelajar.Diharapkan melalui kajian yang dilakukan dapat mengenal pasti faktor fobia dalam kalangan pelajar KPTMAS serta membantu mengatasi fobia dalam pengucapan awam. Melalui hasil kajian yang dilakukan juga, diharapkan dapat membantu pensyarah dan pelajar dalam kelangsungan pengajaran dan pembelajaran (PDP), bagi kursus yang ditawarkan di KPTMAS. Di samping dapat membantu pelajar dalam membina kemahiran pada kerjaya dimasa hadapan kerana pengucapan awam atau komunikasi ini satu elemen penting.

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COVID-19: Persepsi Pelajar Perakaunan Kolej Poly-Tech MARA Alor Setar Terhadap Pembelajaran Secara Atas Talian

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ABSTRAK

Bidang perakaunan merupakan sebuah bidang yang merangkumi teori dan praktikal. Pelajar akan dibimbing sehingga menjadi seorang graduan yang berpengetahuan dan berkebolehan dalam bidang perakaunan selaras dengan keperluan organisasi. Ini memerlukan mereka untuk memahami beberapa garis panduan yang telah ditetapkan oleh pelbagai pihak sebagai dalam memberikan perkhidmatan yang berkualiti. Pendemik Covid-19 pada tahun 2019 memberikan impak yang besar ke atas semua sektor termasuklah sektor pendidikan. Demi untuk memastikan sektor pendidikan tidak ketinggalan, pembelajaran secara atas talian telah diaplikasikan. Ini merupakan satu perubahan besar terhadap pelajar Kolej Poly-Tech MARA, Alor Setar (KPTMAS) memandangkan sebelum berlakunya pendemik Covid-19 semua proses pengajaran dan pembelajaran (PdP) dilakukan secara fizikal. Disebabkan oleh keadaan ini, kajian ini dijalankan bertujuan untuk mengenalpasti persepsi pelajar terhadap keberkesanan proses pembelajaran secara atas talian serta mengenalpasti perkaitan antara kemudahan teknologi dalam proses pembelajaran ini. Bagi mendapatkan data untuk kajian ini, soalan kaji selidik diedarkan kepada 100 orang responden iaitu melibatkan pelajar-pelajar Diploma Perakaunan di KPTMAS dan seterusnya data ini akan dianalisa menggunakan perisian SPSS. Hasil daripada kajian ini akan digunakan untuk penambahbaikan pada masa hadapan dalam memastikan semua pelajar mencapai hasil pembelajaran diakhir program pengajian mereka walaupun belajar secara atas talian.

Kata kunci: *Covid-19; persepsi; pelajar perakaunan, KPTMAS*

PENDAHULUAN

Tahun 2019 seluruh dunia digegarkan dengan kemunculan Coronavirus yang mula dikesan di China apabila seorang penduduk tempatan di wilayah Hubei telah dijangkiti pada bulan November (Bernama, 2019). Kesan daripada penularan virus ini ke beberapa negara membuatkan Pertubuhan Kesihatan Sedunia (WHO) mengisytiharkannya sebagai pendamik. Malaysia tidak terkecuali daripada terkesan dengan wabak ini apabila kes positif pertama telah dikesan pada bulan Februari 2020 (Berita Harian, 2020). Akibat daripada penularan ini, negara telah menutup semua sektor termasuklah sektor pendidikan. Akibat daripada penutupan sektor pendidikan, Kementerian Pendidikan Tinggi Malaysia telah memberi kebenaran kepada semua Universiti Awam (UA) dan Institut Pengajian Tinggi Swasta (IPTS) untuk menjalankan proses pengajaran dan pembelajaran secara atas talian (Awani,2020). KPTMAS tidak terkecuali apabila arahan untuk menjalankan proses PdP secara atas talian dikeluarkan. Pembelajaran atas talian merupakan pembelajaran secara jarak jauh dimana pensyarah dan pelajar berada di tempat yang berbeza tetapi masih boleh berinteraksi melalui capaian internet (Bartley & Golek, 2004). Pensyarah dan pelajar perlu berinteraksi secara langsung ketika kelas berlangsung.

Pelbagai masalah yang dihadapi oleh pensyarah dan pelajar dalam menjalankan proses PdP atas talian buat kali pertama. Ini kerana pembelajaran atas talian ini merupakan satu proses PdP yang baharu buat pensyarah dan pelajar KPTMAS. Bagi memastikan perjalanan PdP berjalan dengan lancar, kemudahan seperti capaian internet sangat diperlukan. Selain capaian internet yang baik, kemudahan teknologi yang lain juga diperlukan untuk memudahkan proses PdP ini (Landrum, 2020). Merujuk kepada Wan (2021) sebanyak 52 peratus pelajar di Sabah mempunyai masalah untuk mengakses internet dan tidak memiliki telefon pintar, komputer atau peranti mudah alih. Permasalahan kemudahan ini merupakan salah satu faktor terhadap gagalnya proses PdP dan secara tidak langsung hasil pembelajaran tidak akan dicapai pada akhir semester. Kajian oleh Saade (2003) menyatakan bahawa banyak universiti mengalami masalah apabila proses PdP dijalankan atas talian tidak dapat memenuhi persepsi pelajar.

Oleh itu, kajian ini dijalankan untuk mengenalpasti keberkesanan proses PdP atas talian kepada pelajar. Selain daripada itu, kajian ini juga dijalankan untuk mengenalpasti perkaitan antara kemudahan teknologi dan keberkesanan proses PdP. Selanjutnya hasil daripada kajian ini dapat membantu banyak pihak dalam menambahbaik proses PdP pada masa hadapan dalam memenuhi persepsi pelajar dan secara tidak langsung hasil pembelajaran juga dapat dicapai pada akhir program pengajian.

TINJAUAN LITERATUR

Penularan pandemik COVID-19 telah memberi kesan langsung terhadap semua sektor termasuklah sektor pendidikan di Malaysia di mana dunia pendidikan telah merintis jalan perpindahan secara besar-besaran kepada penggunaan kaedah pendidikan jarak jauh sebagai langkah berjaga-jaga dan juga untuk memutuskan rantaian jangkitan virus tersebut. Keadaan ini dilihat oleh Goldschimidt *et.al*. (2020) telah membawa tsunami pembelajaran online ke seluruh dunia. Pendidikan maya ini merupakan satu alternatif bagi menggantikan kaedah pembelajaran secara bersemuka bagi memastikan para pelajar dapat meneruskan proses pembelajaran walaupun di bawah perintah kawalan pergerakan. Menurut kajian Herliandry (2020) juga merumuskan bahawa kaedah pembelajaran dalam talian merupakan penyelesaian yang berkesan semasa wabak

COVID-19. Pembelajaran dalam talian boleh juga merujuk kepada beberapa istilah yang sinonim dengannya seperti e-pembelajaran, pembelajaran Internet, pembelajaran tersebar, pembelajaran rangkaian, tele-pembelajaran, pembelajaran maya, pembelajaran berbantukan komputer, pembelajaran berasaskan sesawang dan pembelajaran jarak jauh (Ishak & Talaat, 2020).

Menurut Tian (2020), pembelajaran atas talian boleh didefinisikan sebagai pembelajaran jarak jauh (PJJ) dengan penggunaan pelbagai jenis teknologi serta memerlukan sambungan internet yang kuat. Secara umumnya, pembelajaran atas talian atau *e-learning* ini disokong oleh penggunaan teknologi maklumat, komunikasi dan multimedia. Ia dijalankan dengan menggunakan aplikasi teknologi terkini yang dapat menghubungkan antara pelajar dengan pendidik dan ia juga adalah satu strategi yang efektif dan fleksibal berbanding secara bersemuka. Pembelajaran atas talian ini dapat menghubungkan antara pelajar dengan pendidik tanpa mengira masa, tempat dan jarak ditambah pula bahan-bahan pengajaran dan pembelajaran boleh disampaikan dalam bentuk grafik visual, video ataupun audio di mana ia dapat memberi pilihan kepada pelajar untuk memilih mengikut keselesaan mereka sendiri. Namun begitu, pengajaran dan pembelajaran atas talian ini juga mempunyai kelemahannya seperti e-pembelajaran ini memerlukan pelajar dan juga pendidik untuk memiliki sekurang-kurangnya satu peranti elektronik sama ada komputer riba ataupun telefon pintar serta sambungan internet yang kuat bagi membolehkan mereka menjalani e-pembelajaran dengan lancar. Menurut Nasimah & Zain (2022) keperluan terhadap komputer riba dan telefon bimbit sebagai peralatan pembelajaran dalam talian adalah sangat penting. Malah ketiadaan dua peralatan pembelajaran ini berpotensi merencatkan proses P & P dalam talian

Walaupun pengajaran dan pembelajaran dalam talian bukanlah sesuatu yang baru, namun pelaksanaan yang komprehensif secara tiba-tiba menyebabkan pensyarah dan juga pelajar sendiri masih belum betul-betul bersedia disebabkan terdapat banyak kekangan dan halangan seperti capaian internet, kesediaan peralatan peranti tekanan dan sebagainya (Hassan, Abidin & Hassan, 2021).

Kajian tentang keberkesanan pembelajaran dalam talian telah dilaksanakan oleh Means, Bakia & Murphy (2014) mendapati bahawa pembelajaran dalam talian dipengaruhi oleh konteks pelaksanaan dan kemampuan pelajar yang berinteraksi dengan teknologi. Menurut Ngadi (2020), tiga implikasi utama COVID-19 yang dilihat menjadi cabaran besar kepada pendidik untuk mengendalikan pembelajaran dalam talian yakni kebolehcapaian internet dan kestabilan platform pengajaran, pengurusan emosi serta pentaksiraan secara holistik.

Selain daripada kekangan seperti capaian internet dan juga kemudahan peranti elektronik yang diperlukan untuk memastikan kelancaran proses e-pembelajaran ini, perlu juga dilihat atau diberi perhatian ialah keberkesanan kaedah e-pembelajaran terhadap pelajar. Keberkesanan pembelajaran atas talian telah mendapat peratusan yang tinggi dalam kalangan pelajar PKPP di UMS yang mengambil kursus kokurikulum berkredit di bawah Komponen Kesenian dan Kebudayaan. Mereka menggalakkan pendekatan pembelajaran atas talian kerana ia boleh membantu pelajar belajar dengan lebih bebas dan fleksible. Ini juga menunjukkan kaedah pembelajaran teradun (blended learning) boleh dilaksanakan pada masa depan bagi menghasilkan pemerolehan pengetahuan yang lebih baik bagi pelajar (Victor, Foo & Atang, 2021).

Dapatan kajian daripada KLHH juga telah menyentuh aspek keberkesanan yang tertinggi ialah strategi motivasi yang digunakan oleh pensyarah (Azura, Suzana & Zulkurnain, 2021). Dapatan ini disokong oleh hasil kajian Kearsley et al., (1995) yang mengatakan bahawa peranan pensyarah adalah faktor penting yang mempengaruhi penyertaan pelajar dalam pembelajaran dalam talian.

Menurut D.Surani & Hamidah (2020), pelaksanaan pembelajaran dalam talian perlu dirancang, dilaksanakan dan dinilai keberkesanannya dalam usaha untuk mengurangkan halangan dan masalah yang dihadapi dan pada masa yang sama untuk memaksimumkan pencapaian hasil pembelajaranYusup (2012), di dalam kertas kerjanya membincangkan tentang penggunaan e-pembelajaran yang berkesan dalam PdP serta model dan amalan terbaik penggunaan e-pembelajaran khususnya pembelajaran dalam talian. Banyak kajian menunjukkan bahawa e-pembelajaran telah meningkatkan keberkesanan sistem pendidikan atau latihan di institusi pengajian tinggi (IPT) khususnya yang mengamalkan pendidikan terbuka dan jarak jauh yang mengamalkan mod pembelajaran teradun.Beliau juga menyatakan institusi pengajian tinggi menggunakan pendekatan e-pembelajaran dalam dua kaedah umum iaitu secara dalam talian sepenuhnya atau secara blended learning iaitu gabungan antara pembelajaran konvensional atau bersemuka dan e-pembelajaran.

Proses PdP secara dalam talian ini perlu diperhalusi dari pelbagai aspek untuk mencari kekurangan dan kelompongan yang ada supaya PdP ini dapat memberi impak positif kepada kedua-dua pihak pelajar dan juga pendidik. Walaupun terdapat pelbagai kekangan dalam melaksanakan PdP secara dalam talian ini, namun disebabkan oleh wabak COVID-19 ini telah mengubah landskap PdP ketika ini dan semua pihak perlu berganding bahu untuk mencari penyelesaian yang lebih baik dan berkesan kepada semua pihak.

METODOLOGI

Reka bentuk kajian ini merupakan kajian kuantitatif berbentuk tinjauan yang melibatkan pelajar-pelajar dalam program perakaunan di Kolej Poly-Tech MARA Alor Setar yang merangkumi pelajar dari semester 1 hingga 8 sebagai teknik pengumpulan data. Penggunaan borang soal selidik dipilih bagi mendapatkan maklumat kajian dengan mudah, cepat dan cekap serta membantu dalam menghasilkan data mengenai tingkah laku, sikap, pendapat, kepercayaan dan pengetahuan responden (Etikan & Bala, 2017).

Soal selidik ini terdiri dari 3 bahagian, Ketiga-tiga bahagian ini difokuskan dalam kajian ini. Skala likert 4 mata digunakan bagi menunjukkan kekerapan. Skala likert yang digunakan adalah seperti berikut 1= Sangat Setuju, 2= Setuju, 3= Tidak Setuju, 4= Sangat tidak setuju.

Data kajian dikumpulkan melalui pengedaran borang soal selidik dengan menggunakan perisian *Google form.* Pautan *Google form* dengan kesemua bahagian soal selidik yang lengkap diedarkan kepada responden kajian menggunakan pautan yang telah tersedia dan dikongsikan secara dalam talian melalui e-mel, WhatsApp atau Telegram.

KESIMPULAN

Semenjak penularan virus COVID-19 pandemik di seluruh dunia, penularan tersebut telah menjejaskan banyak sektor termasuk pendidikan. Kajian mengenai pembelajaran dalam talian semasa penularan wabak COVID-19 telah mendapat perhatian pengkaji-pengkaji sama ada dari dalam mahupun luar negara. Bahkan penelitian ini menunjukkan teknologi memberi impak positif dalam memastikan kelangsungan proses pembelajaran berjalan dengan lancar. Para pelajar perlu bersedia mengadaptasi amalan yang berbeza daripada cara dan kaedah konvensional sebelum ini bagi memacu hala tuju pendidikan secara keseluruhannya agar ianya tidak tersasar daripada apa yang telah ditekankan oleh Falsafah Pendidikan Kebangsaan.

Pembelajaran dan Pengajaran dalam talian merupakan satu alternatif yang dapat membantu para pendidik dalam melaksanakan proses pembelajaran dalam pandemik COVID-19. Keberkesanan yang tinggi menunjukkan bahawa pembelajaran dan pengajaran atas talian menyediakan peluang kepada generasi baharu dengan aktiviti pembelajaran yang lebih baik tanpa mengambil kira faktor masa dan tempat. PdP atas talian telah berjaya menyokong para pelajar dalam pembelajaran mereka dan dalam masa yang sama ianya dapat menggalakkan pembelajaran kendiri

Para pensyarah dan pelajar perlu berubah supaya matlamat pendidikan dapat dicapai disamping itu institusi pendidikan perlu menjadikan PdP atas talian ini lebih berinovasi supaya ianya lebih berkesan. Pembelajaran atas talian dianggap sebagai penyediaan peluang pendidikan yang fleksibel dari segi akses dan pelbagai cara pemerolehan pengetahuan. Komitmen semua pihak termasuk pihak pengurusan organisasi, pensyarah mahupun pelajar amat diperlukan bagi menjamin keberkesanan pembelajaran dan pengajaran dalam talian. Kemudahan komputer dan teknologi internet telah memberi peluang kepada semua pihak untuk meneruskan aktiviti pembelajaran dan pengajaran tanpa perlu bersemuka. Menurut So & Bonk (2010) bagi memastikan keberkesanan pembelajaran dan pengajaran, pendidik harus melihat rekabentuk atau pedagogi pembelajaran, kaedah belajar seseorang individu, potensi teknologi dan media serta kebolehan pendidik melibatkan pelajar terlibat dalam proses pembelajaran. Oleh itu rekabentuk PdP dalam talian menyumbang kepada salah satu faktor yang menentukan keberkesanan proses pembelajaran dan pengajaran.

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Integrating Factors of Poor Writing Skills Towards Students' Competence Among Students at Kolej Poly-Tech MARA Alor Setar Conceptual Paper

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ABSTRACT

Writing is an essential skill for a language production among students. However, English writing skills has become a challenge for students to master it. The alarming decline in the English language proficiency of students in recent years calls for further exploration into the challenges encountered by students across the four macro-skills focusing on the poor writing skills. This conceptual paper will further examine the factors of poor writing skills among the students at Kolej Poly-Tech MARA Alor Setar. It serves to identify the challenges faced by students in completing their writing process. A quantitative approach will be used to collect the information in which students from various disciplines at Kolej Poly-Tech MARA are identified as the sample of the survey. Several factors that contribute to the quality of writing among students have been identified and findings from the study may contribute to the developing appropriate teaching strategies as well as increasing students' writing quality.

***Keyword**: Writing skills; Challenges; Factors; KPTM AS students;*

INTRODUCTION

English is widely recognized as the most powerful languages in the world. The importance of English increases when it comes to writing in English language as it is used for international communication and comprehension of the required knowledge. (Samina, Naeem, Hafiz and Tariq, 2021). Samina, Naeem, Hafiz, and Tariq (2021 as cited in Deane, 2018) also claimed that writing is the most significant development in human history as it is a way of exchanging knowledge, information, thought and opinions with other countries of the world from one generation to another. Nowadays, students at tertiary level encounter numerous writing problems regarding the correct use of grammatical rules with poor mechanics of writing. Inappropriate knowledge of grammatical rules affects the results of learners' effective writing in which such writing problems produce embracement among the various students at their academic level.

In Kolej Poly-Tech MARA Alor Setar, the writing skills of students are also alarmingly weak and substandard. The issue of poor writing skills among the students should be seriously examined and it can be more efficiently addressed if the factors are identified. Sentence structure mistakes is one of the major mistakes students commit in their writing. The use of appropriate words in writing seems very difficult for students to expand their writing. Due to limited vocabulary, the majority of the students are unable to use proper words in their writing and these issues slow down their writing expertise in their academic learning writing (Samina, Naeem, Hafiz and Tariq, 2021 as cited in Z.A.A. Ahmed, 2018). Most students are likely not capable of writing a good and precise English paragraph, as the majority of them are not competent and well-organized in their English writing. Therefore, observing these issues, this study is conducted to identify the factors that lead to low quality of writing among Kolej Poly-Tech MARA Alor Setar students.

The main objective of this research is to integrate factors of poor writing skills towards students' competence among students at Kolej Poly-Tech Mara Alor Setar. Specifically, this study mainly seeks to achieve the following objectives:

1. To identify the challenges faced by students in writing skills.
2. To determine the factors affecting the poor writing skills among KPTMAS students.

The following research questions will be proposed as part of the research:

1. What are the major challenges encountered by KPTMAS students across the writing skills?
2. What are the factors affecting low quality of writing among students?

LITERATURE REVIEW

Writing is one of language skills in education for students in university, college, school and lifelong. Students consider that one of effective English writing problem is due to the incorrect use of grammatical rules and lack of knowledge appropriate vocabulary. According to Samina, Naeem, Hafiz and Tariq (2021), "student's grammatical and syntactical mistakes can be observed easily through their writing content at various levels in the class". In addition, the use of suitable words in students' writing seems very problematic for college students to write in a second language.

Maria (2016) found that most of students claimed that they made errors in grammar. This is a critical skill for students because grammatical errors included errors of different word classes, forms of singular and plural and subject-verb agreement. Adams and Keene (2000, as cited in

Samina, Naeem, Hafiz and Tariq, 2021) stated that “by using good and grammatically correct English students bargain their educational needs effectively. Students will face an anxiety to write an essay with correct grammar because they have very limited knowledge in grammar (Moses & Maslawati, 2019). Consequently, college students face poor writing problems while writing something in English and always make many grammatical mistakes in their exercise and exams. Besides that, the students had difficulties in spelling (form), punctuation, organizing information, expressing ideas critically and coherence (content). For example, college students have the problems in terms of sentence making and connecting them together (organization) in their writing even though they know writing is very important language skills for them.

Learners, especially college students get confused in English writing because lack of strong vocabulary. The main of effecting writing skills is vocabulary because it is an important element in constructing sentences because good vocabulary can help students to write their thought clearly. Additionally, some college students having trouble with vocabulary because the use of appropriate words in writing. This is because due to the limited vocabulary, the majority of students are unable to use proper words especially in writing a paragraph or even a sentence. Students had limited vocabulary are struggled to express their ideas in writing which lead to poor and ineffective writing at the end.

Another difficulty of poor writing among students is lack of reading. The difficulties to create a sentence in writing happens due to lack of exposure to books and reading materials. Fareed et. All (2016) mentioned that, the culture of reading and writing does not flourish at academic and social level and these skills remain ignored. The insufficient in reading books and other reading materials will not help students to gain their skills in developing the sentence in writing. This is because, reading and writing are interrelated in learning process. When students have enough exposure to books and other reading materials, they will gain the knowledge on vocabularies and they will be able to compose a good sentence. As been mentioned by Westwood (2011), Reading is also as a process whereby a person is able to recognise and understand written words while writing is a process whereby individuals use characters or letters and symbols to express opinions and ideas. For this reason, it can be said that effective exposure to books and other reading materials will promote language awareness for students. Besides that, the effective introduction to reading can be an indicator for the success of an individual in their writing. When the students do not get an exposure to reading books or other reading materials, they will not be able to comprehend themselves in writing because they lack or ideas and vocabulary to write.

METHODOLOGY

In this study, the researchers will adopt a quantitative research methodology, using the survey strategy to collect the data via questionnaire technique. The questionnaire will be distributed to KPTM Alor Setar diploma students from various academic programs who are the population for this survey. The sample size recommended by Krejcie Morgan (1970) will be used to determine the samples against population. The random sampling will be chosen from KPTM students mainly from Accounting, Business, Tourism, Computer Science and Office Management area of study. This method is used as it is the most convenient for the respondents to be accessed by the researchers. The respondents will be asked for demographic information including personal background, gender, area of study and year of study. The next section of question will be about the factors that contribute to the lack of writing skills among the students. The data will be analysed using Statistical Package for the Social Science (SPSS) where descriptive statistics will be performed for questionnaire questions.

DISCUSSION/ CONCLUSION

Writing is one of the skills among reading, speaking, listening and writing. Besides, writing is the most challenging area in the process of learning English as a second language. In today's classroom, students have difficulties to start writing. According to Samina, Naeem, Hafiz and Tariq (2021), "the majority of the students are not competent and well-organized in their English writing". There are a few reasons why problems occur in writing such as poor command of English tenses and grammar, lack of reading, insufficient vocabulary, poor sentence structure and inappropriate use of vocabulary. Educators have to provide the appropriate methods in each of the lesson. This is supported by Moses (2019 who indicates that writing skills can be a fun activity for students if the teachers can introduce and practice writing in an attractive way. In order to improve the writing skills among the students, few ideas can be implemented by the instructors and students in both their teaching and learning process.

In enhancing writing competency among students, higher learning institutions should look into factors that contribute to the low quality of writing skill among its students. Thus, this study will also explore the challenges that contribute to the poor writing skill among students. The results of this survey are subject to certain limitations. The sample size of the survey might affect the results. Data would be collected mainly from students who are pursuing their diploma from various areas of study at Kolej Poly-Tech MARA Alor Setar. A future study might cover a larger sample of respondents involving students from different institutions. By better understanding of the key factors that contribute positively toward students' writing competency, academics might design teaching and learning techniques based on the development of students' writing skills that will meet academic requirements.

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Evaluation of Teaching Typing Skills Via Online and Traditional Classroom

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ABSTRACT

Purpose – This study is to assess the student's experience in learning typing skills using Typing.com. As these courses never taught using online methods, the outcomes of graduate's skills expected not to achieve the existing standard. Despite the difficulties faced by the students, no thorough discussion and action taken in order to assist and ease the implementation of the TL. This led to never-ending problem when teaching the mentioned course at the institution. The findings of this research is hoped to assist the faculty in reviewing their course content, institution to maintain a quality course offered online and the lecturers in order to improve their implementation in teaching typing skills to their students.
Design / Methodology / Approach – Mixed method research with simple random sampling using adopted survey instrument and also observation to supervise student's touch typing skills either it is positively or negatively related with their acceptance will be used for this study.
Originality / Value – This paper adopted from Koçoğlu, E. & Tekdal, D. (2020) but this study identify the different outcomes in learning touch-typing using Typing.com and traditional classroom

***Keywords**: Touch-typing; Typing.com; Online Learning; Keyboarding; Typing Skills*

INTRODUCTION

Online learning is defined where teaching and learning is done and delivered online. It also describes the session as no face-to-face interaction or meetings between students and lecturers. Hence, this type of education was told to be delivered using the internet. (Moore, Dickson-Deane & Galyen, 2011).

The implementation of online learning has been in study for decades (Young, 2003). Whether the studies were about the implementation in education or the working environment, it can be said that both fields were aware about this phenomenon. Researchers had analyzed the challenges and benefits offered by online learning throughout the implementation. However, in past studies relating to online learning, one thing is sure, that online learning was an option for learners back then. Studies regarding student's perceptions were the most done previously by researchers in order to identify student attitudes and assumptions in online learning (Sahrir & Alias, 2011; Tan & Neo, 2015). Lately, since the pandemic of Covid-19, the studies of learner's experience towards online learning have again aroused the researcher's interest and been investigated by using various research paradigms. (Koçoğlu, & Tekdal, 2020; Lowenthal et. al, 2020; Masango, 2020; Ozer & Ustun, 2020; Uluoz, 2020; Lowenthal et. al, 2020).

Hleşcu et al. (2020) agreed that implementing practical courses via OL will lessen the learning experience of the students. Lecturers cannot observe whether the students are able to perform the practical skills in an effective way.

During the OL implementation, instructors could not observe student practices of their touch-typing during class hours. This is proven in Van Weerdenburg, Tesselhof, & van der Meijden, (2019) found that in their controlled group research, the group with proper observation gaind effective touch-typing rather than the group, which is not. Stated by Hleşcu, et. al, (2020) when we are choosing a suitable online teaching application, we must consider all aspects such as the type of module, study program, nature of use, ease of use for both students and teachers and also the costs of creating the virtual environment. By instant discussion with the lecturers, it is suggested to use the existing typing websites that offer teachers to create custom lessons according to their own syllabus. This is the short solution found in order to ease the TL process however, it is directed to another problem such as technological challenges. Thus, in this study, the researcher will use one of the mentioned platforms in order to teach touch-typing via OL.

Fawwaz & Samaha (2020), Mheidly, Fares, & Fares (2020), Wang, Zhou & Zhang (2020), they also agreed that technological problem lead to students' anxiety, stress and depression while study via OL. By experience, the implementation of teaching touch-typing via OL brought lots of challenges and difficulties among students and instructors. However, there is no study done in order to seek the acceptance of students in learning touch-typing via online learning using Typing.com especially at the stated institution. The researcher intend to seek the success factors influence student touch-typing skills to improve while learning touch-typing using Typing.com for future students.

Online learning discussed as the future of education. (Zalat et. at. 2021; Camacho & Legare, 2021). Known for its benefits, researcher believed that there are huge advantages than disadvantages teaching typing skills via OL. However, there are few parts in transitioning traditional learning to OL is important in order to create a new content to suits OL. Understanding the learners' experience is one of the major part of it since, TL directly involving them. Once the difficulties has been reach, the course content should be mapped surrounding the main platform in order to ease the TL process. Hence, the RO and RQ of this study are as follows:

Research Objectives

In order to study the students' experience of learning touch typing, the researcher intended to:

RO1 To compare the outcome of touch-typing from both online and traditional classes.
RO2 To identify medium provide 97% accuracy with correct homekey position.
RO3 To suggest best medium to use in TL touch-typing.

Research Questions

RQ1 Which medium provide highest outcome in TL touch-typing?
RQ2 Which medium preferred by the students in learning touch-typing?
RQ3 Does the preferred medium produce achievable outcome?
RQ4 What are the suggestion to improve TL touch-typing in OL?

This study is hope to benefit curriculum planners to develop effective TL strategies using Typing.com as the existing curriculum only fit to teach for traditional classroom setting. The rubrics might need changes in order to fit with the chosen platform to ease the TL implementation, therefore the learning process will able to use one platform in order to reduce TL difficulties. The researcher hope to identify the suitable method to teach and learn typing skills.

LITERATURE REVIEW

Comparison of Traditional and Online Class

For an Office Management graduates, typing skills considered as value added that differentiate the graduates with other program offered at KPTMAS. These graduates expected to be able to use all of their fingers to type on the keyboard. In Takakura, Hakka & Shizuki (2019) the researchers agreed that learning typing is challenging because it involves memorizing of all key placements. Learners should only look on the screen while typing intended passages.

In traditional classroom, the most important software used is only Word Document in order to practice the skills. Only after the students already completed the whole lesson then they be able to use various typing games available on the internet. The main objective is they need to memorize and be able to perform the effective typing skills. Correct posture and typing technique needed in properly learn touch-typing. For example, a new learner should be seated straight back to their chair and the monitor should be on eye level. Once they seated properly, they are ready to type and the following rules are learners must not correct the typo while typing but need to complete the whole passage then they allowed correcting their typo errors. The main objective here is to go for the speed then it comes the accuracy.

Typing.com as Online Learning Platform

In Kollie, Loizides, Hartley & Worrallo (2017), the researchers used TTracker, a stand-alone website to track learners' touch-typing skills. This website will report which fingers stroke poorly and effectively. However, this function is embedded in the Typing.com website and it will automatically produce a report as soon as the learner finishes a lesson. Based on empirical research, in literature review, study done in touch-typing using Typing.com platform was insufficient to refer.

By Fordo & Varga (2020) the researchers proved that using gamification could improve students' touch typing skills. Differ to this study, the researcher will look at how Typing.com could improve students' skills in OL. This research is hoped to bring value to the literature review and the theoretical part of OL field especially for institutions, which seek a proper solution to teach typing skills. In searching touch-typing academic journals using several educational journal webpages, it has less than 5000 academic journals related to touch-typing from the year 1940 to 2021 in the stated topic. Each journal studied different criteria or problems and it could be said there is a huge gap of knowledge to discover in this field. By using different platforms that offer different functions, this study hopes to add new knowledge to the literature review in the typing field.

METHODOLOGY

This study adopts qualitative and quantitative methods. For the qualitative method, semi-structured interviews will be conducted among lecturers and students to understand their opinion and experience in teaching and the quality of academics during the virus outbreak. Observation will also take place in order to observe whether students are able to demonstrate their program outcomes.

Research Design and Sample

The study is to explore the students touch-typing in distance education during Covid-19, a case study research design used. Since the research questions constructed needs qualitative and quantitative data, a mono method of mixed method research adopted. Data will gathered in concurrent since the researcher will conduct the interview and survey upon the last semester of the July 2021 and July 2022 from the intended program.

Sampling

Researcher will use purposive sampling method in identifying the respondents. Purposeful sampling is common in qualitative research rich data collection in phenomenon study and researcher want to reach their target sample quickly. This type of sampling is use to target equivalent sample of research aim and objectives. Purposive sampling also enhance thoroughness and accuracy of study besides the trustworthiness of findings. This is the issue discussed about the rigor of data in study (Campbell, Greenwood, Prior, Shearer, Walkem, Young, Bywaters & Walker, 2020).

When a researcher aimed their participants and wanted to select part of the population, this sampling procedure used to identify the purpose target. For example, if a study wanted to explore teachers' view of a phenomenon, researcher could pick sample of teachers from few schools. (Koçoğlu & Tekdal, 2020).

The focused HLI has five diploma programme offered to SPM leavers. Since November 2020, they opted to fully online learning where the first semester students also are not allowed to physically attend the class. This is aligned with the HLI circular of teaching and learning implementation for KPTMSB "Pekeliling Hal Ehwal Akademik Bil 7/2020 - Pelaksanaan Aktiviti Akademik Sesi November 2020 Semasa Perintah Kawalan Pergerakan Bersyarat (PKPB) Kolej Poly-Tech MARA Sdn. Bhd. (KPTMSB)". The stated procedure according to online learning for November intake are as follows:

"1.1 Semua aktiviti Pengajaran dan Pembelajaran (PdP) bagi Sesi November 2020 akan dilaksanakan secara dalam talian (online) melibatkan pelajar baru dan pelajar kanan.
1.2 Aktiviti PdP secara bersemuka (Face-to-Face) adalah tidak dibenarkan sepanjang tempoh ini."

Hence, respondents will come from each classes in the same group enrollment will be the sampling. Focusing the low achiever, average achiever and high achiever. In order to see the differences in their interview feedback. For exploring the lecturer's experience, all lecturers teaching core subjects will be joining this research. The researcher will submit a request letter to the management upon request of involving their staff and students in the study. Volunteers respondent are welcome in the study. The outcome from this study will be shared with the management in improving the quality of distance education at the institution.

Triangulation of Data and Observation

In answering the research objectives and research questions, there are few data collection method to implement in this study. It ranges from semi-structured interview, document analysis and observation of focus groups. The following is the detailed explanation for each of method will be use in this study. Observation will be answering RQ1.

Semi-structured Interviews

A set of semi-structured interview will be developed according to research questions. These questions then will be sent for validity and reliability test from expert. The answers to these interviews will then analyzed and structure into theme and sub-theme according to respondents answers. Interview method will answers the RQ2. Interviews will be between students and lecturers involved in the chosen program.

Documents Analysis: Final Report & Academic Audit Reports

Final Report is a document which prepared by every lecturer at the institution once the semester had finished. This document completed with each students' assessment performance, marks distribution, course outcome of each subjects and the achievement of each Program Outcome assessed according to each subjects. However, since the documentation alone will not provide enough evidence either the students possesses the intended program outcomes or not, observation and video of each demonstration will be recorded and evaluated with another expert from each field. These documents expected to answer RQ3 and RQ4.

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Can Online Contingent Scaffolding Enhance Students' English Writing Skills: A Conceptual paper

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ABSTRACT

This is a conceptual paper to explore how the online contingency support provide by English instructors enhance students' English writing skill. This study reviews literature on concept of contingent scaffolding and explains related background about English writing proficiency. As a second language in Malaysia, writing English becomes an important goal for all learners as it helps to secure a job because professional staff regularly have to write documents in English. So, to facilitate the writing quality while implementing varieties of teaching approaches among the English Language Learners, several attempts such as assistance from teachers or classmates who have a higher level of language proficiency is crucial to boost up the learners' motivation to begin and complete writing task. Thus, it is very important to ensure that the instructor uses the right level of control and challenge while monitoring, guiding, or supporting input during the lesson in ensuring students to be able to improve a step higher than their actual level (Van De Pol & Elbers, 2013). The right level of control and challenge related with contingent shift principle developed by Wood, Wood & Middleton(1978) consisted two rules: increase control when students' fail (e.g high level of control) and decrease control when students succeed (e.g low level of control) (Van De Pol & Elbers, 2013). Therefore, this conceptual paper will explore how the online contingent support enhance students' writing skills.

Keywords: *English Writing skill; Scaffolding; contingent support*

INTRODUCTION

First Language interferences (F1) influence the learners' writing qualities as students tend to follow their mother tongue grammar and language structure rules (Cailing, 2018; Pablo & Lasaten, 2018). Besides, inability in understanding the writing process that involves the correct organization of essay writing highlighted as one of the major struggles for English writing learners (Birhan, 2017; Pablo & Lasaten, 2018). The reason behind this English writing deficiency is students face difficulty to adapt to their language learning environment; as it lacks support and guidance to cater to their needs to develop their English language skills (Moses & Mohamad, 2019). On the other hand, the approaches of writing skills instructional require more personal attention from an instructor for monitoring and scaffolding input during the lesson (Singh, Mohtar, Kepol, Abdullah, Mat, Moneyam & Rahmayanti, 2020).

In the Malaysian context, students' proficiency level had been reported as affected by the exam-oriented system that highly emphasizes memorization and drill instead of social process (Hassan & Gao, 2021). The teaching of writing skills is often hindered by the great amount of time and energy needed to evaluate repeated drafts of student writing (Al-Shehab, 2020). Besides, there were some arguments that teachers' feedbacks on students L2 writing tasks were unhelpful as it will affect their students in negative ways as students tend to feel demotivated, stressful when received feedback marked with red coloured pen (Hakimi, 2020).

Several studies in education context have discovered the positive impacts of scaffolding as powerful techniques for teaching and learning in various subjects - matter (Gholami Pasand & Tahriri, 2017). Previous studies on the impacts of scaffolding strategies in writing instruction have revealed the positive outcomes toward the learners (Gholami Pasand & Tahriri, 2017, Gundogmus, 2018; Lopez, Torrance, Rijlaarsdam & Fidalgo, 2017). Despite the positive impacts, scaffolding instruction is considered as extremely time-consuming, especially for a large number of students; as it requires extra efforts from instructors to fulfill each individual's needs in a classroom situation (Belland, Walker, Kim & Lefler, 2017; Harraqi, 2017). Concurrently, a review of related literature (Akdag & Ozkan, 2017; Alsamadani, 2018; Handayani, Cahyono & Widiati, 2018) reported the merits of scaffolding techniques in the online learning platform. Even the use of scaffolding strategies in the online environment was helpful to student-centered learning; extra guidance was required to fulfill the needs of diverse learners (Hsia, 2017). Online learning environment shapes learners to become autonomous, but they still need support from their teachers to engage in the learning process (Al-Mamun, Lawrie, & Wright, 2020).

Van de Pol et al. (2010) defined scaffolding as support that is characterized by adaptivity or contingency of support, fading of support over time, and transferring of the responsibility for learning or a task to the student. Contingent support represents support that is tailored to a students' understanding; either the tutor increases the degree of control in reaction to students' failure or decreases the degree of control in reaction to students' successes (Wood, Bruner & Ross, 1978). So, online contingent support represents support that tailored to a students' understanding in the online environment. Abdelaziz & Al Zehmi (2021) mentioned contingent scaffolding involves instructors' on the spot interaction with learners, whether in the classroom or online; and could be in group or individual. Previous research on the contingent support indicates the importance of an instructor to adjust their support to the students' current level of understanding, by identifying students' needs and difficulties before offering suitable support and help (San Martin, 2018).

Therefore, to address these issues in English writing teaching and learning; this study will explore how the online contingency support provided by English instructors enhance students' English writing skill. The finding of the study is significant to provide empirical evidence of understanding online contingent support for English Writing skills in Malaysian tertiary education. Although scaffolding strategies in writing pedagogies have been around for a long time, they have not been widely used in Malaysia language classrooms because of various contextual limitations as discussed earlier such as time constraints and heavy workload among the instructors. Furthermore, previous studies mostly focused on the effect of scaffolding strategies on students' learning through an experimental approach. Hence, this study will provide a better understanding of instructors' practice for online contingent support to enhance students' English writing performance.

LITERATURE REVIEW

Sociocultural Theory

Sociocultural Theory within the Zone of Proximal Development (ZPD) by Lev Vygotsky. The sociocultural theory contains six constructs known as the Zone of Proximal Development (ZPD), Internalization, Mediation Theory, Activity Theory, Scaffolding and ZPD, and Inner speech (Fahim & Haghani, 2012). Scaffolding is an instructional support which helps individuals to accomplish tasks beyond ability to complete alone; scaffolds help learners move from their actual development level to their potential development level, the gap between is known as the Zone of Proximal Development (ZPD) (Wang, Bruce, & Hughes, 2011). The actual development refers to the knowledge and skills and individual can obtain without support, potential development refers to knowledge and skills that a learner can achieve with support. Sociocultural theory is based on the assumption that learning emerges not through interaction but in interaction (Ellis, 2000 as cited in Fahim & Haghani, 2012).

By doing certain tasks with the help of competent individual, social interaction is believed to facilitate or mediate other people's participation to negotiate through the Zone of Proximal Development (Wang, Bruce, & Hughes, 2011). The competent individual not only helps motivate the student by providing just enough support to complete their task, but also provides support in the form of modelling, hints, questioning that might help the learner to reflect (Wood et al., 1976). Hammond & Gibbons suggest that it is useful to differentiate between two forms of scaffolding – 'designed-in' and 'contingent'. Designed-in scaffolding can be seen in the way the course is structured, in the activities that learners are expected to engage with and the documents and processes through which these processes are managed (Hammond & Gibbons 2005 p12). Mallows (2019) stated that contingent scaffolding on the other hand is unplanned and occurs in the moment-to-moment interaction between trainer and learners. It is the spontaneous actions and guidance of the trainer in response to the immediate learning needs of the learners. Much contingent scaffolding comes in either the input sessions or in feedback, in the form of oral feedback on teaching, comments on a task completed, suggestions for a learning activities, or signposting to reading material. It can also be in written form (Mallows, 2019).

Scaffolding In Education: English Writing Skill & Technology Enhanced Environment.

It was found that teachers or instructors usually provide contingent help based on the students' current level and needs which identified in the diagnostic phase (San Martin, 2018). A case study research was conducted among a practicum supervisor and ten pre-service teachers in an EFL teacher education program in Argentina to examine how a supervisor scaffolds the student in one to one tutoring sessions. The case study finding indicated that scaffolding involved two main phases which are (1) a diagnostic and (2) an intervention phase. The diagnostic phase was used to classify students' level and the support need in order to enhance in the learning.

In addition, another interesting area in scaffolding that had been debated for long were peer scaffolding and teacher scaffolding (Kamil, 2018). A finding revealed instructor faced difficulties in providing scaffolding due to the number of the students in the class, the language instruction during the teaching learning process, and time constraint through a qualitative study which investigate the teacher's strategies to provide scaffolding and challenges of implementing scaffolding in teaching writing descriptive text to seventh grade students in Parongpong, West Java, Indonesia (Kamil, 2018).

The recognition of the importance and advantage of technology enhanced environment has made a big change in educational landscape. Many scholars had showed interest on studies related with scaffolding in technology enhanced environment (Hsiao &Mikolaj, 2017; Jufriadi, Ayu and Pratiw, 2019; Kim, Belland, & Walker, 2018; Setiawan, 2018). One of the areas that highly highlighted related with scaffolding in technology enhance environment was computer based scaffolding (Kim, Belland, & Walker, 2018). In addition, E-scaffolding is another promising area which received spotlight in the research field as it gives positive impacts on students' learning performances (Jufriadi, Ayu and Pratiw, 2019; Setiawan, 2018).

DISCUSSION/CONCLUSION

A large and growing body of literature has investigated the use of contingent support in the past two decades with mostly highlighted the positive impact towards teaching and learning (Abada, 2017; Anwar, Yuwono, Irawan, & As'ari, 2017; Van de Pol, Mercer & Volman, 2018; Van de Pol, Mercer & Volman, 2018). Numerous studies have attempted to understand the pattern of contingency which is the crucial part while implementing scaffolding in teaching and learning (Anwar, Yuwono, Irawan, & As'ari, 2017). On this occasion, a study was conducted to investigate the patterns of scaffolding contingency in teaching and learning mathematics by examining the transcription from video recording of conversation fragments between teachers and students during the provision of scaffolding in their lesson; result showed that the teachers expressed different interaction contingencies in their scaffolding activities: contingent dominant, non-contingent dominant, and pseudo-contingent (Anwar, Yuwono, Irawan, & As'ari , 2017). The finding supports the idea that other to contingency, timely fading is a crucial aspect of effective scaffolding in fostering students' uptake of a teacher's support by Van de Pol, Mercer & Volman (2018). So, it is very important to ensure the instructor uses the right level of control and challenge while monitoring, guiding, or supporting input during the lesson to ensure students to be able to improve a step higher than their actual level (Van De Pol & Elbers, 2013). The right level of control and challenge related with contingent shift principle developed by Wood, Wood & Middleton(1978) consisted two rules: increase control when students' fail (e.g high level of control) and decrease control when students succeed (e.g low level of control) (Van De Pol & Elbers, 2013). Yet, how scaffolding promotes students' learning remains unclear to many scholars (Van de Pol, Mercer & Volman, 2018). Therefore, to address these issues in English writing teaching and learning; this study will explore how the online contingency support provides by English instructors enhance students' English writing skill.

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Undergraduates Experience in Online Learning

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ABSTRACT

Purpose – Due to the outbreak of Covid-19 pandemic, the Malaysia Ministry of Higher Learning and Malaysia Qualification Agency (MQA) advised all Higher Learning Institutions (HLIs) to convert their teaching mode from traditional classroom teaching into Open Distance Learning. All the face-to-face learning is prohibited unless for several categories of students which given special permission by the authority to stay on campus. This study conducted to explore the students' experience and analyze their academic performance between the mentioned learning methods.
Design / Methodology / Approach – The study used phenomenon research and qualitative inquiry research design which employed purposive sampling. This study carried out among students from private higher education in Northern Malaysia through a semi-structured interview. The data collected were analyzed using thematic analysis; several sub-themes were identified based on students' responses.
Finding- The data collected were theme into four main themes such as the characteristic of online learning, differences between face-to-face and online learning, challenges of online learning during Covid-19 and the improvement of future online learning experience.
Research limitation – The scope of data among respondents from private higher education in Northern Malaysia.
Practical Implication- This study able to improve the qualities of online learning in private higher education in Malaysia.
Social Implication – This study helped lecturers and students improvise their online teaching and learning according each other preferences.
Originality / Value – This study adapted from Kocoglu and Tekdal (2020) which focused on teachers' view meanwhile this current paper is focusing on different population which is undergraduates. This study illustrated students' view regarding their experienced switching from face-to-face learning before Covid-19 into online learning afterwards.

Keywords: *Covid-19; Student' view; Online Learning; Distance Education; Undergraduates*

INTRODUCTION

Starting from March 2020, the Government of Malaysia has taken a strict way to cope with the Covid-19 pandemic by having a Movement Control Order (MCO). Generally, this MCO has affected us in various ways especially our teaching and learning session from pre-school until tertiary level. Thus, the higher learning institutions which affected by this pandemic have to find a new approach in replacing the traditional face-to-face classroom. According to Chung, Subramaniam & Dass (2020) to ensure the continuity of education; various prestigious universities around the world fully adopted online learning as their solution. Therefore, this similar approach was followed by the Malaysia Ministry of Higher Learning who advised all institution to proceed with their teaching and learning through an online platform. Even though the Open Distance Learning (ODL) or online learning is widely used in Malaysia education field, the fully utilized online teaching and learning have not normally implemented by most of higher institutions in Malaysia.

According to Adnan & Anwar (2020) two problems exist due to this online courses in developing countries; firstly regarding the effects and efficacy of online education; secondly the capacity to successfully teach as our learning goals that guide our instructional and educational priorities are differ than other developed countries. Nevertheless, limited internet accessibility and inadequate online learning infrastructure become the biggest nightmare from students especially for those from rural and isolated areas in Malaysia (Selvanathan, Hussin & Azazi, 2020). On the other hand, the previous study revealed students were not prepared for a complete online experience due to social issues and lecturer issues which influence students' intention to study online (Aboagye, Yawson & Appiah, 2020). Meanwhile, universities struggled to ensure their content of the course align and relevant while implementing this online learning, and also they faced difficult situation to acquire and recruite students new students (Coman, Țiru, Meseșan-Schmitz, Stanciu, & Bularca, 2020).

However, MQA came out with several guidelines which are the Advisory Note 1/2020 to Advisory Note 4/2020 to facilitate the HLI on implementing the ODL for the first time. By this, students were forced to accept the new norms of online learning whether they have the means or not. Unfortunately, the majority of students were stressful in adapting to the new norms and stated that they are willing to attend traditional classroom rather than having online learning (Mishra, Gupta & Shree, 2020). Moreover, a previous study reported many students highlighted online learning as unpleasant experience as they having difficulty communicating and interacting with their instructors and peers which affected their studies (Aguilera-Hermida, 2020). Besides, communicating with students in an online environment requires extra thought and planning as the lacks of body language hinder the information to convey successfully compared to the traditional environment (Alawamleh, Al-Twait & Al-Saht, 2020).

In Malaysia, we faced several phases of MCOs and during these phases, students were compelled to have their learning session via online. This lead to several problems for students, lecturers and even parents. There are researches done to analyze students' opinion and view regarding their learning session during the pandemic (Baber, 2020, Syahrin & Salih, 2020; Alim et. al, 2020; Masango, 2020; Ozer & Ustun, 2020; Shahzad et. al, 2020; Kim, 2020; Marstellar, 2020; Martin, 2020; Uluoz, 2020; Lowenthal et. al, 2020; Au et. al, 2020, Baber, 2020; Bubou & Job 2020; Bond, et al, 2020; Ervin, 2019; Harrison et. al, 2020; Hasbollah et. al, 2020). However, since the pandemic is a new experience, the research field has a huge gap to be filled in. Some of the researches are focusing empirical view, quantitative data and few focusing on qualitative data. Instead of studying the students' view and experience, researchers are actively engaged with the education practitioners to see the implementation of online learning's challenges and benefits (Koçoğlu, & Tekdal, 2020; Morgan, 2020; George, 2020; Ali, 2020; Lowenthal et. al, 2020; Martin, 2020). Another part of the research gap is to analyze the parents' experience and view since they are also directly involved in this implementation of online learning. Based on the researchers' informal interviewed on parents, they had difficulties in helping their children in online learning moreover those who located in the rural area. This area has limited researches done by the author's preliminary readings. (Bhamani et, al., 2020). Aside from that, a study on policy regarding educational policies also could be enhanced to thorough research since it is still new (Alhouti, 2020; Coker, 2020).

Objectives of the Study

The objectives of this study are to explore students' experience switching from traditional classroom to online learning. Furthermore, this study aimed to explore students' opinion on preferred learning technology and also to compare students' academic performance during the traditional classroom teaching and online learning.

Research Questions

RQ1a. What are the most important characteristics of online learning?
RQ1b. What is the difference in term of understanding the lesson between having traditional face-to-face classroom and online learning?
RQ1c. What should be done to improve the efficiency of online learning?

LITERATURE REVIEW

Student Experience in Online Learning during Covid-19

Students compelled to change their method of learning from face-to-face learning to online learning due to the virus outbreak of Covid-19. In Malaysia, we faced the first phase of lockdown on 18 March 2020. Since that, lots of researches analyzing the experienced of online learning during the phenomenon being done. (Baber, 2020, Syahrin & Salih, 2020; Alim et. al, 2020; Masango, 2020; Ozer & Ustun, 2020; Shahzad et. al, 2020; Kim, 2020; Marstellar, 2020; Martin, 2020; Uluoz, 2020; Lowenthal et. al, 2020; Baber, 2020; Bubou & Job 2020; Bond, 2020; Harrison et. al, 2020; Hasbollah et. al, 2020). When facing something new and ambiguous, one becomes intolerance due to its ambiguity. Practitioners and students are prone to feel anxious in implementing and accepting this new norm. Selvapandian & Singh (2020) in their study done in Klang Valley, Malaysia, themed managing anxiety in online learning in their findings. Moreover, the burden of online lecture tasks is one of the contributing factors to students' stress levels, which requires them to use online tools that they have just learned and must immediately understand. Furthermore, students were mostly worried about the problem related with their future professional career & studies, boredom, anxiety and frustration while adjusting oneself to online learning (Aristovnik, Kerzic, Ravselj, Tomazevic & Umek, 2020). Haider & Al-Salman (2020) indicated the prolonged exposure of digital tools for learning affected students' sleeping habits which lead to burnout symptom such as tiring, exhausting and insomnia. Meanwhile, studying isolated at home arouses a feeling of work overload among students as they may face a lack of self-discipline and motivation to follow the online learning (Aristovnik, Kerzic, Ravselj, Tomazevic & Umek, 2020).

In the implementation of online learning, Higher Education Providers (HEPs) are encouraging educators to use synchronous video session to replace face-to-face communication. However, this type of communication has a disadvantage due to the limitation of the internet connection. Lowenthal et. al, (2020) has done empirical research regarding synchronous and asynchronous video session in maintaining engagement with their students during the lockdown. They found that asynchronous video could allow for easy posting for text-based discussions, this type of communication-enabled some introverted students to share their thoughts and opinion. The most effective reason to choose synchronous video is for students who had difficulties attending and participating live session. This is also another research gap to fill in since the paper is only an empirical study. Aside from that, Moodle has been widely used in online learning since ages (Syahrin & Salleh, 2020; Ghouname, 2020). Stated by McQuiter, (2020), educational technology always becomes a barrier in implementing education. Moreover, the unexpected pandemic has forced educational practitioners to change the lesson to online learning in a short time frame. However, the biggest challenge confronting educators is to understand students' practicalities and their preferred ways of learning online, how to align technology and pedagogy in tune with students' interest and learning preferences. Despite the challenges, the response received ranges from negative to positive feedback regarding online learning implementation (Masango, 2020). By Uluoz (2020), Masango (2020) and Kim (2020), positive and negative comments were themed such as an opportunity to re-watch class lessons, protecting self from virus, focus easiness, exam-advantages and easy access for disabled students. The negative comments on experiencing online learning during Covid-19 are such as lack of infrastructure, less face-to-face learning, having negative emotion and anxiety listed by students. Students' lived experiences of the online classes determine students' satisfaction with online classroom (Hasan & Khan, 2020).

Community of Inquiry (CoI) Framework

This current study used the Community of Inquiry (CoI) framework proposed by Garrison, Anderson & Archer (2000) in order to explore the issue on students' experience switching from traditional teaching and learning to online learning. Based on the Community of Inquiry (CoI) framework, there are three main elements known as social, cognitive and teaching presence to guide research and practice of online learning. The first element is Social presence includes the interactivity and meaningful communication among group members and course instructor in trusting, collaborative and open online community (Garrison, Anderson, & Archer, 2010). The Social presence in an online community which be divided into three further aspects of namely effective communication, open communication, and group cohesion (Garrison, Anderson, & Archer, 2010).

The cognitive presence can be operationalized through a process of four phases of learning, namely triggering event, exploration, integration and resolution phase describing the dynamics of a worthwhile educational experience (Garrison, Anderson, & Archer, 2010). During the Triggering event; learners being tested with some learning challenge or issue in order to create cognitive dissonance. Meanwhile, at the Exploration phase; learners move between the private, reflective world of the individual and the social exploration of ideas. At the third phase of learning is more constructed and in the last stage is the Resolution phase whereby students now are able to apply their learning from the previous phases within a meaningful context, through processes of testing and reflection (Garrison & Akyol, 2015).

In order to ensure the effectiveness of online learning; the social and cognitive interaction alone is not sufficient in the virtual learning environment (Garrison et al, 2000). So, the teaching presence is necessary to ensure meaningful and educationally learning being conveyed to the learners and the able to figure out the design before and during the course, facilitation by encouraging discourse and knowledge construction, and direction by providing direct instruction of cognitive and social processes (Garrison et al, 2007). Teaching presence reflects the online facilitators ability to help establish a trusting online environment, whereby the facilitation of learning is goes beyond a transactional experience, but encompasses the 'coaching' of knowledge acquisition and group cohesiveness through shared meaning (Garrison et al., 2001). Garrison & Akyol (2015) highlighted that elements of successful teaching presence include the amount of content covered, effective discussion, group size, understanding and capitalizing on the medium of communication.

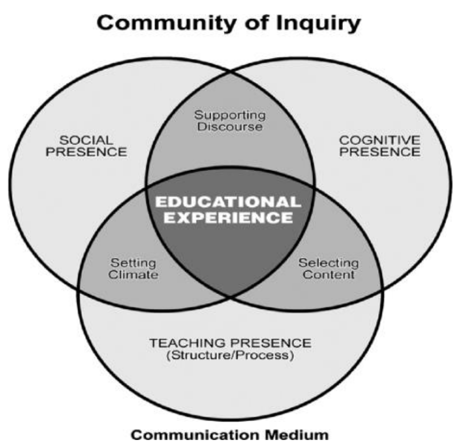

Figure 1: CoI Framework (Garrison, Anderson & Archer, 2010)

METHODOLOGY

This paper aimed to analyze undergraduates' opinion regarding their experiences in facing online learning during Covid-19. The methodology of this research paper as follows:

Research Design

This study employed a qualitative inquiry research design with the aimed to explore students' experience shifting from traditional classroom to online learning. Thus, in exploring their experience during the transitioning, a phenomenon qualitative design is used in the study. The rationales of using a phenomenon qualitative design is to get a deep understanding of students' personal experience with the phenomenon (Creswell, 2013). Furthermore, a qualitative research design is not generalize the findings, instead, it describes the involvement of participants in the process and event.

Participants

According to Creswell (2014) usually for qualitative design; there is no specific number of sites or participant for the sample size and this study involved undergraduate students who first enrolled in April 2018 and now in their semester 5 and 6. This group of students' experienced the traditional classroom teaching in their first year, however, they need to adapt to full and partial online learning since March 2020. All the participants volunteered to be a part of this study due to their interest. The researchers provided a brief explanation regarding the study conducted and consent was obtained from them before the interview session. Undergraduates who experienced traditional classroom in their freshmen years were targeted as the respondents since they were able to compare the differences shifting from offline to the online platform. The undergraduates come from various diploma background at a private college in Northern Malaysia. Even in the choice of participants for sampling, there is a research gap to be filled in to see if there is any difference in accepting online learning for freshmen or students in semester one.

Data Collection Instrument

The interviews protocol was adapted from Kocoglu & Tekdal (2020). However, in the previous study, the researchers focused on the teacher's experience in Turkey and this study used similar research questions into students' situation and focusing on their transitioning experiences. The set of semi-structured interviews sent to an expert at UiTM Pahang for validity and reliability check. The corrections were made based on expert' opinion and four questions included in the final session. A pilot study was done among 5 students from other branches to check the suitability of the questions toward students. The interview questions distributed via e-mail and answered in handwritten by all participants. Their responses then analyzed and theme by the researchers.

Data Analysis

After the interview session is done, data gathered, analyzed and compared to each answer to theme them accordingly. The general theme divided by the research questions and the sub-themes categorized according to the similarity of respondents' responses. Their answers later on discussed with experts to get full understanding and analyzation.

FINDINGS

The characteristic of online learning

Respondents gave their opinion about the characteristics of online learning they experienced during Covid-19 pandemic. The details of the sub-themes explained and organized in Table 1.

Table 1: Students' opinion on the characteristic of online learning as they experienced.

Theme 1: Characteristic of Online Learning	
Subthemes	**%**
Involving gadgets and high internet speed	62.5
Synchronous learning session	12.5
Concise and Brief Notes / Materials	12.5
Offline Access Materials	12.5

As stated in Theme 1, students gave their opinion regarding what is online learning all about. Majority of the respondent agreed that online learning involved gadgets and high-speed internet. This related to the current practices of online learning where students are staying at home and they need to have the facilities required to have access to online learning. Sample of Respondent 8 and 3 is given below:

“In my opinion, online learning characteristic during Covid-19 is to have online access application which eases the student and lecturer aside from good high-speed internet. This online application will ease the student' grading process and high access internet is also needed for students to participate in the online class." RA8.

"Information on replacement class should be decided and informed as earlier as 12 hours before since not every student update with their mobile phones all the time." RA3.

“The most challenging aspect in online learning is I had to use my own pocket money and my savings for buying Internet data.” RA1.

The usage of gadgets and technology has become the main characteristic of online learning. Thus, students without the appropriate means would be left behind and feel stress in the implementation. Agreed by one of the respondents, the class information on mobile group updated too frequent and sometimes they missed the information told in the class group. Respondent also suggested that replacement class or any update should be informed earlier and not within short time range because not everyone is with their mobile phones all the time.

Differences between Face-to-Face and Online Learning

As these respondents experienced traditional learning before Covid-19, the researchers asked them about the differences between face-to-face and online learning experiences. Two main themes divide between the types of learning and each of respondents' opinion taken into consideration. Table 2 is combining the respondent's point-of-view, which identifying few points for sub-theme face-to-face learning, such as ease students' attention, good learning environment, learning new technology skills and more hands-on and practical works given.

Theme 2 : Differences between Face-to-Face and Online Learning		
Subthemes		**%**
Face-to-Face	Easier to give full attention	50
	Good learning environment	25
	Adapting technology skills	12.5
	More hands-on and practical works	12.5
Online Learning	Poor learning environment	37.5
	Internet interruption	25
	Different style of teaching	25
	Difficult to understand calculating subjects	12.5

Based on the findings, students agreed that face-to-face learning is easier to understand and they able to focus better compared to online learning. This advantage has the highest rate of responses among students. However, in this particular item, future research in addressing the types of subjects suitable for online learning should be taken into consideration. The researcher could analyze the experience of students in learning lab or clinical subjects compared to theoretical courses. A sample of respondent' answer is as below:

"Both alternatives have no different effect if students are focus and willing to understand and empowered a subject. However, we could straightly ask questions to lecturer in face-to-face learning for any confusing matter in the lesson and they could explain to us without any barrier. This considered a barrier between student and lecturer in online learning compared to the traditional way of learning." RA7

Challenges of online learning during Covid-19.

As mentioned in the introduction, the Northern part of Malaysia faced several phases of lockdown and MCOs during the pandemic starting since March 2020. Due to these phases, businesses not allowed opening, students not allowed to come to colleges, facilities such as internet café, photocopying shops, public libraries and other facilities are instructed to close down. These are the necessity required in the learning process. Hence, respondents asked about the learning challenges they faced during such lockdown. Table 3 is the analyzation of respondents' challenges faced during online learning.

Theme 3 : Challenges of Online Learning During Covid-19	
Subthemes	**%**
Poor internet connection	37.5
The poor learning environment at home	25
Unable to meet friends outside for group task due to MCO	25
Poor student participation	12.5
TOTAL	**100**

The highest challenges reported are poor learning environment at home and poor internet connection since they need to buy their internet data for classes. The rest of the respondents stated that they had difficulties for not meeting up friends to settle their group work for their lesson. A sample of respondents' challenges is as follows:

"One of the challenges I faced during online learning is an unstable internet connection, mistakes are done while using the systems will lead to error and missing information given by the lecturer. It could be a technical problem since we are not technically competent in using online sources. I also faced difficulties in buying internet data since I need to use my savings for online learning purposes." RA1

"One of the most significant problems of distance education seems to be the achievement of student participation. Inviting students to provide input or suggestions in each class is the way to feel the commitment of what students learned during online classes." RA6

Improvement of online learning

Table 4 is identifying the suggestion made for online learning. The suggestions categorized into several sub-themes. Improvements suggested six sub-themes especially for students, lecturers and the higher education providers (HEPs).

Theme 4 : Improvement of online learning	
Subthemes	**%**
Provide high-speed internet for students	37.5
Student mental preparation	12.5
Asynchronous video for repetition view	12.5
Attendance requirement for class attendance should be flexible	12.5
More exercises to students	12.5
Require students to turn on the camera during an in-class session	12.5

Sample of the respondents answer are as follows:

"The enhancement that could be made is the competency in handling online learning such as the internet quality and provide gadgets and needed infrastructure for those who had a limited budget in possessing them." RA5

"Mental preparation is needed to enhance the learning competency in online learning. Students must able to identify the incoming risks and by that, they might have a fewer panic problem in facing their learning inadequacy." RA1

DISCUSSION

The stated findings are the main criteria mentioned in students' responds, however, after analyzation is done the content of their opinion regarding each theme is similar. As for the first theme, students responded about infrastructure involved in online learning. Alhouti (2020), Ali (2020), Koçoğlu & Tekdal (2020), Uluoz (2020) agreed that academic centres should be well equipped with digital infrastructure in implementing online learning. The lack of technological needs may lead to unsuccessful execution. The same opinion found in Ozer & Ustun (2020) stated by the respondents in this study that the main characteristic of online learning is involving gadgets such as mobile phones, laptops and high-speed internet. The unavailability of these facilities will lead to a negative effect on the learning process. Since it is involving gadgets, respondents in this study insisted that not every student are equipped with good gadgets for online learning. The voluminous information shared on the class group via telephone sometimes lead to overuse and information overload. This could lead to another field of study, which is the work-life balance of academic practitioners during the online learning implementation. One of the respondents urged that online learning should be unique and attractive to attract students participating in class, this aligned with Selvapandian & Singh (2020) who mentioned the respondent in their study agreed that technology should make our students interested in online learning. Majority respondents agreed that HEPs should provide internet for students. This infrastructure is the main item involved in online learning (Alhouti, 2020; Ali, 2020; Koçoğlu & Tekdal, 2020; Uluoz, 2020; Ozer & Ustun, 2020). As for this study purposes, all of the respondents stated their institutions did not provide internet data for them. Other responses are such as student should be well-prepared for online learning, which they said different and challenging in learning compared to the traditional method. The lecturer should provide asynchronous video for students and not only rely on the synchronous class session. This response due to the limitation of internet data and connectivity during class hours. Some students situated in the rural area and the synchronous session is a drawback to them. One respondent stated about attendance requirement during the online session. This is another area of online learning that is very vague and ambiguous. Some educators are very strict that intolerant with student absenteeism due to internet connection. However, some students are taking advantages of educators' tolerances to not attending the synchronous session. This problem becomes serious as for new and lower-level semester students compared to upper-level students. As mentioned, this one area of online learning should have new rules to set for everyone. As stated by the researcher, the phenomenon is a new phenomenon and the researcher has a broad research gap to fill in. In the researcher experience, there were cases of student attrition due to lack of facilities for online learning. The mental state of new students compared to existing students could also bring another field of research gap. By this, infrastructure problem indeed the major problem to solve in online learning implementation and HEPs should be executing the solution.

Another main aim of this paper is to seek differences experience in face-to-face learning and online learning session. Since the respondents involved in traditional learning, they could compare the differences between online learning and traditional learning. The advantage of online learning is it makes learning flexible; however, the flexibility may lead to another disadvantage such as psychological preparation is low among students and it is not as effective as traditional learning (Baber, 2020). The findings in this study aligned with the previous study done before (Ozer & Ustun, 2020; Selvapandian & Singh, 2020). Majority respondents in this study agreed that they could give full attention to face-to-face learning compared to online learning because they can interact with lecturer freely without barrier. Respondents assumed that communicating using laptops and via mobile is challenging. Having an appropriate learning environment is another popular cause for preferring face-to-face learning. By author' experience in communicating with the student during an online learning session, their family such as siblings prone to interrupt the learning session. The respondents agreed that their home environment is not suitable for the learning process. They stated that internet interruption and unexpected occurrences at their home area is one of the causes that they did not prefer online learning. Students also responded that some subjects such as accounts and mathematics and those involving laboratory are difficult to understand during online classes. Calculating subjects or practical courses are not suitable to teach via online learning (Kim, 2020; Hasbollah et. al, 2020; Selvapandian & Singh, 2020).

Due to several phases of MCOs in Malaysia, this is also lead to disruption of the learning process. There were times when the students are having traditional classroom at their colleges and asked to go home once the Covid-19 cases strikes and the college area changed to the red zone. Since red zone area communities instructed to have TEMCO or CMCO, this obstruction leads to challenges for the students in handling the shifting. The highest feedback gathered in the third theme is a poor internet connection at home, followed by a poor learning environment, unable to meet friends for group works and poor student participation in class. The findings in this study are similar to the negative feedback from previous researches (Uluoz, 2020; Masango, 2020; Kim 2020; Baber, 2020; Selvapandian & Singh, 2020; Ozer & Ustun, 2020). During TEMCO or CMCO, shops, restaurants, photocopy shops, cyber cafes and other facilities had limited time to open for business. This led to difficulties in implementing online learning since not every student has access to the facility. However, from all responses either it is MCOs or not, the session of online learning is just similar at home. Students found it difficult to use the synchronous session since they are not familiar with (Lowenthal et. al, 2020; Kim, 2020). There were major times when the lecture sessions went blank and stuck due to poor internet connection. Some parents and students could not afford to buy enough data for the class session. When they learned at home, friends and lecturers were not there to help them in any technical or lesson problem. They need to solve their problem themselves and the majority of students are technically incompetence to handle the technical issues or they had limited knowledge to solve lesson issues.

The last theme for improvements in online learning separated into six sub-themes. Respondents agreed that the need for high-speed internet is necessary for online learning. Respondents urged the HEPs to provide high-speed data to ease the learning process (Alhouti, 2020; Ali, 2020; Kim, 2020; Koçoğlu & Tekdal, 2020; Uluoz, 2020; Ozer & Ustun, 2020). The reasons why majority respondents wished HEPs could provide internet data for them because they have budget restriction on getting their internet data. However, the Malaysia Communication and Multimedia Commission (MCMC) had introduced an initiative to provide a stimulus package to ensure the Malaysian to benefit free Internet from 1 April 2020 until the end of MCO. The telco companies that included in the initiatives including Celcom, Digi, Maxis, and U Mobile customers that received free 1GB high-speed internet from 8.00 a.m until 6.00 p.m. every day. Another technical improvement is such as lecturer to provide asynchronous video for each lesson so they could view it repetitively. Other suggestions are for online learning process during their session. Learners suggested that attendance requirement could be flexible due to insufficient internet data to join live session class, poor internet coverage and ineffective home environment (Alhouti, 2020; Uluoz, 2020; Kim, 2020; Masango, 2020).

CONCLUSION AND RECOMMENDATION

As the major problem is the infrastructure, the student is advised to prepare themselves with good infrastructure in handling and facing online learning. Those who unable to afford such infrastructure such as students from lower-income families shall seek help from their institutions and HEPs should be thinking the solution for their students. Perhaps a background check necessary in identifying those students really in need with infrastructure supply. Government already approved that new student and final year students allowed to stay on the campus. Then those who within the scope should be able to stay and use the campus facilities during online learning. Next, learners are suggested to prepare their mind and do learning groundwork earlier to fully prepare in adjusting the differences between the traditional method and online learning classes. The respondent advised their friends to be mentally prepared to undergone the online learning experience. The unexpected occurrences at home, difficulties in implementing online assessment and technical problem in using online systems could lead to stress. Learners are suggested to tolerate with their lecturers if they had difficulties in online learning and seek the nearest help from the academician for the short time solution. Academic practitioners are suggested to tolerate and consider students' limitation in online learning. The internet coverage would not be upgraded to 5G within these short ranges of time. Thus, leniency from the lecturer is supposed to help students in compelling the online learning session. In given leniency, students must not misuse and should discipline themselves during the implementation. Technical issues need to solve appropriately.

Systems offered by their institutions must have their IT Units or administrative that operate the system. Thus, seek help from the appropriate source could elevate their technical problem. Asynchronous video is another help for online learners who had a poor connection to attend live session class. Preparing the video in advance could assist their learning.

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The Development of a Secure Final Year Project System for Computing Programmes

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ABSTRACT

The aim of this project is to develop an online system that can reduce the workload of the FYP Coordinator in handling and managing the workflows of the Final Year Project. In order to reduce the workload, this hastens the steps and organizes the data. By implementing this system, it would provide a lot of conveniences to the FYP Coordinator, lecturers and students in Kolej Universiti Poly-Tech MARA.

The methodology that has been chosen for the development of this system is Agile Methodology. The reason for choosing this model is because of the agile method anticipates change and allows for much more flexibility than traditional methods. The process involves breaking down each project into prioritized requirements and delivering each individually within an iterative cycle.

The system design would be based on the user requirement. This way can ensure that all the user requirement needed are achieve. The system's interface will be as simple as possible and contain high usability at the same time. Security mechanism implementation on this system is one of the reasons this system has developed. By implement security mechanism, it will protect all the data from unauthorized user.

The system consists of many functions. One of them is suggestion topic by lecturer, which allow lecturer or supervisor to suggest FYP topics to their students. These features may help students gain idea for their FYP topics and the same time, student can make the lecturer who suggest the topic as their supervisor.

Keywords: *Agile methodology; Final Year Project; iterative cycle*

INTRODUCTION

Nowadays, technology is growing fast from day to day, and it became compulsory for everyone to involve with technology otherwise, they will become an outdated person. People also always come out with a new and fresh idea to develop new technology according to human need. According to Collins (n.d.), technology can be defined as methods, systems, and devices that were used for practical purposes which are the results from scientific knowledge. Technology can give many benefits to its user. For example, technology can help people manage time properly and make people life easier. And, technology can improve the ways people communicate with each other. Therefore, its show that technology is very helpful in human life.

The Secure Final Year Project System that is created for Kolej Universiti Poly-Tech MARA (KUPTM) which can be used to manage Final Year Project (FYP) and increase the efficiency and effectiveness of registration topics because currently, the student uses the traditional method. This system allows students to register FYP topic online. All the data will automatically appear in the FYP Coordinator database and it allows FYP Coordinator to approve or reject the students' project. Lecturers also can share their ideas or knowledge about FYP project, at the same time, it will help students gain the ideas and knowledge about FYP topics. Currently, KUPTM still not have a systematic system for FYP, so it would be difficult to manage FYP especially for FYP Coordinator to retrieve and monitor students' record.

By using this system, it can give benefits to the users, which are, FYP Coordinator, supervisor, lecturers, and students in KUPTM. This is because this system can provide a simple way to manage FYP. For example, students can register their FYP title by online registration and their data automatically updated to FYP Coordinator and selected supervisor database. Previously, students should review the FYP title with the FYP coordinator to avoid overlapping titles and to ensure that the title follows the program's requirements. This system allows the FYP Coordinator to accept or reject the FYP title, which selected by the student. Meanwhile, students also can make choices which supervisor that they want, and the selected supervisor will receive the student's data and its enable for them to accept or reject the student's application as their supervisor.

LITERATURE REVIEW

There are three systems that similar with the proposed system had been identified, which are Final Year Project – Universiti Kebangsaan Malaysia, Final Year Project Portal – Multimedia University and Final Year Project – Universiti Tunku Abdul Rahman (UTAR) . The evaluation of these systems will cover functionalities and design that can help create an idea for the Secure Final Year Project System, a proposed system. After the review, the comparison of these three systems will lead to a clear distinction between the systems as stated in TABLE 1. The strengths and weaknesses of these systems can be determined from the comparison. Therefore, the strength of this system can be taken as an idea for the Secure Final Year Project System. The weaknesses in the existing system should be avoided in the Secure Final Year System to ensure that the system is better and satisfies the user by providing good functionality and design that can provide a good experience to users using this system.

TABLE 1. Comparison of the similar system

Items	Existing System: Final Year Project (UKM)	Existing System: Final Year Project Portal (MMU)	Existing System: Final Year Project (UTAR)
User account registration			
User account login	✓	✓	
Online registration FYP title			
Project title offered by lecturer	✓	✓	
Report writing guideline	✓	✓	✓
Schedule / important dates	✓	✓	✓
Download form	✓	✓	✓
List of lecturers with the total of supervisee	✓		
Attractive design	✓	✓	
Easy to use	✓	✓	✓

The SQL injection is a vulnerability in the web security that allows an attacker to interfere with the queries that an application makes to its database. It generally allows an attacker to view data that they normally cannot retrieve. This could include data from other users or any other data that the application itself can access. Any procedure that constructs SQL statements could potentially be vulnerable, as the diverse nature of SQL and the methods available to construct it provides a wealth of coding options. The primary form of SQL injection consists of direct insertion of code into parameters that are concatenated and executed with SQL commands. A less direct attack injects malicious code into strings that are intended to be stored in a table or as metadata. The malicious code is executed when the stored strings are subsequently concatenated into a dynamic SQL command. If a web application fails to properly sanitize the parameters that are passed to dynamically created SQL statements (even when using parameterization techniques) it is possible for an attacker to alter the construction of back-end SQL statements (Justin Clarke, 2012).

METHODOLOGY

The study identified the appropriate methodology for developing the Secure Final Year Project System. After making research, the methodology that has been decided to be used is Agile where the methodology is suitable and may fit with the project. In the mid-1990s, Agile methodology has been evolving against the traditional methodology of the waterfalls, which were perceived to be inflexible, slow and inconsistent with how a developer effectively does his job. This methodology is suitable for developers who concentrate on communication, flexibility, rapidity, quality, responsiveness, and learning. This is because, Agile methodology is anticipates with the need of flexibility in the development and the delivery of the system where the system can be deliver to the clients for assessment without need to wait until the entire system is complete to get the feedback which able to identify the problem such as bug in earlier stage and perform correction that can help to produce high-quality system and meet with the user requirements as a results (Malik, 2019). Thus, agile methodology can fit with this project as it can reduce the risk with the flexibility that allows the changes to be made at any stage when needed without consuming more time to start from the beginning stage if the problem arises in the middle of the development process.

SYSTEM OVERVIEW

Secure Final Year Project System is a web-based system that develops for the user in KUPTM, which is FYP Coordinator as admin, supervisor, lecturers, and students. Basically, this system is developed to help users who involve in Final Year Project. This is because, currently, in KUPTM, still not have a systematic system that relate to FYP. Everything is done in the old method which is, student need to register FYP topics manually by fill up the form on paper, while FYP Coordinator needs to rewrite student's data in excel manually. Also, a student needs to find one by one lecturer for being their supervisor. It is wasting time because the student needs to compete to get a supervisor. For example, a student wants ‘lecturer A' to be their supervisor, but that lecturer is not available because she or he is reaching the limit number of FYP student to supervise. As a result, this student needs to find another lecturer who frees to be their supervisor. With this system, students can view the list of lecturers who available for being supervised. Besides that, there has a lecturer who confides that they cannot share their idea or knowledge relate to FYP with students because they do not have any place for them too.

Based on our investigation at KUPTM, there is no system for users who involve with FYP to help them manage FYP properly. Currently, everything is done manually. This will increase the workload for the FYP Coordinator because, she or he will receive all submission of from students, supervisors, and lecturers. For example, the FYP Coordinator needs to rewrite all student data to excel manually. It will be wasting the time because there have more than 50 students who take the FYP course in one semester for both diploma and degree students. Moreover, as we know that, people always make mistakes, so with traditional methods, FYP Coordinator may do a mistake, for example, typing error, redundant data, overlooked student data, and other mistakes may possibly happen. With this system, it can prevent all the problems may happen and help the FYP Coordinator to reduce their workload.

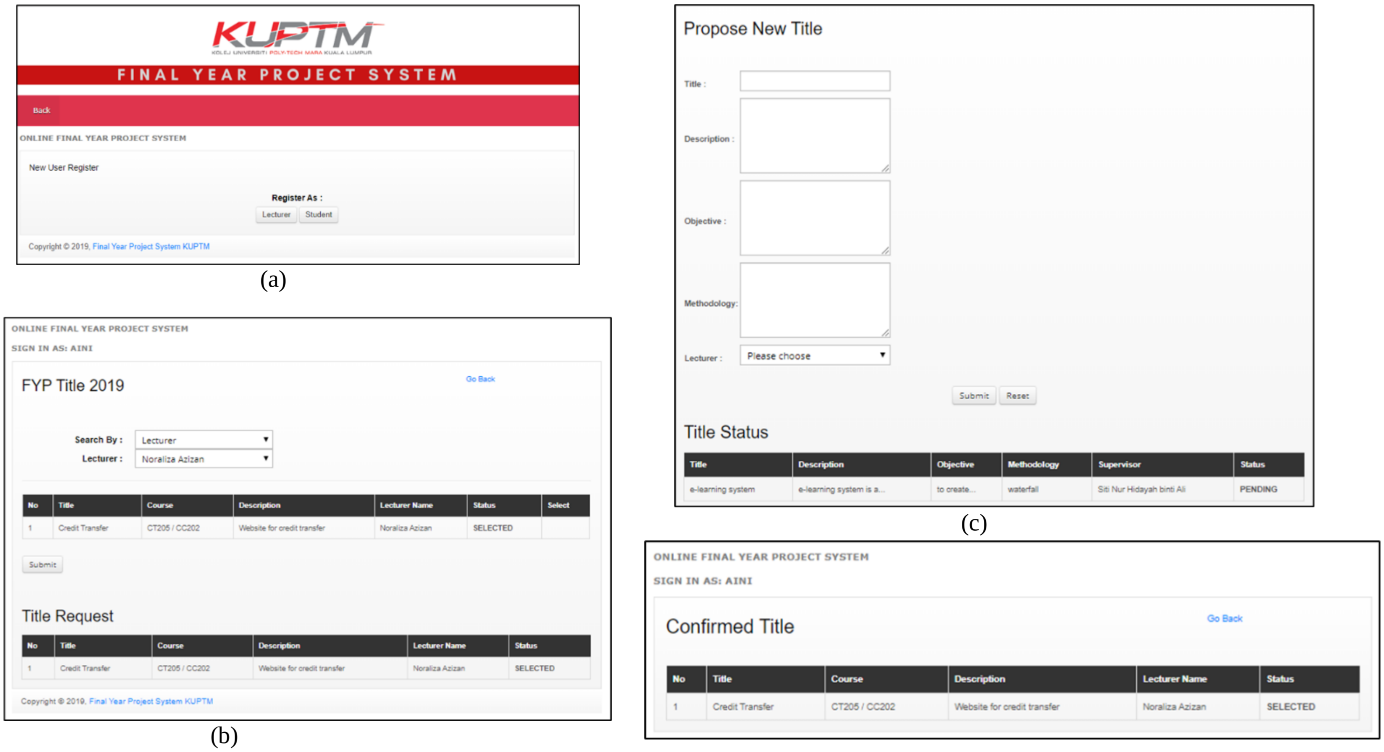
Instead of creating the system to help users who involve with FYP, this system is secure with SQL injection prevention. The SQL injection is a vulnerability in the web security that allows an attacker to interfere with the queries that an application makes to its database. It generally allows an attacker to view data that they normally cannot retrieve. This could include data from other users or any other data that the application itself can access. Any procedure that constructs SQL statements could potentially be vulnerable, as the diverse nature of SQL and the methods available to construct it provides a wealth of coding options. This system will be implemented with register and login function which means all users need their own account in order to use this system. They need to log in with their own username and unique password. Besides, this system is using MySQL for the database, so it is secure from MySQL injection attack. With this security method, it can help to secure the user account from unauthorized user gaining access.

SYSTEM FUNCTIONALITIES AND IMPLEMENTATION

The implementation process of the Secure Final Year Project System has been started after the preparation has been made at design phase such as sketching prototype storyboard and produce diagram like use case, activity, sequence and class diagram. Then, this system has been developed using the tools Visual Studio Code and WAMP server by refer to the prototype storyboard and the diagram created. This can help to easier the process of designing the system interface in the Visual Studio Code tools because can refer to the prototype storyboard that already sketched before. The function of the system and linking the page easy to program because can see the clear picture of the system flow through the use case, sequence and activity diagram. It actually also can help to prevent the flow of the system will be wrong because able to view all the flow of the system through the design and diagram produce where can implement design to the system it with the prototype storyboard as design. While for creating the system database, can refer to class diagram that help to identify the information for create the database such as how many tables needed, the entity and the data type. So that, the implementation process should be clear and smooth by follow the entire created plan. In this chapter will be explain about the tools and hardware requirements for develop the system, the data dictionary which are all the tables in the database.

Student’s Page

This system allows new user registration and login from students into the system. Besides, students are also allowed to search for the list of proposed titles posted by lecturers as well as announcement posted by administrator (coordinator). Next, students can propose a new title with details such as Title, Description and Objective. This data will be saved in MySQL database and will appear on admin page for approval. Once approved, the title can be viewed by student as My Title as shown in Figure 1.

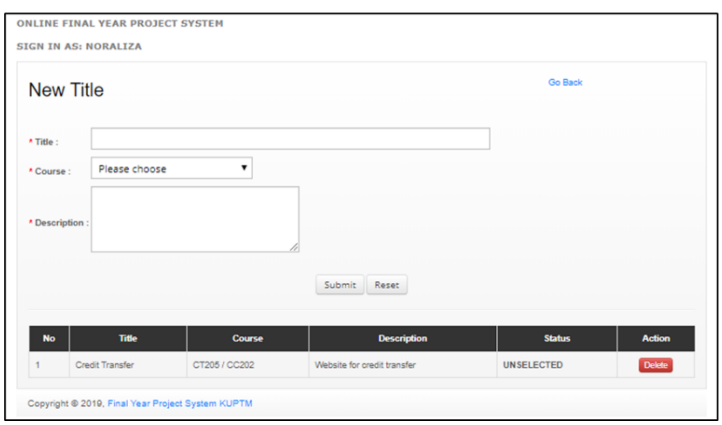


(a) (b) (c) (d)

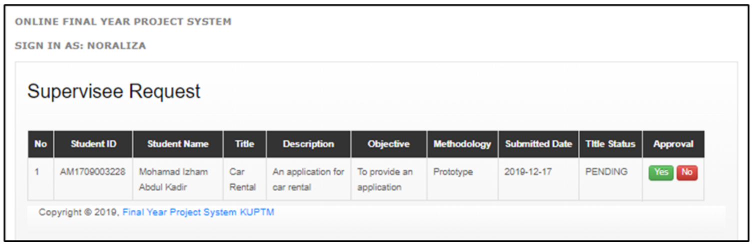
FIGURE 1. Student's Interface (a) Registration menu (b) Search for suggested title (c) Propose new title (d) Approved title

Lecturer's Page

This system allows new user registration and login from lecturers into the system. Lecturers are allowed to enter suggested project title with details such as Title and Course. Besides, the list of students who are requested to be supervisee will also appear for approval. The details of students who has been approved will be saved for the lecturer/supervisor. The interfaces are as shown in FIGURE 2.



(a)

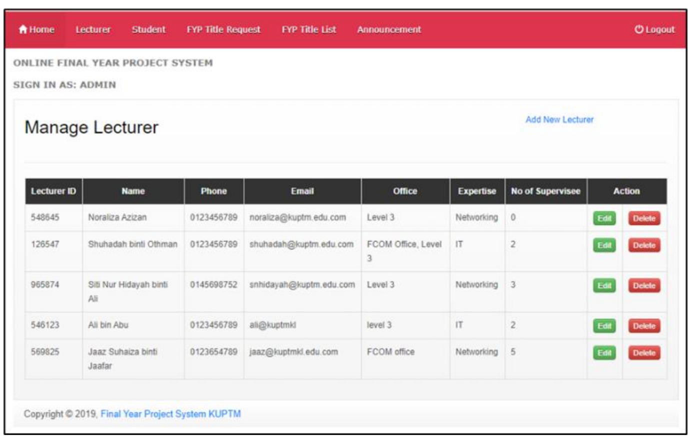


(b)

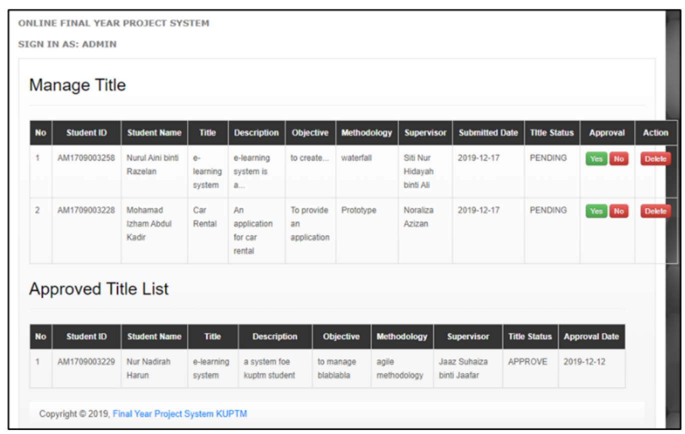
FIGURE 2. Lecturer's Interface (a) Insert a suggested title (b) View of supervisee request

Administrator's Page

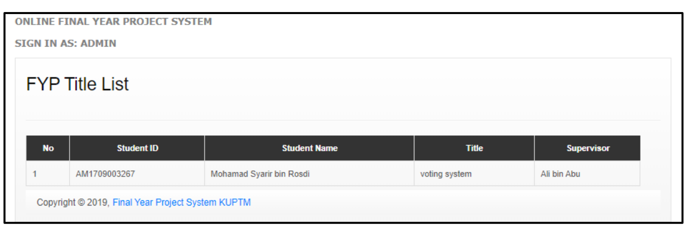
This system allows administrator to manage announcement, lecturers, students and FYP title. The new FYP title request by students needs to be approved by the administrator first before listed in the FYP title list. Moreover, administrator also able to retrieve the data regarding student and the FYP title, as well as lecturer/supervisor with the list of supervisees. The interfaces are as shown in FIGURE 3.



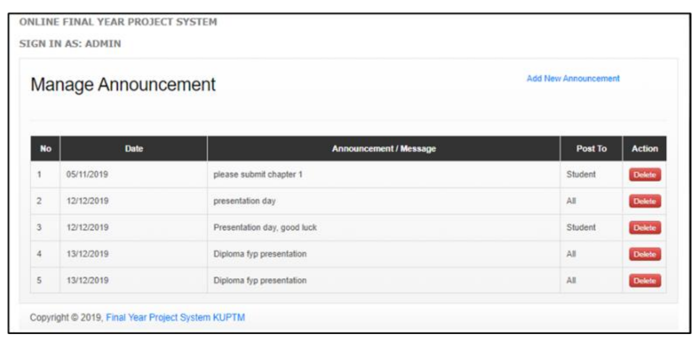
(a)



(b)



(c)



(d)

FIGURE 3. Administrator's Interface (a) Manage lecturer (b) Manage title (c) FYP title list (d) Manage announcement

EVALUATION ON USER ACCEPTANCE

To better understand the strength and weakness of this system, a User Acceptance Testing has been performed by distributing a set of questionnaires to 10 respondents who are in their fourth year's study. They are asked to try using all functions of the system and complete the questionnaire after the trial. 7 out of 10 are yes or no questions, while the rest are Likert-scale questions. Some of these questions and the response are shown in FIGURE 4.

Most of the responses are positive about our system, including the ease-of-use of the system and certain functions.

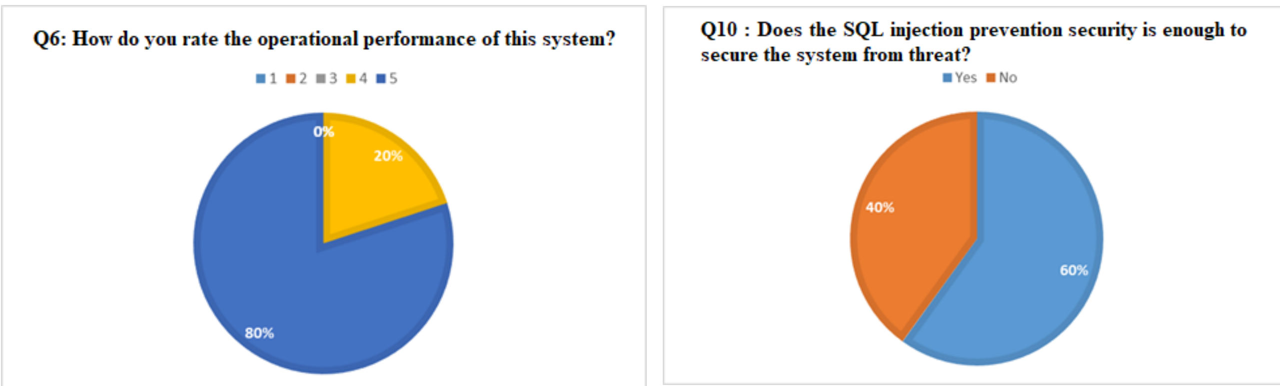


FIGURE 4: The result of User Acceptance Testing on our system

CONCLUSION

With the existing of the Secure Final Year Project System, it very useful and helpful in solving the user problem. The Secure FYP system can significantly reduce the workload of FYP Coordinator and easier for students and lecturers/supervisors to manage FYP related works. This is because, this system become a platform for the student to register their FYP title and they can search the title that have been suggest by lecturers. Next, this system also can help FYP Coordinator to manage the FYP related works with more systematic which they are able to record all students and lecturers' details.

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Practice, skill and attitude towards Microsoft Excel at KPTM Alor Setar

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ABSTRACT

Having Microsoft Excel in a computer, one can do a lot of things. From data entry up to high level like application using Visual Basic that can solve and automate a lot of office tasks, manage data to facilitate searching and data manipulation as well as analyzing data and help in decision making. With all these capabilities and facilities of Microsoft Excel, it is very important to ensure that all staff at all level to have the knowledge and skills in using Microsoft Excel. The purpose of this research is to investigate the application of Microsoft Excel in accomplishing task at KPTM Alor Setar, identify the skill levels the staff has and the attitude that the staff has towards Microsoft Excel. This research involved some background study such as the type of task in the workplace that requires the use of Microsoft Excel, the level of skills the staff has in Microsoft Excel and also the attitude of staff towards Microsoft Excel. The Scope of this study is the skill level of staff and the type of tasks completed by using Microsoft Excel. ABC Model of Attitude has been applied in studying the attitude of the staff. This study involved participants among KPTM Alor Setar staffs only. The data used is quantitative method and the survey question focused on the task accomplished using Microsoft Excel. The significant of this research is that it can contribute information on the use of Microsoft Excel among staffs at KPTM Alor Setar. The outcome of the research is the analysis result of Microsoft Excel to determine whether it is an important tool among KPTM Alor Setar staffs in accomplishing their task and also to determine how importance of giving training in using Microsoft Excel to the KPTM Alor Setar staffs especially to those with Microsoft Excel anxiety.

Keywords: *Microsoft Excel; ABC Model; Visual Basic*

INTRODUCTION

Microsoft Excel has become an essential application in business and companies of all sizes. Produced by Microsoft in 1985, Microsoft Excel has evolved from MICROSOFT EXCEL 1 FOR MAC (1985) until now OFFICE 365 EXCEL (2019). A lot of improvement has been made, Microsoft Excel has become a very powerful tool that has been taught to colleges and universities students so that they can apply the tool in their study and serve as a digital skill at the workplace. Excel has become the most popular spreadsheet software and being used by more than 750 users. Being in the position of Business Intelligence tool, Microsoft Excel is not just a low cost tool but also it is a big capability tool (The Growup Group, 2021) .

Microsoft Excel is a full-featured spreadsheet program. In Microsoft Excel, data is typed in cells in the form of text, numbers, alphanumeric. The arithmetic formulas or built in functions are entered as the way the data to be processed. The data also can be organized in various way using Pivot table, summarized using subtotals and can be represented in the form of graphs. Data analysis is applied in Microsoft Excel and this feature helps companies in making important decision. And thus, produce professional looking reports. According to Graves (2017), employer and enterprise professionals views Microsoft excel as a very important instrument to carry out on a regular basis practical tasks within workplace.

There are three (3) major parts of Excel which are the Worksheet, the charts and the database. The worksheet is where the collection of data is placed, calculated, manipulated and analyzed. The data is then can be presented in the form of charts. With this chart, companies can view the results and making conclusion on their performance or projections. Using Databases application in Microsoft Excel, large data can be managed and organized, search using specific data criteria and thus, can produce fast and efficient important information

LITERATURE REVIEW

This literature review will cover three (3) issues: The Microsoft Excel application at workplace, knowledge and skills of Microsoft Excel and attitude towards Microsoft Excel.

The Microsoft Excel and workplace task

There are some proofs that Microsoft Excel has been used by organizations and academic institution to manage and manipulate data a well as to perform computation and visualizing data. According to Hrehova & Vagaska (2018), the most used tool in the world for visualizing data is Microsoft Excel. It enables us to manage, manipulate, and analyze data, which aids in decision-making and analysis.

Large corporations might use Accounting system in managing their financial but not for all SMEs. Jusoh & Ahmad (2019) reported that there are several SMEs continue to operate their businesses without using accounting systems. They implement manual accounting using Microsoft Excel worksheet applications for accounting work because not only using a computerized accounting system is not a fix but also it is cost effective and more flexible.

As reported by Scaffidi, Cypher, Elbaum, Koesnander, & Myers (2007), there are some tasks accomplished by large corporations and small businesses using Microsoft Excel. These tasks includes budgeting, forecasting, organizing, analyzing, and exploring data. Data from web-based system also can be stored and manipulated by Microsoft Excel. RJ Podeschi (2016) reported that at workforce Microsoft excel is used by entry-level staff workers responsible for data entry, invoice processing, and bookkeeping tasks. They gained the skill on the job-training.

There were also evidences on application of Microsoft excel by educators or teachers at school or higher institution. These educators can use Microsoft Excel to facilitate their teaching and administrative works. The first evidence is the use of Excel in teaching and learning. Lewis (2001) reported that teaching mathematics using Excel can help speeding up the way the students learn mathematics, especially when it involves graphs plotting and data analysis where graphs can be produced without manual calculations. The second evidence is the use of Excel to record student performance, analyze and report their performance. Magaji & Abdulkadir (2015) reported that using MS-Excel in consolidating the grades of the students has been a practice among teachers and it can be developed by anyone that has the skills (Poole, et al., 2013).

The Knowledge and skills Microsoft Excel

Skills in Microsoft Excel has become very important in the workplace. Microsoft Excel has become a professional standard for all the staff to follow in managing data easily. Many middle-skilled occupations, according to studies, demand at least a basic comprehension of spreadsheets and sometimes even more specialized knowledge (Formby, Medlin, & Ellington, 2017). Formby, Medlin, & Ellington (2017) also stated that Excel-based analytical abilities are required and advantageous across a wide range of organisations of all sizes.

Formby, Medlin, & Ellington (2017) implied that more thorough research of the precise skills required or anticipated by companies was necessitated due to the extremely large requirement for greater Ms Excel skills. Graduates with these skills would probably be near the top of the list of candidates for consideration.

The importance of having spreadsheet proficiency among employees has been emphasized in numerous academic studies and industry publications. Given the vast array of features and functions available in spreadsheets, it helps to know which specific abilities are crucial. Accounting professionals that were proficient with spreadsheets had both general abilities (such as "Data entry, format, and computation") and specialized skills (such as "Lookup and Pivot Table" and "Logic"). The most popular technical skill needed by accountants was Microsoft Excel. Lookup and Pivot Table, Data Entry, Format, and Calculations, and Log-ic were the three most crucial spreadsheet skill areas. The three spreadsheet skills with the most expertise were "Data entry, format, and calculation," "Charting," and "Logic." that certain spreadsheet abilities may be more or less important for different jobs. (Boon Lee, Tang, Sam, & Xiong, 2018)

Finding time to learn these abilities while working regular job can be difficult. While there are several options to learn Microsoft Excel, it can be difficult to prioritize which abilities are most important for increasing Microsoft Excel productivity. Utilizing this technology effectively can improve professional development and work completion efficiency (Brown & Lail, 2015).

The attitude towards Microsoft Excel

According to Hogg & Vaighan (2005) an attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols"

While using Microsoft Excel, people will develop the attitude towards it. Whether a feelings that they like or hate Microsoft Excel, or a belief that they can do something with Microsoft Excel. This attitude towards Microsoft Excel will trigger a behavior towards Microsoft Excel such as "I want to learn more" or maybe "I don't want to use Excel anymore" with specific reasons.

As reported by The Growup Group (2021), many Excel users are unaware of the big potential and capability of Excel while having the negative attitude that Excel cannot do the required task and thus rely on other tool from its competitors. So the companies need to do more knowledge digging from the Excel BI analyst in reality and learn its working instead of having preconceived notions.

Pecharsky (2019) mentioned in her blog about her fearful to Microsoft Excel because of disliking dealing with numbers. She tried so hard and lastly accept the fact that she has Post traumatic spreadsheet syndrome.

(Ringstrom, n.d.) report that not only Accountants but also Financial Analyst are fond on Microsoft Excel because of its capability to fulfill their requirement such as in making complex calculation to representing their reports in the form of graphs and charts.

According to research, non-IT professionals frequently utilize spreadsheets, and since they are overconfident and ignorant of the hazards involved with end-user spreadsheet creation, they frequently make costly mistakes. According to studies, end-users' overconfidence can be diminished by providing them with explicit information about potential inaccuracies. This information should be provided throughout classes on the use of spreadsheets. (Rakovic, Sakal, Tumbas, Matkovic, & Pavlicevic, 2015).

METHODOLOGY

Research Framework

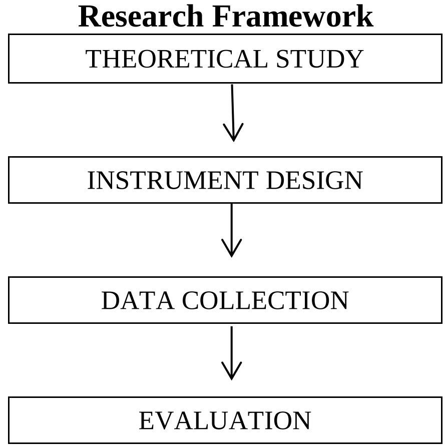

FIGURE 1 Research framework

Theoretical Study

This research adopts the ABC or Tripartite Attitude Model to evaluate the attitude of staffs at KPTM towards Microsoft Excel. This model consists of three components: Affective, Behavior and Cognitive where the Affective component refers to how one feels about attitude object. The Behavior refers to one's intention towards attitude object, while the Cognitive refers to one's belief about the attitude object. In applying this theory (Mzomwe Yahya Mazana, Calkin Suero Montero, Respickius Olifage Casmir, 2019) took Mathematics as the attitude object and study students' attitude towards learning Mathematics in Tanzania. The aspect of Affect attitude used in the study are Self-confidence, anxiety and enjoyment while in behavioral attitude, they measure the aspect intrinsic motivation. In the cognitive attitude, they measure the aspect perceived usefulness. In this study, the attitude object is Microsoft Excel. Using the similar aspect in affect, behavior and cognitive.

Instrument Design

A questionnaire is designed to collect data on participants (demographic data) and other data related to skills, topics and attitude the staffs had.

Data Collection

i) Data

The data collected is **primary data** using quantitatively method among staffs at KPTM.

ii) Participants

The participants involved in this research project were among the staff of KPTM and the lecturers. No criteria is set in selecting the participants. All participation in all parts of the study was voluntary-based.

Evaluation

The data was collected based on the need of research question and has been evaluated according to the research needs.

ANALYSIS AND RESULT

	TOTAL RESPONDENT	77	100%
	CRITERIA	TOTAL	PERCENTAGE
Gender	Male	27	35%
	Female	50	65%
AGE	below 20	0	0%
	20-30	14	18%
	31-40	38	49%
	41-50	19	25%
	above 50	6	8%
Service term	5 years and below	11	14%
	6-10 years	19	25%
	11-15 years	29	38%
	16-20 years	4	5%
	20-25 years	9	12%
	above 25 years	5	6%

Department	Human Resource(Sumber manusia	2	3%
	Financial(Kewangan)	6	8%
	Academic (Staff)	10	13%
	Academic(Lecturer)	37	48%
	Students Affairs(HEP)	6	8%
	Logistic (logistik)	9	12%
	Marketing	3	4%
	Information Technology (IT)	4	5%
Position	Managers	5	6%
	Senior Executives	6	8%
	Executives	8	10%
	Lecturer	28	36%
	Senior Lecturer	9	12%
	Non-managerial employees	21	27%
Work with Excel	Yes	75	97%
	No	2	3%

TABLE 1 Demographic ata of respondent

Table 1 shows the total number of respondent is 77 staff from KPTM Alor Setar. Most of the respondent is female, age range from 31-40 years old and duration of service is 11-15 years. Staff from Academic (Lecturer) is the highest respondent. Based on the survey given, only 3% KPTM Alor Setar staff has never work with Microsoft Excel.

Type of task performed using Microsoft Excel

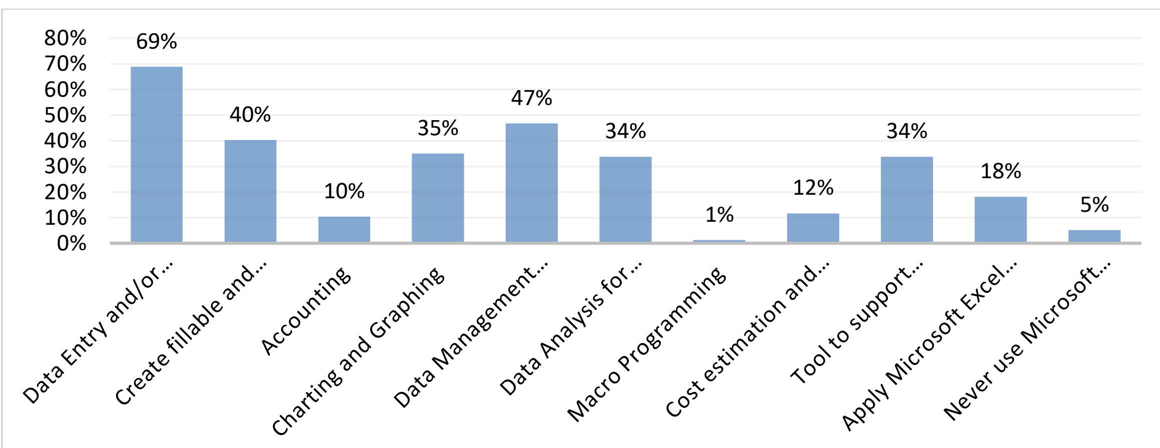

FIGURE 2 Task using Microsoft Excel

Figure 2 shows the type of task performed using Microsoft Excel. The survey shows that the most task performed using Microsoft Excel is Data Entry and/or data keeping; and followed by Data management and prepare report. The most unpopular task performed using Microsoft Excel is macro programming.

Basic skills and competency level

	BASIC TASKS	1	2	3	4	5
1	Start a workbook, identify the cell address, enter data in specific cells and sheets, save and print the workbook	4%	6%	18%	32%	39%
2	Manage insertion and deletion of rows, column and sheets as well as sizing the rows and column	4%	4%	17%	34%	42%
3	Format/Change the format the cell with different font , alignment, and numbering format	6%	5%	17%	31%	40%
4	Write arithmetic formulas in cells using various cell references	9%	9%	35%	29%	18%
5	Apply basic functions such as SUM, COUNT, MIN, MAX, AVERAGE, and LOOKUP	9%	10%	32%	30%	18%
6	Create simple pie chart, column, bar and line graph	9%	8%	35%	18%	30%

TABLE 2 Basic skills and competency level

Table 2 shows the list of basic tasks performed by the staff in KPTM Alor Setar. Most of the staff has the high level of knowledge in the basic tasks using Microsoft Excel. The highest level of competency is in manage insertion and deletion of rows, column and sheets as well as sizing the rows and columns; and format/change the format cell with different font, alignment and numbering format. Most of the staff has the average knowledge in write formulas, apply basic function and create simple chart and graph.

Intermediate skills and competency levels

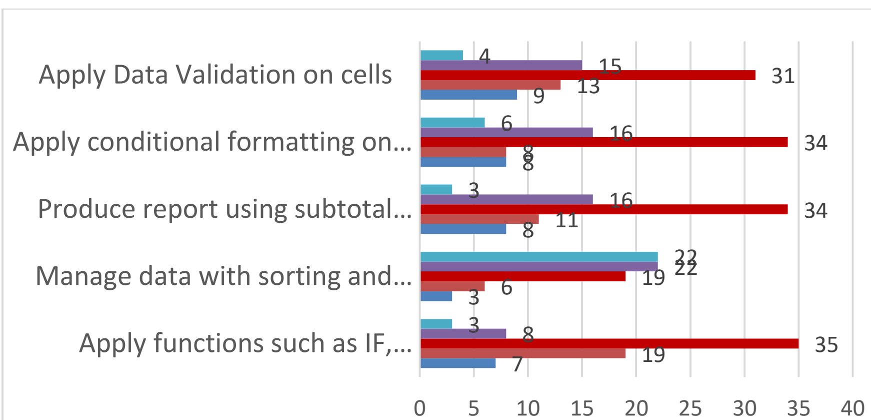

FIGURE 3 Intermediate skills and competency levels

Figure 3 shows the intermediate skills and competency levels of staff. Based on the survey, majority of the staff has average level of competency in the intermediate level in Microsoft Excel.

Advance skills and competency level

	ADVANCE SKILLS TASKS	1	2	3	4	5
1	Apply higher level functions such as INDIRECT, INDEX MATCH and OFFSET	27%	36%	34%	3%	0%
2	Apply mix built-in functions and arithmetic operations	27%	31%	32%	8%	1%
3	Apply advanced conditional Formatting	23%	27%	35%	10%	4%
4	Import external data and data from web service	29%	30%	30%	12%	0%
5	Set up macros in Excel workbook	32%	31%	29%	8%	0%
6	Perform data simulations/forecasting & predicting	23%	34%	29%	13%	1%

TABLE 3 Advance skills and competency level

Table 3 shows the advance skills and competency level of staff in Microsoft Excel. Majority of the staff has average level and low level knowledge in advance skills and competency level of Microsoft Excel.

Attitude towards Microsoft Excel

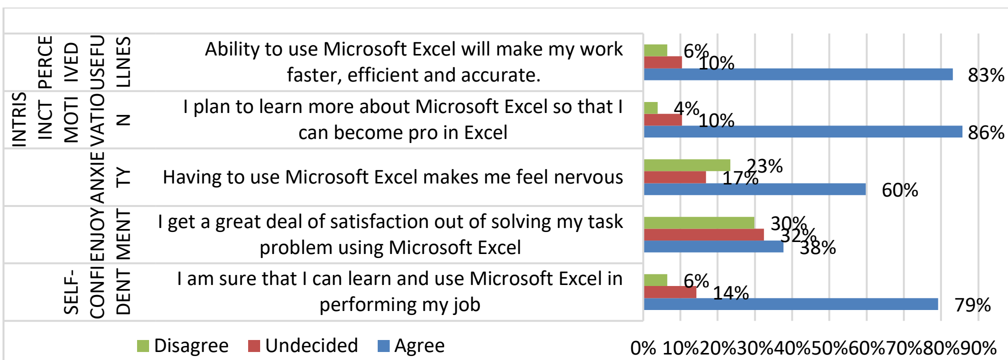

FIGURE 4 Attitude towards Microsoft Excel

Figure 4 shows the attitude of staff toward Microsoft Excel. Most of the staff agree that the ability to use Microsoft Excel will make their work faster, efficient and accurate. Most of them also plan to learn more to become pro in Microsoft Excel. They also confident that they can learn and use Microsoft Excel in performing their job.

CONCLUSION

The skills in Microsoft Excel has become important in workplace nowadays. Having this skill can help in enhancing the staff morale in completing their task and also will be an added value for them. In order for the organization to stay competitive, it needs to ensure that their staff has skills and competency using Microsoft Excel in their daily task.

This research is important to KPTM Alor Setar in identifying the needs for the staff to have knowledge in Microsoft Excel. The findings from the research can help the management of KPTM

Alor Setar in identifying which level of knowledge in Microsoft Excel the staff needed in order to assist them in doing their daily task at the workplace.

Staff can use Microsoft Excel to calculate, organize, and assess quantitative data, giving them the knowledge they need to make critical decisions that could have a bearing on the organization. They can also convey their data to management more effectively if they are taught in Microsoft Excel's advanced features. Additionally, it is also important for staff who want to advance their own careers.

Staff in KPTM Alor Setar must have the skills and knowledge in Microsoft Excel to help them in their daily task. It is because, the staff need to deal with a lot of data that need to be downloaded from the system and the skills in managing all the data is very important. A regular training in Microsoft Excel need to be given; so the staff can learn more advanced Microsoft Excel operations and more complex tools, which can enhance data analysis and manipulation and speed up time-consuming repetitive tasks. The more effectively the staff use their time and perform their duties, the sooner tasks will be finished.

KPTM Alor Setar also need a trainer in Microsoft Excel among their staff. The survey shows that most of the staff agree that using Microsoft Excel make their work faster, efficient and accurate. They also agree to learn more and become expert in Microsoft Excel. Having trainer among staff is crucial because it can help the staff to become more expertise in Microsoft Excel and it will be less cost compared to hiring an outside trainer.

The importance of the various Microsoft Excel abilities may vary among tasks. Determining the abilities needed for spreadsheet proficiency in various occupations and circumstances will be important for future research. This will aid potential employees with their skill acquisition and job applications by enabling them to grasp the skills needs in various work fields. Understanding spreadsheet proficiency in various situations would ultimately benefit both individuals and companies as the workforce will be better prepared with the necessary abilities to enable the staff to perform better in their jobs.

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Developing Employees Behavior Toward Sustainability in Organizations: A Conceptual Framework

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ABSTRACT

Sustainable employee behavior is one of the important aspects that must be taken care of by the organization as it can ensure continuous competitive advantage and influence the organizational environment in a positive way. A sustainable behavior or known as green behavior practiced by employees is certainly accompanied by a lot of leverage, whether in the perspectives of employees or employers. To that end, this study aims to investigate which of the following advantages will have a profound effect on the employees' sustainable behavior and thus contribute to the well-being of the organization. Additionally, this study also shows that employers 'transformational leadership', intention for sustainable behavior, employee engagement, and knowledge sharing will have a significant impact on employee sustainable behavior. In brief, the proposed theoretical framework included in this study clearly provides a broad understanding of sustainable employee behavior and identifies relationships that influence how employees' going to preserve sustainable behavior when working in an organization.

Keywords: *Employee sustainable behavior; transformational leadership; intention for sustainable behavior; work engagement; knowledge sharing*

INTRODUCTION

In recent years, the sense of the vitality of employees in the workplace is gaining increasing attention from scholars (Jahanshahi, Brem, and Gholami, 2019). It is critical to realize which elements impact the essentialness of employees at work since a vitalized employee, by and large, has higher mental, and physical wellbeing which are significant components for confronting and tackling hierarchical issues and difficulties (Jahanshahi, et al., 2019). Relating to the employee's sense of vitality point of view, the development of sustainable employee's behavior also plays a vital role as it can secure the life span of a business and drive the organization towards greater future achievement (Craig, 2018). However, the organization also expressed that they are feeling the squeeze to practically adopt sustainable practices to combat the difficulties of crumbling of biodiversity, broadening social imbalance, and the shortage of resources (Rezapouraghdam, Alipour, and Arasli (2018). Regardless of the challenges, the organization might face in order to instill sustainable practices, still they need to admit the advantages of having employees with sustainable behavior which can bring prosperity to their business. If organizations can cultivate such an environment within their surroundings, they shall not face unnecessary problems such as high turnover rates or unproductive employees' performance.

Employees that taking part in willful and unrewarded natural activities that go well beyond their job requirements in an authoritative setting can essentially add to a reduced organizational environment impact (Temminck, Mearns, and Fruhen, 2013). Generally, all organizations need to think ahead of other alternatives that can contribute to employee's sustainable behavior which they can consider transformational leadership, intention for sustainable behavior, work engagement, knowledge sharing as part of the initiatives. As mentioned in the previous sentence, there are many factors that can be included to determine how employees behave when working for an organization. It is unethical for employees to not giving their best along their time served in the organization. As for that, this study aims to suggest a framework to examine the factors that influence the employees' sustainable behavior through the use of social exchange theory. Furthermore, this study begins with a brief clarification on employees' sustainable behavior, and followed by an extensive review of the past literature and a proposed theoretical framework. After all of the highlighted points have been properly justified, conclusions are made to end the discussion
of this study.

THEORETICAL BACKGROUND

Employees' Sustainable Behavior

Employee Sustainable Behaviour (ESB) is defined as a wide range of employee behaviors such as participation in corporate social responsibility (CSR), environmentally responsible actions, positive attitudes toward diversity in the workplace, and the development of environmental initiatives (Pellegrini, Rizzi & Frey., 2018). ESB sustainable behavior is a social behavior adopted by employees in companies in order to contribute to the change processes that achieve corporate sustainability. Where employees perform this behavior with the intention of creating value for the company that changes the organization to be more sustainable (Ramus & Killmer, 2007). The employee's sustainable behavior is not only in the performance of job tasks within the organizations, and the employee is not formally rewarded by the company for sustainable behavior, but the employee's behavior outside the organization also includes social behavior in support of the environment (Montabon, Morrow, & Cantor, 2016). Therefore, the sustainable behavior of employees in companies is not a job requirement. Employees in companies can perform sustainable behavior after completing job requirements (Brunton, Eweje, & Taskin,, 2017). Sustained behavior is divided into two parts: the behavior performed by the employee, which is one of the required job tasks, and the behavior of work outside the job. The employee's behavior within the job is the level at which employees complete their work and activities in a way that supports the organization's sustainability. These achieve the main goal of the organization as these activities help achieve social justice and environmental protection (Pellegrini et al., 2018). The employee's behavior outside the job, at this level, the employees exceed the official tasks in the job, in which the employees use their initiatives and suggestions to participate in developing ideas that contribute to achieving sustainability in the field of work. At this level, employees also feel responsible for their organization, which leads them to achieve sustainable behavior in the context of work. For example: This behavior includes identifying problems and contributing to solving them, making practical suggestions in a creative way that encourages achieving the sustainable behavior of employees, and helping colleagues to sustain (Paillé et al., 2016).

Therefore, companies must pay more attention to human behavior within the company in order to achieve sustainability. Thus, achieving SEB is one of the most important factors that help in achieving corporate sustainability (Kim & Park, 2017). There are many previous studies that use different ideas to describe the ESB within organizations such as (Cordano & Frieze, 2000; Andersson et al., 2005; Henry & Dietz, 2012; Flannery & May, 2000 & Lülfs & Hahn, 2014). Where the concept of a sustainable employee refers to the extent to which the employee contributes to the improvement of himself and his company through the performance of their tasks (Jiang, Zhao & Jiongbin Ni 2017).

Transformational Leadership

The theory of transformational leadership has evolved significantly in recent years, especially in the field of administration and organizations (Mhatre & Riggio, 2014). Burns was the first to suggest a transformational driving theory. This theory was then developed by Bass (Jiang et al., 2017). Transformational leadership means the leader's ability to transform and guide the leadership's thinking toward a particular behavior, so that they clearly build the organization’s vision. Through this transformation, the leader can motivate employees to achieve collective goals and overcome special interests (Yukl, 1999). Transformational leadership is a style that focuses on the motivation of employees, where the transformative leader has the ability to influence employee behavior. Moreover, it is considered more realistic and practical, helping employees to achieve Tasks and the ability to stimulate Sustainable behavior (Jiang et al., 2017).

Numerous studies have revealed that transformational leadership has an important and positive effect on employee behavior. In recent years, the effect of transformational leaders on employee behavior has become the area of many studies (Jingfeng et al., 2016; Sparkling et al., 2017). This is because transformational leaders take an approach of openness that contributes to facing challenges and complexities. Therefore, studies suggest that leadership is the appropriate method for managing organizations and influencing employee behavior (Sydow et al., 2004). Transformational leadership is an appropriate way for managers to stimulate and guide employee behavior. Transformational leadership assists employees to create new ways to meet difficulties and solve issues. Instead of the leader giving employee instructions, there is a need to encourage these features, also allow participants toward behave with a confident degree of independence (Jiang et al., 2017).

Transformational leaders improve employee commitment to take on the duties of the leader arranges. First, the project leader is directly concerned with the needs of different employees in different career areas. By providing an opportunity for employees for sustainable development (Zwikael & Unger-Aviram, 2010). Second, the transformational leader creates the spirit of group culture among employees, also directs them to participate in group activities and cooperate well with others. All of these behaviors by transformational leadership contribute greatly to achieving sustainable employee behavior. Moreover, the transformational leader's personality is an important component of transformational leadership particularly for projects (Jiang et al., 2017).

Intention for Sustainable Behavior

During the past years, many researchers have sought to investigate the attitudes and behaviors of individuals towards specific actions. TPB, which was made by Ajzen (1985), is the most used theory in research in the field of individual performance. TPB emphasizes elements related to behavior and is often applied as a model for understanding types of sustainable behavior (Cai et al., 2019). There are three main elements that determine an individual's intention to act toward a specific act: behavioral (BA), subjective norms (SN), and perceived behavioral control (PBC). These factors mainly depend on a possible belief, that is, beliefs in behavior, standards, and control (Si et al., 2019). Several studies that previously tested the TPB framework indicated that incorporating intent as a determinant of behavior greatly helps in understanding sustainable behavior in companies (Lülfs & Hahn, 2014). Behavioral intent usually indicates an individual's desire to perform certain behaviors toward a particular action, that is, it is provided for direct action (Cristea & Gheorghiu, 2016). According to Lülfs & Hahn, (2014) the formation of the intention of ESB in organizations precedes the actual sustainable behavior.

Numerous studies have shown that attitude is the first important element of TPB, which is a key indicator for explaining sustainable behavior. Positive behavior or positive performance may appear as a positive attitude towards an individual or object. Therefore, in the situation of the sustainable behavior of employees in an organization, the attitude of leaders in organizations towards environmental or social issues has a positive relationship with the employee's sustainable behavior. The attitude has no direct impact on individual behavior because its effect is indirect (Ervin et al., 2013). According to Lülfs & Hahn, (2014), attitudes toward sustainability influence shaping the intention to act sustainably (Lülfs & Hahn, 2014).

The other limitation that is included via TPB is the social criteria. These standards have a positive correlation in the business context. When supervisors ’expectations effect on intentions of employees to perform sustainably. Moreover, studies conducted on OCB has shown that it may influence leaders' performance evaluations of employees. Thus, leaders work to reward sustainable behavior (Organ et al., 2006). There are few studies that test the impact of social norms on the sustainable behavior of employees. For example, in a study by Papagiannakis and Lioukas (2012). The results of the study proved that social standards have a stronger influence on the ESB. Another study, by Lo, Peters, and Kok (2012) mentioned that social norm has a positive effect on sustainable employee behavior in organizations.

Knowledge Sharing

Sustainability of employee’s behavior will contribute to the sustainable organization. The presence of knowledge is an important source in the organization. In moving to the 21st century, the organization needs to ensure the flow of knowledge is smoothly equivalent and able to access by employees. Then, knowledge sharing is a significant process for organization development and sustainable because every member will receive and proficient with the latest knowledge. According to Hasmath and Hsu (2016) sharing of knowledge is one of the activities that transfer knowledge as information, skills, or expertise that are exchanged among people, friends, families, communities, or organizations. Indeed, Wang and Noe (2010) supported that by practicing knowledge sharing in the organization there is the movement of knowledge among individuals together to collaborate to help each other in problem-solving, develop new ideas and implement new policies. This knowledge sharing culture will contribute to the performance of individuals, teams, and organizations. For instance, one study has been done at Chinese toward 78 engineering management organizations. The study found a significant positive correlation variable between knowledge sharing culture, knowledge sharing performance, and project team interaction (Ni et al., 2016).

In addition, there is also one research done in Jordan toward 356 employees who are working in manufacturing companies. According to Obeidat et al., (2017) it stated that intellectual capital such as knowledge sharing was bringing positive value to the performance organization and employee’s sustainability. Then, this knowledge sharing is able to boost employee’s behavior to engage and corporate well with the organization. Due to this practice, organizations are able to sustain employee's sustainability behavior that could keep up the organization's performance. This sustainability of employee behavior could remain implemented with the existence of encouragement. Adding to this, the reward and appreciation given by the employer or top management could act as a catalyst for employees to maintain and encourage their desirable behavior as preferred by the employer. If the employer fails to inspire the employee then they will lose motivation and stop doing it. For instance, one research done by Park et al., (2015) found that an abusive supervision style and lack of management support brought a negative impact of knowledge sharing toward employee's performance. The enabling factors such as rewards and inspirations can motivate employees to continue doing knowledge sharing within the organization (Lin and Lo, 2015). The company which does knowledge sharing could bring continuous benefits to the organization as the knowledge is shared among individuals (Lee and Ching-Fang Yu, 2011). This will have three-level impacts which are individual, team, and organization. Each level of impact has three different types of impact that influences the pragmatic organization. Based on research done by Farhan and Muhaimin (2019), it found that knowledge sharing affects individual performance, learning and creativity, and psychological effects. These effects will prepare the well-being of an employee's sustainability behavior because they work under an adequate working environment. Meanwhile, for team level impact it scores to the positive team performance, creativity, and climate. While for organization impact, it contributes to the business profit efficiency, performance, and learning and creativity. Thus, this shows that knowledge sharing is crucial because it is not only able to sustain employee's behavior but does bring benefits to the organization and members of the organization.

In correlation to this sustainability of employee’s behavior is dependent on knowledge sharing. This is because knowledge sharing consists of cognitive and intellectual processes that specialize to develop tools such as information, knowledge, and skills that ensure the employee handles the work better. It will directly improvise the employee’s behavior to do work. One of the latest example companies that implement knowledge sharing the best is GE (General Electric). This company implements the Corporate Executive Council of knowledge sharing. The council will represent as compendium from the management. They need to meet the employees for two days to share information, knowledge, skill, and experience. This implementation has allowed the process of knowledge sharing to broadcast to the broadest levels of the company. Then, the employee gets the proper ideas about what to do that lead to the sensible actions to take. Hence, it leads the way to the sustainability of employee's behavior.

Work / Employee Engagement

Work or employee engagement can be considered as the same because both interrelated contributors to the sustainability of employee’s behavior. According to Schaufeli et al. (2002), work engagement is a state whereby the employees are positive in fulfilling the work-related situation that underpins by dedication and absorption. It means that the employees who show high levels of energy or excitement, mental flexibility, perform the task, and voluntarily invest in efforts are those who are highly engaged in their work. This shows that the individual is engaged in their work with full commitment without any forces. In addition, employees who are fully engaged will show their significance, enthusiasm, inspiration, pride, and dedication to overcome any circumstances. This work engagement could exist when the employees are deeply interested in their work. Hence, when the employees are interested in the work, then it is spontaneous to the creation of sustainability of employee's behavior.

Besides, this employee engagement serves as a builder to emotional relationships between employees and organizations (Marchington et al, 2012). When emotional conditions of the psychological context of an employee are protected then the employee perceives to perform well which directly contributes to their behavior sustainability. The work or employee engagement is reviewed as a reflector of the objectives and values of organizations in daily functions. Thus, the high level of engagement by employees could lead to less issues arising between individuals, teams, and organizations. Indeed, when there is no conflict the employee is able to focus on their work and maximize their engagement. This led the way to the sustainability of employee behavior because they could retain the positive behavior. As supported by Rup et al,. (2013), the employees could feel the positivity of actions in the organization when their working conditions assist them to work in a preferable environment. This will influence their behavior as the sustainability of an organization could enhance their motivation to do work.

Along with this, Story and Neves (2017) also found that employees will respond differently toward the organization as their motives and efforts are influenced by the organization's sustainability and affect their performance. For example, if employees perceive that the organization must invest in a sustainability culture then the employee will open up to engage the highest effort to their work. Hence, this work engagement by employees is required for business longevity. In order to have sustainability of employee's behavior, the company needs to be in a sustainable organization. This is because the sustainability of an organization can certainly be linked to the sustainability of the employee's behavior. It would be adequate for a company to use strategic human resource management for planning sustainability of employee’s behavior. Thus, corporate and employee sustainability relies on one another. In actual fact, the sustainability of both an engagement of employees able to grant to surplus and expand the investor and shareholder (Glavas & Godwin, 2016).

In this conceptual paper, the theory that could be used to analyze the relationship of those variables is the social exchange theory. Social exchange theory is used because it explains human behavior which is significant to demonstrate the sustainability of employee's behavior. According to Cropanzano et al, (2016) social exchange is defined as transactions of relationships between two or more parties that involve unspecified conditions by the reciprocal process in exchanging resources that in return could bring a positive contribution. Then, the organization actor such as managers and co-workers need to play positive beginnings of actions that create positive outcomes through this social exchange relationship (Cropanzano et al. 2016). Hence, if the organization wants to have sustainability employee’s behavior then the organization needs to ensure the dependents variables are handled and managed well because it enhances employee’s engagement to the sustainability of behavior.

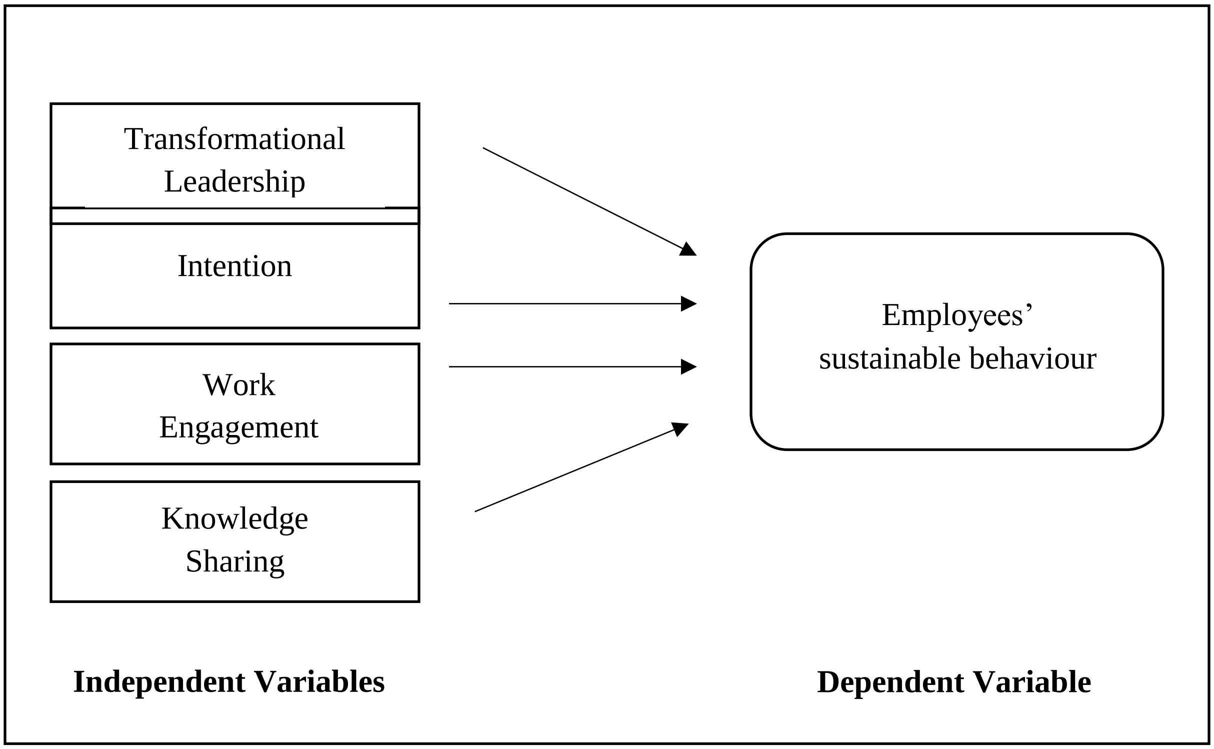

FIGURE 1: The Proposed Theoretical Framework for this study

CONCLUSION

On the whole, this paper has evidently presented the relationship between employee sustainable behavior and the four supporting factors, namely transformational leadership, intention for sustainable behavior, work engagement, and knowledge sharing. The main purpose of this study is to put more focus on the impact that transformational leadership, intention for sustainable behavior, work engagement, and knowledge sharing have towards employees' sustainable behavior when working with an organization despite the type of jobs they are currently in. With the proposed theoretical framework illustrated at the end of the literature review part, surely organizations around the world can use it as a reference to better regulate their organizational environment by considering all of the factors and eventually, assure employees' sustainable behavior in a long period of time.

After all, good and adequate mastery of knowledge must be put forward so that employees and employers understand each other and help foster a pleasant environment inside or outside the organization. Regardless of the reasons for which employees are pressured to maintain their 'positive vibes', it is beyond necessary to always seek knowledge in order to nurture favorable conditions. On the other hand, sustainable employee behavior should not only be focused when employees step into the organization, but even outside of working hours, they are expected to demonstrate sustainable behavior that proves their happiness working with a company.

Last but not least, with the completion of this study, it is hoped that every party concern can benefit from it and therefore increase the work performance of employees as a result of a high degree of sustainable behavior throughout their tenure.

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The Development of Quality of Life Instrument

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ABSTRACT

The purpose of this research is to develop an instrument to measure the quality of life based on constructs or factors proposed within academic and non-academic institutions. Two different institutions were selected in the study which are Kolej Poly-Tech MARA Alor Setar (KPTM) and Muda Agriculture Development Authority (MADA). Literature review has been done and a conclusion on the key components (construct) of quality of life instrument are general health and functional status, socio-economic status, life satisfaction and self-esteem. Content validity is done with expert validation to improve the items that has been develop. Face validity is achieved by focus group in two different institutions to gain the feedback and opinion regarding the questionnaire. For pilot test, questionnaires were distributed to 50 respondents for each institution respectively. Then, the pilot test results were used to conduct reliability test – Cronbach's Alpha Coefficient and Exploratory Factor Analysis. The finding show that the reliability testing has achieved a satisfactory level by using EDA in depth understanding is obtained and cross checked with Cronbach's Alpha and EFA value. Concerning to the current findings in academic and non-academic area, the 4 constructs of Quality of Life would be maintained without the changing or reducing the total factors that emerge from the analysis.

Key Words: *Quality of Life; content validity; face validity; factor analysis*

INTRODUCTION

Quality of life (QoL) has a very broad and dynamic concept. The term QOL itself can be defined in a various way and yet, there is no commonly accepted definition among researchers about the exact definition of QOL. However, most of them had considered the aspect of cultural, social and environmental individuality may reflect the level of QOL (Lawton, 1991). To put simply, Quality of life ("QoL") is part of the social science concepts that related to human being on a daily basis (Kerce, 1992). Besides, QoL can be perceived as a subjective measure of happiness among individual or society. Apart from that, McCall (1975) and Abrams, (1973) had defined QoL as a degree of satisfaction or dissatisfaction experienced by people due to various causes from their life. Hence, it is important to identify the level of enjoyment while living every moment in life (Renwick et al, 1996). This definition is also found to be consistent with Barcaccia et al., (2013) where QoL is a life satisfaction ranging from physical health, family, education, employment, wealth, safety and security to freedom, religious beliefs and the environment.

The quality of life is also interrelated with the standard living of life within the members in family (Von Rueden et al, 2006). In fact, having a good quality of life is no exception to all regardless of any social class, gender, religion or age. Human cannot succeed without an appropriate quality of living standard. During an ancient time, the social structure is different from this era. A lot of things have been evolved from time to time and consequently, had extending the complexity of social structure as well. Due to the high intensity of technological advancement nowadays, there was a rising awareness pertaining to the quality of life improvement.

The assessment of quality of life is indeed complicated due to the vagueness area to tackle with. Any unjustified aspect that has been included may lead to unreliable and invalidated instrument. Currently, there exist a few established instruments about quality of life such as, World Health Organization Quality of Life instrument (World Health Organization, 2014), Health-Related Quality of Life instrument (Coons et al, 2000) and Oral-Related Quality of Life (Klassen et al., 2017) However, these instruments were concentrating more on health aspect rather than generic oriented instrument in which including social interaction, financial and self-esteem aspect. Hence, this study aims to design a generic instrument for quality of life and in the meantime this instrument hopefully may encompass an extensive aspect as well.

LITERATURE REVIEW

Nemeth, (2006) stated that health is one of the most important part of quality of life and it is usually indicated by five parts: physical function, psychological well-being, subjective symptoms, social function and cognitive function. Meanwhile, functional status is an individual's ability to perform normal daily activities (Leidy, 1994). There are two key divisions of functional ability (Guaraldi et al., 2014) namely activities of daily living (ADL) and instrumental activities of daily living (IADL). ADL is the self-care activities that a person performs daily such as eating, dressing and bathing. IADL is activities that are needed to live independently such as doing housework, preparing meals and using a telephone.

According to Mugenda et al., (1990), he identified that satisfaction with quality of life is also predicted by income and satisfaction with financial status. For incomes, individual who had higher incomes had significantly higher quality of life (Ferrans & Powers, 1992). Then, based on Lau & May (1998), growth of asset or sales and return of investment will affect the improvement of quality of life and property (house) also influence the quality of life (Roback, 1982). Apart from that, Ghiselli et al, (2001) indicated a strong connection between job satisfaction and quality of life and also quality of life influenced by their jobs satisfaction (Rice et al., 1992). Next, a study done by Von Rueden et al., (2006) identified that family wealth plays a part for children's physical wellbeing, parent relations and home life and perceived financial resources. According to the Max-Neef (1995), he found that for every society there seemed to be a period in which economic growth led to the improvement in quality of life. Based on Giddings et al., (2002), equity including social justice regardless of class, gender, race or where they live and participation. This means that people have the same access to decision making. In addition, satisfaction with life was related to depression, limiting pain, self-reported health, financial situation and social support (López-Ortega et al., 2016). Besides that, self-esteem consists of two related parts; the first is the sense of self-assurance in handling the challenges of life and trusting one's ability and second part including believing in success, happiness and self-respect (Hemati & Kiani, 2016).

METHODOLOGY

Sampling Frame

The target respondents were selected using stratified sampling method. The entire respondents are randomly selected with no preference in age or gender. In this study, the target population focused on two different institutions. Kolej Poly-Tech Mara Alor Setar (KPTM Alor Setar) represents academic institution and Muda Agriculture Development Authority (MADA Alor Setar) represents non-academic institution. The purposes of selecting these two institutions are because this study aims to develop a generic instrument. Thus, academic and non-academic institution was selected as a sampling frame in this study.

Development of Quality of Life (QoL) instrument

The development of Quality of Life (QoL) instrument involved three main phases. The first phase is the construct identification. Second phase is item selection for each construct. The final phase is the content validity, reliability testing and data analysis (Che Ahmad et al., 2015).

i. First Phase: Construct Identification

In this phase, the construct of QoL will be identified through any relevant literature. All possible literature will be reviewed in order to identify the construct that optimally represent the QoL measurement.

ii. Second Phase: Item Selection

Once the construct have been identified, the item for each construct will be selected. The items were also selected through reviewing past literature pertaining to QoL. All these selected items will be validated through two validation process; content validity and face validity. This validation process is important in order to ensure the selected items can reflect the sense of QoL And besides, the selected items could maximize the level of honesty and accuracy from the respondent as well (Connell et al., 2018).

a. Content Validity

The content was validated by an expert who is a senior lecturer and researcher in knowledge sharing behavior in human development at School of Quantitative Sciences, Universiti Utara Malaysia. She is also a member of Qualitative Research Association Malaysia (QRAM). From the expert reviewing process, all the comments was taken into consideration and further improvement to the items was done such as wording and sentences used. Meanwhile, no addition or reduction of the number of items selected in this study since the content was considered appropriate and compatible by the expert.

b. Face Validity

Face validity is the validation process that involve with a potential respondent. Since the targeted respondent for the pilot study is among Kolej Poly-Tech Mara Alor Setar (KPTM) and Muda Agriculture Development Authority (MADA) employees, then 8 respondents from KPTM and 4 respondents from MADA were selected as a focus group for face validity purposes. The instrument was distributed to this focus group and any comment and criticism about the instrument was taken into account. This process can provide a better overview about the understanding of each items and whether the items and measurement scale were correctly constructed.

iii. Third Phase: Field Testing and Data Analysis

Once the instrument was validated, a pilot study is conducted to the selected respondents from KPTM and MADA staffs. 100 respondents were selected through stratified random sampling comprising 50 respondents from KPTM and 50 respondents from MADA. The result obtained from the pilot study will be used for reliability testing. Reliability testing was done to examine the consistency of the items. And it is done through exploratory data analysis, factor analysis and Cronbach's alpha value. Cronbach's alpha of 0.6-0.7 indicates acceptable reliability, and 0.8 or higher indicates good reliability. High reliabilities (0.95 or higher) are not necessarily desirable, as this indicates that the items might be redundant.

Measurement Scale

The numerical scales (interval scales) was used to measure the quality of life. It is the suitable scale that can be used in this study as it is more sensitive considering that the numerical scales have numbers as response options to identify categories or response position rated by the respondents. The items can be scored on either a numerical range of 1 (Extremely Disagreed) to 7 (Extremely Agreed). Then, the result score was categorized into four equal interval that represent the level of agreement that showed in the Table 1 below.

TABLE 1. Level of Agreement by Respondents

No.	**Level of Agreement for Quality of Life**	**Interval range**
1.	Extremely Disagreed	1 – 2.49
2.	Disagreed	2.5 – 3.99
3.	Agreed	4.0 – 5.49
4.	Extremely Agreed	5.5 – 7.0

Measurement Index

Indexes scores are designed, which involves determining their score ranges and weights for the items. Finally, indexes should be validated, which involves testing whether they can predict indicators related to the measured variable not used in their construction.

Figure 1 below shows the measurement index for Quality of life scores using norm which yields an estimate of the position of the tested individual in a predefined population, with respect to the trait being measured. The estimate is derived from the analysis of test scores and possibly other relevant data from a sample drawn from the population. Norm referencing gives meaning to scores by comparing them to values for a specific norm group. The percentages of 0-30 consider as poor, while 30-70, moderate and 70-100 percent are good.

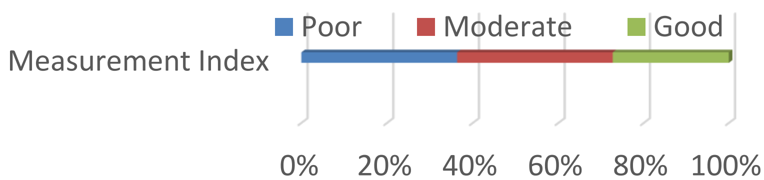


FIGURE 1. Measurement Index

Result

This section explains the justification of each item selected in QoL instrument and its validity and reliability were determined.

i. First Phase: Construct Identification

After going through an extensive review of the literature, four construct were identified in which literally can represent the QoL as stated by George & Bearon, (1980). The constructs are Socio-Economic status, General Health and Functional status, and Self-esteem and Life satisfaction.

ii. Second Phase: Item Selection

Based from these 4 constructs, 25 items were selected to be inserted in the instrument. After going through the validation process, these 25 items is retained as well. The selection of this items was summarize as shown in table 2.

TABLE 2. Item Selection

Constructs of Quality of Life	No. of Items	Items Description
1. B: General health & functional status	7	Physical, psychological, subjective symptoms, social and cognitive function (Leidy, 1994). Activities and instrument of daily living (Guaraldi et al., 2014)
2. C: Socio-economic status	6	Financial Strength (Ferrans & Powers, 1992; Mugenda et al., 1990). Own of Asset (Roback, 1982). Job Satisfaction (Ghiselli et al., 2001; Rice et al., 1992) Family Well-Being (Von Rueden et al., 2006). Local Economic Status (Max-Neef, 1995). Environment and Society (Giddings et al., 2002)
3. D: Life satisfaction	6	Health, Standard of living, personal relationship, Feels Secured, vision and mission (López-Ortega et al., 2016)
4. E: Self-esteem	6	Confidence Level, Dream Goal, Positive Minded, Handle Criticism, Societal Interaction and Handling Stress (Hemati & Kiani, 2016)

After validation from the expert, the draft instrument was distributed to the respondents in the focus group for face validity. It found that a respondent from KPTM Alor setar completed the instrument within 10 minutes. Meanwhile, each respondent in MADA completed the instrument within 10 to 20 minutes. Besides, most of the respondents understood the items and only two respondents from the supporting staff category from both institutions preferred to answer the instrument in Bahasa Malaysia version. Thus, the instrument was produced in English and Bahasa Malaysia versions according to the level of respondents' understanding before the pilot study done. Table 3 shows the items that have been revised after consultation with the expert.

TABLE 3. Revised Item

Item	Revised Item
19: I have a bright future	I have a clear vision for my life
25: I can handle problems well	I can handle problems very well

iii. Third Phase: Field Testing and Data Analysis

Once the instrument was validated, a pilot study is conducted to the selected respondents from KPTM and MADA.

a. Reliability Testing

The reliability testing has been done using pilot study from both institutions and were analyzed separately. Analysis of the findings showed that the values of Cronbach's Alpha reliability of the four constructs of the quality of life were in the range of 0.736116 to 0.898714 for KPTM Alor Setar while 0.790587 to 0.885413 for MADA as shown in Table 4.

TABLE 4. The Cronbach's Alpha value.

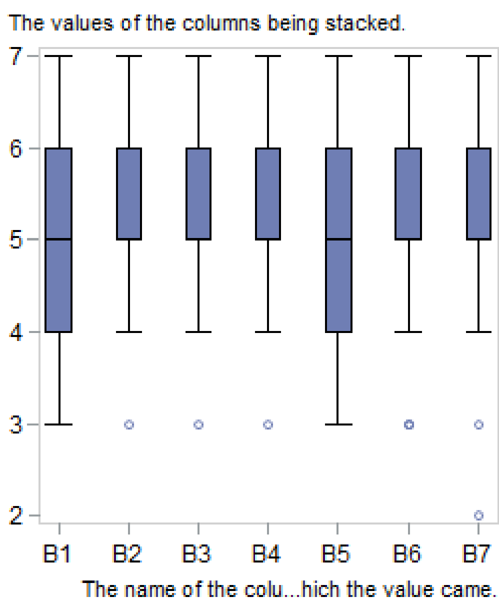
Constructs of Quality of Life	**KPTM Alor Setar**	**MADA**
	Conbach's Alpha	Conbach's Alpha
1. B: General health & functional status	0.840827	0.790587
2. C: Socio-economic status	0.736116	0.830305
3. D: Life satisfaction	0.898714	0.885413
4. E: Self-esteem	0.877668	0.859988

Based on the Cronbach's Alpha value for both institutional, the instruments are highly reliable and proves that this instrument have good internal consistency.

b. Reliability testing using EDA (via box plot), EFA factor loading, Cronbach's Alpha value and Cronbach's Alpha if item deleted

TABLE 5. Reliability Testing on Construct General Health and Functional Status

General health & functional status

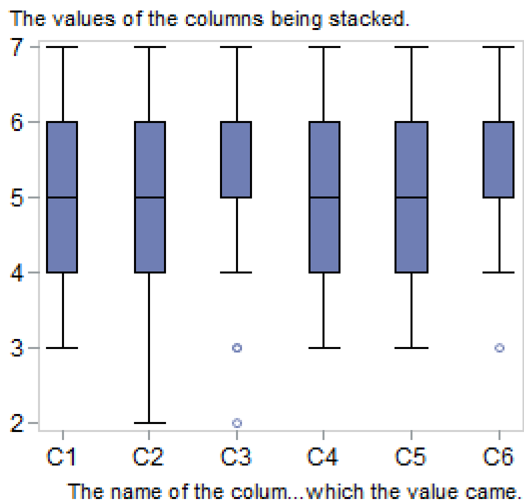


Items	EDA (Boxplot)		EFA Factor Loading	Cronbach Alpha if item deleted
B1		B1: I am able to do any regular physical activities	0.67896	0.826373
B2		B2: I am happy with my life	0.75000	0.798310
B3		B3: I still remember my childhood moments	0.36611	0.855239
B4		B4: I can handle my stress	0.61771	0.806501
B5		B5: I always visit relatives or friends	0.34404	0.845666
B6		B6: I can handle daily routines well	0.70977	0.784396
B7		B7: I enjoyed doing household chores	0.72575	0.809546
				<u>Overall:</u> 0.840827

The box plot in Table 5 shows most of the respondent answers were between 4 to 6. Overall Cronbach's Alpha for 7 items is 0.8408. Two items have the lowest EFA factor loading that are Item B3 (I still remember my childhood moments) and item B5 (I always visit relatives or friends). Item B3 factor loading is equal to 0.36611 while item B5 factor loading is 0.344. If item B3 deleted, Cronbach's Alpha will increase to 0.855. No significant different if the item deleted.

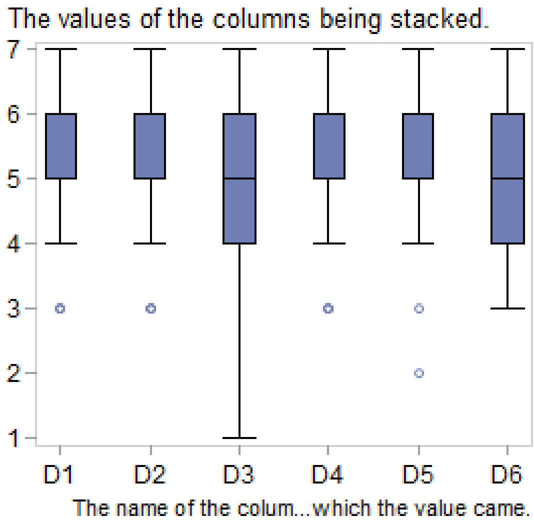
However, the study decides to retain the items since all the Cronbach Alpha values were in level of good reliability and box plot show the consistency as well. Childhood moment might be correlated with private relationship with relatives and friends. The moment might be affected if the respondent having bad memories with relative or friends in the past. The positive history of childhood moment would increase the social acceptance among friends and eventually rising up the tendency to socialize such as through visiting a friends and relatives (Shiner et al., 2003).

TABLE 6. Reliability Testing on Construct Socio-Economic Status

Socio-economic status				
Items	EDA (Boxplot)		EFA Factor Loading	Cronbach Alpha if item deleted
C1		C1: My monthly expenses do not exceed my income	0.61533	0.670264
C2		C2: I am satisfied of my asset and property (house)	0.46543	0.716238
C3		C3: I love my current job	0.65374	0.720953
C4		C4: I want to raise my kids in the way I've been raised.	0.36828	0.767042
C5		C5: I can survive in this current economic state.	0.53240	0.672957
C6		C6: I participate and living comfortably in the society	0.71446	0.633769
				<u>Overall:</u> 0.736116

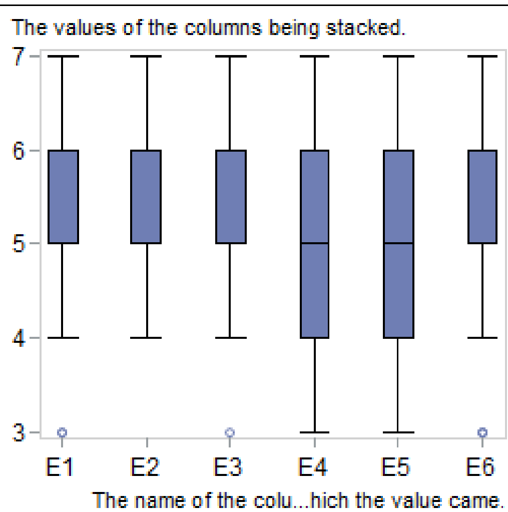
The box plot in Table 6 displays most of the respondent answers were between 4 to 6. The respondents' answers are consistent. Overall Cronbach Alpha for 6 items is 0.736116. Items have the lowest EFA factor loading; C2 (I am satisfied with my asset and preperty) and item C4 (I want to raise my kids in the way I've been raised). Item C1 and C4 having low factor loading but deleting the item would not change much on the Cronbach Alpha value. We strongly believe the item belong to this construct. The justification is the respondent might came from the low income earners family in which had affected the respondent to earn insufficient income too. As consequences, he/she tend to have some discontentment of how he/she being raised by his/her parent. According to Moskvicheva et al., (2016) parents-children relationship can influence the future profession of the child. Hence, the way of the child being raised, consequently would affect their future as well.

TABLE 7. Reliability Testing on Construct Life Satisfaction

Life satisfaction				
Items	EDA (Boxplot)		EFA Factor Loading	Cronbach Alpha if item deleted
D1		D1: I am satisfied with my standard of living.	0.65686	0.891623
D2		D2: I am satisfied with my health.	0.76582	0.877593
D3		D3: I am satisfied with my achievement in life.	0.79815	0.864649
D4		D4: My personal relationship is going well.	0.64765	0.897123
D5		D5: I feel secured with my surrounding.	0.68536	0.883216
D6		D6: I have a clear vision.	0.84051	0.868503
				Overall: 0.898714

The box plot in Table 7 displays most respondent answers are consistent between 4 to 6. The overall Cronbach Alpha for six items is 0.8987, which is good reliability. The value of EFA factor loading for all 6 items are greater than 0.648. Therefore, all six items in this construct of life satisfaction are reliable.

TABLE 8. Reliability Testing on Construct Self-Esteem

Self-esteem				
Items	EDA (Boxplot)		EFA Factor Loading	Cronbach Alpha if item deleted
E1		E1: I have a lot of things to be proud of	0.65084	0.874635
E2		E2: I believe that I can achieve my dream	0.71635	0.875219
E3		E3: I am positive-minded person	0.69663	0.856541
E4		E4: I am comfortable meeting with a new person	0.68560	0.848460
E5		E5: I can handle criticism	0.71700	0.843257
E6		E6: I can handle problems very well	0.78621	0.836949
				Overall: 0.877668

The box plot in Table 8 shows most respondent answers were between 4 to 6. A very consistent pattern of the box-plot. Overall Cronbach Alpha for all 7 items is 0.8777, having good reliability.

The value of EFA factor loading for all 6 items are greater than 0.686. Therefore, all items in construct of self-esteem are reliable.

c. Construct Validity

Construct validity was investigated, as described below, employing the principal component factor analysis with Varimax rotation and Kaiser Normalization. In this study, only those items with a factor loading of at least 0.40 on their own scale were kept in the refined instrument. The Kaiser-Meyer-Olkin Test (KMO) value of the study data were 0.8045 and 0.776 for both Kolej Poly-Tech MAra and MADA which sufficient for conducted the factor analysis. The Principal Component Analysis (PCA) procedure was carried out using orthogonal rotation (varimax) in determining the factors and items contained therein. According to Field (2000), values of KMO between 0.8 and 0.9 are very good and suitable for factor analysis.

As per Table 9 below, the factor analysis suggested six constructs should be retained. This also consistent with the result of eigenvalues of the covariance matrix and the scree plot. From the eigenvalues, six constucts should be retained since the eigenvalues greater than 1.1150 (average of eigenvalues) are significant. From the scree plot below, it can be seen that the curve begins to flatten between factors 6 and 7. Note also that construct 7 onwards have an eigenvalue of less than 1.1150, so only 6 constructs have been retained. This can be seen that the result of EFA is contradict with the original instrument are developed based on the literature review.

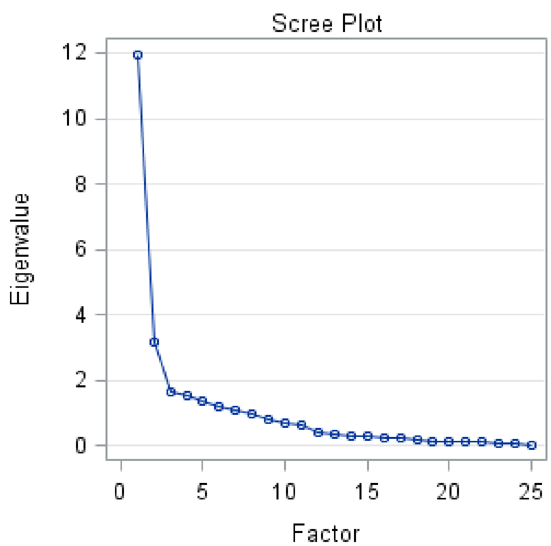


FIGURE 2. Scree Plot

Then the factor analysis proceed to rotation and the result is as shown in Table 9. After the rotation, factor loading closer to 1 or -1 will be more likely to affect the variable while a factor loading of zero would indicate no effect.

Table 9. Rotated Factor Pattern

Rotated Factor Pattern						
	Factor1	**Factor2**	**Factor3**	**Factor4**	**Factor5**	**Factor6**
D5	**0.81216**	0.32551	-0.14457	-0.20536	0.03592	0.05250
D3	**0.81097**	0.20842	0.10396	0.17013	0.05274	0.23789
D2	**0.77500**	0.18073	0.11848	0.21909	0.00502	0.26328
D6	**0.72171**	0.31060	0.31497	0.11064	0.15089	0.07558
E2	**0.67925**	0.20041	0.23532	0.01808	0.05799	0.21081
E1	**0.67596**	0.09963	0.16718	0.27678	0.03296	0.09560
D4	**0.66394**	0.25261	0.21005	-0.03621	0.01857	-0.12676
D1	**0.66216**	0.02646	0.43469	-0.04706	0.16014	0.07467
C6	**0.57896**	0.11113	0.46002	0.26983	0.34437	-0.05889
B4	0.12243	**0.78362**	0.13797	-0.07677	0.22376	0.11783
B7	0.26099	**0.77014**	0.25783	0.19584	-0.09204	0.09542
B5	-0.09260	**0.68110**	-0.09764	0.27069	0.06848	0.03655
E3	0.40913	**0.65116**	-0.02456	0.28658	-0.04569	0.10884
B6	0.17461	**0.64771**	0.23051	0.11406	0.20491	0.51655
E6	0.47991	**0.64359**	0.15408	0.31453	0.01794	-0.05671
B2	0.39504	**0.62782**	0.18358	-0.16744	0.19855	0.29212
E4	0.47667	**0.62599**	-0.04787	0.05165	0.34900	-0.29079
C3	0.38033	**0.61312**	0.20403	-0.21118	-0.10863	0.18778
E5	0.38145	**0.57482**	0.11451	0.38576	0.37750	-0.21128
C1	0.15539	0.41977	**0.78886**	0.01280	-0.01796	0.09097
C2	0.47491	-0.22783	**0.67015**	-0.19068	0.37087	0.00202
C5	0.25476	0.13748	**0.58390**	0.31366	-0.06573	0.26632
C4	0.12065	0.18833	0.05903	**0.87093**	0.03890	0.07663
B3	0.06868	0.17663	0.05587	0.03446	**0.85892**	0.18093
B1	0.43019	0.22190	0.17722	0.09341	0.22259	**0.75434**

Based on the result of factor rotation, 6 constructs were organized by highest absolute loading. In construct 1, it consists of 9 items that ranging from 0.57896 to 0.81216 with D5 is a highest loaded item. For construct 2, it has 10 items that ranging from 0.574820 to 0.78362 with B4 is a highest loaded item. Furthermore, construct 3 encompasses 3 items that ranging from 0.58390 to 0.78886 with C1 is a highest loaded item. Then, every construct 4, 5 and 6 contain one item only. It can be seen that the result was different with the initial design of instrument. The new construct based on the factor rotation are described in Table 10 below. However, we decided to maintain with the four constructs of Quality of Life that we had proposed before without the changing or reducing the total factors that emerge from the analysis as stated at each construct above.

TABLE 10. New Construct of Quality of Life using EFA

Item No.	Construct 1
D5	I feel secured with my surrounding.
D3	I am satisfied with my achievement in life.
D2	I am satisfied with my health.
D6	I have a clear vision.
E2	I believe that I can achieve my dream
E1	I have a lot of things to be proud of
D4	My personal relationship is going well.
D1	I am satisfied with my standard of living.
C6	I participate and living comfortably in the society
	Construct 2
B4	I can handle my stress
B7	I enjoyed doing household chores
B5	I always visit relatives or friends
E3	I am positive-minded person
B6	I can handle daily routines well
E6	I can handle problems very well
B2	I am happy with my life
E4	I am comfortable meeting with a new person
C3	I love my current job
E5	I can handle criticism
	Construct 3
C1	My monthly expenses do not exceed my income
C2	I am satisfied of my asset and property (house)
C5	I can survive in this current economic state.
	Construct 4
C4	I want to raise my kids in the way I’ve been raised.
	Construct 5
B3	I still remember my childhood moments
	Construct 6
B1	I am able to do any regular physical activities

DISCUSSION

The purpose of the study was to develop a valid and reliable instrument that has the capability to assess Quality of Life for different participants from various institutions. As a result, QoL instrument contains 4 construct with a total of 25 items, General health & functional status (7 items), Socio-economic status (6 items), Life satisfaction (6 items) and Self-esteem (6 items).

The study found that, the QoL instrument have good content and construct validity as well as high reliability. The number of items was appropriate for respondents to answer. Besides that, it is user-friendly; the grammar and words used in QoL instrument are simple and easy to understand. It is also very economical to use in terms of time and cost efficiency. Besides that, this instrument can be used for various respondents. Although this instrument does not consider other elements that can be included in the construct, so therefore, any improvement must take into account other elements.

CONCLUSION

The paper reports the development and validation of an instrument which is designed to measure the quality of life. The development of the QoL is addition to existing QoL instruments. The findings confirm the validity and reliability of the QoL instrument and can be used for academic or non-academic institution. However, extensive research is needed to further refine the instrument by including different characteristics of the respondents to create more valid and reliable measures of the quality of life.

Concerning to the current findings in academic and non-academic area, the four constructs of Quality of Life would be maintained without the changing or reducing the total factors that emerge from the analysis. The same questionnaire will be used for future main study and the same analysis procedure will be performed with the large sample size determination.

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A Study on Customer Trust towards Online Shopping Buying Decision

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ABSTRACT

This conceptual study aims to provide evidence regarding customer`s trust in making online shopping decision since trust issue is arising nowadays. Three variable factors that contribute to customer trust were explored which are brand image, security and customer review. This study covers a quantitative research where the respondents are recruited on a voluntary basis. The result of this study can be used as a business improvement on brand image, security, and medium of customers` feedback in increasing customer`s trust and reducing purchase perceive uncertainty among customers in online purchasing. Thus, the purpose of this study is to determine the influences of trust among consumers when doing online shopping and how brand image, security, and customer reviews affect trust in customer's decision. This study contributes to provide evidence regarding customer`s trust in shopping at e-commerce marketplace as trust issue is arising since customers cannot verify the product availability. Thus, the purpose of this study is to determine the influences of trust among consumers when doing online shopping and how brand image, security, and customer reviews affect trust in customers' decision

Keywords*: online shopping; trust; brand image; security; customer's review; online purchasing decision*

INTRODUCTION

The rapid technology development from time to time especially since after the internet was invented in 1980's has also directly affected humans' behavior socially, politically and economically. In term of shopping behavior, consumers are gradually transitioning from traditional shopping (where they have to leave their homes to the stores of the choice) to the current trend of online shopping especially through e-commerce. The Organization for Economic Co-operation and Development (OECD) defines e-commerce as any commercial transaction carried out by natural or legal persons, based on electronic data processing and transmission.

Nowadays peoples are becoming more dependent on mobile phones as they use social networks and most often access networks via mobile applications including doing online shopping. This shift in shopping behavior by consumers has been accelerating in 2020 as consumers prefer shopping online to avoid going to public places to interact with other people as Covid-19 pandemic hit the globe. Thus online shopping has changed the way of shopping and payment for many consumers around the world. From local perspective, the Department of Statistics Malaysia (DOSM) reported for the first time that the total income for e-commerce transactions has breached RM 1 trillion where in 2021 the income recorded was RM1.09 trillion, a growth of 21.8% as compared to RM896 billion in 2020.

In positive aspects, online shopping offers a huge potential as a source of national income in the future as well as it also opens vast opportunity for the small, medium and large companies in capturing new potential consumers. On the other hand, the disadvantages of online stores are it can makes some incompetent enterprises face the risk of bankruptcy and decrease in the demand for physical stores where it affects the real property developers business.

As online business grows, it is vital for business to ensure transactions on their commerce sites are secure and reliable in order to protect the interest of their customers. Trust is keystone of customer's relations in e-commerce market as they experience uncertainty when do online shopping. Trust is established when one party has trust in an exchange partner's reliability and integrity. They might change their decision to purchase at last stage of buying process if they feel insecurity of that e-commerce marketplace as it might due to several reasons like unknown brand name, negative feedbacks from customers and complicated e-commerce sites. Due to the issue, this study aims to investigate the major factors that affect customer`s trust in doing online purchase as mentioned by Pavloy and Gefen (2014) in their research, customer trust is very important for successful transaction on e-marketplaces, because buyers routinely transact in new sellers who have little or never interacted before. However there are variable attributes and key factors influencing the shopping behavior of consumers in building trust on online shopping. Since customers have different developmental experiences, personality types and cultural backgrounds, they may have different degree of trust towards online shopping. Among other challenges in convincing the skeptical consumers in completing an online transaction are relating to privacy protection and security protection.

LITERATURE REVIEW

Brand Image

The brand image can give a huge impact to the marketer and the consumer as the buyer of the product. Brand image can motivate consumer in their purchasing behavior because the image usually reflected the product itself. If the brand image is good it may positively attract consumer to buy the product. It means the product are good and can fulfil the consumer's satisfaction toward online marketing. Many things can contribute to the customer purchasing decision. Whether the factor is relevant or not but it still depend on customer itself depending on individual perception toward a product it choose. However Hanzani and Farsani (2011) suggest brand image is the perception of a brand in the mind of individuals towards products. Business Dictionary (2013) stated that brand image is the impression in the customer's mind (real and imaginary short comings). However Sondoh et al (2007) state that a successful brand image enables consumer to identify the needs and the brand satisfies and to differentiate the brand from its competitors and consequently increase the likelihood that the consumer will purchase the brand. The brand image has the most important aspect of online marketing and will influent the consumer to purchase the product. There were several brand image factors such as price of a product, advertisement of product and quality of a product. According to Worm (2011), the level of brand price also has directly linked to perception quality which is an important constituent of brand image. O'Shaughnessy and O' Shaughnessy (2002) claimed that the brand image is the set of ideas conjured up by brand names and state that brand name favors the creation of association brought about by the product, which is in the origin of the creation of a brand image.

Security

The number of online users has increased rapidly With the COVID-19 pandemic driving more consumers than ever online to buy products and services, and technological advancements leading to a growing internet penetration rate nationwide, Malaysia's e-Commerce market has never been stronger. The Malaysian e-Commerce market grew by 68% year on year in 2021. At the same time, the number of online shoppers in Malaysia grew by 47% year-on-year, with 14.43 million buying consumer goods online at the start of 2022. Security issues are known to be of topmost concern for online shoppers according to Neilson's study in Malaysia (2011), where seven out of ten shoppers are willing to spend more via online if the safety measures were to be increased. Building online trust and managing the risks of the online transactions with the objective of increasing online purchases is identified to be the most important limitations for online purchase intention. Security issue as one of the customer concerns has been cited in online purchasing studies (Flavian et al., 2006; Chang and Chen, 2008; Naveed and Addoudi, 2009). It is agreed by researchers that security is not only a technical challenge, and it includes human and organizational aspects too. It means that even when the best technical approaches and solutions are used by a company, without considering the perception of customers on secured website, then these technical solutions may be irrelevant. Security perception is defined as the degree to which person believes that the online vendor or website is secure. It is a considerable issue for transferring important information like credit card details (Salisbury, 2001). Perception of security is classified as objective and subjective security issues. Customer objective refers to measures like security policy statement and technical protection, while subjective security refers to overall perceived security

(Chellappa and Pavlou, 2002). Chang and Chen (2008) emphasize that the Internet is not an environment for a secure online shopping, so security must be utilized and considered by online websites to protect customers' data, they mentioned that online websites are the main target of attackers.

Among the current models for on line purchase intention, Belanger et al., 2002; Park and Kim, 2003 and Delafrooz et al., 2011 regarded security issue as a factor that effect on online purchase intention. Sharma and Yurcik (2004) have mentioned attitude toward security, experience about security features, features of website and showing third party security seal as the factors that affect security perception. They suggested that security issue can be studied like trust as a perception issue from consumer view. In another study by Tsai and Yeh (2010), consumers' perception of security of online vendors is known as a major concern of decision making by consumers. They found that website design (website features), efficiency service quality, product quality information and transaction and delivery capability as factors that are related to perceived risk of information security and purchase intention.

Customer Reviews

Customer reviews have become one of the decision factors when doing online purchase. According to Godes and Mazlin (2004) studies show that firms not only regularly post their product information and sponsor promotional chats on online forums, but also proactively induce their consumers to spread the word about their products online. A survey by AC Neilson (2007) found that more than 90 percent respondents in the United States claimed their decision to buy a product or service was largely influenced by their friend's recommendations. The survey also found that most consumers think online consumer reviews are as trustworthy as brand websites. Besides that, Chevalier and Mazlin (2006) find that online consumer ratings significantly influence product sales in the book market and the customers actually read review text in addition to the review's summary statistics.

A study done by Xia and Bechwati (2008) on impact of consumer online reviews on customers' purchase intentions using the cognitive personalization found out that online reviews influence consumers' online purchasing. Meanwhile Duan et al. (2008), discovered that the volume of online consumer reviews was associated with product sales. This is similar to a study by Forman et al. (2008) that revealed online consumer reviews containing identity descriptive information resulting in increasing product sales. There are also few studies done so study on the relationship between online consumer reviews towards trust in online shopping. Ba and Pavlou (2002) showed that online consumer reviews partially enhanced consumers' trust in sellers' credibility. This might be due to customer endorsement by similar peers increased a consumers' trusting beliefs in the store (Lim et al., 2006). While, Lee et al., (2011) demonstrated that online consumer reviews had an impact on consumers' trust in online shopping malls. Consumer purchasing decision tends to be affected by unfavorable product ratings than favorable product ratings (Ahluwalia and Shiv, 1997). A study by Cheung and Lee (2008), suggested that positive online consumer reviews have a significantly stronger impact on the relationship between trust and intention to shop online than the negative online consumer reviews.

Trust

Trust has always been an important factor in influencing consumer behavior towards companies (Schurr & Ozanne, 1985). According to Kim, Ferrin and Rao (2008), trust plays an important role in e-commerce transactions because consumers will not shop online if they do not trust the seller. However, trust issues that arise in online purchasing occur since consumers cannot verify the product directly (Dachyar & Banjarnahor, 2017). According to Murwatiningsih and Apriliani (2013), trust also becomes an issue that needs to be considered by the seller because it is related to consumers in making purchase decisions. Consumer decide to purchase online because consumers feel that sellers can be trusted (Putra, Rochman, & Noermijati, 2017). According to Tanjung, Elfa and Andreas (2018), the higher trust will increase consumer purchase decision. Since trust has an important aspect in purchase decision among consumers, it is important to identify the factors of trust that can increase or decrease trust.

According to Cheung and Lee (2006) and Pavlou (2003) studies have demonstrated with empirical evidence the importance of trust in online purchasing. Trust can be viewed as a trustor's intention to take a risk and it proposes the trustor's perceptions about a trustee's characteristics as the main predictors of trust (Mayer et al., 1995). A study by Nikhashem et al. (2011) on online ticketing in Malaysia suggested that customer trustfulness has positive impact on consumer perception about e-ticketing. Studies have indicated that trust is essential for the success of e-commerce activities (Crowell, 2011, Hoffman et al., 1999) and trust in online shopping malls is central to e-commerce (Reichheld and Schefter, 2000). A recent research done by Lee et al. (2011) discovered that when the trust in online shopping is low, there is no significant difference in consumers' purchase intentions whereas when the trust level is high, information provided on the website is meaningful and influences consumers' decision making and purchase intention. Consumers' purchase intention is one of the common behavioral dimensions resulting from their trust in internet shopping (Boulding et al., 1993). This is further supported by a research by McKnight and Chervany (2002) that found out that when customers hold a high level of trust they are more willing to depend on the internet vendor and make online purchases.

Research Framework

The research framework for the above discussions is shown in Figure 1 below:

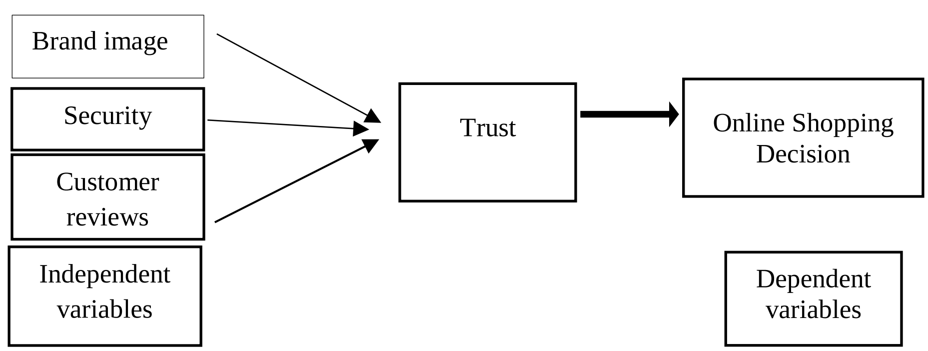

Figure 1: Research Framework

METHODOLOGY

This causal research study will use quantitative method that aims to examine the magnitude of the brand image, security, and customer reviews on trust towards online shopping buying decision whereas the sampling technique that the researchers will is use in this study is simple random sampling method.

According to Hair, Ringle, & Sarstedt (2013), the sample should represent the population and must contain a sufficient number of respondents. Greater validity and reliability of the result will be higher when the number of participants is higher. As stated in the study done by Sekaran and Bougie, the researchers can decide the size of the sample based on the population as shown in the Table 1. In this paper, the researchers will use the maximum sample size based on the table as Malaysian citizen is more than 1 000 000 people. Thus, 384 questionnaires will be distributed online through Google Form while the measurement that will be used in this study is Likert scale of 1 to 5.

Table 1. Determine sample size based on population based on Sekaran and Bougie.

Population	**Sample Size**
10000	370
15000	375
20000	377
30000	379
40000	380
50000	381
100000	383
>100000	**384**

CONCLUSION

This study try to understand the connection of customer trust towards online shopping buying decision behavior. Three variable factors that affect customer trust in making online shopping decision were proposed and discussed in this paper. However it should be emphasized that the variable factors that involve in customer trust and buying decision should not be limited to those studied factors as this is a vast, complex and dynamic subject. Thus future studies are expected to add other factors that can affect customer`s trust. Moreover, future researchers are expected to study on other major issues that influence customer`s buying decision when they are shopping through e-commerce marketplace. Finally, the data will be collected randomly and the population in this study is unknown. Future studies should focus on the respondents who have experiences in doing online shopping to demonstrate the level of trust, which in turn influences purchase decision.

As this study investigates only three major factors that might affect customer`s trust towards online shopping, future studies are expected to add other factors that can affect customer`s trust. Moreover, future researchers are expected to study on other major issues that influence customer`s buying decision when they are shopping through e-commerce marketplace. Finally, the data will be collected randomly and the population in this study is unknown. Future studies should focus on the respondents who have experiences in doing online shopping to demonstrate the level of trust, which in turn influences purchase decision.

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The Effectiveness of Fire Safety Management Practices on Fire Risk Events during the Covid-19 Pandemic Outbreak: An Empirical Study

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ABSTRACT

World nowadays begins to change as the new series of Covid 19 pandemic hits and shocked all society around the world. Historically, every pandemics event creates the opportunity for human to evolve intellectually, spiritually and emotionally. However, the series of life-threatening moments does not end with the death threat of Covid 19 but the fire outbreak events within the society also need to be aware by majority of people within the society especially during the pandemic. Many people need to lock themselves inside the house, electronic devices and house appliance were running longer compare to before the pandemic, and more importantly, thousands of infected patients by the virus need to recuperate at the hospital. All of this situation can escalate the greater danger if the fire outbreak tends to happened. Hence, the objective of this study is to evaluate the factors that influence the effectiveness of fire safety management practices towards fire risk events. This study also intends to find the relationship between factors and the effectiveness of fire safety management practices towards fire risk events. This study will focus more on empirical method during the data gathering. Quantitative set of research design will be use as it easier for this study to be conducted by distributing questionnaire to the target population. Furthermore, the researchers intend to focus more on the effectiveness of fire management practices among the Malaysia local government hospital as majority of the patients of Covid 19 were referred there. This study intends to use the stratified random sampling method as to determine the sample size of this study. Furthermore, the data collected will be analysed using the Statistical Package for the Social Sciences (SPSS) according from the plan of data analysis of this study. Therefore, in context of this study researcher aims to study the threats coming from the fire disaster which can impact the societies heavily along with Pandemic that currently happened. Besides the danger of Covid-19 virus, fire disaster also one of life-threatening issues that society must aware of. Thus, from the perspective of scholar it is important to conduct the study related to the factors that can influence the effectiveness of fire safety management practices.

Keywords: *Fire Safety Management Practices; Covid-19; Firefighting Equipment; Fire Safety*

INTRODUCTION

Series of Pandemic undergoing on higher threatening level within society starting from year of 2019 (Wagner, 2020). Medical and health authorities all around the world struggle to keep threats at bay including every front liner whether it coming from private or government background. Government plays an important role in building the trust and ease the society anxiety. Recent study made on Sweden citizen reported that, 53% of Sweden citizen agrees that they received a fast response from their government health authorities and majority of the society put higher trust on their government in dealing the pandemic outbreak (Helsingen et al., 2020). Besides, threats do exist in every kind of form such as death, mental and economic status. Therefore, in context of this study researcher aims to study the threats coming from the fire disaster which can impact the societies heavily along with Pandemic that currently happened. Beside the danger of Covid-19 virus, fire disaster also one of life-threatening issues that society must aware of. Additionally, this study focusing the scope of fire disaster cases occurred within the Healthcare sectors.

Recent cases of fire outbreak in Bharuch India Hospital in May 2021 shock the world where 18 were reported dead from the fire outbreak. 16 patients and 2 staffs were reported dead consisting Covid-19 patients were listed dead (Al Jazeera, 2021). Bharuch Hospital designated as one of Covid-19 facilities to accommodate the Covid-19 patients. More devastated cases were from Baghdad, Iraq where 82 Iraq citizens were reported dead and at least 110 people were injured plus the increasing Covid-19 cases during the fire outbreak occurred causes the collapse of entire Baghdad Hospital (Hassan & Arraf, 2021). Majority of the deceases were found trapped within the hospital. It found that the victims unable to identify the fire safety measure because of the blaze that causes the panic. The death toll may able to had decrease in numbers if fire disaster preparedness knowledge were aware by most of victims. Previous study made by Adeleye (2020) highlighted that 73 % of people within the public buildings did not aware and lack of knowledge regarding the fire evacuation made by the management. This indicates that the occupants of the building may faced the life threating moment when the fire disaster occur.

On the other hand, there were reported fire outbroke cases among the hospital and other health facilities in Malaysia. It very concerning matters because the places where society need medical treatment were inflicted with the dangerous disaster. Disaster prevention plan can be understood as when a disaster occurs, it will be minimised with the help of a prevention plan that has been created, authorised, executed, and frequently evaluated (Shaluf & Said, 2003). Fire disaster awareness program in society should really start at the very beginning stage such at school or organization for example calling the fire fighter department to demonstrate the preventive method when dealing the disaster, emergency response, and elaborate the use of fire fighting apparatus. During the pandemic when society anxiety rises higher it also beneficial topics to get notice regarding the benefit to be aware of unpredicted disaster that might accidentally occur right before eyes whether it started at home or any other public buildings especially within the main Covid-19 facilities such as hospital. Therefore, this study intent to find the factors that influence the effectiveness of fire safety management practices on the fire risk event.

Problem Statement

Pandemic outbreak turns to be unprecedented events that become life changing environment for most of society all around the world on many aspects especially economical, emotion and health. Disaster however becomes parts of society life nowadays and it's eventually relies to individual itself to upholds the awareness of this issues in what manner. Fire disaster reported everyday all around the world especially in Malaysia. It become disaster and horrified moment for the fire disaster victims during the pandemic crisis nowadays. The challenges that need to be faced were harder for most of people. In context of this study, the issues focus more on the fire disaster outbroke that were occurred at healthcare facilities because level of fire safety awareness were alerting issue that need to be know by most of occupants of healthcare facilities buildings.

Hassan & Arraf (2021) reported that during the fire outbroke at Baghdad Hospital it was identified that the hospital had a lack of fire preventing apparatus such sprinklers and smoke detectors that leads to wider blaze. This death tragedies also inflicted the Covid-19 patients that were treated there. Besides that, according to previous studies, it found that majority of fire incidents reported in India were causes by lack of periodic testing of firefighting systems and inadequate hospital staffs training of fire awareness (Pattharla et al., 2020). Its clear that majority of important facilities were inadequate and staff had a less awareness towards the dangers of fire can cause. Furthermore, fire safety practices level of individual regarding the emergency measure important to be realised. Adeleye (2020) reported that, majority of people still neglecting the fire safety practices and also had lack of attention from the technical expertise.

The lack of awareness and preparedness of fire disaster circulating among society were also one of the important matters that need to be discuss of by many scholars all around the world. Despite the important of fire disaster awareness and preparedness, Basir & Chelliapan (2016) reported that the lack of management attention regarding the fire safety program also one of the reasons why employees hard to learned the knowledge regarding this matter. On the other hand, most of staffs reside within hospital undergoing a heavy workload during the series of pandemic. Even before the pandemic, most of hospital staffs happened to experience the burnout or stress compared to other government servants. Riall et al. (2018) stated that about 28 % to 75 % were experience burnout from their daily works especially those who related to surgery field among all medical staffs. This indicates that the emotional aspects and their stress level may leads to neglection towards their preparedness to overcome the fire disaster.

Therefore, to what extend the level of awareness regarding towards their safety during the fire disaster that accidently occur in context of Malaysia health facilities buildings occupants. Below was the summary of fire accident at health facilities cases from year 2016 to 2020.

TABLE 1: Summary of Malaysia Hospital Fire Outbreak

Dates	Detail Cases
11th July 2016	28 patients from KPJ Sabah Specialist Hospital were evacuated to KPJ Kota Kinabalu, Sabah Specialist Hospital after firefighters ordered the building to be evacuated due to thick smoke due to the fire in the hospital's main switch room.
19th July 2016	Short circuit incident at Lundu, Sarawak Hospital
15th August 2016	The store on the ninth floor of the Sri Kota Specialist Medical Centre, Selangor was burnt in a fire at about 10.30am.
16th March 2018	Fire outbroke at the National Institute of Forensic Medicine (IPFN) Store, Kuala Lumpur Hospital.
28th June 2020	The women's medical ward of Sultanah Aminah Hospital, Johor Bharu caught fire. 52 occupants involved which 42 patients were transferred to another ward and 10 patients were transferred to Permai Hospital, Johor.

Source: Malaysia Fire and Rescue Department Statistic (2021)

Despite this trend, most of Hospital must alert their employee regarding the disaster prevention plan by providing the necessary training such as evacuation training session once in a month. Thus, this study aims to evaluate the factors that influences effectiveness of fire safety management practices on the fire risk event. According to previous study, there were many pandemic challenges of many government servants that need to be faced especially front liners such as nurse, doctors, and firefighter. It reported that the hardest challenges they need to overcome were stress, insomnia and anxiety (Zolnikov & Furio, 2020). The challenges that exist within their job scope nowadays might causes the neglected towards their fire safety awareness that possibly occur within their working environment. It's also crucial for the upper management to take initiative measure for them to aware of fire safety factors that eventually can save their life.

Research Objective

i. To evaluate the factors that influence the effectiveness of Fire Safety Management Practices on Fire Risk Events
ii. To find the relationship between factors and the effectiveness of Fire Safety Management Practices on Fire Risk Events

Research Question

i. What is the factor that influence the effectiveness of Fire Safety Management Practices on Fire Risk Events?
ii. Is there any relationship between factors and the effectiveness of Fire Safety Management Practices on Fire Risk Events?

Scope of the study

The scope area of this study will only focus and involves the occupants of Hospital management staffs on the effectiveness of Fire Safety Management Practices on Fire Risk Events. To obtain information in more detail, this study will focus on the level of the awareness regarding the fire safety of Hospital management residents and their preparedness towards fire risk event.

Significance of study

Researcher will able to widen the knowledge regarding the fire safety relating towards the effectiveness of Fire Safety Management Practices on Fire Risk Events. How far can fire safety awareness might affect the staffs fire risk event preparedness and this study were important for researcher to gain more knowledge within this field and use it for future endeavours. This information is important to certify the extent of the effectiveness of Fire Safety Management Practices on Fire Risk Events in improving the knowledge of fire safety.

LITERATURE REVIEW

Fire Safety Management Practices

Fire disaster was a crisis that not many of society all around the world able to face with. However, with proper management prevention action and reliable risk management strategies the crisis may able to safe lots of life (Ostrem & Sommer, 2021). Amid this crisis, study on the fire safety management was conducted on the students regarding the preparedness of hostel management to control the fire outbreak in hostel. It was found that majority of respondents had lack of fire safety awareness and the hostel management also were found lack of responsibility on the fire safety management preparedness (Agyekum et al., 2016). Furthermore, most of important facilities management such healthcare sectors within society must uphold the safety of their employee staff or other occupants within their buildings by making an earliest preparedness action. For example, keeping the storage of flammable materials on the right places and away from patients' places, frequently checking the electrical component that combining with oxygen monitoring devices in Intensive Care Unit area and the most importantly checking the firefighting system periodically (Patharla et al.,2020). In context of this studies, level of fire safety management of hospital needs to be studies because it relates to the safety of the occupants of hospital building.

Fire Risk Event and Covid-19 Pandemic

There were cases of fire outbreak occur during the pandemic with lots of people were reported dead (Hassan & Arraf, 2021; Al Jazeera, 2021). It such unfortunate tragedies occurred during the difficult time currently faced by society all around the world. In Malaysia cases it was reported that the fire was broke at women's medical ward of Sultanah Aminah Hospital, Johor Bharu on June 2020. About 52 occupants of hospital buildings involved with fortunately no one were reported dead but were only evacuate to another ward (Lyn, 2020). Lyn (2020) also reported that the same hospital had a multiple cases of fire outbreak where six people were reported dead on 2016. It was found that Sultanah Aminah Hospital Johor lack of fire certification from Malaysia fire and rescue department on a certain section within the buildings. Previous study highlighted that the risk that might lead to the death toll from spark of the fire disaster mostly the buildings does not have equipped with proper effective smoke control system that can lead hospital patients have more time to escape (Tabibian et al., 2019). Hospital were important facilities to accommodates and heals the Covid-19 patients, if it had a higher risk to inflicted with the fire disaster, society may question the hospital management credibility in handling the fire disaster preventive plan. Hence, in context of this study, researcher outline the management fire safety practice and how far the effectiveness of their practice.

Fire Safety Awareness

Because of its critical role in human survival and property protection, fire safety awareness is one of the most pressing issues within every sector all around the world (Sani et al., 2020) Around the last several years, there have been countless incidents of fire accidents all over the world. These incidents have resulted in significant losses, both in terms of life and property (Hamida & Hassainain, 2019). Previous study reported that, there were residents have lack of awareness regarding to prevent the fire disaster for example used of irregular amount of flammable combustion material to decorate home, store excessive amount of hazardous chemical at home and set of the firecrackers or fireworks around residential area that causes the spark of fire accident (Zhou, 2017). The lack of awareness towards the fire safety can causes the loss to others too. In context of this study, researcher focus on the awareness of fire safety on how far it can help in recognizing the danger of fire. For example, is the people inside the buildings aware the existence of emergency exit, is they prepare towards upcoming fire disaster, aware escape routes and experiencing the training session provide by the upper management. Agyekum et al. (2016) stated that most of occupants within any of public or private buildings lack of awareness regarding this situation. Its hard for most of organization to implement the training session for their employee regarding the way to always be prepare when fire disaster occur (Adeleye, 2020). This study aims to evaluate whether level of awareness can influence the effectiveness of fire safety management practices.

Availability of Firefighting Equipment

Most of public buildings in Malaysia usually must require their permission from fire and rescue department to begin their operation to use the registered buildings. However, is that the firefighting equipment were function well after long period of time with unused condition. Rahim et al. (2014) stated that most of management neglecting the firefighting system because they unwilling to bear the high maintenance cost. They forget that by enduring the early cost they can save a lot of money whenever the accident of fire happens in future (Bakas et al., 2020). In context of this study, researcher aims to explore the availability of fighting equipment in aspect of fire equipment that exist within the healthcare buildings facilities itself such as Dry Chemical Extinguisher, Sprinklers, Smoke detectors, Hose reels, and fire alarm system. Previous study reported that most of people doesn't aware that this equipment already provided by the management (Agyekum et al., 2016). It's important to know that such equipment available inside the buildings because when fire start, people who aware later can act to stop the spread of the occurring fire disaster. Therefore, this study aims to evaluate whether availability of fire equipment can influence the effectiveness of fire safety management practices.

Ability to Operate Firefighting Equipment

Firefighting equipment actually can save lots of life whether it can stop the fire from be spread or able to alarming others to evacuate from the buildings itself (Adeleye, 2020). It also depends towards the individual itself whether they can operate the equipment itself successfully. Recent study highlights that younger generation today need to change the old approaches in firefighting instead of depends on older generation that use existing method. The study also reported that the isolate the fire brigade from the city, the more they suffering from lack of resource to do more effective fire preventive measure (Khalil, 2019). In line with this study, most of the firefighting equipment nowadays had a technological advancement such different type of fire extinguisher had a different kind of use. The important point that can be highlights is when the disaster strikes do the person in charge to dispose the fire sparked efficiently or correctly because if they handle it wrongly more devastated moment will occurred before the fire and rescue department arrived at the fire disaster scene. Agyekum et al. (2016) reported that above 60 % of the respondents were found unable to operate the fire equipment available such as fire extinguisher. It indicates that it very concerning amount of number. Hence, this study aims to evaluate whether ability to operate fire equipment can influence the effectiveness of fire safety management practices.

Knowledge of Fire Safety

Level of knowledge regarding the fire safety differs from each of individual because most of them either exposed or not exposed with the knowledge of fire safety earlier during their childhood ages. Rahim et al. (2014) in high study reported that majority people have a basic knowledge regarding the fire safety and it found that majority of people able to an immediate response to alarm signal. However, the study found majority of people did not have an experience on fire drill participation before. The behavioural response to fire alarm also can be refers as cognitive process. Previous studies regarding the knowledge of fire safety were conducted among the universities student whether they take this matter seriously. It was found that majority of the student did not taking the fire alarm seriously (Alviso, 2019). It concludes that the student who been participate on lots of fire drill turns out to be different from people who working in the office. In context of this study, researcher aims to measure the certain knowledge of fire safety and to evaluate whether it sufficiently enough to face the real disaster. Thus, this study aims to evaluate whether knowledge of fire safety can influence the effectiveness of fire safety management practices.

Conceptual Framework

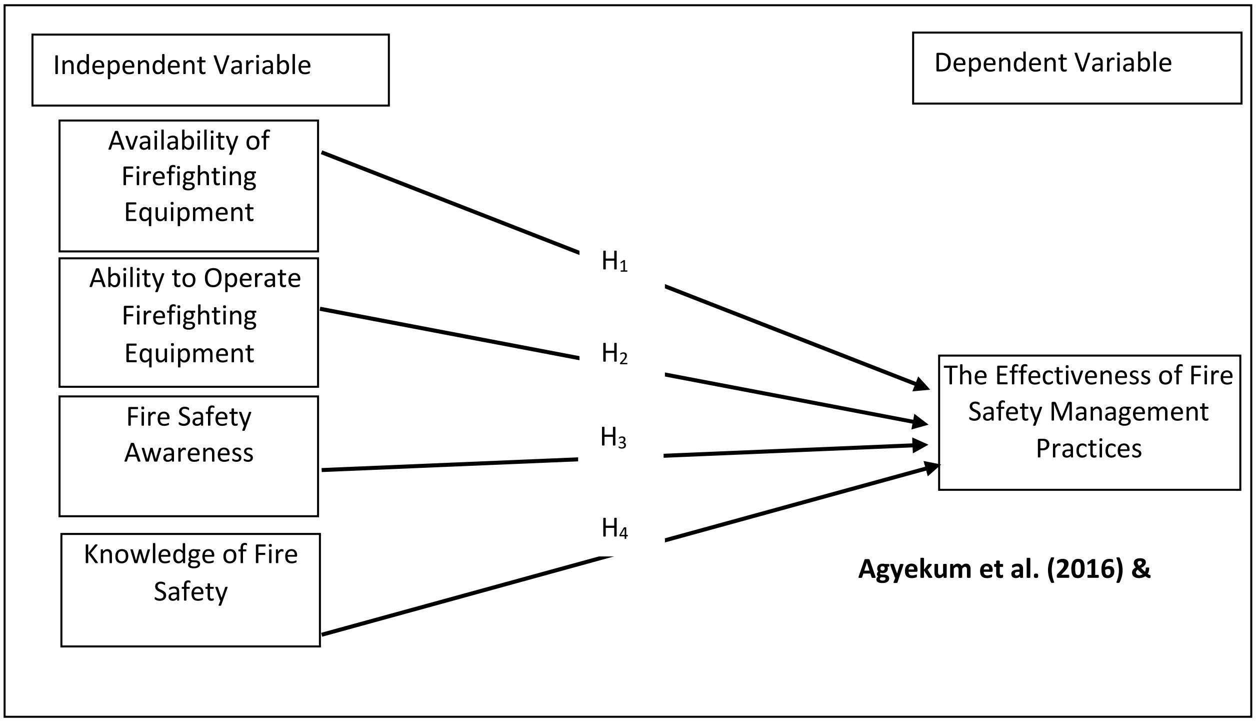

FIGURE 1: Conceptual Framework

Conceptual framework above showing the relationship between the independent variable and dependent variable. The independent variables are Availability of Firefighting Equipment, Ability to Operate Firefighting Equipment, Fire Safety Awareness and Knowledge of Fire Safety. The dependent variable of this study is The Effectiveness of Fire Safety Management Practices. This framework was adopted from Agyekum et al. (2016) and Rahim et al. (2014). Study from Agyekum et al. (2016) consist of Availability of Firefighting Equipment, Ability to Operate Firefighting Equipment, Fire Safety Awareness and dependent variable the Effectiveness of Fire Safety Management Practices while Rahim et al. (2014) consist of study relates to Knowledge of Fire Safety. Both of study related to this study which the Fire Safety Management Practices.

Hypotheses development

This section consists of the hypothesis that was constructed according to the research conceptual framework and review of the past study:

i. H_1: Availability of Firefighting Equipment will significantly influence the Effectiveness of Fire Safety Management Practices.
ii. H_2: Ability to Operate Firefighting Equipment will significantly influence the Effectiveness of Fire Safety Management Practices.
iii. $H_{3:}$ Fire Safety Awareness will significantly influence the Effectiveness of Fire Safety Management Practices.
iv. H_4: Knowledge of Fire Safety will significantly influence the Effectiveness of Fire Safety Management Practices.

METHODOLOGY

Research Design

This study is an exploratory study where it is undertaken to investigate four independent variables that will empirically examined for their relationship with dependent variable. These variables are Availability of Firefighting Equipment, Ability to Operate Firefighting Equipment, Fire Safety Awareness and Knowledge of Fire Safety. There two types of research which are quantitative and qualitative. However, this study used quantitative research. Quantitative research is a method that is related to numbering, figures and anything that can be calculated analytically. Besides, it is aimed to evaluate the factors that influence the effectiveness of Fire Safety Management Practices Towards Fire Risk Events among Selangor Hospital residents.

Target Population

The proposed location of this study will be among staff at the local government Hospital. This location was chosen based on a very high number of Covid-19 cases reported for the local government hospital which contributed to the high working pressure and affect the staff fire safety awareness and researcher will able to evaluate the effectiveness of Fire Safety Management Practices Towards Fire Risk Events among local government Hospital residents. In this study, sample size is considered based on the sample determination table introduced by Krejcie & Morgan (1970).

Sampling Technique

In achieving the studies' objectives, probability sampling method will be use by the researcher to obtain the sampling. To represent the whole population of the hospital, stratified random sampling will be used. Since it is straightforward to identify the number of staffs in each department, this sample approach will be use. According to Thakur (2021), the calculation formula for stratified random sampling technique as below.

Total Sample Size (S) X Number of staffs in every department
Total Population (N)

Data Collection Procedures

Copies of questionnaires will be issue to targeted respondents. Statistical Package for the Social Sciences (SPSS) software will be use to analyse the data.

Plan for Data Analysis

i. Pilot Test
ii. Reliability analysis
iii. Descriptive analysis
iv. Pearson Correlation analysis
v. Multiple Regression analysis

CONCLUSION

The lack of awareness and preparedness of fire disaster circulating among society were also one of the important matters that need to be discuss of by many scholars all around the world. Recent study highlights that younger generation today need to change the old approaches in firefighting instead of depends on older generation that use existing method. Significantly, new findings and knowledge of this study it can brings the understanding of the factors that influence the effectiveness of Fire Safety Management Practices on Fire Risk Events among society. This research project relates to the area of Fire Safety Management Practices. Therefore, journals related to this proposed study are Fire Safety Awareness and Management in Multi-Storey Students' Hostels, Fire Disaster Preparedness of Public Buildings in Ibadan Metropolis, Nigeria and Investigation of Fire Safety Awareness and Management in Mall. Impact on Society, Economy and Nation. Hence, by conducting this study, researcher will able to widen the knowledge regarding the fire safety of society towards the effectiveness of Fire Safety Management Practices on Fire Risk Events.

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Teenagers as Social Media Designer: A Participatory Design Approach

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ABSTRACT

Teenagers and social media are inseparable. Social media has a significant influence in teenagers' life and experience that promotes a new form of social interaction. However, teenagers are scarcely participated in social media design and development where their thinking, feeling and actions are not being studied. Therefore, the objective of this study is to demonstrate the importance of getting participation from teenagers in designing and developing social media. Teenagers are renowned for their vision in adapting technology to their daily application. Teenagers can offer a broader dimension in technology design and evaluation when enabling a mixture of children's creative minds with adults' expressiveness. To exhibit the contribution of teenagers in this study, participatory design activities are conducted with 26 teenagers to design a new social media platform. It is believed that by including the teenagers actively in design activities, significant insights are possibly be discovered. Practicing paper prototyping as one of methods in participatory design is proven to be an appropriate tool to collect informative discoveries. Paper prototyping does not require technical skills, easy and fast to develop. Thus, this paper prototyping technique has been accustomed to a one-day participatory design session for each group where three groups were involved. Thematic analysis was used to discover significant words or so-called *factors*. A total of 66 factors were emerged from the analysis with the aid of *Atlas.ti* software and were refined to become 40 factors based on their frequency. The factors were then classified into three clusters – human characteristics, social media characteristics, and teenagers' interests. These valuable insights are notable to inform future design of social media. This study is expected to gain future measures by considering these factors in synthesizing a framework of Human-Computer Interaction (HCI) specifying teenager for social media design and development.

Keywords: *teenagers; participatory design; paper prototyping; human-computer interaction for teenagers*

INTRODUCTION

Teenagers and social media are inseparable. Social media has a significant influence in teenagers' life and experience that promotes a new form of social interaction. Teenagers use social media in most of their activities. It is extensively used in teaching and learning (Bold & Yadamsuren, 2019; Dennen et al., 2019; Kimemia & Mugambi, 2016; Martin et al., 2018), health and medical (Falzone, et al., 2017; Garimella et al., 2016; Jadayel & Medlej, 2018), social justice (Al'Uqdah et al., 2019; Dobson, 2018; Hon, 2015), parenting (Barry et al., 2017; Len-Ríos et al., 2015; Moser et al., 2017), business and marketing (Olanrewaju et al., 2020; Oumayma, 2019; Shehu, 2018; Si, 2016) and politics (Bay, 2018; Penney, 2018; Pierri & Ceri, 2019). Thus, most teenagers believe social media brings essential technology in their life (Boyd, 2008; Lenhart et al., 2010; Magee et al., 2013). In the meantime, a recent encounter has revealed that wholly 95% of United States of America's teenagers own a smartphone or have access to it (Anderson & Jiang, 2018). In the Malaysian perspective, the Internet user at the age range of five to seventeen years old has grown more than 50% since 2018 (Malaysian Communications and Multimedia Commission, 2020). This was probably because of national's movement control order (MCO) in combating Covid-19 pandemic. In the same report, Facebook, YouTube, and Instagram has been listed by MCMC as the most retrieved social media platforms. While, WhatsApp, Facebook Messenger, and Telegram has been declared as most users' communication apps.

Teenagers' involvement in interaction design requires a specialized, classified, and unique study that make them unlike from study with children and adults. Teenagers are a group of users that categorized under a less-discovered region because of least attention and a small number of research in this emerging discipline (Björling, Rose, Davidson, Ren, & Wong, 2019; Fitton & Bell, 2014; Fitton, et al., 2014). In fact, teenagers able to offer a wide dimension in technology design and development when engaging with a mixture of children's creative minds with adults' articulacy. In addition, teenagers have also created a huge lucrative technology market share due to their population and their emerging spending power. As example, teenagers in the United States of America spending trend accounted for billions of dollars yearly (Fitton & Bell, 2014; Zimmerman, et al., 2016). They are active users of technology and can be both challenging and pleasing to work with because they would rather be working with teen-centric events and linguistic, but avoiding structural authorities conduct (Little et al., 2013). They too, demand special attention and concentrated research field so that they can be known as the testing ground for the pioneering technologies (Dhir & Al-kahtani, 2013).

Human-Computer Interaction (HCI) for teenagers is considered as important, just like Child-Computer Interaction (CCI). From the psychological and psychosocial views, teenagers are not in common with adults and children in terms of their way of thinking, feeling, and acting. Hence, efforts should be directed towards learning teenagers inside these fields of computer interaction and user experience (UX) to notify the technological design process without disregarding them as technology users. The deployment of HCI for teenagers is expected to deliver an applicable direction for teenagers' computer interaction design and development. Hence, this study identifies and analyses teenagers' factors on social media according to their thinking, feeling, and action, to reveal valuable insights.

LITERATURE REVIEW

Social Media design with teenagers

According to findings by Price (2018), Schwär and Moynihan (2020), Fang (2020), and BBC's Anderson (2018) story, social media is purposefully made to produce "the dopamine effect," or addiction. Technology corporations created methods to boost people's use of technology in the context of social media development (Saura et al., 2021). The more people who use technology, the better, as their aim is to improve their economic gains (Boddy & Dominelli, 2017). Saura et al. (2021) affirms that social media seeks to alter user behaviour in order to increase revenues. Moreover, Carlson, Rahman, Voola, and De Vries (2018) emphasizes that social media also attempts to increase user engagement to produce more data, which raises ethical and security concerns All these problems, as well as many others, such as those relating to mental health and depression, cyberbullying, and sexual grooming, to mention just a few, raise concerns about the extensive exposure and usage of social media among youth.

The involvement of teenagers and serious consideration of their needs and requirements in the creation and development of popular social media platforms like Instagram, Tik Tok, Facebook, etc. that might resolve or at least reduce some of the unpleasant issues are both scarce to date. Perhaps by drawing conclusions from them, designers will be effectively able to design social media platforms that continue to attract users while also being carefully constructed for comfort and security in both their interaction and behavior.

Fitton et al. (2013) proposed a special interaction design method exclusively for teenagers, as they doubt the existing HCI and CCI possibly applicable or entirely working to point teenagers' requirements. In the context of HCI research, teens are also noted for their complexity and diversity, which call for careful examination (Bell, 2016). Additionally, teenagers will soon become adults, and helpful interactive insights can be acquired to create future technological advancements. Since CCI has been discussed for almost 50 years, newbies to the mainstream HCI community may be familiar with the concept and all its fundamentals (Hourcade, 2015), yet HCI for teenagers is still new and understudied. Undoubtedly, additional study and publications are needed to support HCI for teens' place as one of the key topics in technology design. Bell and Davis (2016) call for the development of a conceptual framework and methodology for valuing this age group at the same level as HCI and CCI. This work can establish a clear path for accomplishing shared goals in interaction design and computer interaction in general as well as the maturing of HCI for teenagers.

Participatory Design

Participatory design may be used to find important insights that would be overlooked if utilising other approaches that do not need participants to be active throughout the process of data collecting. It actively involves teens in the design process of technology design and development. Paper prototype is the greatest choice for accelerating the design and development process while utilising participatory design since it is rapid, affordable, and enables a speedy recovery if mistakes are made or encountered throughout the design.

A group of theories, exercises, and studies known as participatory design encourage complete user engagement in tasks that lead to computer-based activities and the creation of software and hardware for computers (Muller & Druin, 2007). Participatory design derives from an emerging philosophy of knowledge representation and system designs that clearly distinguish between a system's conceptual model and implementation model (Sjöberg & Timpka, 1998). Researchers and designers need to come up with strategies for designing for engagement between people and things when technology start to be used more often in daily life. Examples of this include the work of Azenkot et al. (2016), Frederiks et al. (2019), and Rose and Björling (2017).

Participatory design is steered by allotting design components or creative objects to participants to create their ideal experience in a firm technique that articulates what really matters to them and why it is so. Participants in participatory design sessions will go through a few specific procedures, such observation, scenarios, and prototypes, to get insights on, for this project, elements of HCI for teenagers, together with design preferences.

Paper Prototyping

Paper prototyping is a technique for creating user interfaces that are useful for software, websites, and online applications (Snyder, 2001, 2003). To duplicate system design, these office supplies—blank sheets, index cards, marker pens, scissors, paper cutter knives, transparencies, and glue sticks—are typically employed. This well-liked approach doesn't call for any technological expertise, so anyone of any age or background may use it. This is advantageous since no programme code needs to be written at this time.

During the early stages of development, paper prototyping can offer accurate user input, and the process can be repeated to generate original ideas for the prototype. Many recent studies have used paper prototyping to demonstrate its effectiveness in creating applications in a variety of fields, including those by Musthafa et al. (2019) for users with physical disabilities, Boyd et al. (2019) for children with neurotypical, ADHD, and autism spectrum disorders, Hammami et al. (2020), who combined paper- and video-based prototypes, and Rueda et al. (2020), who elicited functional requirements from their participants.

METHODOLOGY

This section provides a thorough explanation of the procedures used to carry out this study, from carefully choosing participants considering Covid-19 limitations to organising, creating, and implementing the participatory design to carrying out the analysis.

Participants

Students in higher education institutions and secondary schools who are between the ages of 17 and 19 are the participants in this study. Convenient sampling is utilised to choose and gather the participants, precisely following the common standard operating procedure (SOP) during the epidemic, due to Covid-19 and several limitations set by the government. Therefore, there were 26 volunteers in this study, of which 7 were 17 years old and the remaining 19 were between the ages of 18 and 19. In terms of gender distribution, there were 12 females and 14 males among the participants.

Sessions of Participatory Design

Since the participants came from various academic institutions and locations, three participatory design sessions were held independently. Nine participants were volunteers from a higher education institution, while seventeen individuals were chosen from various secondary schools. By voluntarily completing a letter of participation, each subject agreed to take part in the study. All participants were informed that the prototype activities had been videotaped and that the data had only been collected for this project. Due to the numerous questions from these young individuals, the researchers took on the role of facilitator. Following is a detailed description of each session's activities, with a summary of those activities included in Table 1.

TABLE 1. The detail of each session in the participatory design.

Session 1	Session 2
Research Objective	Testing
Introduction to Participatory Design	Discussion and reflection
Introduction to Paper Prototyping	Refining prototype
Paper Prototyping development	

Session 1

The purpose of the study, the outcomes expected at the conclusion of each session, and the types of activities in which participants would take part were all communicated to the participants. In the first session, five major themes were emphasised, including the following:

i) *The background of Participatory Design and Paper Prototyping*: The history of participatory design and the paper prototyping method were explained to the pupils. The researchers used straightforward explanations and plain language to help the students comprehend how paper prototyping is connected to participatory design since they were all unfamiliar with the methodology and technology. Additionally, the students were reminded that they were taking on the role of designers who were in charge of coming up with the look of a brand-new social networking site for teenagers. Instead, they also played the part of end users, answering queries and making comments.

ii) *The session involved hands-on activities and interactive*: It was informed to the students that they would be studying this prototyping method through direct synthesis of the prototype. In order to imagine the design of a new social media platform in the form of a paper mock-up, the researcher, as previously said, would serve as their facilitator by encouraging the students to expose their creativity and identify variables of thinking, emotion, and action. There is no right or incorrect way to generate ideas and suggestions to be included in the design while using the paper prototype process because it is a subjective affair.

iii) *Roles of each participant*: Instead of responding to the researchers' probing questions as they appeared along the way, all students were expected to work cooperatively to construct the prototype.

iv) *Materials for paper prototyping development*: The usage of stationery in creating the prototype was explained to the pupils. By providing examples of the built interface, the researchers completely directed the pupils. The pupils were able to pick up on how to use the offered stationery to create the necessary prototype fast by consulting the example.

v) *The advantages of paper prototyping*: The researchers discussed the value and benefits of employing both the participatory design technique and paper prototyping tools while developing interface design activities to identify teens' elements for thinking, emotion, and action in the first briefing. This was done to entice the pupils to fully cooperate with and commit to the activities being run.

FIGURE 1. Activities during Session 1 including briefing by the researchers and discussing and designing by the participants

Session 2

After the participants and the researchers worked together to create a prototype of their new social media platform, a test was run to see whether the researchers had effectively included the thinking, emotion, and action aspects into the interface design and if all the tasks had been completed. One student was chosen to be the computer, and two students were invited to play the part of users. The rest were instructed to take on the role of an observer. The researchers served as a facilitator throughout the testing and posed questions on the purpose and function of the new social media site. Deeper explanations from the students in response to probing inquiries suggest that more accurate insights may be gained.

FIGURE 2. Some prototypes designed by participants

Methods for Analysis

Prototypes of new social media and recorded videos that were captured were the two primary sorts of data that came from the sessions that were held. All of the freshly created social media prototypes were saved to use as a guide for converting the recordings of the prototyping activities into useful documentation. The variables for social media based on teenagers' thinking, emotion, and behaviour were then extracted from these documents through analysis. The videos were manually transcribed, and the text transcriptions were stored as document-typed files. The student groups, participant count, and video attributes, such as file names, sizes, and durations, were all noted on the documents' labels. *Atlas.ti*, a Computer-Aided Qualitative Data Study Software (CAQDAS), was used to do the analysis. The programme received all of the transcription documents and set them up for coding. By assigning a name to the data segment and describing what it was about, a word, phrase, sentence, or even a paragraph was coded. The relationships between the factors were then shown using networks. Since this study used an inductive methodology, the specific factors were aggregated and made generic in order to reveal the components of thinking, feeling, and action that were being looked for.

DISCUSSION/CONCLUSION

There were found to be 66 factors from the previous coding procedure. These discovered factors were then grouped into four themes using thematic analysis: T-F-A (thought, feeling, and action), CONTENTS, FEATURES, and INTERESTS. Three broad clusters of human characteristics, social media characteristics, and teenagers' interests were then formed to sort these themes. The broad clusters were developed based on the shared understanding of what the components represented. The use of *Atlas.ti* was able to track the frequency with which each of the elements was cited during all conversations concerning this study (including during prototyping sessions, interviews, and presentations). The range of occurrences or mentions of the factors was 1 to 157. FEELING was the code that was used or mentioned the most, whereas GADGET, QUOTES, and TOURISM were the least often. Twenty-three other criteria were not included in the list since they were only stated or appeared fewer than 10 times overall. To make sure that only important variables were considered while designing teenagers' social media, the exclusion was made. Forty criteria were then refined while building an HCI framework for teenagers after non-prominent aspects were eliminated. Table 2 demonstrates how the criteria were created based on their shared themes.

TABLE 2. Themes of the prominent factors (sorted based on number of occurrences from highest to lowest)

T-F-A	CONTENTS	FEATURES	INTERESTS
Feeling	Postings	Services	Social Media Applications
Agreement	Selection	Colours	Videos
Thinking	Convenience	Communication Tools	Music
Habit	Live Streaming	Security	Games
Language	Account Registration	Specialty	Photos
		Targeted User	Fashion
		Authentication	Business Opportunity
		Privacy Measures	Making Friends

	Multi-programming	Influencer
	Filters	Financial Rewards
	Views	Events
	Multi-tasking	Likes
	Branding	Followers
	Variability	Movies
	Assistance	Explore

This study has identified four themes that can be grouped into three main clusters of teenagers' social media design attributes which are termed as human characteristics, social media characteristics, and teenagers' interests. T-F-A falls under human characteristics while CONTENTS and FEATURES can be drawn to social media characteristics. Teenagers' interests attribute reflects INTERESTS theme. This study also opens wide opportunities to other researchers to improve or include more newly discovered factors in attention to establish a comprehensive reference. Researchers are also welcomed to observe different validated methods to collect qualitative insights from teenagers. The application of design and development of social media that relate teenagers is believed to be easy and available in visualized form by synthesizing a framework. Expectantly, the framework contributes a mileage among application designers and developers.

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DETERMINANTS OF JOB-HOPPING: A CONCEPTUAL PAPER

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ABSTRACT

Job-hopping has become popular in recent years, especially among Millennials and Gen Z, who are expected to continue to dominate this trend in the years to come. Job-hopping or known as job switching, is the activity of changing jobs on a regular basis. Job-hopping also refers to the tendency of a person to work in an organization in a certain position rather than staying in an organization for a longer period of time. This behavior is thought to have a detrimental effect on the business, particularly in terms of financial factors like recruitment, training, separation costs, and the phenomenon of job hopping, particularly among Millennials and the later generation. This research study is conducted to examine the determinant of job-hopping. There were many reasons that lead to job hopping but these three factors are the most influence of job-hopping which were salary and benefits, career growth, and working environment. For these reasons, an archival method where studies of different researchers are available on online databases including google scholar and Emerald Insight were used. The aim of this article is to present the literature and examine the trend and significance of job hopping among Millennials towards the organization.

Keywords: *Job-Hopping; Salary and Benefits; Career Growth; Working Environment; Employee Turnover*

INTRODUCTION

Background of the Study

Job-hopping, defined as the habit of often changing employment, has grown more common in the workplace of the twenty-first century (Lake, Highouse & Shrift., 2018). Job-hopping has both positive and negative effects on businesses and workers. Worker retention is critical to organizational sustainability because the vitality of an organization is dependent on its quality workers. Given that workers learn skills and expertise on the job, the best workers are frequently the most tenured workers (Hall, 2020). As a result, firms benefit from retaining valuable people rather than recruiting fresh talent. Human resources are an organization's most valuable asset in every company or business for achieving both short and long-term objectives. Those organizational goals could be met if the workers who work for that organization work hard, are dedicated, and are open to new experiences for their professional development (Larasati & Aryanto, 2020). The job-hopping trend centred on millennial consumer preferences and trend forecasting demonstrates that millennials have a distinct and individualistic set of views, professional aspirations, and motivations (Tetteh, Spaulding & Ptukhina, 2021). Clearly, some workers are unable to provide their full attention to the company for an extended period of time. They switch jobs because of several factors, one of which is that they perceive better chances in other companies.

Research Problem

Job-hopping has become popular in recent years, especially among Millennials and Gen Z, who are expected to continue to dominate this trend in the years to come. Subin (2021) mentioned that workers have been job hopping in the uncertain Covid-19 economy in an effort to obtain better pay and career mobility. A recent study from IBM's Institute for Business Value found that 33% of the one in five workers who changed jobs last year identified as Gen Z and 25% as Millennial (Subin, 2021). Additionally, only 22% of Gen Xers (aged 35 to 54) will take a chance at a new experience. Baby Boomers come in last, with only 8% of them wanting to move. In general, attractive salaries and benefits are cited as a good reason to change jobs by 72% of those surveyed, just ahead of work-life balance at 69% (Dava, 2021). Given that this behavior is thought to have a detrimental effect on the business, particularly in terms of financial factors like recruitment, training, and separation costs, the phenomenon of job hopping, particularly among Millennials and the later generation, has remained in the public eye over the past few years (Suryaratri & Abadi, 2018). Hence, Viakarina and Pertiwi (2022) stated that the phenomenon of millennial employees changing jobs frequently leads to negative perceptions, such as leaders and management being reluctant to hire millennials due to these stereotypes (disloyal) and investing in (training, mentoring, and coaching) self-development for millennial employees because of the reputation that millennials have as "jumping flea." Therefore, the aim of this article is to present the literature and examine the trend and significance of job hopping among Millennials to the organization.

Significance of the Study

The researchers will be able to broaden their understanding of job-hopping trends among workers, particularly among millennials. It was also significant to all organizations in every sector to retain their staff or workers from jumping to other companies. What are the reasons and factors that influence them to change their job in a short interval. This study was important for researchers to gain more knowledge within this field and use it for future accomplishments, how far can job-hopping affect to organizations.

LITERATURE REVIEW

Define Job Hopping

Job-hopping, also known as job switching, is the activity of changing jobs on a regular basis. (Lake, Highouse & Shrift., 2018). According to Ghazali (2018), job hoppers are workers that often switch from one job to another during their careers meanwhile Hazrina and Nur (2020) defined job hopping as the practice of transferring workers every year on their own will rather than as a result of a layoff or firm closure. Job-hopping has long been a major source of anxiety in any corporation. Workers who regularly change employment are seen as disloyal, irresponsible, and uncommitted to the organization. Lanke and Nath (2021) stated that this attitude may be regarded as a logical option because people may obtain experience in a variety of occupations in order to enhance their skill sets and competencies.

Table 1 below shows a list of articles that have been published in various journals discussing job-hopping. These papers include the reasons that make workers tend to job-hopping from the years 2018 to 2022. Most of the reasons that make workers tend to job-hopping are due to overload tasks, conflict roles, underpaid, failure to retain academic staff, salary and benefits, work challenges, opportunities to develop careers, family problems, personal problems, job enjoyment, career growth, working environment, job security, position, insufficient training, less challenging, leadership issues, lack promotion, and work-life balance. However, among all these reasons, most of the articles mention that salary and benefits, career growth, and working environment are the most factors that contribute to job-hopping trends among the Millennials.

TABLE 1: Summary of Job-Hopping Topics Published

Author	Year	Title	Reasons
Melissa Wane Manogharan, Thinagaran Thivaharan & Radziah Abd Rahman	2018	Academic Staff Retention in Private Higher Education Institute - Case Study of Private Colleges in Kuala Lumpur	- Task and workload - Conflict role - Underpaid - Failure of retaining academic staff

Xia-zi Song, Yan Wang & Qian-wen Cheng	2018	Research on the Impact of Salary Benefit on Employee Stability	- Salary and benefits are important factors affecting the stability of employees
Manjot & Rahul Sharma	2018	Turnover Intention and Job-Hopping Behaviour of Professionals-A Review	- Financial needs - Conflicts - Work challenges - Willingness to learn - Opportunities to develop careers - Personal characteristics - Family - Organizations - Work assigned - Working environment
Deborah L. Rivers	2018	A Grounded Theory of Millennials' Job-Hopping	- Compensation - Job enjoyment - Fee/Flex time - Professional - Growth - Finding their Niche - Work environment - Benefits
Dhruba Lal Pandey	2019	Job-Hopping Tendency in Millennials	- Chances of career growth - Higher salary - Job security - Freedom in the workplace - Reputation of the organization - Higher position
Uresha Saif & Dr. Danish Ahmed Siddiqui	2019	Tangible Rewards or Intangible Rewards - Which Play Most Significant Role in Increasing Job-Hopping Behavior in Generation Y Employees in Pakistan?	- Insufficient training - Less career growth opportunities - Less challenging and interesting tasks provided by the employer - Leadership issues

Nur'ain Achin, Nur Idayu Badrolhisam & Nurfitriah Zulkipli	2019	Employee Career Decision Making: The Influence of Salary and Benefits, Work Environment and Job Security	- Salary and benefits - Work environment - Job security
Selvanathan, M; Buga, M.M; Arumugam, Th; Supramaniam, M & Jayabalan, N	2019	Determinants of Job-Hopping Factors among Lecturers in Private Universities, Malaysia	- Lack of promotion and growth - Salary and benefits - Job insecurities - Work-life imbalance
Hazrina Ghazali1 & Nur Nabiha Roslan	2020	Investigating on Job-Hopping Behavior among Restaurant Employees in Malaysia	- Compensation package - Salary scheme - Career advancement path - Working environment
Elizabeth Reshma K S	2020	Job-Hopping Syndrome among Millennials	- Organizational factors - Work environmental factors - Work itself - Personal factors
Yosef Habte	2020	The Effect of Employees' Turnover on the Organization Performance: The Case of Save the Children International Organization	- Psychological factor (work-life balance & work advancement) - Economic factor (salary and benefits package) - Employee-Manager relationship - Organizational performance
Neeta Syairul Amelia Binti Safian, Zaiton Hassan, Mark Kasa, Nur Fatihah Abdullah Bandar, Nik Norsyamimi Md Nor	2021	Exploring Antecedents of Turnover Intention among Generation Y Employees in the Construction Industry	- Dissatisfied with organization's working system - Pay and fringe benefits - Better career opportunity - Family or personal reasons

Kalyani M W, Madhuwanthi, M. A. K.U.	2021	A Descriptive Study on Job Switching from Private Sector to Public Sector: A Study on Generation 'Y' Graduate Employees in the Sri Lankan Context	- Salary and rewards - Leadership - Insecurity of the job - Work-life balance - Individual stress - Social factors - Family pressure - Peers' pressure - Environment problems
Aisyah Nazirah Ab Rahman & Nor Hafizah Mohamed Harith	2021	Job-Hopping Behaviour among Generation Y: The Case for Postgraduate Students in Arshad Ayub Graduate Business School	- Self-fulfilment needs - Psychological needs - Basic needs - Work-life balance - Job satisfaction - Working environment
Dewa Ayu Gita Viakarina & Kanti Pertiwi	2022	Millenial's Perspective of Job-Hopping Phenomenon and The Impact of Covid-19 Pandemic	- Low salary structure - Low potential for self-development - Unfair treatment by management - Conflicts with direct superiors or co-workers
Ega Leovani	2022	The Impact of Job Hopping on Career Development of The Millenial Generation.	- Promotion - Increase in income - Improvement of facilities - Increase social status - Feelings of pride
Zhou Dingyang	2022	Analysis on the Influence of Salary Level and Employee Satisfaction	- Salary satisfaction
Hoang-Phu Nguyen, Hoi-Nam Le	2022	Determinants of Job-Hopping Behaviour: The Case of Information Technology Sector	- Internal working environment

Growing Interest

The number of articles published on this subject has risen dramatically in these recent years. There were eight articles from the year 2018 to 2019. The trends decrease in the year 2020 in which there were three articles published that year. However, the trends maintain from 2020 to 2021. Then, the job-hopping trend rose into four articles from the years 2021 to 2022. This trend shows that job-hopping is an important topic to be searched and observed by organizations as part of their responsibility to retain human resources and increase workers' loyalty toward the organizations.

Figure 1 below shows the trends of job-hopping articles that were published from the year 2018 to 2022.

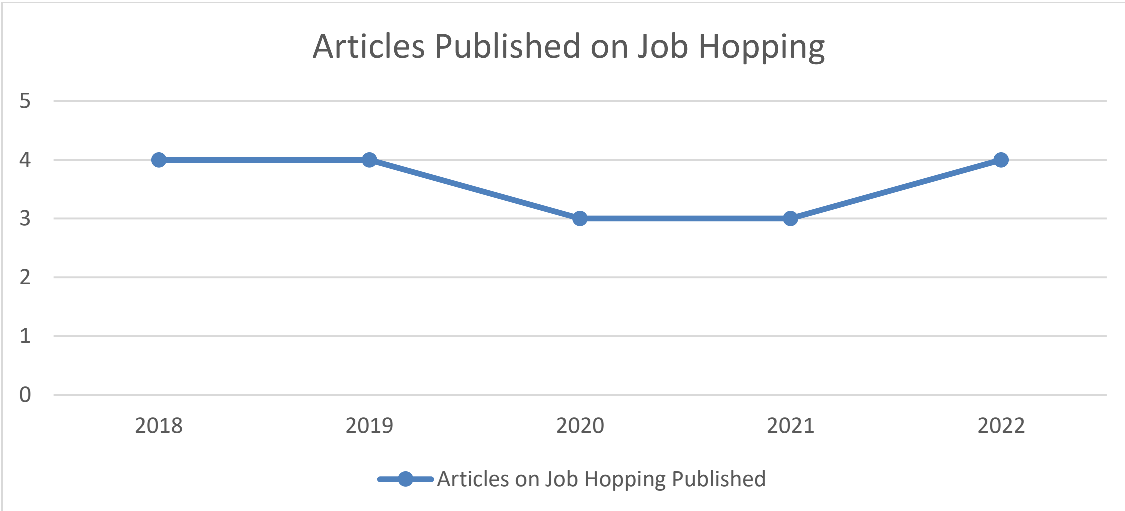

FIGURE 1: Articles Published on Job Hopping

Salary and Benefits

According to Badrolhisam, Achim and Zulkipli (2019) defined that salary is a specified amount of money or compensation provided to a worker in exchange for the job done by their co-workers in the organization meanwhile Xia-zi, Yan, and Qian-wen (2018) stated that salary was the form of payment that workers get for performing services to their employer. Salary and incentives are frequently major variables influencing worker stability. Workers who are dissatisfied with their income and benefits, especially if they do not match their academic qualifications and expected wage, frequently change jobs to another firm that can meet their pay scale requirements (Manogharan, Thivaharan, & Rahman, 2018). According to Habtey (2020), workers are very concerned about the amount of money they will receive if they stay or quit their job. If workers are satisfied with their income and benefits package as well as the incentive system is predictable based on performance, it is rare that they would leave their company within a short period of time after their employment. Xia-zi, Yan, and Qian-wen (2018) also stated that the salary and benefits for workers can have three impacts on them: they can improve workers' stability, job status, and performance, and an adequate rise in wages and benefits is favorable to talent recruiting. Moreover, when workers are content with their income and perks, they will be satisfied to work for the organization since worker satisfaction is crucial in the efficiency of production, operation, and worker excitement (Dingyang, 2022). A study that was conducted by Safian, Hassan, Kasa, Bandar and Nor (2021) stated that generation Y mostly likes to take risk of job-hopping for a better offer or benefits whereas 80% of the respondents would like to choose higher pay, better benefits, and find better career opportunities.

Career Growth

A person can progress in their career through a process called career growth, which distinguishes between relationships, activities, and work. Individuals are expected to be able to plan their own careers based on their competence and consider the opportunities that are available to them in order to support a career advancement process with a new concept (Leovani, 2022). Moreover, Simatupang, Sugiarto and Widjaja (2018) discovered that factors like pay, promotion, reward & recognition, work environment, and work-family conflict have a big impact on career growth. Additionally, it was found that workers from the Millennial Generation are more likely than workers from other generations to switch jobs frequently. Since Millennial Generation workers consider a number of factors to be able to stay at one company for an extended period of time so that it affects their career growth, they are seen as being more unstable in the workplace. These findings are also supported by numerous studies that show job-hoppers have traits like a desire to learn new things constantly and a positive attitude toward challenges because they can help them expand their knowledge and skills (Leovani, 2022). Hence, this demonstrates that the variable's level of respondents' job hopping has an impact on career growth (Leovani, 2022). In addition, according to Selvanathan, Buga, Arumugam, Supramaniam and Jayabalan (2019), previous research also has demonstrated a link between job-hopping and a lack of advancement and development, particularly the dearth of promotions and opportunities for lecturers or staff, which is what ultimately fuels the rise in job-hopping.

Working Environment

The work environment is a supportive, productive, self-esteem-boosting, job-satisfying organizational attribute that promotes peer cohesion and retention (Rivers, 2018). Supportive work situations are attractive to millennials who are optimistic, team players, collaborators, achievement-oriented, socially sensitive, and well educated. Employment, interactions with managers and co-workers, management philosophy, possibilities for the future, working conditions, and compensation are all factors that contribute to worker job satisfaction (Kalyani & Madhuwanthi, 2021). According to Elizabeth (2018), work environment factors include important aspects such as supervision, workgroup, and working conditions. Workers prefer good working conditions because they lead to greater physical comfort. People want to work in a clean and healthy environment. The study indicates that job-hopping is caused by stress or pressure, an unfriendly supervisor or manager, work overload, and long working hours (Ghazali & Roslan, 2020). Job stress and unpleasant working conditions can sometimes result in high employee turnover. Millennials, on the whole, want a developing work environment that emphasizes the social aspect of work, such as mates and co-workers, as well as a pleasant place to work. Many organizations are implementing workplace fun, which has been advocated in modern and academic literature as a vehicle to meet the needs of Millennials. Fostering a joyful work atmosphere is said to increase employee motivation, productivity, and stress reduction (Rivers, 2018). Stress reduction in the workplace environment for Millennials leads to work enjoyment, lower turnover, and economic stability for corporations. As a result, businesses must create a work environment that meets those requirements.

METHODOLOGY

To accomplish the aforementioned goals, a review of the literature was done utilizing an archival method. Using the terms "job-hopping," "pay and benefits," "career growth," "working environment," "employee turnover," and "employee satisfaction," it was possible to assemble the studies of various academics from online sources like Google Scholar and Emerald Insight. As a result, articles about job-hopping that were published between 2018 and 2022 have been examined to fulfill the stated objective.

DISCUSSION AND CONCLUSION

Many studies have been done on job-hopping. The above reviews have precisely described the possible potential reasons why workers especially Millennial always switch jobs within a short time. Hence, this study will eventually be highlighted many factors that could lead to job-hopping and provided ways how to overcome this issue.

Based on the findings from previous studies in Table 1, few predictors, variables, and sets of important issues that we believe should be addressed by the organization. Based on the collected literature, it was found that salary and benefits, career growth, and working environment are strong predictors of job-hopping. Through the summary table, we can find that most of the reasons for job-hopping are because of salary and benefits. Low pay will have an impact on workers' stability, contentment, and sense of belonging to the firm. Furthermore, studies have shown that there was a link between job-hopping and a lack of career advancement and growth (Selvanathan, Buga, Arumugam, Supramaniam & Jayabalan, 2019). Besides, another factor that contributed to job hopping among Millennials is the working environment. According to Rivers (2018), in order to recruit and retain Millennials, organizations must promote collaboration, a pleasant work environment, and challenging and meaningful work. Understanding the dynamics of the supervisor-subordinate duo relationship and ensuring a satisfying work environment for employees are both parts of an organization's retention process and also can decrease the job-hopping rate.

The development of a compensation system must represent justice and incentive in order to promote workers' passion and creativity. Organizations must enhance the internal fairness of worker remuneration in order to increase employee satisfaction and keep them on board for a longer period of time (Dingyang, 2022). Hence, any organization should take whatever steps are required to improve in terms of career growth for the workers in order to retain employees in the same organization for a longer period of time and lead to an increase in loyalty towards the organization. Therefore, it was discovered that career growth and employee loyalty are related. Several studies, including one by Khuong and Linh (2020), came to similar conclusions and suggested that offering career growth opportunities to employees could increase job satisfaction. Employee loyalty is higher among those who are content with their jobs (Ismail & Puteh, 2021).

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Faktor Makroekonomi: Kesannya Terhadap Pinjaman tidak Berbayar dalam Perbankan Malaysia

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ABSTRAK

Industri kewangan di Malaysia dimulakan dengan terbentuknya bank konventional dan terus berkembang dengan tertubuhnya Bank Negara Malaysia (BMN) pada 1959. Di dalam kemajuan pesat industri kewangan di Malaysia, terdapat beberapa perkara yang harus dititik beratkan seperti risiko pinjaman tidak berbayar. Kajian ini meninjau jumlah pinjaman (JP), kadar inflasi (KI), Kadar Faedah (KF), indeks harga pengguna (IHP) dan keluaran dalam negara kasar (KDNK) dalam mempengaruhi pinjaman tidak berbayar di Malaysia. Penyelidik menggunakan Pinjaman dan Pinjaman Tidak Berbayar (PTB) sebagai pemboleh ubah bersandar dan beberapa faktor makroekonomi telah dipilih sebagai pembolehubah bebas. Daripada kajian ini, penyelidik berhasrat untuk menentukan hubungan antara pinjaman tidak berbayar dengan semua pembolehubah ekonomi yang telah dipilih dan untuk mengenal pasti pembolehubah ekonomi yang telah menyumbang hubungan yang paling kuat dengan pembolehubah bersandar. Kemudian, dengan menggunakan data sekunder dan menggunakan perisian yang dinamakan Pakej Statistik Untuk Sains Sosial (SPSS) untuk melakukan analisis regresi berganda, pekali penentuan (R^2) dan Regresi Analisis Pekali. Dapatan kajian menunjukkan terdapat hubungan negatif antara pinjaman tidak berbayar dengan kadar faedah. Manakala pembolehubah bebsa yang lain (JP, KI, IHP dan KDNK) menunjukan hubungan yang positif. Kajian juga turut mendapati, Index Harga Pengguna (IHP) adalah penyumbang tertinggi dalam menjelaskan jumlah pinjaman tidak berbayar di Malaysia.

***Kata kunci**: Pinjaman Tidak Berbayar; Jumlah Pinjaman; Kadar Inflasi; Kadar Faedah; Indeks Harga Pengguna dan Keluaran Dalam Negara Kasar*

PENGENALAN

Industri perbankan di Malaysia dimulakan dengan terbentuknya bank konventional dan terus berkembang dengan tertubuhnya perbankan islam. Bank yang terawal ditubuhkan di Malaysia adalah sejak zaman Perang Dunia Pertama iaitu, Charted Merchantile of India yang mula beroperasi pada tahun 1859 (Cheah, 1997). Industri perbankan Malaysia terus berkembang pesat dan diteruskan dengan penubuhan Bank Negara Malaysia (BNM) pada tahun 1959 dan diikuti dengan Bank Islam yang pertama pada Julai 1983. Di dalam kemajuan pesat industri perbankan di Malaysia, terdapat beberapa perkara yang harus dititik beratkan seperti risiko pinjaman dan pinjaman tidak berbayar. Industri perbankan telah dikejutkan dengan krisis kewangan dunia iaitu berlakunya krisis subprima pada tahun 2008 dan krisis kewangan di seluruh dunia yang berikutnya. Bahkan, penularan COVID-19 dan ketidaktentuan politik domestik baharu menambah halangan kepada bank-bank tempatan, yang telah pun berdepan kesan ekonomi perlahan serta kelemahan sentimen pengguna dan pelabur sejak 2019. Selain itu, Menurut laporan yang dikeluarkan oleh Bank Negara Malaysia (BNM) jumlah *Non-Performing Loan* (NPL) mencapai paras tertinggi dalam tempoh sembilan tahun iaitu sebanyak RM28.7 bilion pada bulan terakhir tahun 2020. Dhesi (2022), kemudahan pembayaran “beli dulu, bayar kemudian” yang semakin popular menjadikan jumlah NPL bertambah pada masa akan datang. Dalam kajian ini, penyelidik memilih Industri Perbankan di Malaysia sebagai sampel.

Dalam kajian ini, penyelidik akan mengkaji faktor-faktor makroekonomi yang menyumbang kepada jumlah pinjaman tidak berbayar dalam Perbankan di Malaysia. Pembolehubah yang akan menjadi tumpuan adalah Jumlah Pinjaman (JP), Kadar Inflasi (KI), Kadar Faedah (KF), Index Harga Pengguna (IHP) dan Keluaran Dalam Negara Kasar (KDNK).

Di dalam Dokumen Perundingan (2001), di bawah Peraturan Pendedahan korporat untuk keperluan minimum bagi pendedahan korporat, seksyen 272, pinjaman tidak berbayar disebut bahawa lalai dianggap telah berlaku dengan perhatian kepada penanggung kewajipan tertentu apabila satu atau lebih peristiwa-peristiwa berikut telah berlaku:

- Ia ditentukan bahawa penanggung kewajipan yang tidak mungkin untuk membayar tanggungan hutang (prinsipal, faedah, atau yuran) sepenuhnya;
- Penanggung kewajipan yang terlepas membuat pembayaran lebih daripada 90 hari pada mana-mana kewajipan kredit;
- Penanggung kewajipan telah di ishtiharkan bankrap atau yang serupa dengannya daripada pemiutang.

Isu berkaitan dengan pinjaman tidak berbayar telah menjadi tajuk utama sejak beberapa dekat yang lalu. Merujuk kepada S&P Global Rating (2022), nisbah pinjaman tidak berbayar (PTB) bank-bank Malaysia mungkin akan meningkat kepada 2.5 -3.0 peratus menjelang akhir 2022 daripada 1.6 peratus pada akhir April 2022. Ia akan mengambil masa yang lebih lama untuk pengguna dan perusahaan kecil dan sederhana (PKS) untuk pulih kesan dari tekanan sepanjang Covid-19, inflasi yang lebih tinggi, dan keterhutangan isi rumah yang sudah meningkat. Menurut artikel dari International Monetary Fund (IMF) yang di tulis oleh Russel Freeman (2004), "krisis kewangan yang melanda beberapa negara pada tahun 1990-an telah membangkitkan isu pinjaman tidak berbayar, di mana penghutang gagal untuk membuat bayaran kontrak bagi masa yang ditetapkan, dan faktor yang perlu diambil kira ialah faktor makroekonomi". Berdasarkan kajian ini, dapat disimpulkan bahawa masalah pinjaman tidak berbayar adalah dipengaruhi oleh faktor makroekonomi.

Objektif utama kertas kerja ini adalah untuk:

1. Menentukan hubungan yang signifikan antara pinjaman tidak berbayar dengan semua pembolehubah makroekonomi yang telah dipilih.
2. Mengenal pasti pembolehubah makroekonomi yang telah menyumbang hubungan yang paling kuat dengan pembolehubah bersandar.

DATA DAN METODOLOGI

Data yang digunakan adalah data suku tahun bagi kesemua pemboleh ubah yang telah di pilih. Data ini di perolehi daripada data yang disiarkan dalam buletin statistik Bulanan oleh Bank Negara Malaysia. Tempoh pengajian adalah dari suku tahun pertama 2018 hingga suku tahun ke dua 2022.

Bagi menjawab objektif pertama iaitu untuk menentukan hubungan yang signifikan antara pemboleh ubah bebas dan pembolehubah bersandar, regresi berganda dan korelasi Spearment telah digunakan. Manakala bagi objektif kedua, iaitu untuk mengetahui pembolehubah bebas yang menyumbang hubungan yang paling kuat untuk pembolehubah bersandar, pekali penentuan (R^2) dan Beta telah digunakan. Microsoft Excel juga digunakan untuk menggambarkan dengan lebih jelas trend pemboleh ubah bersandar iaitu Pinjaman Tidak Berbayar dalam industri kewangan Malaysia.

Analisis regresi berganda digunakan apabila terdapat lebih daripada satu pembolehubah bebas yang terlibat. Model regresi yang dianggarkan boleh digunakan untuk menganalisis hubungan di antara pembolehubah bersandar dan pembolehubah bebas. Keputusan yang menggunakan kaedah ini memberikan hasil yang diramalkan pembolehubah bersandar dan bebas. Regresi anggaran seperti berikut:

$$Y = \alpha + \beta 1X1 + \beta 2X2 + \beta 3X3 + \beta 4X4 + \beta 5X5\ \varepsilon$$

Y = PTB, α = Konstan, XI = JP, X2 = KI, X3 = KF, X4 = IP, X5 = KDNK, ε = Error.

KAJIAN LEPAS

Hasil kajian emperikal yang dijalankan oleh Irum Saba et al. (2012), Jumlah Pinjaman (JP), kadar faedah (KF) dan Keluaran Dalam Negara Kasar (KDNK) mempunyai hubungan positif dengan pembolehubah bersandar iaitu Pinjaman Tidak berbayar (PTB). Sepertimana yang dinyatakan oleh Abdelkader et al (2009), telah membuktikan bahawa, saiz (jumlah pinjaman) dikaitkan secara negatif dengan pendedahan risiko kredit (pinjaman tidak berbayar). Seperti yang dinyatakan oleh Hu et al. (2004) seperti yang dipetik di Abdelkader et al. (2009), menunjukkan bahawa bank-bank yang lebih besar mempunyai lebih banyak sumber, dan lebih berpengalaman dalam menguruskan kes peminjaman tidak berbayar. Situasi yang sebaliknya pula berlaku pada bank-bank yang lebih kecil saiznya, dimana mereka lebih terdedah kepada masalah pinjaman tidak berbayar akibat daripada kekurangan sumber dan kekurangan pengalaman dalam mengendalikan masalah pinjaman tidak berbayar. Ini adalah konsisten dengan hasil kajian Gabriel et al (2005), dan disokong dalam penyelidikan yang dilakukan oleh Hayati (2008), jumlah pinjaman mempunyai pengaruh yang ketara ke atas risiko kredit perbankan.

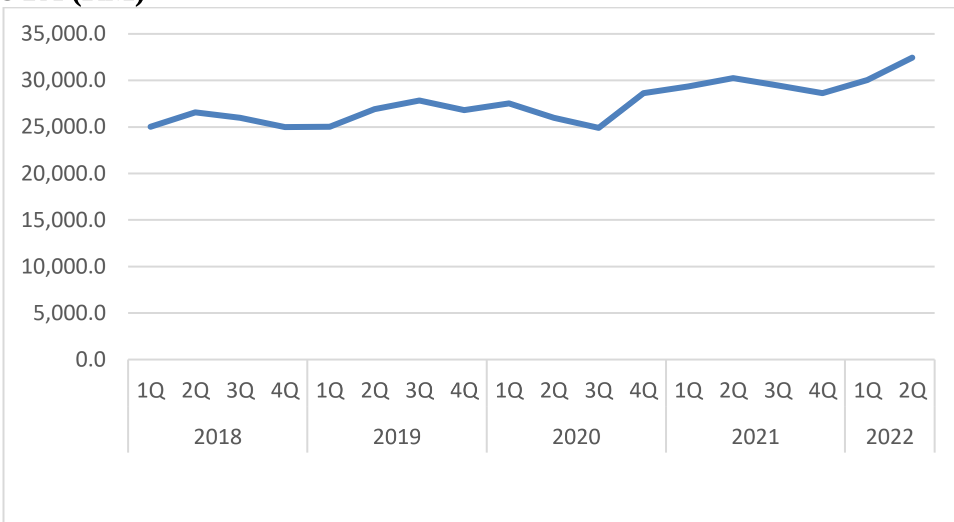
Touny et al (2015) mendapati kadar Inflasi dan Pinjaman Tidak Berbayar mempunyai hubungan negatif dikalangan Negara Arab. M. Bloem et al (2001), menjelaskan bahawa jumlah yang terlibat dalam pinjaman tidak berbayar mungkin meningkat dengan ketara akibat insiden kenaikan kos bahan api, dan harga barangan eksport utama. Ini menunjukkan bahawa, pinjaman tidak berbayar adalah dipengaruhi secara positif oleh indeks harga pengguna dan Kadar Inflasi (KI). Ogechi et al (2017), mendapati Kadar Faedah (KF) dan Keluaran Dalam Negara Kasar (KDNK) mempunyai hubungan signifikan yang positif dengan PTB. Irena (2018), pula mendapati kadar inflasi mempunyai hubungan negatif kepada PTB.

Ahlem et al (2013), membuat penemuan bahawa jumlah pinjaman dan kadar faedah mempunyai hubungan yang positif dengan PTB. Zheng et al. (2019), mendapati Kadar Faedah mempunyai hubungan signifikan yang positif dengan Pinjaman Tidak Berbayar, pemboleh ubah makroeconomi KDNK pula mempunyai hubungan negatif dengan Pinjaman Tidak Berbayar. Nantiza (2015), mendapati kadar inflasi dan KDNK mempunyai hubungan negatif dan tidak signifikan kepada PTB, manakala kadar faedah mempunyai hubungan positif dan tidak signifikan kepada PTB.

Kertas kerja IMF yang ditulis oleh J.Giancarlo et al (2004), didapati bahawa hubungan antara jumlah pinjaman tidak berbayar dan KDNK menpunyai hubungan yang negatif. Penjelasan yang dapat disimpulkan daripada kajian ini adalah bahawa pertumbuhan positif yang kukuh dalam KDNK dapat diterjemahkan sebagai ekonomi berada di dalam keadaan sihat dan lebih banyak pendapatan dihasilkan, rentetan itu, situasi ini dapat meningkatkan keupayaan membayar hutang peminjam yang seterusnya menyumbang kepada mengurangkan pinjaman tidak berbayar. Sebaliknya, apabila terdapat kelembapan dalam ekonomi (pertumbuhan KDNK yang rendah atau negatif) tahap pinjaman tidak berbayar akan meningkat. Alhem et al (2013), mendapati Pinjaman tidak bebayar dan KDNK mempunyai hubungan positif.

KEPUTUSAN EMPERIKAL

JUTA (RM)



RAJAH 1: Trend Pinjaman Tidak Berbayar Malaysia Pada Suku Pertama Tahun 2018- Suku Kedua 2022

Merujuk kepada Rajah 1 di atas, secara kasarnya dapat disimpulkan bahawa kadar pinjaman tidak berbayar di Malaysia adalah meningkat dari masa ke semasa bermula pada tahun 2018 hingga suku kedua tahun 2022. Kadar pinjaman tidak berbayar paling tinggi dicatatkan adalah pada suku kedua tahun 2022 iaitu berjumlah 32445.744 juta Ringgit Malaysia.

JADUAL 1: Keputusan Regrasi

Coefficients[a]			
Model		**Unstandardized Coefficients**	
		B	**Std. Error**
1	(Constant)	38261.351	34106.198
	JP	.006	.010
	KI	72.867	220.877
	KF	-673.719	1224.751
	IHP	470.047	388.343
	KDNK	16.011	70.854

$$\begin{array}{lcccccc} PTB = & 38261.351 & +\ 0.006JP & +\ 72.867KI & -\ 673.719KF & +\ 470.047IHP & +\ 45.36KDNK \\ & (34106.198) & (0.010) & (220.877) & (1224.751) & (388.343) & (70.854) \end{array}$$

Daripada Jadual 1, keputusan kajian menunjukkan bahawa terdapat hubungan yang negatif antara pinjaman tidak berbayar dengan kadar faedah. Ia bermakna, apabila jumlah pinjaman meningkat sebanyak 1 unit, perubahan dalam pinjaman tidak berbayar akan menurun sebanyak 673.719 unit.

Keputusan kajian ini juga menunjukkan bahawa terdapat hubungan yang positif antara pinjaman tidak berbayar dengan jumlah pinjaman, kadar inflasi, indeks harga pengguna dan KDNK. Ini bermakna, apabila berlaku peningkatan kepada jumlah pinjaman, kadar inflasi, indeks harga pengguna dan KDNK sebanyak 1 unit, perubahan dalam pinjaman tidak berbayar akan turut menigkat sebanyak 0.006 unit , 72.86 unit, 470.74 unit dan 45.36 unit.

JADUAL 2: Pekali penentuan R^2

MODEL	**R^2**
1	0.792

Berdasarkan keputusan R^2**,** 0.792, ia menunjukkan bahawa, 79.2% daripada perubahan dalam pinjaman tidak berbayar di Malaysia boleh dijelaskan oleh perubahan dalam pembolehubah bebas (JP, KI, KF, IHP, KDNK). Selebihnya 20.8% daripada perubahan dalam pinjaman tidak berbayar tidak boleh dijelaskan oleh pembolehubah bebas (JP, KI, KF, IHP, KDNK).

JADUAL 3: Keputusan Pekali BETA

MODEL	BETA
JP	.294
KI	.065
KF	.215
IHP	.435
KDNK	.050

Objektif utama dengan menggunakan pekali BETA adalah untuk menentukan faktor yang mungkin menyumbang kepada kadar pinjaman tidak berbayar, keputusan ini telah diketengahkan dalam jadual regrasi. BETA tertinggi mewakili sumbangan terkuat bagi menerangkan pembolehubah bersandar. Daripada jadual di atas, penyelidik boleh membuat kesimpulan bahawa Index Harga Pengguna (IHP) adalah penyumbang tertinggi dalam menjelaskan jumlah pinjaman tidak berbayar. BETA IHP= 0.435 iaitu 43.5% akan menyumbang kepada PTB.

JADUAL 4: Korelasi antara PTB dan Pembolehubah Yang Mempengaruhi PTB

	PTB	JP	KI	KF	IHP	KDNK
PTB	1					
JP	.811**	1				
KI	.581*	.403	1			
KF	-.701**	-.910**	-.340	1		
IHP	.810**	.684**	.689**	-.473*	1	
KDNK	.275	-.037	.504*	.173	.554*	1

Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed).

Menurut jadual korelasi, jumlah pinjaman (JP) menunjukkan hubungan positif yang kuat dengan trend peningkatan pinjaman tidak berbayar (PTB). Nilai korelasi Kadar Inflasi (KI) adalah 0.581*, menunjukkan hubungan sederhana positif.

Menurut jadual korelasi, Kadar Faedah (KF) menunjukkan hubungan korelasi negatif dengan PTB. Manakala Indeks Harga Pengguna (IHP) menunjukkan hubungan signifikan positif yang kukuh iaitu 0.810** dengan PTB. Manakala KDNK menunjukkan nilai korelasi signifikan positif yang lemah iaitu 0.275 KI antara PTB.

KESIMPULAN

Kajian ini membincangkan dan memberikan bukti mengenai hubungan di antara pinjaman tidak berbayar di Malaysia dengan Jumlah Pinjaman, Kadar inflasi, Kadar Faedah, Indeks Harga Pengguna dan juga Keluaran Dalam Negara Kasar. Dapatan kajian menunjukkan terdapat hubungan negatif antara pinjaman tidak berbayar dengan kadar faedah. Manakala, jumlah pinjaman, kadar inflasi, indeks harga pengguna dan KDNK menunjukan hubungan yang positif. Selain itu, Index Harga Pengguna (IHP) adalah penyumbang tertinggi dalam menjelaskan dan mempengaruhi jumlah pinjaman tidak berbayar.

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Strategi Peningkatan Patuh *Sharia Compliance* Pada Industri Kewangan Syariah Di Indonesia Dan Malaysia

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ABSTRAK

Industri kewangan syariah adalah lembaga yang melakukan operasi transaksi berdasarkan prinsip syariah atau Fatwa DSN-MUI. Di Indonesia, lembaga tersebut di awasi oleh Dewan Pengawas Syariah (DPS) dan di Malaysia, Majlis Penasihat Syariah (MPS). Kedua-dua lembaga ini mempunyai kedudukan yang strategik meliputi, sebagai penasihat patuh syariah dan pengesahan manual terhadap operasi industri kewangan syariah. Selain itu DPS sebagai penghubung antara bank dengan Dewan Syariah Nasional (DSN) dalam menyampaikan usul dan saranan pengembangan produk dan perkhidmatan bank yang memerlukan kajian dan fatwa dari DSN. Kajian ini menggunakan metod *normatif* iaitu penelitian yang dilakukan terhadap asas undang-undang, kaedah-kaedah hukum dalam erti nilai (norm), peraturan hukum dan sistem hukum. Dalam penelitian hukum normatif dapat dikaji pelbagai aspek, diantaranya teori perbandingan, formaliti dalam kekuatan undang-undang. Pendekatan yang digunakan dalam kajian ini, *statute approach* iaitu, dengan menelaah pada peraturan perundangan dan kebiasaan yang relevan dengan objek penelitian. Hasil penelitian menunjukan strategi peningkatan *sharia compliance* pada industri kewangan syariah dapat dilakukan melalui pendekatan bebas, posisi dan autoriti yang dimiliki oleh Dewan Pengawas Syariah (DPS) dan Majlis Penasihat Syariah (MPS) terhadap pelaksanaan, penerapan pematuhan prinsip syariah kepada industri kewangan syariah.

Kata Kunci*: Sharia compliance, Dewan Pengawas Syariah (DPS) dan Majlis Penasihat Syariah (MPS).*

PENDAHULUAN

Indonesia dan Malaysia merupakan negara di Asia Tenggara dengan pertumbuhan industri kewangan syariah yang sangat pesat. Dominasi masyarakat muslim tidak dapat dipisahkan daripada penerapan nilai-nilai Islam termasuk pada transaksi pengelolaan kewangan syariah. Hingga saat ini, refleksi nilai-nilai Islam diimplikasikan dengan lahirnya kebiasaan yang dilaksanakan oleh Lembaga kewangan berasaskan syariah.

Lembaga kewangan syariah merupakan suatu badan atau institusi yang kekayaannya dalam bentuk aset-aset kewangan mahupun bukan aset-aset kewangan atau aset riil berlandaskan konsep syariah (Ahmad Rodoni dan Abdul Hamid, 2008). Dalam Undang-Undang Perbankan Syariah No. 21 tahun 2008, ditegaskan bahawa perbankan syariah wajib menerapkan prinsip ketelitian dalam melakukan kegiatan transaksinya. Ketelitian adalah pedoman pengelolaan bank yang wajib diikuti untuk mewujudkan perbankan yang sihat, kuat dan efisien sesuai dengan ketentuan peraturan perundangan.

Berkaitan patuh syariah diawali dengan aturan terhadap perbankan yang menjalankan aktiviti dalam bidang syariah. Sesuai dengan amandemen Undang-Undang No. 7 Tahun 1992 yang menjadi UU No. 10 Tahun 1998 tentang Perbankan sebagai awal bagi beroperasinya perbankan syariah di Indonesia. Meskipun demikian, untuk memperkuat peraturan berkaitan kepatuhan syariah maka Bank Indonesia (BI) mengeluarkan surat edaran dalam bentuk Peraturan Bank Indonesia (PBI) dan Surat Edaran Bank Indonesia (SEBI). DPS sebagai delegasi yang sangat penting pada perbankan syariah iaitu melindungi pendeposit *nasabah* dan operasi bank syariah serta auditor dalam mengawasi kegiatan perbankan syariah mesti berdasarkan prinsip-prinsip syariah seperti menjauhi riba, judi, spekulasi dan lain-lain.

(Adrian Sutedi, 2011)

Pengawasan optimum kepada industri kewangan syariah diperlukan dengan adanya lembaga pengawasan agar dapat memastikan setiap transaksi dalam industri kewangan syariah di Indonesia dan Malaysia dapat berjalan sesuai prinsip-prinsip syariah. Di Indonesia semua keputusan berkaitan dengan operasi kewangan syariah merujuk kepada fatwa Dewan Syariah Nasional Majlis Ulama Indonesia. Pedoman dasar DSN MUI Bab IV ayat (2) menyatakan bahawa DSN MUI mengeluarkan fatwa yang mengikat DPS pada setiap institusi kewangan syariah dan menjadi dasar bagi setiap pihak untuk mengambil tindakan hukum yang berkaitan. (Hirsanuddin, 2008). Sedangkan di Malaysia, Majlis Penasihat Syariah (MPS) Bank Negara Malaysia (BNM) memiliki kedudukan lebih tinggi. Jika terdapat perbezaan keputusan maka keputusan Majlis Penasihat Syariah Bank Negara adalah yang digunakan.

Kajian ini menggambarkan strategi DPS dan MPS dalam melaksanakan patuh syariah kepada industri kewangan syariah, dengan panel penasihat atau pengawas syariah dikatakan berjaya, apabila mampu mencapai prestasi atau transaksi yang sihat, memiliki rasa tanggungjawab terhadap apa yang dikerjakan seperti mampu memberikan peningkatan kepercayaan masyarakat terhadap industri kewangan syariah yang mereka seliakan.

OBJEKTIF KAJIAN

Kajian ini pada umumnya akan memfokuskan pembahasan tentang strategi peningkatan patuh syariah kepada industri kewangan syariah. Selain itu pembahasan berkaitan patuh syariah yang dilaksanakan oleh industri kewangan syariah di Indonesia dan Malaysia berdasarkan prinsip syariah. Aspek-aspek yang penting dibahas dalam kajian ini adalah strategi dan kedudukan DPS dan MPS dalam meningkatkan patuh syariah yang meliputi persoalan-persoalan sebagai penasihat patuh syariah dan verifikasi manual terhadap operasi kewangan syariah. Selain itu DPS sebagai penghubung antara bank dengan DSN dalam komunikasi usul dan saranan pengembangan produk dan perkhidmatan bank yang memerlukan kajian dan fatwa dari DSN di Indonesia dan Jawatankuasa Fatwa di Malaysia.

MATLAMAT KAJIAN

Tujuan penelitian ini mencakupi beberapa hal, antaranya meliputi:

1. Mengkaji kedudukan DPS dan MPS dalam peningkatan patuh syariah industri kewangan syariah di Indonesia dan Malaysia;
2. Mengenalpasti dan menganalisis kompetensi DPS dalam meningkatkan kepatuhan syariah kepada industri kewangan syariah di Indonesia dan Malaysia;
3. Mengupas strategi DPS dan MPS dalam peningkatan patuh syariah industri kewangan syariah di Indonesia dan Malaysia.

KAJIAN LEPAS

Terdapat kajian dan penyelidikan dibuat terhadap strategi peningkatan patuh syariah pada industri kewangan syariah tetapi menurut hemat penulis, memandang ada beberapa fenomena yang menarik minat penulis untuk membuat kajian; fenomena tersebut antara lain :

1. Kekurangan yang sangat ketara berkaitan literatur yang dapat dijadikan rujukan masih terbatas menyangkut strategi yang dilakukan oleh DPS dan MPS dalam melakukan pengawasan terhadap industri kewangan syariah.
2. Faktor yang menarik untuk penulis dalam membuat kajian ini, adalah penerimaan, peningkatan sudut pandang patuh syariah kepada Industri kewangan syariah di Indonesia dan Malaysia.

Dalam kajian ini tidak ditemukan pada kajian-kajian lain sehingga penulis merasakan perlu mengambil langkah untuk mengenal pasti permasalahan yang berkaitan dengan tajuk ini. Ade Sofyan Mulazid dengan judul *Pelaksanaan sharia compliance pada bank syariah (studi kes pada Bank Syariah Mandiri, Jakarta)* Jurnal Madania Vol. 20 No. 1. Jun 2016 dan Bagya Agung Prabowo dan penulis lain dengan judul “Peranan Dewan Pengawas Syariah Terhadap Praktik Kepatuhan Syariah Dalam Perbankan Syariah di Indonesia” Jurnal Hukum Ius Quia Iustum, Fakultas Hukum Universitas Islam Indonesia, No. 1 Vol. 24, Januari, 2017.

KERANGKA TEORI

Kerangka teori guna menganalisa permasalahan dalam penelitian maka digunakan beberapa teori yang menjadi metod analisis untuk menemukan jawapan daripada permasalahan penelitian. Secara umum teori yang digunakan meliputi tiga bahagian iaitu: teori dasar, teori menengah dan teori pelaksana. Adapun teori pelaksanaan yang digunakan antaranya:

Teori Pengawasan (*Controlling*)

Controlling menurut Usury dan Hammer (1985), menyatakan bahwa: "*Controlling is management's systematic efforts to achieve objectives by comparing performances to plan and taking appropriate action to correct important differences*". (Buchari Alma: 1992:56) Pengawasan adalah sebuah usaha sistematik daripada pengurus untuk mencapai tujuan dengan membandingkan prestasi dengan perancangan awal kemudian melakukan langkah penambahbaikan terhadap perbezaan penting daripada keduanya). George R Terry dalam artikel Daman (1983), menyatakan pengawasan adalah proses penentuan apa yang harus dicapai iaitu mengikut standard, apa yang sedang dilakukan iaitu menilai pelaksanaan dan apabila perlu melakukan penambahbaikan sehingga pelaksanaan sesuai dengan perancangan iaitu selaras dengan standard.

DPS adalah suatu badan yang bertugas mengawasi pelaksanaan keputusan DSN di Lembaga Kewangan Syariah (LKS). DPS adalah dewan yang bersifat bebas dibentuk oleh DSN ditempatkan pada bank yang melakukan kegiatan usaha berdasarkan prinsip syariah dengan tugas yang diatur oleh DSN. (Sigit Triandaru, 2006). MPS terdapat di Bank Negara Malaysia, iaitu Majlis Penasihat Syariah Bank Negara Malaysia (MPS BNM) yang merupakan suatu badan yang didirikan selaras dengan pendirian institusi kewangan yang berteraskan Islam. Anggotanya terdiri dari pakar-pakar ekonomi yang juga turut memiliki kepakaran dalam bidang syariah. (Murah Syahrial, 2022). Contohnya, Tan Sri Dr. Mohd. Daud Bakar, Pengerusi Majlis Penasihat Syariah BNM.

Teori Kepatuhan Hukum

Konsep patuh syariah merupakan kepatuhan bank syariah terhadap prinsip-prinsip syariah. Kepatuhan syariah yang dijalankan industri kewangan syariah merupakan pilihan utama untuk memastikan bahawa kebijakan, ketentuan, sistem, prosedur serta kegiatan usaha yang dijalankan oleh bank syariah telah sesuai dengan ketentuan bank Indonesia dan Malaysia, fatwa DSN MUI, Jawatankuasa Fatwa Kebangsaan Malaysia dan peraturan perundangan yang berlaku. Oleh kerana itu, jaminan mengenai patuh syariah daripada seluruh aktiviti pengelolaan dana nasabah oleh bank syariah merupakan hal yang sangat penting dalam kegiatan usaha bank syariah. (Rahman El Junusi, 2012). Dalam Islam mengerjakan segala yang disuruh dan meninggalkan semua yang dilarang adalah bentuk dari kepatuhan. Islam adalah jalan hidup yang mengatur seluruh aspek kehidupan, sesuai dengan perintah Allah SWT dalam surat Al-Baqarah 208: *"Wahai orang-orang yang beriman, masuklah kedalam Islam secara keseluruhan dan janganlah kamu ikuti langkah-langkah syaitan, sungguh ia musuh yang nyata bagimu"*

METODOLOGI KAJIAN

Metodologi kajian yang digunakan dalam kajian ini adalah penelitian normatif iaitu penelitian yang dilakukan terhadap asas-asas hukum, kaedah-kaedah hukum dalam erti nilai (*norm*), peraturan hukum konkrit dan sistem hukum (Mertokusumo, 2004). Dalam penelitian hukum normatif dapat dikaji dari pelbagai aspek, di antaranya teori perbandingan, formaliti dalam kekuatan undang-undang. Fakta-fakta asas perkembangan Industri Kewangan Syariah di Indonesia dan Malaysia. Pendekatan yang digunakan dalam kajian ini, *statute approach* iaitu dengan menelaah pada peraturan perundangan dan kebiasaan yang relevan dengan objek penelitian yang dibahaskan. (Marzuki, 2014).

Strategi Peningkatan Patuh Syariah Kepada Industri Kewangan Syariah Di Indonesia Dan Malaysia

Dewan Pengawas Syariah (DPS) dan Majlis Penasihat Syariah (MPS) dalam peningkatan patuh syariah memiliki peranan penting dalam mengurangi kemungkinan terjadinya penyimpangan terhadap kepatuhan syariah. Selain itu, DPS adalah pihak sebagai penyaring pertama atas suatu produk yang baharu dikeluarkan oleh lembaga kewangan syariah sebelum produk tersebut diteliti kembali dan difatwakan oleh pihak DSN-MUI.(Agus Triyanta, 2016)

Adrian Sutedi (2009), menyebutkan ada beberapa indikator yang dapat digunakan sebagai ukuran secara kualitatif untuk menilai kepatuhan syariah dalam bank syariah, antara lain sebagai berikut:

1. Akad atau kontrak yang digunakan untuk penyaluran dana sesuai dengan prinsip-prinsip dan aturan syariah yang berlaku.
2. Dana zakat dihitung dan dibayar serta dikelola sesuai dengan aturan dan prinsip-prinsip syariah.
3. Seluruh transaksi dan aktiviti ekonomi dilaporkan secara wajar sesuai dengan standard perakaunan syariah yang berlaku.
4. Persekitaran kerja yang sesuai dengan syariah.
5. Transaksi dan usaha yang dibiayai tidak bertentangan dengan syariah.
6. Terdapat dewan pengawas syariah sebagai pengarah syariah atas keseluruhan aktiviti operasi bank syariah.
7. Sumber dana berasal dari sumber dana yang sah dan halal menurut syariah.

Melalui pengawasan tersebut, maka DPS diharapkan dapat membantu untuk mengawasi dan mengesan sejauhmana pelaksanaan atau penerapan kepatuhan syariah yang dijalankan dan sejauhmana terjadi kepincangan dalam mengevaluasi kepatuhan syariah pada industri kewangan syariah. Keberadaan DPS dan MPS diharapkan dapat lebih serius dalam mengembang dan mengawal industri kewangan syariah atas produk yang dijalankan agar selari dan sesuai dengan prinsip-prinsip syariah.

Kedudukan Dewan Pengawas Syariah (DPS) dan Majlis Penasihat Syariah (MPS) dalam Industri Kewangan Syariah

Kedudukan DPS sebagaimana yang diatur dalam ketentuan undang-undang No. 21 Tahun 2008 32 ayat (1) dan (2) tentang Perbankan Syariah sebelum memberikan ruang yang cukup bagi DPS untuk melaksanakan tugasnya dengan baik. Kedudukan DPS yang berada di dalam struktur organisasi bank syariah sangat rentan terhadap campur tangan daripada para pihak yang berkepentingan terhadap perjalanan kegiatan operasi industri kewangan syariah itu sendiri. DPS adalah suatu badan yang didirikan dan ditempatkan pada bank syariah, bertugas mengawasi operasi bank syariah dan produknya agar sesuai dengan prinsip-prinsip syariah. Dalam struktur bank syariah, DPS ditempatkan sejajar dengan Dewan Komisaris, namun tetap menjadi badan bebas. (Sija Putra Rulanda, Zulfi Diane Zaini, Melisa Safitr, 2020). Kedudukan DPS sangat menentukan tahap kepatuhan syariah yang merupakan unsur utama dalam keberadaan dan kelangsungan usaha bagi industri kewangan syariah. (Luqman Nurhisam: 2016).

Dalam buku *Briefcase Book Eduksi Profesional Syariah* (2005), tentang kedudukan DPS yang diterbitkan oleh Bank Indonesia dijelaskan bahwa DPS mempunyai tiga kedudukan:

1. Sebagai penasihat dan pemberi saran kepada institusi, pimpinan Unit Usaha Syariah, dan pimpinan pegawai urusan syariah mengenai hal-hal yang berkaitan dengan aspek syariah.
2. Sebagai penghubung antara bank dengan DSN dalam komunikasi usul dan saran pengembangan produk dan jasa bank yang memerlukan kajian dan fatwa dari DSN.
3. Sebagai perwakilan DSN yang ditempatkan pada bank. DPS wajib melaporkan kegiatan usaha dan perkembangan bank syariah yang diawasinya kepada DSN minimum satu kali dalam satu tahun. Sebagai perwakilan DSN yang ditempatkan pada bank DPS wajib melaporkan kegiatan usaha dan perkembangan bank syariah yang diawasinya kepada DSN minimum satu kali dalam satu tahun.

Malaysia juga menggunakan dua peringkat pengawasan:

Pertama, peringkat makro terdapat SAC (*Shariah Advisory Council*) pada Bank Negara Malaysia (BNM) yang berfungsi dalam penyelarasan fatwa kewangan syariah bagi industri kewangan syariah.

Kedua**,** peringkat mikro terdapat *SC* yang dibentuk oleh masing-masing bank syariah. Keberadaan SAC di Malaysia berdasarkan pada CBA (*Central Banking Act*, 2009) yang keanggotaannya diperkenan oleh Yang di-Pertuan Agong, setelah mendapat cadangan dari Kementerian Kewangan dan Bank Negara Malaysia. Anggota SAC memiliki kompotensi dalam bidang syariah (hukum Islam) perbankan, kewangan, hukum atau disiplin ilmu lain yang berkaitan. Status hukum yang dikeluarkan oleh SAC adalah bersifat mengikat dan muktamad. Hal ini kerana SAC adalah organisasi kewangan yang berada di bawah seliaan BNM.

Selanjutnya, SC adalah merupakan struktur organisasi dalaman institusi bank syariah yang melakukan pengawasan dalam pelaksanaan prinsip-prinsip syariah di peringkat mikro. Keanggotaan SC dicadangkan oleh pengurusan institusi bank syariah setelah mendapatkan persetujuan BNM SC akan melakukan semakan atas seluruh aktiviti perbankan dan hasil dapatan akan diumumkan dalam bentuk laporan *SC.* Secara struktur oganisasi, SC melakukan tugasnya dengan dibantu oleh unit-unit syariah lain yang ada dalam organisasi bank syariah, iaitu unit audit syariah, unit review syariah, unit penyelidikan syari'ah dan unit pengurusan risiko syariah (Ali Rama: 2015)

Kedudukan Majlis Penasihat Syariah (MPS) BNM bagi institusi perbankan syariah di Malaysia secara khusus adalah sebagai berikut:

1. Mencantum daftar sekuriti patuh syariah. Daftar patuh syariah dimaksud, dikeluarkan oleh MPS sebanyak 2 kali setahun iaitu pada bulan Mei dan September setiap tahun. Daftar ini sangat penting dalam membantu para pelabur Islam dalam mengenal pasti sekuriti yang sesuai dengan prinsip Syariah dan seterusnya meningkatkan keyakinan mereka tanpa keraguan terhadap campur tangan luar.
2. Memberi nasihat tentang produk-produk pasaran modal. Antara tugasnya, dengan mengambil dua pendekatan, iaitu yang pertama mereka akan mengkaji keabsahan instrumen konvensional yang dilakukan oleh pasaran modal berdasarkan perspektif syariah. Maksud, tertumpu pada struktur, mekanisme dan penggunaan instrumen tersebut, apakah ada prinsip yang bertentangan dengan prinsip syariah ataupun tidak. Selanjutnya pendekatan kedua, menyusun dan membentuk instrumen baharu yang berlandaskan syariah.
3. Memberi nasihat dalam menangani transaksi insurans atau takaful. Tugas tersebut dimaksudkan agar dana insurans atau takaful dilaporkan dalam instrumen yang diharuskan syariah saja. Sekiranya terjadi pembayaran kepada peserta yang memerlukan bantuan, dana tersebut telah bersumber daripada aktiviti yang halal dan bukan bersumber daripada pelaburan yang mengandungi unsur riba.
4. Memberi nasihat kepada pengarah dan anggota lembaga kewangan. Contoh nasihat tersebut antara lain dan utama ialah memberi nasihat kepada institusi kewangan seperti bank-bank komersial yang ingin mengeluarkan sesuatu produk perbankan yang terbaru, untuk memastikan produk tersebut memenuhi persyaratan syariah;
5. Verifikasi manual patuh syariah. Dalam menyediakan satu sumber rujukan yang tersusun untuk menentukan apakah suatu produk perbankan telah mengikuti syarat patuh syariah atau tidak, MPS akan mengesahkan suatu petunjuk yang telah dihasilkan melalui diskusi antara anggota-anggota Majlis Penasihat Syariah (Bagya Agung Prabowo dan Jasri Bin Jamal, 2017).

Berdasarkan keterangan dan perbandingan dengan negara di atas, Indonesia dan Malaysia sama-sama memerlukan pengawasan untuk industri kewangan syariah dengan memenuhi kelayakan keilmuan, serta mampu menjalankan tugas dan fungsi dengan baik sesuai dengan ketentuan perundangan yang berlaku. Selain itu MPS BNM juga perlu menjalankan kerjasama dan komunikasi dalam kalangan ahli-ahli syariah dan pemain industri berkongsi maklumat, ilmu pengetahuan, pengalaman dan informasi berterusan sehingga dapat meningkatkan keberkesanan proses pengawasan untuk menjamin kepada patuh syariah (Prabowo & Jamal, 2017). Berkaitan dengan proses pengawalan patuh syariah, mengikuti aturan yang telah ditetapkan oleh *Accounting And Auditing Organization for Islamic Financial Institutions (AAOIFI)* dan *Islamic Financial Services Board (IFSB)*, yang menegaskan adanya pengawasan sebelum transaksi dijalankan (*ex ante*) dan setelah ketika transaksi dijalankan (*ex post*).(AAOIFI, 2022) Selanjutnya, dalam *Government Standart for Islamic Financial Institution (GSIFI)* No: 2 dalam perenggan 7 menyebutkan, bahawa tiga (3) prosedur dalam pelaksanaan *sharia review* iaitu *planning review* *procedures, executing review procedure* and *review of working papers,* and *documenting conclusions and report.*

Dewan Pengawas Syariah (DPS) dan Majlis Penasihat Syariah (MPS) sebagai pihak mempunyai autoriti Patuh Syariah (*Sharia Compliance)*

Dewan Pengawas Syariah (DPS) di Indonesia dan Majlis Penasihat Syariah (MPS) di Malaysia sebagai pemegang autoriti pengawasan terhadap kepatuhan syariah, memiliki tanggungjawab yang disusun melalui ketentuan undang-undang. Jika dilihat dalam peraturan perundangan serta praktikal dilakukan oleh industri kewangan syariah DPS ditempatkan pada posisi yang sangat strategik.

Fatwa DSN-MUI yang dijalankan oleh DPS merupakan aktualisasi cerminan kepatuhan terhadap *sharia compliance*, meskipun posisi fatwa tidak ada dalam hierarki perundangan di Indonesia akan tetapi fatwa DSN-MUI dijadikan sebagai pedoman sumber utama dalam melaksanakan kepatuhan syariah. Sebagaimana hasil penelitian Neni Sri Imaniyati et.all (2017) memberikan kesimpulan "*the fatwa position of DSN-MUI after enactment of law No. 21 Year 2008 concerning Sharia Banking is as source of Sharia economic law. This refers to definition of sharia principles in the constitutions namely the principle of Islamic law in Banking activities based on fatwas is issued by institutions that have authority in the determination in the field of sharia*.

Menurut Veithzal (2013), kepatuhan syariah adalah kesesuaian antara kegiatan operasi bank Islam dengan prinsip Islam melalui beberapa langkah iaitu dengan mendapatkan perakuan rasmi dari Dewan Syariah tentang kesesuaian semua produk-produk bank tersebut dengan syariah, kemudian dengan memastikan bahawa semua produknya berjalan sesuai dengan fatwa-fatwa Dewan Syariah. Seseorang panel DPS atau MPS dalam melaksanakan tugas sebagai pengawas industri kewangan syariah, terdapat lima (5) prinsip minimum yang harus dirumuskan dalam penyusunan standard etika profesional antara lain:

1. Bertanggungjawab melaksanakan tugas dengan sebaik-baiknya, sebagai bentuk tanggungjawabnya menjadi pengawas dalam kepatuhan syariah.
2. Integriti tinggi. Dalam melaksanakan tugas, harus jujur dan setia terhadap nilai dan norma yang berlaku, baik daripada segi hukum atau normatif (syariah) agar dapat mempertahankan kepercayaan masyarakat.
3. Bebas. Bersikap objektif, bebas daripada campur tangan daripada siapapun, serta bebas dari segala kepentingan peribadi dalam melaksanakan tugas dan wewenang sebagai pengawas dalam industri kewangan syari'ah.
4. Cermat dalam memperhatikan standard teknik dan standard etika dalam melaksanakan tugasnya dan membuka diri untuk terus belajar dalam meningkatkan kualiti kompetensi diri.
5. Bersikap Profesional. Harus bersungguh-sungguh dalam melaksanakan tugas dan wewenangnya yang dipandu dengan ilmu pengetahuan, keterampilan dan wawasan

yang sangat luas sehingga dapat menyelesaikan setiap permasalahan atau konflik yang ada dengan efektif dan efisien. (Luqman Nurhisam, 2016)

Seorang pegawai DPS atau MPS yang sudah dilantik menjadi autoriti *sharia compliance* pada industri kewangan syariah tidak hanya dituntut memiliki kepakaran, kemahiran, pengetahuan kualiti, integriti tinggi serta bebas sebagai autoriti pengawas kepatuhan syariah terhadap industri kewangan syariah.

KESIMPULAN

Setelah diteliti dan dianalisis, ternyata strategi peningkatan kepatuhan syariah kepada industri kewangan syariah di Indonesia dan Malaysia sangat penting. Kesimpulan yang dapat diambil sepertimana berikut:

1. Keberadaan Dewan Pengawas Syariah (DPS) dan Majlis Penasihat Syariah (MPS) pada industri kewangan syariah di Indonesia dan Malaysia merupakan institusi penting dalam menjalankan operasi patuh syariah juga harus memiliki keabsahan yang dikeluarkan oleh pihak berkaitan.
2. Kedudukan Dewan Pengawas Syariah (DPS) dan Majlis Penasihat Syariah (MPS) adalah memberikan nasihat, penghubung dan mesti patuh syariah dalam menjalankan pengawasan kepada industri kewangan syariah. Kolaborasi, kerjasama serantau memberi idea ke arah perkembangan operasi patuh syariah.
3. Autoriti kepatuhan syariah dapat dilaksana dengan sempurna melalui Dewan Pengawas Syariah (DPS) dan Majlis Penasihat Syariah (MPS) dengan standard etika professional iaitu bertanggung jawab, integriti, bebas dan bersikap cermat.

CADANGAN

Hasil kajian ini, cadangan untuk semua sama ada individu, pelajar atau mahasiswa, pemain industri, para penyelidik khususnya umat Islam mahupun bukan Islam membaca dan memahami isi kajian untuk diamal dan dapat dijadikan pedoman bagi DPS dan MPS dalam melakukan pengawasan kepada Industri kewangan syariah.

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SWAPEN 3.0

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