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BEKASI, JAWA BARAT

THE PROCEEDINGS OF
3rd
ICTE'24

**INTERNATIONAL CONFERENCE ON
TEACHER EDUCATION**

**Theme: Empowering Educators: Advancing Quality Education
For Sustainable Development**

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PENGARAH KOLEJ POLY-TECH MARA KOTA BHARU



Alhamdulillah, we praise and thank Allah S.W.T. for with His abundant permission, we can successfully organize the 3rd International Conference on Teacher Education 2024 (ICTE'24). First of all, I would like to congratulate all parties involved in making this international conference a success.

The ICTE`24 is an avenue that allows the sharing of resources and expertise among the education community in order to develop knowledge, share experiences, ideas as well as enhance possibilities especially meeting the demands of the Malaysian Education Development Plan (2021-2025).

I am very grateful for this event as it is significant to foster a culture of professional excellence that can elevate the organizing institutions as leaders in education. Thus, we hope that ICTE'24 will serve to elevate the East Coast Educational Institutions as leaders in creative and innovative education at the global level. It juxtaposes with the theme for this conference which is "Empowering Educators: Advancing Quality Education for Sustainable Development". Therefore, this Conference is our initiative to support the transformation of educational institutions, particularly in efforts to enhance the quality of lecturers, teachers and students in order to achieve the objectives of Sustainable Education by 2030.

It is our hope that the ICTE`24 will trigger a thinking culture towards dynamic education practices for the campus community besides becoming a catalyst of research and intellectual culture among educators. May Allah bless our effort for the conferences that we have organised and will organise in the future and may all educators continue to excel on the international stage. Have a good conference and memorable stay in Kota Bharu!

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PERKEMBANGAN KOGNITIF ANAK DALAM NOVEL HAYY IBN YAQDHON: RELEVANSINYA BAGI PEMBELAJARAN EXPERIENTIAL LEARNING PADA ANAK USIA DINI

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji perkembangan kognitif anak dalam novel Hayy ibn Yaqdhon karya Ibnu Tufail serta relevansinya terhadap pembelajaran experiential learning pada anak usia dini. Novel ini merupakan kisah fiksi filosofis yang menggambarkan perjalanan seorang anak yang tumbuh tanpa interaksi manusia, belajar dari pengalaman langsung dalam memahami dunia sekitarnya. Penelitian ini menggunakan metode analisis isi dengan pendekatan kualitatif untuk mengeksplorasi bagaimana tokoh utama dalam novel tersebut, Hayy, mengembangkan kemampuan kognitifnya melalui interaksi dengan lingkungan secara mandiri. Hasil analisis menunjukkan bahwa proses pembelajaran yang dialami oleh Hayy mencerminkan prinsip-prinsip dasar experiential learning, seperti eksplorasi mandiri, refleksi atas pengalaman, serta pembentukan konsep-konsep baru berdasarkan pengalaman langsung. Temuan ini memberikan wawasan penting tentang penerapan metode experiential learning dalam pendidikan anak usia dini, di mana anak-anak didorong untuk belajar melalui pengalaman nyata, pengamatan, dan eksplorasi aktif. Penelitian ini menyimpulkan bahwa experiential learning dapat menjadi pendekatan yang efektif dalam mendukung perkembangan kognitif anak usia dini, seperti yang tercermin dalam perjalanan kognitif Hayy ibn Yaqdhon.

Kata Kunci: Perkembangan Kognitif, Experiential Learning, Anak Usia Dini.

PENGENALAN

Perkembangan kognitif anak merupakan salah satu aspek penting dalam pendidikan usia dini yang menjadi dasar bagi perkembangan keterampilan berpikir, logika, dan pemecahan masalah. Salah satu karya sastra yang menawarkan pandangan mendalam mengenai perkembangan kognitif adalah novel Hayy ibn Yaqdhon karya Ibnu Tufail. Novel ini, yang menceritakan kisah seorang anak yang tumbuh dewasa secara mandiri di sebuah pulau terpencil, memberikan wawasan tentang bagaimana proses pembelajaran dan pengetahuan dapat terbentuk tanpa pengaruh langsung dari lingkungan sosial. Dalam novel ini, Hayy, yang tumbuh di sebuah pulau terpencil tanpa bimbingan orang dewasa, menunjukkan bagaimana pengetahuan dapat diperoleh melalui pengalaman langsung dan eksplorasi, yang sejalan dengan prinsip-prinsip pembelajaran berbasis pengalaman (experiential learning) (Rini & Indah, 2023).

Dalam konteks pendidikan anak usia dini, pembelajaran berbasis pengalaman atau experiential learning menjadi metode yang semakin populer karena pendekatannya yang interaktif dan berbasis pada pengalaman langsung (Watanabe, 2019).

Salah satu keuntungan utama dari pembelajaran berbasis pengalaman adalah kemampuannya untuk menciptakan lingkungan belajar yang multisensori dan multimodal. Hal ini memungkinkan anak-anak untuk berinteraksi dalam konteks kehidupan nyata, membangun makna individu, dan terlibat dalam tindakan kompleks yang mencerminkan kehidupan di luar sekolah (Waddell, 2021). Dalam konteks pendidikan anak usia dini, pengalaman langsung ini sangat penting karena anak-anak belajar dengan cara yang lebih efektif ketika mereka dapat terlibat secara fisik dan emosional dalam kegiatan belajar mereka.

Beberapa penelitian menyebutkan bahwa pembelajaran berbasis pengalaman tidak hanya meningkatkan keterlibatan anak-anak, tetapi juga mendorong pemikiran kritis dan kreativitas (Budiarti, 2024a). Varman dkk (2021) mencatat bahwa pengalaman langsung dalam pembelajaran dapat mempromosikan hasil yang lebih baik dalam hal kesehatan dan kebiasaan makan anak-anak, yang menunjukkan bahwa pembelajaran berbasis pengalaman dapat memiliki dampak positif yang luas pada perkembangan anak (Varman et al., 2021). Selain itu, Chepsiror (2021) menekankan pentingnya kegiatan yang dirancang untuk melengkapi konten akademik yang diajarkan di kelas, sehingga menciptakan hubungan yang lebih kuat antara teori dan praktik (Chepsiror, 2021). Dengan demikian, pembelajaran berbasis pengalaman tidak hanya berfokus pada aktivitas itu sendiri, tetapi juga pada proses refleksi yang menyertainya, yang merupakan komponen kunci dalam pembelajaran yang efektif (Budiarti et al., 2022).

Pendekatan ini tidak hanya membantu anak dalam mengembangkan kemampuan berpikir kritis dan analitis, tetapi juga memperkuat pemahaman mereka tentang konsep-konsep abstrak melalui interaksi langsung dengan lingkungan (Budiarti, 2024b). Dalam konteks ini, pengalaman Hayy dalam mempelajari dunia di sekitarnya tanpa pengaruh sosial menunjukkan relevansi yang kuat dengan pendekatan experiential learning, di mana anak didorong untuk belajar dari pengalaman langsung dan eksperimen mandiri (Amalia, 2023). Dalam konteks pembelajaran anak usia dini, relevansi kisah Hayy ibn Yaqdhon dapat diterapkan dalam upaya meningkatkan efektivitas metode pembelajaran experiential learning, yang berfokus pada keterlibatan aktif anak dalam proses belajar.

Beberapa penelitian terdahulu yang membahas novel Hayy Ibn Yaqdhon karya Ibnu Tufail menunjukkan beragam perspektif mengenai konsep pengetahuan dan pendidikan dalam konteks Islam. Salah satu penelitian yang relevan adalah karya (Ichsan et al., 2023), yang menganalisis Hayy Ibn Yaqdhon dari sudut pandang pengembangan pengetahuan. Penelitian ini menekankan bahwa proses perkembangan pengetahuan dalam novel tersebut bersifat sensorik, imitasi, eksplorasi, filosofis, kontemplatif, dan mistis, yang mencerminkan pendekatan holistik terhadap Pendidikan

Selanjutnya ada penelitian oleh Sholihah (2024) yang memberikan analisis mengenai rasionalitas, spiritualitas, dan kesejahteraan sosial dalam pemikiran Ibnu Tufail. Penelitian ini menggunakan pendekatan kualitatif-hermeneutis untuk menggali kerangka konseptual yang mendasari pandangan Ibnu Tufail, yang dapat dihubungkan dengan tema pendidikan dan perkembangan kognitif dalam Hayy Ibn Yaqdhon (Sholihah et al., 2024).

Dalam penelitian (Maftouni, 2018), Hayy Ibn Yaqdhon dianalisis sebagai sebuah metafora yang mencerminkan perjalanan intelektual dan spiritual. Novel tersebut dianggap sebagai sebuah alegori yang menggabungkan pendekatan metaforis dengan literal untuk menyampaikan pesan-pesan filosofis dan teologis. Karya ini digunakan untuk menggambarkan hubungan antara manusia dan alam, serta perjalanan intelektual seseorang menuju pencerahan. Penelitian ini menyoroti bagaimana Hayy Ibn Yaqdhon berfungsi sebagai alat untuk mengeksplorasi konsep-konsep metafisik dan eksistensial dalam pemikiran Islam.

Penelitian Labib Ulinnuha (Labib Ulinnuha et al., 2024) tentang Pemikiran Pendidikan Kritis Perspektif Ibnu Thufail mengungkapkan bahwa filsafat pendidikan Ibnu Thufail, seperti yang tercermin dalam karyanya Hayy Ibn Yaqdhon, mengedepankan konsep pendidikan kritis yang menekankan eksplorasi mandiri, observasi alam, dan pengalaman langsung sebagai metode utama untuk mencapai pengetahuan.

Penelitian Ahmed Sabeeh Khalaf (Kadwa & Alshenqeeti, 2020) mengeksplorasi perjalanan spiritual dan intelektual tokoh utama dalam novel Hayy Ibn Yaqzan karya Ibnu Tufail. Khalaf menyoroti bagaimana

perjalanan Hayy, yang tumbuh dalam isolasi di sebuah pulau tanpa pengaruh eksternal, mencerminkan perjalanan alamiah manusia dalam mencari dan memahami Tuhan serta rahmat-Nya.

Penelitian sebelumnya mengenai Hayy Ibn Yaqdhon karya Ibnu Tufail telah banyak membahas konsep pengetahuan dan pendidikan dari berbagai sudut pandang, seperti pengembangan pengetahuan sensorik hingga mistis (Ichsan et al., 2023), rasionalitas dan spiritualitas (Sholihah et al., 2024), metafora intelektual dan spiritual (Maftouni, 2018), pendidikan kritis (Labib Ulinnuha et al., 2024), serta perjalanan spiritual (Kadwa & Alshenqeeti, 2020). Beberapa penelitian di atas cukup menunjukkan bahwa Hayy Ibn Yaqdhon tidak hanya berfungsi sebagai karya sastra, tetapi juga sebagai sumber pemikiran yang kaya mengenai pendidikan dan pengembangan kognitif, yang relevan untuk diterapkan dalam konteks pendidikan modern, terutama dalam pendidikan anak usia dini. Meskipun penelitian-penelitian ini memberikan wawasan yang berharga, belum ada yang secara khusus menghubungkan konsep-konsep ini dengan pendekatan experiential learning dalam konteks pendidikan anak usia dini.

Penelitian ini menyoroti pentingnya pembelajaran berbasis pengalaman (experiential learning) dan observasi sebagai elemen kunci dalam proses perkembangan kognitif. Melalui kajian terhadap novel "Hayy Bin Yaqzhan" karya Ibnu Tufail, penelitian ini menunjukkan bagaimana tokoh utama, Hayy, meskipun tumbuh tanpa interaksi sosial, mampu mencapai pemahaman yang mendalam tentang dunia di sekitarnya dan konsep-konsep spiritual melalui pengalaman langsung dan observasi kritis. Penelitian ini menekankan bahwa pendekatan pendidikan yang memprioritaskan eksplorasi aktif dan refleksi diri memiliki potensi besar untuk memperkaya proses belajar anak-anak. Dengan mendorong anak-anak untuk terlibat langsung dengan lingkungan mereka, melakukan observasi, serta merenungkan pengalaman mereka, pembelajaran menjadi lebih kontekstual dan relevan, yang pada gilirannya dapat meningkatkan kemampuan berpikir kritis dan kreatif.

METODOLOGI

Penelitian ini menggunakan metode analisis isi dengan pendekatan kualitatif untuk mengeksplorasi perkembangan kognitif tokoh utama dalam novel *Hayy Ibn Yaqdhon*, yaitu *Hayy*, yang terjadi melalui interaksinya dengan lingkungan secara mandiri. Peneliti mengumpulkan dan membaca setiap bagian dari novel yang menggambarkan Upaya yang dilakukan *hayy* dalam menghadapi situasi ditinggal induk semangnya yaitu rusa, hingga kecerdasannya yang menuntun pada sebuah Kesimpulan tentang adanya kekuatan lain yang mampu menghidupkan dan mematikan sesuatu setelah melalui kegiatan melakukan penelitian terhadap jasad induk semangnya yang mati. Setiap tema dianalisis secara mendalam untuk memahami bagaimana Hayy menggunakan indra dan kemampuannya untuk memahami dunia di sekitarnya, serta bagaimana ia mengintegrasikan pengalaman sensorik dengan proses berpikir yang lebih tinggi. Hasil analisis ini diinterpretasikan untuk memahami relevansi proses kognitif Hayy dengan pendekatan experiential learning dalam pendidikan anak usia dini. Temuan penelitian ini dihubungkan dengan prinsip-prinsip experiential learning, menekankan pentingnya interaksi langsung anak dengan lingkungan untuk mengembangkan kemampuan kognitif, serta menawarkan strategi praktis yang dapat diterapkan dalam konteks pendidikan modern.

DAPATAN KAJIAN

Hasil

Novel Hayy Ibn Yaqdhon karya Ibnu Tufail merupakan salah satu karya sastra filsafat Islam yang memiliki kedalaman makna, terutama dalam hal pengembangan kognitif melalui pengalaman langsung. Kisah ini menceritakan perjalanan hidup Hayy, seorang anak yang tumbuh dan berkembang secara mandiri di sebuah pulau terpencil tanpa interaksi dengan manusia lain. Dalam situasi yang sangat

terbatas, Hayy mengandalkan kemampuan alaminya untuk beradaptasi dan memahami lingkungannya. Melalui observasi, eksplorasi, dan refleksi, Hayy secara bertahap mengembangkan kemampuan berpikir yang kompleks, mulai dari memahami pola alam hingga mencapai kesadaran spiritual yang mendalam. Proses perkembangan ini mencerminkan pendekatan holistik terhadap pendidikan, di mana pengetahuan diperoleh melalui pengalaman langsung dan refleksi pribadi (Kawuriyan et al., 2022).

Ketika sang rusa meninggal Hay memanggil rusa itu, tetapi tidak ada jawaban. Kemudian ia mulai memeriksa rusa itu, mengintip ke mata dan telinganya. Namun, Hay tidak melihat adanya cacat yang terlihat (L.E. Goodman, 2003). Kemudian ia terus memeriksa semua bagian tubuhnya tetapi tidak menemukan apa pun. Karena pemeriksaan luar tidak membuahkan hasil, Hay dituntun untuk melakukan otopsi (Maftouni, 2018) Ia ingin sekali menemukan organ yang terluka dan membuang cacatnya, sehingga tubuh itu kembali berfungsi. Pada tubuh binatang buas dan hewan lainnya, ia sebelumnya mengamati bahwa hanya ada tiga rongga, yaitu tengkorak, dada, dan perut. Kemudian Hay berpikir bahwa organ utama yang dibutuhkan semua anggota tubuh ini pasti berada di bagian tengah dada, selain itu, ia merasakan organ seperti itu di dadanya. Maka setelah memeriksanya, ia memutuskan untuk membuka dadanya dan membuang penghalang itu (L.E. Goodman, 2003).

Di antara penemuan penting dalam kehidupannya adalah pengamatannya terhadap suara-suara binatang di sekitar pulau. Hayy, yang telah mengamati dan berinteraksi dengan berbagai spesies, mulai menyadari bahwa suara-suara ini bukan sekadar bunyi acak, tetapi memiliki pola dan makna tertentu. Hayy menyadari bahwa, meskipun ia tidak memahami sepenuhnya bahasa binatang, ia dapat mengamati hubungan antara jenis suara dan perilaku binatang tersebut (Abu Bakar Muhammad bin Tufail, 2019). Observasi ini membantunya menyadari bahwa suara-suara binatang merupakan bentuk komunikasi yang kompleks dan teratur, memperluas pemahamannya tentang interaksi di alam dan bagaimana makhluk hidup saling berkomunikasi untuk bertahan hidup dan beradaptasi.

Lebih jauh lagi, novel ini juga menunjukkan pentingnya eksplorasi mandiri dalam proses pembelajaran. Hayy belajar melalui coba-coba, tanpa panduan atau arahan dari orang lain. Hal ini menunjukkan bahwa dalam experiential learning, memberikan kebebasan kepada anak untuk mengeksplorasi dan menemukan hal-hal baru secara mandiri dapat sangat bermanfaat bagi perkembangan kognitif mereka. Proses ini memungkinkan anak-anak untuk mengembangkan keterampilan pemecahan masalah dan berpikir kritis sejak dini. Dalam dunia pendidikan modern, pendekatan ini dapat diimplementasikan melalui berbagai aktivitas yang mendorong anak-anak untuk belajar secara mandiri, seperti bermain peran, eksplorasi alam, atau proyek-proyek kreatif yang memerlukan interaksi langsung dengan lingkungan.

Selain itu, Hayy Ibn Yaqdhon juga menekankan pentingnya refleksi dalam proses belajar. Hayy tidak hanya mengamati dan bereksperimen, tetapi juga merenungkan pengalaman-pengalamannya untuk mencapai pemahaman yang lebih mendalam (L.E. Goodman, 2003). Refleksi ini merupakan aspek penting dari experiential learning, di mana anak-anak diajak untuk berpikir tentang apa yang telah mereka alami dan pelajari, serta bagaimana pengalaman tersebut memengaruhi pemahaman mereka. Dengan mengintegrasikan refleksi ke dalam proses pembelajaran, anak-anak dapat mengembangkan kesadaran diri dan kemampuan untuk mengaitkan pengalaman mereka dengan konsep-konsep yang lebih abstrak.

Pokok-pokok pikiran Ibn Tufail dalam novel *Hayy ibn Yaqdhan* yang dapat diimplementasikan dalam pendidikan anak.

Tabel 1. Pemikiran Ibn Tufail dalam Hayy ibn Yaqdhan dalam Pendidikan anak

Pokok Pikiran	Deskripsi	Implementasi dalam Pendidikan Anak
Pembelajaran Mandiri	Hayy ibn Yaqdhan belajar melalui observasi dan eksperimen sendiri, tanpa panduan guru atau buku.	Mendorong anak untuk mengeksplorasi lingkungan mereka sendiri melalui permainan eksploratif dan proyek mandiri, sehingga mereka dapat menemukan pengetahuan baru secara alami.
Pembelajaran Berbasis Pengalaman	Hayy mengembangkan pemahamannya tentang dunia melalui pengalaman langsung dengan alam dan lingkungannya.	Mengintegrasikan pembelajaran berbasis pengalaman dalam kurikulum, seperti eksperimen sains sederhana, pengamatan alam, dan kegiatan yang memungkinkan anak belajar melalui praktik langsung.
Observasi Alam	Hayy belajar banyak tentang kehidupan, tumbuhan, dan binatang melalui pengamatan mendalam terhadap alam.	Mengajak anak-anak untuk lebih dekat dengan alam melalui kegiatan seperti berkebun, mengamati serangga, atau menjelajahi lingkungan alam sekitar untuk memahami konsep-konsep sains dasar.
Refleksi dan Kontemplasi	Hayy sering merenung dan merefleksikan pengalamannya untuk memahami dunia dan dirinya sendiri.	Mengajarkan anak untuk mengambil waktu merenung dan berpikir kritis tentang apa yang mereka pelajari dan alami, misalnya melalui cerita dan diskusi reflektif setelah kegiatan belajar.
Pengembangan Moral dan Etika	Hayy membangun pemahaman etis dan moralnya melalui interaksi dengan alam dan perkembangan intelektualnya.	Mengintegrasikan nilai-nilai moral dan etika dalam pembelajaran sehari-hari, seperti menghormati sesama, peduli terhadap lingkungan, dan bertanggung jawab atas tindakan mereka.
Belajar melalui Interaksi dengan Lingkungan	Hayy berinteraksi dengan berbagai elemen alam untuk mengembangkan pemahaman yang lebih dalam tentang dunia.	Membuat ruang kelas yang interaktif dan kaya akan stimulus lingkungan, di mana anak-anak dapat belajar melalui manipulasi objek, eksperimen, dan interaksi sosial.
Pentingnya Pemahaman Holistik	Hayy mengembangkan pemahaman yang holistik dan terpadu tentang dunia melalui kombinasi observasi, refleksi, dan pengalaman.	Mendorong pendekatan pembelajaran yang holistik, menghubungkan berbagai disiplin ilmu (misalnya sains, seni, bahasa) untuk memberikan pemahaman yang lebih komprehensif kepada anak-anak.

Novel Hayy Ibn Yaqdhon karya Ibnu Tufail menawarkan wawasan yang kaya tentang bagaimana pembelajaran melalui pengalaman dapat mengembangkan kemampuan kognitif secara efektif. Pengalaman Hayy dalam mengeksplorasi, memahami, dan merefleksikan lingkungan sekitarnya memberikan model yang relevan untuk experiential learning pada anak usia dini. Melalui interaksi langsung dengan dunia sekitar, anak-anak dapat membangun pengetahuan dan keterampilan yang

mendasar untuk perkembangan kognitif mereka, sambil juga belajar untuk menjadi pembelajar mandiri yang kritis dan reflektif. Novel ini dengan demikian tidak hanya memiliki nilai filosofis yang mendalam tetapi juga relevansi praktis dalam pendidikan anak usia dini, khususnya dalam penerapan experiential learning.

Novel Hayy Ibn Yaqdhon juga menggambarkan bagaimana pembelajaran yang dilakukan secara mandiri dan berkelanjutan memungkinkan individu untuk mencapai pengetahuan yang lebih tinggi. Pengalaman Hayy dalam memahami lingkungannya, mulai dari pengamatan dasar hingga kontemplasi filosofis, menunjukkan bahwa pengetahuan tidak hanya diperoleh dari pengalaman fisik tetapi juga dari refleksi mendalam atas pengalaman tersebut. Dalam konteks pendidikan anak usia dini, pendekatan ini menekankan pentingnya memberikan kesempatan kepada anak untuk terlibat dalam kegiatan yang memerlukan refleksi, di mana mereka dapat merenungkan apa yang telah dipelajari dan bagaimana hal itu dapat diterapkan dalam kehidupan sehari-hari.

Dalam konteks experiential learning pada anak usia dini, Hayy Ibn Yaqdhon menawarkan banyak pelajaran yang relevan. Experiential learning, atau pembelajaran melalui pengalaman, menekankan pentingnya interaksi langsung dengan lingkungan sebagai cara untuk memfasilitasi perkembangan kognitif anak. Seperti yang digambarkan dalam novel, Hayy menggunakan semua indranya untuk mempelajari lingkungan di sekitarnya. Anak-anak dapat diajarkan untuk mengamati, bereksperimen, dan merefleksikan berbagai fenomena yang mereka alami secara langsung. Ini membantu mereka membangun dasar kognitif yang kuat dan menumbuhkan keterampilan berpikir kritis serta kemampuan untuk memahami konsep-konsep yang lebih abstrak seiring bertambahnya usia. Selain itu, pengalaman langsung seperti ini memungkinkan anak-anak untuk mengembangkan rasa ingin tahu dan motivasi untuk belajar, yang merupakan aspek penting dalam pendidikan jangka panjang.

Tabel 2. Implementasi Experiential Learning Berdasarkan Hayy Ibn Yaqdhon pada Anak Usia Dini

Jenis Kegiatan	Bentuk Kegiatan	Tujuan	Teknis Pelaksanaan
Observasi Alam	Mengajak anak untuk mengamati lingkungan sekitar seperti tumbuhan, hewan, dan cuaca.	Memperkenalkan konsep dasar sains melalui observasi langsung.	Anak-anak diharapkan merenungkan hubungan antara fenomena alam yang diamati.
Eksplorasi Mandiri	Membuat proyek eksplorasi di alam terbuka, seperti menjelajahi taman atau hutan kecil.	Mengembangkan keterampilan pemecahan masalah dan kemandirian.	Anak-anak diharapkan dapat merenungkan bagaimana mereka menemukan sesuatu yang baru.
Pemecahan Masalah	Memberikan permainan yang melibatkan teka-teki atau tantangan fisik yang harus dipecahkan sendiri.	Meningkatkan keterampilan berpikir kritis dan kreativitas dalam menemukan solusi.	Anak-anak diharapkan memahami proses berpikir yang mereka gunakan untuk menyelesaikan masalah.
Refleksi Diri	Mengajak anak untuk berbicara tentang apa yang mereka alami selama kegiatan belajar, apa yang mereka pelajari, dan bagaimana perasaan mereka.	Mengembangkan kemampuan refleksi dan kesadaran diri.	Anak-anak diharapkan dapat mengidentifikasi perasaan dan pemikiran mereka setelah aktivitas.
Kontemplasi Filosofis	Membaca cerita sederhana yang mengandung pesan moral atau	Mengenalkan anak pada konsep-konsep	Anak-anak diharapkan dapat merenungkan makna cerita

	filosofis, lalu berdiskusi tentang maknanya.	abstrak melalui cerita dan diskusi.	dan mengaitkannya dengan pengalaman mereka sendiri.
Eksperimen dan Pengamatan	Melakukan eksperimen sains sederhana, seperti mengamati perubahan air menjadi es atau uap.	Memahami konsep ilmiah dasar melalui pengamatan dan eksperimen langsung.	Anak-anak diharapkan dapat menghubungkan hasil eksperimen dengan konsep ilmiah yang dipelajari.
		:	

Kisah Hayy sangat relevan dalam konteks pendidikan anak usia dini saat ini, terutama dalam penerapan experiential learning atau pembelajaran berbasis pengalaman. Prinsip dasar dari experiential learning adalah bahwa anak-anak belajar paling efektif ketika mereka terlibat langsung dengan lingkungan mereka melalui pengalaman nyata. Hal ini mencakup eksplorasi mandiri, interaksi dengan alam, dan refleksi atas pengalaman tersebut, yang semuanya tercermin dalam perjalanan kognitif Hayy. Dalam pendidikan modern, pentingnya menciptakan lingkungan belajar yang kaya akan stimulasi dan peluang untuk eksplorasi mandiri menjadi sangat jelas. Pendekatan ini tidak hanya merangsang perkembangan kognitif tetapi juga mengembangkan keterampilan berpikir kritis, kreativitas, dan rasa ingin tahu yang mendalam pada anak-anak.

PERBINCANGAN

Novel Hayy Ibn Yaqdhon karya Ibnu Tufail adalah salah satu karya sastra filsafat yang menonjolkan perjalanan intelektual dan spiritual seorang anak yang hidup dalam isolasi di sebuah pulau terpencil. Kisah ini memberikan wawasan mendalam tentang bagaimana perkembangan kognitif seseorang dapat dipengaruhi secara signifikan oleh interaksi dengan lingkungan, tanpa bimbingan formal atau kehadiran orang dewasa. Melalui tokoh utama, Hayy, Ibnu Tufail menunjukkan bahwa pembelajaran yang efektif dapat terjadi secara alami ketika anak-anak diberi kesempatan untuk berinteraksi langsung dengan dunia di sekitar mereka.

Karya ini tidak hanya berfungsi sebagai sebuah novel, tetapi juga sebagai sebuah refleksi filosofis yang mendalam. Menurut , pemikiran filosofis Ibnu Tufail dalam "Hayy Ibn Yaqzan" mencakup berbagai aspek yang menunjukkan pentingnya pengalaman langsung dalam proses pembelajaran dan pengembangan diri (Iqbal & Mukaromah, 2023). Hal ini sejalan dengan pandangan yang diungkapkan oleh , yang mencatat bahwa Ibnu Tufail mengemas ajaran filosofisnya melalui fiksi, sehingga pembaca dapat merenungkan makna yang lebih dalam dari pengalaman hidup (Supriyanto, 2021). Lebih lanjut, menekankan bahwa perjalanan pengetahuan Hayy sangat bergantung pada akal dan kontemplasi, yang mengarah pada penemuan kebenaran tentang diri, alam semesta, dan Tuhan (Baroud, 2019)

Hayy, yang terlahir dan tumbuh di sebuah pulau terpencil, mulai belajar tentang dunia melalui pengamatan langsung terhadap lingkungan sekitarnya. Ia mengamati berbagai fenomena alam, seperti perubahan cuaca, siklus kehidupan hewan, dan pertumbuhan tanaman. Observasi ini merupakan langkah awal yang krusial dalam proses pembelajarannya, karena ia mengumpulkan informasi yang kemudian menjadi dasar untuk pemahaman yang lebih kompleks. Lingkungan alam Hayy menjadi guru utamanya, mengajarkan dia tentang hukum alam, hubungan sebab-akibat, dan akhirnya membawa dia ke kesadaran filosofis.

Setelah menemukan dan memahami eksistensi Tuhan dan alam semesta melalui refleksi mendalam dan observasi, Hayy melanjutkan pencarian pengetahuan yang membawanya pada pemahaman filosofis dan metafisika yang lebih kompleks, Hayy merenungkan hubungan antara Tuhan, jiwa, dan dunia fisik, berusaha mengintegrasikan ajaran agama dengan prinsip-prinsip filosofis yang ia pelajari. Proses ini

menandai perubahan signifikan dari pemikiran sederhana Hayy ke refleksi mendalam tentang hakikat eksistensi dan realitas (Abu Bakar Muhammad bin Tufail, 2019).

Setelah bertahun-tahun hidup sendirian di pulau terpencil, Hayy ibn Yaqdhan bertemu dengan seorang pelaut yang terdampar di pantai saat menjelajahi daerah baru. Hayy membantu pelaut tersebut pulih dan mengajaknya tinggal bersamanya, yang membawa perubahan signifikan dalam hidupnya. Untuk pertama kalinya, Hayy dapat berbagi pengetahuan dan ide dengan orang lain. Percakapan dengan manusia yang ditemuinya membuka matanya terhadap keragaman pandangan dan pengalaman manusia, memperkaya pemahamannya tentang hubungan sosial dan budaya, serta mendorongnya untuk merefleksikan kembali ajaran dan keyakinan yang selama ini dianggap mutlak. Pertemuan ini menekankan pentingnya dialog dan pertukaran ide dalam memperdalam pemahaman tentang dunia dan eksistensi (Abu Bakar Muhammad bin Tufail, 2019).

Proses ini sangat mencerminkan teori perkembangan kognitif yang dikemukakan oleh para psikolog seperti Jean Piaget, yang menekankan bahwa anak-anak belajar melalui interaksi langsung dengan lingkungan mereka, membangun pengetahuan melalui pengalaman dan refleksi pribadi (Kaulina, 2017).

Ini menunjukkan bahwa meskipun Hayy tidak memiliki bimbingan dari orang dewasa, ia mampu mengembangkan pemahaman yang mendalam tentang eksistensinya dan lingkungan sekitarnya. Hal ini menggarisbawahi pentingnya pengalaman langsung dan refleksi dalam pendidikan, yang juga diakui oleh dalam analisisnya tentang pemikiran pendidikan kritis Ibnu Tufail (Ulinuha, 2024). Karya ini juga memberikan wawasan tentang bagaimana manusia dapat beradaptasi dan berinovasi dalam memenuhi kebutuhan mereka, yang diungkapkan oleh dalam konteks pemikiran ekonomi Ibnu Tufail (Marnisah et al., 2019). Dengan demikian, "Hayy Ibn Yaqzan" tidak hanya menjadi sebuah karya sastra, tetapi juga sebuah panduan filosofis yang relevan dalam memahami proses pembelajaran dan perkembangan manusia.

Prinsip-prinsip yang digambarkan dalam Hayy Ibn Yaqdhan sangat relevan dengan konsep experiential learning atau pembelajaran berbasis pengalaman dalam pendidikan anak usia dini saat ini. Experiential learning menekankan bahwa anak-anak belajar paling baik ketika mereka terlibat langsung dalam proses belajar melalui pengalaman nyata, yang mencakup eksplorasi, eksperimen, dan refleksi (Yogi, 2023). Pendekatan ini sesuai dengan yang dialami oleh Hayy, di mana ia memperoleh pengetahuan dan pemahaman yang mendalam melalui interaksi langsung dengan alam.

Dalam praktik pendidikan anak usia dini, konsep ini diterapkan melalui berbagai aktivitas yang mendorong anak-anak untuk mengeksplorasi lingkungan mereka, seperti bermain di alam terbuka, melakukan eksperimen sederhana, dan menggunakan permainan peran untuk memahami dunia di sekitar mereka. Pendekatan ini tidak hanya merangsang perkembangan kognitif tetapi juga mendukung perkembangan sosial-emosional, kreativitas, dan keterampilan berpikir kritis pada anak-anak (Shan et al., 2023).

Melalui kisah Hayy Ibn Yaqdhan, Ibnu Tufail menggambarkan dengan jelas bagaimana lingkungan dapat menjadi faktor utama dalam perkembangan kognitif seorang anak, terutama ketika anak dibiarkan untuk mengeksplorasi dan belajar dari lingkungan mereka secara mandiri. Pembelajaran melalui pengalaman yang digambarkan dalam novel ini memberikan panduan penting bagi pendidikan anak usia dini saat ini, menunjukkan bahwa interaksi langsung dengan lingkungan dapat menjadi sarana yang sangat efektif untuk mengembangkan kemampuan kognitif, berpikir kritis, dan kesadaran diri pada anak-anak.

Pemikiran pendidikan kritis dalam perspektif Ibnu Thufail, yang tercermin dalam karyanya "Hayy Ibn Yaqdhan," menekankan pentingnya eksplorasi mandiri, observasi alam, dan pengalaman langsung sebagai metode utama untuk mencapai pengetahuan. Dalam konteks ini, Ibnu Thufail mengusulkan

bahwa pendidikan tidak hanya sekadar transfer pengetahuan, tetapi juga proses aktif di mana individu terlibat dalam pencarian dan penemuan pengetahuan melalui pengalaman pribadi.

Konsep pendidikan kritis yang diusung oleh Ibnu Thufail sejalan dengan pandangan bahwa pendidikan harus mendorong siswa untuk berpikir secara mandiri dan kritis. Hal ini sejalan dengan pemikiran yang diungkapkan oleh (Abror, 2021), yang menekankan pentingnya pendidikan yang terorganisir dengan tujuan dan metode yang jelas untuk mencapai hasil yang optimal.

Novel "Hayy Ibn Yaqdhon" karya Ibnu Tufail memberikan wawasan yang mendalam mengenai pembelajaran melalui pengalaman, yang dapat dihubungkan dengan konsep experiential learning dalam pendidikan anak usia dini. Dalam novel ini, karakter Hayy mengalami proses eksplorasi dan refleksi terhadap lingkungan sekitarnya, yang mencerminkan prinsip-prinsip pembelajaran aktif. Melalui interaksi langsung dengan dunia, Hayy tidak hanya memperoleh pengetahuan, tetapi juga mengembangkan keterampilan kognitif yang esensial, yang relevan untuk diterapkan pada anak-anak usia dini.

Konsep experiential learning, sebagaimana dijelaskan oleh Kolb, menyatakan bahwa pengetahuan diciptakan melalui transformasi pengalaman (Kolb & Kolb, 2005). Hal ini sejalan dengan pendekatan pendidikan yang menekankan pentingnya pengalaman langsung dalam proses belajar. Dalam konteks pendidikan anak usia dini, pengalaman seperti bermain dan eksplorasi lingkungan dapat membantu anak-anak membangun pengetahuan dan keterampilan dasar, serta menjadi pembelajar mandiri yang kritis dan reflektif (Luff, 2018).

Lebih lanjut, penelitian menunjukkan bahwa pembelajaran yang terintegrasi dan holistik, yang mencakup berbagai aspek perkembangan anak, sangat penting dalam konteks pendidikan anak usia dini (Fauziah & Sugito, 2016). Dengan menerapkan model pembelajaran yang holistik, seperti yang diusulkan dalam penelitian tentang kualitas layanan PAUD, anak-anak dapat mengalami perkembangan yang lebih menyeluruh (Budiarti & Yasmin Adar, 2023).

Penelitian yang dilakukan Raella Kahuroa dkk (2023) menemukan bahwa pengalaman langsung dalam kegiatan sains, seperti eksperimen laboratorium dan eksplorasi alam, dapat meningkatkan rasa ingin tahu ilmiah siswa. Siswa yang terlibat aktif dalam kegiatan tersebut menunjukkan minat yang lebih besar dalam memahami konsep-konsep sains (Kahuroa et al., 2023).

Penelitian yang dilakukan Angel Chan dkk (2021) yang menyoroti pentingnya konteks dalam penerapan model pendidikan global. Meskipun ide-ide dan pendekatan dari satu negara dapat menginspirasi sistem pendidikan di negara lain, penyesuaian dengan budaya dan konteks lokal sangat penting untuk keberhasilan penerapan pendidikan (Chan et al., 2021).

Novel "Hayy Ibn Yaqdhon" tidak hanya memberikan nilai filosofis, tetapi juga relevansi praktis dalam pendidikan, terutama dalam penerapan experiential learning. Melalui pemahaman yang mendalam tentang bagaimana pengalaman membentuk pengetahuan, pendidik dapat merancang kurikulum yang lebih efektif dan sesuai dengan kebutuhan perkembangan anak (Baroud, 2019). Dengan demikian, karya Ibnu Tufail ini dapat menjadi sumber inspirasi bagi pendidik dalam menciptakan lingkungan belajar yang mendukung eksplorasi dan refleksi bagi anak-anak.

Dalam konteks pendidikan anak, pendekatan ini dapat diterapkan dengan memberikan kesempatan kepada anak untuk mengeksplorasi lingkungan mereka, melakukan observasi, dan belajar dari pengalaman langsung, yang merupakan inti dari pendidikan kritis.

Lebih lanjut, Rohmah (2022) menunjukkan bahwa salah satu tujuan pendidikan adalah untuk mengembangkan karakter peserta didik. Dalam hal ini, pendidikan yang berbasis pada eksplorasi mandiri dan pengalaman langsung dapat membantu anak-anak membangun karakter yang kuat dan

kemampuan untuk berpikir kritis (Rohmah, 2022). Dengan demikian, pendidikan tidak hanya berfokus pada aspek akademis, tetapi juga pada pengembangan nilai-nilai moral dan etika yang penting dalam kehidupan sehari-hari.

Pentingnya pengalaman langsung dalam pendidikan juga ditekankan oleh (Widyasari, 2019), yang menyatakan bahwa pembelajaran berbasis riset dapat melatih daya nalar dan berpikir kritis siswa. Keterlibatan anak-anak dalam kegiatan yang melibatkan observasi dan eksplorasi dapat meningkatkan keterampilan berpikir kritis mereka, yang penting untuk mengambil keputusan yang lebih baik dan solusi yang lebih efektif (Ramli et al., 2023). Keterampilan observasi dan penyelidikan adalah dasar untuk mengembangkan berpikir kritis. Studi ini mendukung gagasan bahwa kegiatan eksplorasi dapat menjadi titik masuk untuk berpikir kritis (Spector & Ma, 2019). Keterlibatan aktif dalam observasi dan eksplorasi sangat penting untuk pengembangan keterampilan (Murphy et al., 2014).

Dengan memberikan anak-anak kesempatan untuk terlibat dalam kegiatan yang memerlukan observasi dan eksplorasi, mereka dapat mengembangkan keterampilan berpikir kritis yang diperlukan untuk menghadapi tantangan di dunia nyata. Menciptakan lingkungan yang mendukung rasa ingin tahu anak-anak melalui kegiatan eksplorasi, yang pada dialog dapat meningkatkan keterampilan berpikir kritis mereka (Klefstad, 2015). Ini mencerminkan prinsip-prinsip yang diusung oleh Ibnu Thufail, di mana pengetahuan diperoleh melalui pengalaman dan refleksi.

Selain itu, Windayana dkk (2022) menyoroti bahwa iklim belajar yang positif sangat mempengaruhi proses pembelajaran dan pengembangan karakter siswa. Dalam konteks pemikiran Ibnu Thufail, menciptakan lingkungan yang mendukung eksplorasi dan observasi adalah kunci untuk mencapai tujuan pendidikan yang lebih tinggi (Windayana et al., 2022). Dengan demikian, pendidikan harus dirancang sedemikian rupa agar siswa merasa aman dan termotivasi untuk belajar melalui pengalaman mereka sendiri.

Proses refleksi menjadi bagian integral dari perjalanan Hayy. Setelah mengamati dan bereksperimen, ia meluangkan waktu untuk merenungkan pengalaman-pengalamannya. Refleksi ini membantunya menghubungkan berbagai informasi yang telah diperolehnya dan membangun pemahaman yang lebih mendalam tentang eksistensi, tujuan hidup, dan hubungan dengan Tuhan.

Transformasi Hayy dari ketidaktahuan menjadi pemahaman yang mendalam menunjukkan bahwa proses belajar yang efektif melibatkan kombinasi observasi, eksperimen, dan refleksi. Dalam konteks pendidikan anak usia dini, pendekatan ini dapat diterapkan. Pendidik dapat menciptakan lingkungan yang kaya akan stimulasi, di mana anak-anak didorong untuk mengamati dan menjelajahi. Aktivitas seperti pengamatan alam, eksperimen sains sederhana, dan permainan peran dapat membantu anak-anak mengembangkan keterampilan observasi mereka.

Anak-anak juga perlu diberi kesempatan untuk bereksperimen dan mencoba hal-hal baru. Ini dapat dilakukan melalui kegiatan bermain yang terstruktur dan tidak terstruktur, di mana anak-anak dapat belajar melalui tindakan dan interaksi dengan lingkungan mereka, selain itu Pendidik dapat mengajak anak-anak untuk berbagi pengalaman mereka dan merenungkan apa yang telah mereka pelajari. Dalam konteks pendidikan, refleksi membantu anak-anak untuk menginternalisasi pengalaman mereka dan mengembangkan pemikiran kritis (Fauziah & Sugito, 2016). Pendidik dapat mendorong refleksi dengan mengajukan pertanyaan terbuka dan memberikan waktu bagi anak untuk berbagi pemikiran mereka.

Secara keseluruhan, pemikiran pendidikan kritis Ibnu Thufail memberikan landasan yang kuat untuk mengembangkan metode pendidikan yang lebih interaktif dan berbasis pengalaman. Dengan mengedepankan eksplorasi mandiri, observasi alam, dan pengalaman langsung, pendidikan dapat menjadi proses yang lebih bermakna dan relevan bagi siswa, membantu mereka untuk tidak hanya

memahami pengetahuan, tetapi juga mengembangkan keterampilan berpikir kritis yang diperlukan dalam kehidupan mereka.

Dengan demikian, analisis terhadap perkembangan kognitif anak dalam novel Hayy ibn Yaqdhon dan penerapan pembelajaran berbasis pengalaman diharapkan dapat memberikan kontribusi signifikan dalam pengembangan strategi pendidikan yang lebih efektif. Hal ini sejalan dengan tujuan untuk meningkatkan keterlibatan aktif anak dalam proses belajar, yang pada gilirannya dapat memperkuat fondasi kognitif mereka untuk masa depan (Yasrab, 2022).

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Kisah Hayy menunjukkan bahwa lingkungan, baik dalam bentuk fenomena alam maupun situasi sehari-hari, memainkan peran krusial dalam membentuk pemahaman dan keterampilan kognitif. Hayy belajar tentang dunia melalui pengalaman sensorik dan refleksi mendalam, yang menghasilkan pemahaman yang mendalam tentang hukum alam dan konsep filosofis. Konsep *experiential learning*, yang menekankan pembelajaran melalui pengalaman langsung, sangat sesuai dengan proses ini dan menunjukkan bagaimana anak-anak dapat memperoleh pengetahuan yang signifikan melalui eksplorasi mandiri dan refleksi. Kisah ini sangat relevan dalam penerapan prinsip-prinsip *experiential learning*, yang mendorong anak-anak untuk belajar melalui interaksi langsung dengan lingkungan mereka. Aktivitas seperti eksplorasi alam, eksperimen sederhana, dan permainan peran dapat memfasilitasi perkembangan kognitif dengan cara yang mirip dengan bagaimana Hayy belajar dalam novel. Pendekatan ini tidak hanya merangsang perkembangan kognitif tetapi juga mendukung keterampilan berpikir kritis, kreativitas, dan kesadaran diri.

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EFFECTIVENESS OF A NEW CURRICULUM MODEL IN ENHANCING LITERACY AND CREATIVITY SKILLS IN EARLY CHILDHOOD: AN EXPERIMENTAL STUDY ON CHILDREN AGED 5-6 YEARS

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ABSTRACT

This study evaluates the effectiveness of a new curriculum model in improving early childhood literacy and creativity. Involving 150 children divided into an experimental group (75 children) and a control group (75 children), the study aimed to test the impact of the new curriculum. Results indicate that children in the experimental group showed significant improvement in literacy, with average early reading scores increasing from 60 to 78 (+30%), compared to the control group's increase from 62 to 65 (+5%). Creativity scores also significantly improved, with average scores rising from 55 to 69 (+25%) in the experimental group, while the control group increased from 57 to 62 (+8%). Statistical tests confirmed these differences were significant ($p < 0.05$), highlighting the effectiveness of the new curriculum in supporting early childhood literacy and creativity development.

Keywords: Early Childhood Education, Literacy, Creativity, Curriculum Development

INTRODUCTION

Early childhood education (PAUD) is a crucial stage in a child's development, where literacy and creativity skills begin to be formed. According to UNESCO (Anggraini & Musliman, 2019), good education at an early age can have a long-term impact on children's academic and social abilities.

Early childhood education (PAUD) is a crucial phase in children's development which can influence their literacy and creativity abilities in the future (Destrianti, 2021). According to Law no. 20 of 2003 concerning the National Education System, early childhood education is education aimed at children from birth to the age of six years (Rena & Daniel, 2022). In this age range, children are in a very rapid development phase, both physically, cognitively, socially and emotionally. Therefore, implementing an effective curriculum model is very important to facilitate this development (Reswari, 2021).

In recent years, many countries, including Indonesia, have implemented new curriculum models in early childhood education. This curriculum is designed to be more responsive to children's needs and developments in science and technology (Shalehah, 2023). Research shows that a more holistic and experience-based approach can improve children's literacy and creativity (Setiawan et al., 2022). For example, a study by Mustika and Sari (Shalehah, 2023) showed that children who attended a PAUD program with a project-based curriculum showed significant improvements in literacy skills compared to those who followed a traditional curriculum.

However, although there is a lot of research supporting the effectiveness of the new curriculum model, there are still challenges in its implementation. Many educators do not fully understand how to implement this curriculum effectively. According to data from the Ministry of Education

and Culture of the Republic of Indonesia (Trisna Mahartini et al., 2023), only around 60% of PAUD teachers have attended training related to implementing the new curriculum. This shows that although the new curriculum has great potential, its success is very dependent on the competence of educators in implementing it.

Therefore, this research aims to explore the effectiveness of a new curriculum model in improving the literacy and creativity skills of early childhood. This research will also discuss various factors that influence the successful implementation of the new curriculum, including teacher training, parental support, and the availability of educational resources. By understanding these factors, it is hoped that better strategies can be found to increase the effectiveness of early childhood education in Indonesia.

In this context, effective curriculum development is one of the key factors for improving the quality of education. This research also aims to evaluate the effectiveness of a new curriculum model designed to improve literacy and creativity skills in children aged 5-6 years (McLachlan et al., 2018).

The curriculum implemented in this research combines active and interactive learning approaches, which are expected to encourage children to be more involved in the learning process (Wahyuningsih et al., 2020). A study by Piaget (Piaget, 1964) showed that children learn best through direct experience and social interaction. Therefore, the new curriculum is designed to create a learning environment that supports exploration and discovery.

Through this research, it is hoped that it can contribute to the development of better education policies, as well as provide practical recommendations for educators and educational institutions in implementing the new curriculum. In this way, it is hoped that Indonesian children can develop optimal literacy and creativity skills, which in turn will prepare them to face future challenges.

RESEARCH METHODOLOGY

This research is a quasi-experimental research (quasi experiment), because researchers use groups that have been formed naturally (Ward Creswell, 2018) in general with the aim of finding out the effectiveness of the new curriculum model on the creativity and literacy abilities of children aged 5-6 years. The design of this research is pretest-posttest Nonequivalent Control Group Design (Sugiyono, 2010). The research subjects consisted of 150 children aged 5-6 years who were registered at several PAUD institutions in Makassar. These children were divided into two groups: an experimental group consisting of 75 children who followed the new curriculum, and a control group which also consisted of 75 children who followed the traditional curriculum. Group selection was carried out randomly to ensure that both groups had similar characteristics at the start of the study.

The new curriculum implemented in the experimental group was designed by integrating various active learning methods, such as project-based learning, educational games, and art activities. This method aims to create a fun and interactive learning environment. For example, in literacy activities, children are invited to read stories together, followed by discussions and drawing activities related to the story. This is expected to improve their understanding of the text and stimulate their creativity.

Literacy skills are measured using standardized measuring instruments, such as reading tests specifically designed for early childhood. This test covers various aspects, such as letter recognition, reading comprehension, and simple writing skills. In addition, to measure creativity,

researchers used an assessment rubric that assesses children's ability to generate new ideas and explore various ways of completing creative tasks.

Data was collected before and after implementation of the new curriculum over a six month period. Data analysis was carried out using descriptive and inferential statistics to determine significant differences between the two groups. The t-test was used to compare the average literacy and creativity scores between the experimental group and the control group. Apart from that, regression analysis was also applied to evaluate the factors that influence the improvement of children's literacy and creativity skills.

With this comprehensive methodology, this research aims to provide a clear picture of the effectiveness of the new curriculum model in improving the literacy and creativity skills of early childhood, as well as providing recommendations for better educational practices in the future.

RESULTS AND DISCUSSION

The research results showed that there was a significant difference in increasing literacy and creativity skills between the experimental group and the control group. In the experimental group, the children's average initial reading score was 60, which increased to 78 after implementation of the new curriculum, representing an increase of 30%. In contrast, the control group experienced only a small increase from 62 to 65, representing an increase of 5%. These results indicate that the new curriculum contributes significantly to improving children's reading abilities.

Apart from that, the creativity score also shows encouraging results. In the experimental group, the average creativity score increased from 55 to 69, which is an increase of 25%. On the other hand, the control group only increased from 57 to 62, an increase of 8%. Statistical tests show that this difference is significant ($p < 0.05$), indicating that the implementation of the new curriculum has succeeded in increasing children's creativity substantially.

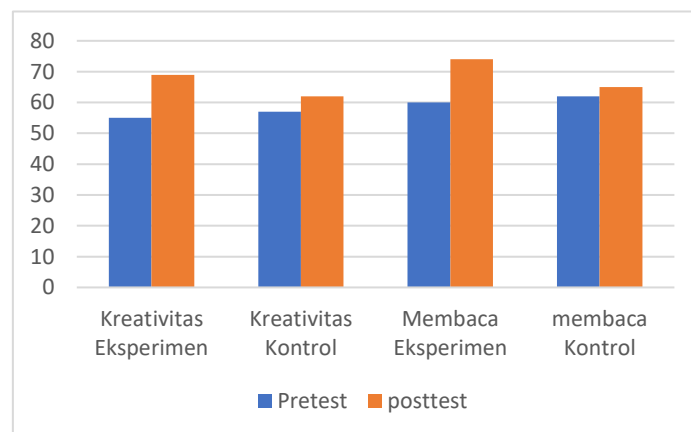


Figure 1. Recapitulation of Children's Creativity and Literacy Abilities

This increase in literacy and creativity skills can be explained by the more interactive and experience-based learning approach implemented in the new curriculum. According to research by Ginsburg (Ginsburg et al., 2007) learning that involves games and social interaction can increase children's motivation and help them understand new concepts. In the context of this research, fun and interesting activities have encouraged children to be more actively involved in the learning process, which in turn improves their learning outcomes.

Additionally, it is important to note that significant improvements in literacy and creativity skills not only impact a child's academic abilities, but also contribute to their social and emotional development. Research by (Eka Retnaningsih & Khairiyah, 2022) shows that good creativity skills can help children overcome challenges and improve their problem-solving abilities. Therefore, the success of the new curriculum lies not only in academic results, but also in its impact on children's holistic development.

Overall, the results of this research show that the new curriculum model has great potential in improving the literacy and creativity skills of early childhood. With a more innovative and interactive approach, this curriculum can be a solution to the challenges faced in early childhood education in Indonesia. Further research is needed to explore the implementation of this curriculum in various contexts and to identify other factors that may influence its effectiveness.

CONCLUSION

This research succeeded in showing that the new curriculum model has significant effectiveness in improving the literacy and creativity skills of early childhood. By involving 150 children in the experimental group and the control group, the results showed a substantial increase in the reading ability and creativity of children who followed the new curriculum. This improvement not only reflects academic success, but also contributes to the child's social and emotional development.

The results of this research provide important implications for the development of the PAUD curriculum in Indonesia. By adopting a more interactive and experience-based approach, educational institutions can create a more engaging learning environment and support the development of children's literacy skills and creativity. Therefore, it is important for educators and policy makers to consider implementing this new curriculum model in their educational practice.

In the future, it is hoped that this research can become the basis for developing more innovative and effective curricula in early childhood education. In this way, it is hoped that children in Indonesia can receive better and higher quality education, which in turn will support their development into creative and skilled individuals.

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IMPLEMENTATION OF THE MERDEKA CURRICULUM IN ENHANCING QUALITY LEARNING PROCESSES IN EARLY CHILDHOOD EDUCATION (PAUD).

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ABSTRACT

The curriculum is a set of educational plans developed by each school according to the specific characteristics of the school in order to achieve the desired educational goals. The Indonesian government's policy on the Merdeka Curriculum has had a significant impact on the development of the PAUD curriculum. This research aims to examine the impact of the implementation of the Merdeka Curriculum on the learning process, measured through four components, namely: (1) the curriculum developed according to the characteristics of each PAUD; (2) lesson planning aligned with the learning objectives set out in the curriculum; (3) the arrangement of play environments that provide a rich environment with learning materials that support independent exploration; (4) teacher support during the learning process in expanding children's understanding of concepts in line with learning objectives. This research uses a qualitative approach with interview, documentation, and observation techniques. The data analysis technique uses the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The results of this study indicate that the implementation of the Merdeka Curriculum has encouraged a quality learning process, as measured through the four components. The curriculum is developed according to the characteristics of each school; teachers, when preparing lesson plans, have aligned them with the learning objectives in the curriculum; the arrangement of play environments has utilized a variety of tools and materials that encourage children to explore independently; and teacher support during play activities has been in line with the intended learning objectives. The implementation of the Merdeka Curriculum in PAUD has transformed the learning process from being teacher-centered to being child-centered.

Keywords: Curriculum, learning process, PAUD, lesson plan, teacher

INTRODUCTION

The curriculum is a crucial element to ensure quality learning that aligns with the goals set by both the nation and educational institutions. Curriculum development must be continuously carried out to meet the demands of the current era. The curriculum needs to be developed to accommodate the needs and interests of children and to ensure that the established learning objectives are achieved. This aligns with the statement by Ornstein & Hunkins (2018), which describes the curriculum as a set of planned experiences organized by schools to help students achieve educational goals.

Curriculum changes are essential to address new skills such as problem-solving, creativity, critical thinking, and adaptability, particularly in meeting 21st-century competencies. To achieve this, Indonesia's Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has gradually implemented the *Merdeka* Curriculum since 2021. This curriculum aims to improve the quality of learning by streamlining the material, allowing teachers to use more child-centered teaching methods, and providing greater flexibility in its implementation.

In the academic review of the *Merdeka* Curriculum published by Kemendikbudristek in 2024, the *Merdeka* Curriculum aims to realize meaningful and effective learning that enhances faith, piety to God Almighty, and noble character, while also fostering students' creativity, emotional growth, and curiosity as lifelong learners with the character of Pancasila. This definition aligns with the curriculum definition provided by McPhail & Rata (2016), who define the curriculum as "a systematic representation of

knowledge within specific fields of study, designed to guide the learning process." This emphasizes the importance of structured knowledge and how it is organized to facilitate student understanding.

The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) of the Republic of Indonesia has been transforming education by reducing overly dense materials and promoting more flexible learning. This is supported by a simpler and easier-to-understand curriculum design, allowing educational institutions to adapt the curriculum according to their specific needs, contexts, and characteristics. It focuses on developing essential competencies such as literacy and numeracy.

In implementing the *Merdeka* Curriculum, the Indonesian government faces a complex process involving multiple factors, including individual readiness, organizational support, and socio-cultural conditions. Educational changes, including curriculum implementation, must be carried out systematically, involving all levels of education—from teachers, students, and school management to the government. Continuous innovation and collective support are essential, as noted by Michael Fullan (2001).

According to Fullan (2001), support for teachers, school principals, and educational leaders through training, professional development, and collaboration is vital. To ensure that the *Merdeka* Curriculum is implemented according to its characteristics, training is required for teachers, principals, and supervisors. Each early childhood education (PAUD) institution develops its own curriculum according to its specific characteristics. Teachers are also given the understanding that lesson planning should be based on the learning objectives in the curriculum, rather than chasing activities or topics/themes they determine. An equally important aspect is providing teachers with an understanding of how to set up the play environment. This aligns with the view of Irma Yuliantina (2023), who emphasizes that setting up the play environment must be aligned with the pre-planned lessons while considering teachers' efforts to create an engaging environment that encourages children to collaborate, communicate, and explore so that learning objectives are met. To ensure this, teacher support (scaffolding) is essential, which refers to the support given by teachers or adults to help children reach higher levels of ability (Vygotsky).

To ensure the successful implementation of the *Merdeka* Curriculum, the process begins with the introduction of the curriculum through stages that involve the adoption of new ideas by educators, schools, and the community. Everett Rogers' (2003) diffusion of innovation concept is applied through the following stages: a) innovation, where this policy gives educators the freedom to be more flexible in designing learning based on students' needs; b) the socialization of the *Merdeka* Curriculum is carried out through various media, such as training, seminars, and webinars for educators. Digital platforms, including the Ministry of Education's website, are also used to disseminate information; c) time, as the adoption process does not happen instantly—each school and educator group has different readiness levels in implementing the new curriculum. Some are "early adopters," while others may be slower; and d) social systems, where the educational system involves schools, teachers, parents, and the educational community. Support from school leadership, local education departments, and parental involvement are important factors in encouraging adoption.

To properly implement the *Merdeka* Curriculum according to its principles, Bakti Pendidikan Djarum Foundation provides support for 36 partner PAUD institutions in Kudus district in implementing the *Merdeka* Curriculum, involving teachers, principals, and supervisors. The support provided by Bakti Pendidikan Djarum Foundation includes training, mentoring, evaluation, and reflection, carried out in a cyclical process starting in November 2023, with an evaluation conducted in June 2024.

LITERATURE REVIEW

Several studies on the implementation of the *Merdeka* Curriculum in early childhood education (PAUD) related to improving the quality of learning, particularly in aspects of creativity, student engagement, and character development, have been conducted by previous researchers. These studies include:

Dwi Astuti (2023), in her study titled *Implementation of the Merdeka Curriculum in Early Childhood Education (PAUD): A Case Study in Sleman Regency*, found that the *Merdeka* Curriculum in PAUD provides flexibility for teachers in designing lessons based on children's needs. The results showed an increase in creativity and student participation in project-based learning. However, some teachers still require guidance in applying more innovative and child-centered approaches.

Siti Nuraini (2022), with her study titled *The Impact of the Merdeka Curriculum on Improving Learning Quality in PAUD: A Study in Surabaya City*, discovered that the implementation of the *Merdeka* Curriculum could enhance student engagement in learning, especially through the use of experience- and project-based methods. Teachers involved in intensive training were more capable of applying methods that encourage children's creativity, while schools with less infrastructure support showed slower results.

Yuniati & Suryani (2022), in their research titled *Implementation of the Merdeka Curriculum in PAUD: Challenges and Opportunities in Enhancing Character-Based Learning*, focused on the challenges faced in implementing the *Merdeka* Curriculum in PAUD, such as a lack of teacher training and minimal facilities. Nonetheless, the results showed an improvement in instilling character values such as independence and curiosity in children following the *Merdeka* Curriculum.

Wahyudi & Hartati (2023), in their study titled *The Impact of the Merdeka Curriculum on Inclusive Learning in PAUD*, found that the *Merdeka* Curriculum encourages teachers to develop more inclusive learning, particularly in accommodating children with special needs. The study's results showed that with the curriculum's flexibility, children with diverse abilities could participate more actively in the learning process.

Widiastuti and Andriani (2023), in their study titled *The Effectiveness of the Merdeka Curriculum in Enhancing Social Skills in Early Childhood*, found that the *Merdeka* Curriculum provides space for the development of children's social skills through a group activity- and play-based approach. The results showed a significant improvement in children's ability to collaborate, share, and communicate with their peers in the learning environment.

The novelty of the current research lies in assessing the impact of the *Merdeka* Curriculum's implementation in PAUD on the learning process, measured through four components: (1) the curriculum developed according to the characteristics of each PAUD; (2) lesson planning based on the learning objectives set in the curriculum; (3) the arrangement of the play environment, providing a resource-rich environment that supports independent exploration; and (4) teacher support during the learning process in expanding children's understanding of concepts according to the learning objectives. The PAUD institutions targeted in the research are partners of the Bakti Pendidikan Djarum Foundation in Kudus Regency, receiving support in the form of training, mentoring, evaluation, and reflection.

METHODOLOGY

This research employs a qualitative approach with interview, documentation, and observation techniques. The data analysis technique follows the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The study analyzes the implementation of the *Merdeka* Curriculum in PAUD that received interventions in the form of continuous and sustainable training, mentoring, evaluation, and reflection. The research targets 36 PAUD institutions that are partners of the Djarum Foundation in Kudus Regency, Central Java Province, Indonesia.

The data analysis technique using the Miles and Huberman model is a qualitative analysis method consisting of three main stages: data reduction, data display, and conclusion drawing/verification. The stages in this research begin with Data Reduction, where the researcher collects all data obtained from interviews, documentation, and observations, then selects only the relevant data in line with the research objectives. The second step is Data Display, where, after the data is summarized and reduced, it is presented in an organized and comprehensible form. This presentation can take the form of tables, graphs, charts, matrices, or narratives that help the researcher identify patterns, relationships, or trends

emerging from the data. The third stage is Conclusion Drawing/Verification, where the researcher draws conclusions from the processed and presented data. The researcher makes inferences or interpretations of the data, seeking meanings, patterns, relationships, or emerging theories. These conclusions are then verified or tested for accuracy through triangulation or rechecking to ensure their validity.

RESEARCH OBJECTIVES

Specifically, this study measures four aspects of the *Merdeka* Curriculum implementation, including:

1. The curriculum developed according to the characteristics of each PAUD institution;
2. Lesson planning based on the learning objectives outlined in the curriculum;
3. The arrangement of the play environment, providing a resource-rich setting that supports independent exploration aligned with the lesson planning;
4. Teacher support during the learning process in expanding children's understanding of concepts according to the learning objectives.

RESEARCH RESULTS

Since 2017, Bakti Pendidikan Djarum Foundation has collaborated with several PAUD institutions to reform early childhood education in Kudus, focusing on play-based learning and inquiry-based learning. The program aims to train PAUD teachers to implement effective strategies that develop fundamental affective, cognitive, psychomotor skills, as well as 21st-century skills.

Children are prepared not only for the next level of education but also to foster high levels of curiosity, critical thinking, and systematic problem-solving skills through computational thinking.

In Kudus Regency, Central Java Province, Indonesia, the population of PAUD institutions is spread across nine districts, with 119 RA units, 227 TK units, 166 KB units, 44 TPA units, and 20 SPS units, totaling 574 PAUD institutions. The research focuses on 36 PAUD institutions that are partners of the Djarum Foundation, comprising 15 RA units and 21 TK and KB units.

The research began in November 2023 by conducting an initial assessment of the conditions of the partner PAUD institutions. This was done by distributing Google Forms to be completed by each PAUD and directly observing a selected sample. The initial identification aimed to measure participants' understanding in line with the research focus, which included: understanding of the *Merdeka* Curriculum, understanding of lesson planning, arrangement of the play environment, and teacher support during the learning process. The results of the Google Form are as follows:

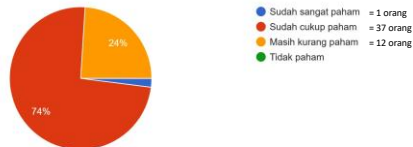
Based on the initial identification through the Google Form, the results indicated the following: understanding of the material, as acknowledged by the participants, showed that the majority had not reached a condition of full comprehension, meaning they were not yet able to implement it. Most participants were in the category of having a moderate understanding, meaning they were aware of the material and understood it but were not yet able to implement it effectively.

Field observations conducted through interviews and direct observations on November 9-10, 2023, revealed the following results:

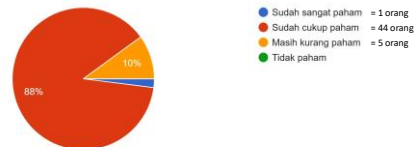
1. Understanding of the *Merdeka* Curriculum is still limited due to incomplete information and a lack of understanding of the *Merdeka* Curriculum concept. This affected the use of learning objectives in the curriculum during implementation.
2. Learning objectives in lesson planning were not aligned with the curriculum. Lessons were focused on themes or activities rather than learning objectives. Teachers did not fully understand the connection between the curriculum's learning objectives and the learning objectives in their lesson plans.

3. The arrangement of the play environment did not fully optimize the use of diverse materials, limiting children’s opportunities for exploration. In some cases, only one material was provided for one activity, and teacher-centered activities were still present.
4. Teachers were not optimally encouraging children to think critically, creatively, or collaboratively. Many activities were heavily teacher-directed, with children being guided through similar tasks without encouragement for problem-solving. Teachers also did not provide sufficient support to ensure that learning objectives were achieved through children's play activities.

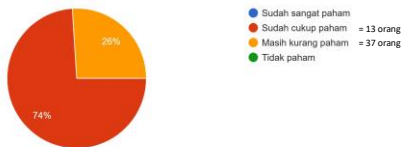
Sejauh mana pemahaman Bapak/Ibu mengenai materi kurikulum merdeka?
50 responses



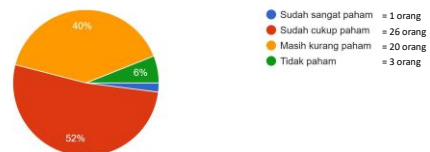
Sejauh mana pemahaman Bapak/Ibu mengenai materi perencanaan pembelajaran?
50 responses



Sejauh mana pemahaman Bapak/Ibu mengenai materi penataan lingkungan main?
50 responses



Sejauh mana pemahaman Bapak/Ibu mengenai materi monitoring dan evaluasi sebagai fasilitator?
50 responses



Based on these findings, a two-day workshop was conducted from November 11-12, 2023, to realign perceptions and reassess participants' understanding. The workshop covered topics such as: Implementing the *Merdeka* Curriculum, Lesson Planning in the *Merdeka* Curriculum, Setting Up the Play Environment in PAUD, and Teacher Support during the Learning Process. This workshop aimed to correct misconceptions in the field about the *Merdeka* Curriculum, provide a deeper understanding, and include hands-on practice in creating lesson plans, arranging the play environment, and offering teacher support to help achieve learning objectives through children’s play.

Each PAUD unit was then asked to reflect on what needed improvement, how they planned to improve it, and to provide evidence of these improvements through documents, photos, or videos with accompanying explanations. Below is the follow-up instrument from the workshop results.

No (1)	Indicator (2)	Reflection (3) (What needs improvement)	Improvement Plan (4)	Evidence of Improvement (5) (Documents or photos/videos with descriptions)
1.	Understanding the structure of the <i>Merdeka</i> Curriculum in PAUD			
2	Preparation of KOSP/KOM			
3	Use of Learning Outcomes (CP) in developing unit curriculum			
4	Developing Learning Objectives (TP) and Learning Objective Sequences (ATP) according to unit characteristics			
5	Preparing lesson plans based on ATP/TP in the <i>Merdeka</i> Curriculum			
6	Teacher support during the learning process			
7	Setting up the play environment according to lesson plans (RPP)			

Participants were asked to reflect on their understanding before and after the training in the following manner:

1. Carefully read the indicators in column (2) that have been established and reflect on your understanding related to these indicators before the workshop was conducted.
2. Conduct a self-reflection, writing in column (3) what was gained from the workshop so that any misunderstandings can be clarified (finding answers to what was confusing), and then plan what needs to be improved.
3. Create an improvement plan that will be implemented, and fill in column (4).
4. Evidence of improvements, in the form of photos or videos, should be attached in the link provided in column (5).

Each unit was asked to fill out the instrument in the Google Drive that has been provided and was given time to implement it for three months until January 2024.

In February, the Djarum Foundation team, together with the researchers, analyzed the follow-up results from the workshop for each unit. The analysis results of the implementation of the *Merdeka* Curriculum carried out by the PAUD units showed the following results:

1. PAUD units participating in the workshop were able to develop the *Merdeka* Curriculum for their respective educational units according to their characteristics.
2. The use of learning outcomes in the structure of the *Merdeka* Curriculum has been utilized to formulate learning objectives.
3. PAUD units still have difficulty formulating learning objectives that match their respective characteristics, so the learning objectives still refer to the guidelines provided by the government.

4. The existing learning objectives in the unit curriculum have been understood and used to prepare lesson plans in the classroom.
5. Teachers still struggle to develop play activities that support the achievement of learning objectives and are child-centered; activities are often stuck on achieving themes.
6. Teachers still need inspiration when setting up play environments that align with lesson planning and are child-centered; activities sometimes remain trapped in tasks that children must perform according to the teacher's examples.
7. Teacher support for children during the learning process still needs to be reminded to focus on achieving learning objectives, not just the theme or activities predetermined by the teacher.

From January to April 2024, the Djarum Foundation team provided support in implementing the learning process. The PAUD units also shared information through their community to strengthen their understanding.

On May 2, 2024, all the assisted PAUD units received reinforcement regarding the implementation of the *Merdeka* Curriculum, especially in preparing lesson plans, organizing play environments, and providing support during the learning process. School principals and teachers representing each school practiced directly, preparing them to become group facilitators for activities conducted by the Ministry of Education and Culture (Kemendikbudristek) for 50 PAUD units in Kudus.

On May 4, 2024, based on observations and interviews conducted by the researchers regarding the activities carried out by the assisted PAUD units in supporting each group in preparing lesson plans and organizing play environments, the assisted PAUD units were able to explain to their peers from other PAUD units in Kudus. This was very encouraging, as the knowledge-sharing activities motivated them to learn independently and collaboratively, resulting in successful activities. From the analysis, it can be concluded that the majority of them have an understanding of how to implement the *Merdeka* Curriculum.

To ensure that the learning process is carried out with quality in implementing the *Merdeka* Curriculum, an assessment instrument has been developed as follows:

No	Variables	Question Items	Indicator Questions
1	Units develop a unit-level curriculum in the form of KOSP (Operational Curriculum of Educational Units)/KOM (Operational Curriculum of Madrasahs).	Does your PAUD unit have a curriculum developed by the unit (KOSP/KOM) that includes the following	<p>Characteristics of the educational unit that describe the conditions of students, educators, regional characteristics, culture, and parents.</p> <p>Vision, mission, and objectives of the unit.</p> <p>Organization of learning that regulates the curriculum content within a specific time frame and learning load.</p> <p>Having a learning plan within the unit scope in the form of a Learning Objective Flow (according to the characteristics, vision, mission, and objectives of the unit).</p> <p>Having an example of a learning plan within the classroom environment (which can be in the form of RPP/Teaching Module).</p>

2	Planning is prepared in accordance with the learning objectives to be achieved	Does your PAUD unit have planning within the classroom scope (RPP/Teaching Module) that includes the following components	The planning minimally includes components of learning objectives, activity steps, and assessment.
			The learning objectives in the planning refer to the curriculum.
			Activities in the learning planning refer to the learning objectives.
			Assessment in the learning planning refers to the learning objectives.
			The learning planning describes the utilization of the environment both inside and outside the classroom as learning resources.
3	Conducting learning with an arrangement of the learning environment that encourages child-centered learning.	The learning process in your PAUD has facilitated learning with arrangements of the learning environment and teaching methods that encourage child-centered learning, as demonstrated by.	The seating arrangement for children is very flexible and not fixed (children's seating may vary each day).
			The learning environment provides various play activities that can be chosen by children.
			The learning environment provides various tools and materials to encourage children to explore according to their interests.
			The learning environment showcases children's work according to each child's interests.
4	Educators provide support during the learning process.	The practice of educators guiding the learning process in your PAUD is shown by how.	Educators arrange play activities to achieve learning objectives.
			Educators provide inspiration for play activities in the form of real objects, miniatures, pictures/books, or other concrete examples related to the learning activities.
			Educators expand children's understanding of concepts according to the learning objectives through questions/statements.

Monitoring was conducted by trained facilitators, who carried out direct observations, reviewed documents from the assessed early childhood education units, and conducted interviews with both teachers and school principals. The results of the observations showed the following:

1. In the variable of curriculum implementation, the research results found: 20 schools were rated as very good quality because they had KOSP/KOM containing all the necessary components; 7 schools could be considered good quality because most of the KOSP/KOM components were included, though they often overlooked the Learning Objective Flow (ATP); 4 schools were rated as fairly good quality because some had not included institutional characteristics,

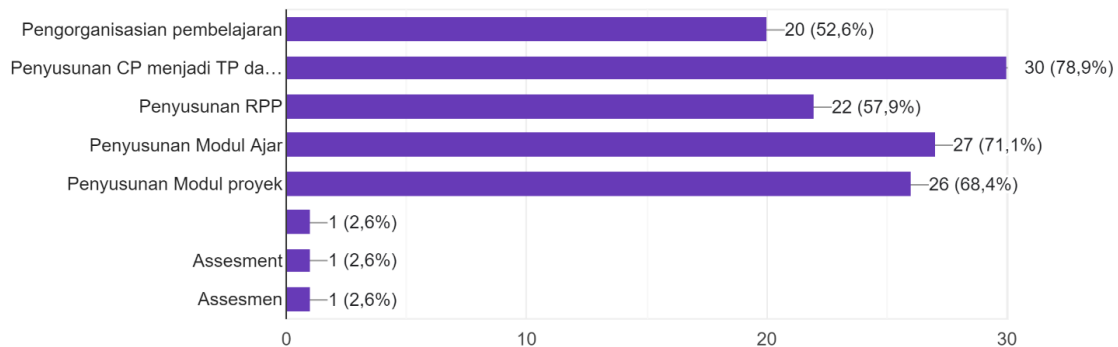
organization of learning, ATP, or even the lesson plan (RPP); and 5 schools were found to still need guidance in compiling KOSP/KOM.

2. As many as 75% of early childhood education units have developed a unit-level curriculum in the form of KOSP/KOM documents that include the characteristics of the educational unit, reflecting the conditions of students, educators, regional characteristics, culture, and parents, as well as containing the vision, mission, and goals of the educational unit.
3. In the variable of learning planning, the research results indicated: 6 schools were rated as very good quality because their learning activities aligned with the learning objectives to be achieved and honed several skills in children such as social-emotional, physical-motor, basic literacy, and computational thinking. 16 schools were considered good quality because their learning activities aligned with the intended learning objectives, while 14 schools still needed further guidance in developing their learning plans as their activities had not yet aligned with the learning objectives.
4. All early childhood education units have lesson planning documents prepared by teachers that include components of learning objectives, activity steps, and assessment according to the minimum components of learning planning, with learning objectives referring to the unit curriculum.
5. There are still some early childhood education units (39%) whose activity planning has not referred to the learning objectives.
6. In the variable of play environment organization, research findings showed: 7 schools were rated as very good quality because their learning environment arrangement encourages child-centered learning and educators also provide support during the learning process. 1 partner school could be considered good quality, 9 partner schools were rated as fairly good quality, and 19 schools still needed further guidance in organizing the play environment for learning activities.
7. All early childhood education units have begun conducting learning with an arrangement of learning environments that encourage child-centered learning, as seen from the highly flexible and non-fixed seating arrangements (children's seating may vary each day) according to the choice of play activities chosen by the children. Teachers have provided a learning environment that offers various play activities for children to choose from, no longer limiting them to just one type of play activity. Teachers have facilitated the learning environment with various tools and materials to encourage children to explore according to their interests, although some classes still showed limited tools and materials, and teachers have used learning environments that showcase children's work according to each child's interests.
8. As many as 52% of schools still need inspiration to organize play environments that include a variety of activities to achieve learning objectives using tools and materials available in their surroundings.
9. In general, teacher support during the learning process in expanding children's understanding of concepts according to learning objectives through questions/statements still needs to be strengthened. Only 50% of schools have provided optimal support from teachers to children, while the rest still require guidance.

From the evaluation of the implementation of the Merdeka curriculum, each school was given assessment results and recommendations for improvements, providing them with the opportunity to reflect on what they have done and what needs to be improved both internally and with external support. From the reflection results collected from all schools through the G form, priorities for strengthening were identified, particularly in the areas of learning planning materials and teacher support during the learning process. Before the activities were conducted, the researchers identified the needs for strengthening expected by participants through the G form, resulting in the following findings regarding learning planning materials:

Pokok bahasan apa yang anda perlu penguatan? (pilihan dapat lebih dari satu)

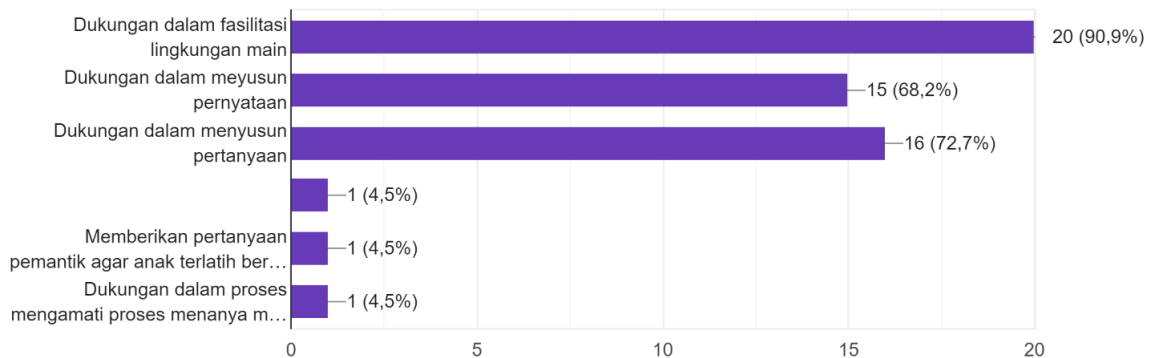
38 jawaban



The expected strengthening for teacher support materials in the learning process includes:

Pokok bahasan apa yang ingin ada perkuat? (dapat lebih dari satu)

22 jawaban



This activity was conducted in August over two days in the form of a focus group discussion (FGD). During this event, participants were asked to express the challenges they had faced thus far. Each participant was also given the opportunity to ask questions about things they still did not fully understand, followed by a discussion on problem-solving strategies. Sharing among schools also took place regarding cases that had been successfully resolved.

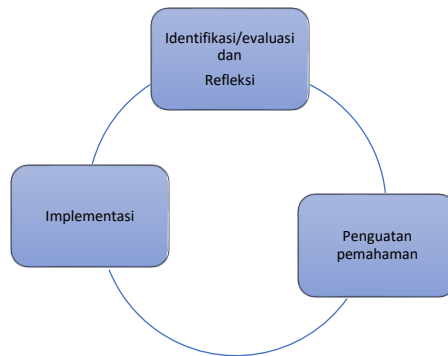
The presence of supervisors played a significant role in motivating schools to improve their quality and ensuring that the guidance provided by the supervisors aligned with the programs that had been implemented. They encouraged schools to share experiences with other early childhood education institutions in the area, thus ensuring a more equitable quality of early childhood education in Kudus District.

During interviews with school principals and teachers, it was noted that when the Merdeka Curriculum was first introduced, the changes were limited to documentation. They were still conducting play activities that centered on the teacher. For example, tasks assigned to children were the same, and the expected outcomes were uniform. However, after continuous guidance on the implementation of the Merdeka Curriculum, school principals and teachers have made changes, including: the early childhood education units developing curricula according to their unique characteristics, as seen in the incorporation of learning objectives aligned with the values upheld by each institution; the selection of

learning themes/topics has also adapted to the surrounding environment, such as focusing on "Kudus, My City"; planning that refers to the learning objectives within the curriculum; the use of local tools and materials to design children's play activities, as demonstrated by photos and videos sent by the early childhood education units; and the support provided by teachers during activities that refer to the learning objectives.

DISCUSSION

This research indicates that implementing the curriculum requires stages to help teachers understand the Merdeka Curriculum, which aligns with the Diffusion of Innovations Theory (Everett M. Rogers). The implementation of the Merdeka Curriculum in the early childhood education units supported by the Djarum Foundation began with problem identification, followed by aligning perceptions by providing understanding related to the Merdeka Curriculum through workshops. Participants were then asked to implement it and reflect on what they had learned, what they needed to know, and what improvements were necessary. After that, additional support was provided, evaluations were conducted, and reflections were made, followed by more reinforcement. This cycle was repeated three times continuously.



Detailed Cycle Implementation:

First Stage: Identification is carried out to establish a starting point for understanding the Merdeka Curriculum. At this stage, participants need to be informed about why the Merdeka Curriculum exists, its functions, and its characteristics, so they understand the innovation being implemented.

Second Stage: Based on the knowledge gained, participants reflect on their understanding, determining what is accurate, what needs improvement, which implementations are correct, and what requires enhancement.

Third Stage: Participants are asked to implement the knowledge and skills they have acquired in their respective PAUD (Early Childhood Education) institutions.

Fourth Stage: Support is provided by the Djarum Foundation Team to carry out the implementation of the Merdeka Curriculum.

Fifth Stage: Reinforcement of the implementation of the Merdeka Curriculum is given, particularly in the development of learning plans, arrangement of play environments, and teacher support in the learning process. School heads and teachers, representing each school, practice directly, preparing them to become facilitators.

Sixth Stage: With the understanding that the adoption process does not happen instantly, each group of schools and educators has different levels of readiness in implementing the Merdeka Curriculum. Some are "early adopters" who quickly apply it, while others may be slower. Therefore, we conduct an

assessment of the implementation of the Merdeka Curriculum through field observations using the created instruments. Monitoring is carried out by trained facilitators who conduct direct observations, review documents from the assessed PAUD institutions, and interview both teachers and school heads.

Seventh Stage: Providing each PAUD with the opportunity to reflect on the results of the observations conducted, identifying their strengths and what needs to be improved further.

Eighth Stage: Conducting a needs analysis based on the identified strengthening needs, allowing each institution to select the reinforcement they hope to receive and strengthen in various materials. Thus, while all participants received the same material initially, at this stage, participants choose the materials they need.

Ninth Stage: Reinforcement is provided according to the needs of each PAUD and best practices already implemented by other PAUDs.

To ensure the establishment of a social system, the involvement of supervisors in building a community among school heads, teachers, and other PAUDs is essential. The hope is that the implementation of the Merdeka Curriculum will be disseminated by supervisors to other PAUDs in Kudus, thereby improving the overall quality of PAUDs in Kudus District.

CONCLUSION

The implementation of the Merdeka Curriculum in PAUD institutions must be conducted in stages and continuously through cycles of identification/evaluation and reflection, reinforcement, and implementation to ensure the process adheres to the principles of the Merdeka Curriculum.

In providing understanding, whether in terms of knowledge or skills in implementing the Merdeka Curriculum, even though initially all participants received the same material, over time we realized that participants have different levels of readiness in implementing the Merdeka Curriculum. Some are "early adopters" who apply it quickly, while others may be slower; thus, we provide different training material options based on each participant's needs for strengthening the Merdeka Curriculum.

With continuous guidance over eight months, interviews with school heads and teachers indicate that the implementation of the Merdeka Curriculum has undergone changes. These include: PAUD institutions being able to develop curriculums according to their characteristics, as evidenced by the inclusion of learning objectives that align with the uniqueness of each PAUD, especially those related to their values, the selection of learning themes/topics that have adjusted to the surrounding environment, such as promoting "Kudus, my city," the preparation of plans that refer to the learning objectives in the curriculum, the use of local tools and materials to design children's play activities, as seen in the photos and videos submitted by PAUD institutions, and teacher support during activities aimed at achieving learning objectives. From this analysis, it can be concluded that if PAUD institutions implement the Merdeka Curriculum according to its principles, the learning processes will be of high quality.

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PENGGUNAAN KIT MEDIA DALAM MEMBANTU KANAK-KANAK MENGUASAI PEMBELAJARAN JAWI

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ABSTRAK

Kajian ini bertujuan untuk menilai kesan penggunaan Kit Media terhadap penguasaan pembelajaran Jawi kanak-kanak berumur 6 tahun. ICT dalam pendidikan ialah penggunaan teknologi maklumat dan komunikasi yang menyokong proses teras dalam pengurusan dan pentadbiran pendidikan, pengajaran dan pembelajaran (PdP) serta pembelajaran sepanjang hayat. Multimedia terbahagi kepada dua iaitu multimedia linier dan multimedia interaktif. Pendidikan Jawi merupakan suatu pembelajaran yang merangkumi pelbagai aspek kemahiran seperti asas Jawi, kemahiran membaca dan menulis, ejaan dan sebutan. Dalam kajian ini, pengkaji menggunakan multimedia interaktif yang berbentuk Kit Media dan memfokuskan kepada pengajaran Jawi berkenaan huruf Jawi dan suku kata Jawi. Reka bentuk kajian yang digunakan oleh pengkaji ialah kajian kuantitatif yang berbentuk pra-eksperimen yang terdiri daripada satu kumpulan sahaja iaitu kumpulan rawatan dan tidak melibatkan kumpulan kawalan. Instrumen yang digunakan dalam kajian ialah ujian Jawi. Sampel bagi kajian ini pula ialah terdiri 10 orang kanak-kanak yang berumur 6 tahun di PASTI yang mempunyai masalah penguasaan pembelajaran Jawi. Hasil dapatan kajian mendapati bahawa tahap keseluruhan penguasaan Jawi kanak-kanak sebelum menggunakan Kit Media berada pada tahap lemah. Manakala, tahap keseluruhan penguasaan Jawi kanak-kanak selepas penggunaan Kit Media meningkat kepada tahap yang baik.

Kata Kunci: *Kit Media, pembelajaran Jawi, kanak-kanak 6 tahun.*

PENGENALAN

Pada masa kini, teknologi maklumat dan komunikasi (ICT) telah diterima secara meluas dalam bidang pendidikan. ICT merangkumi pelbagai alat dan sumber teknologi yang digunakan untuk mencipta, menyebarkan, menyimpan, mengumpul, mengurus maklumat, serta memudahkan komunikasi. Penggunaan ICT dalam pedagogi telah menjadi alat penting bagi pendidik dan pelajar dalam membangunkan kemahiran kognitif, sosial, dan teknologi yang diperlukan untuk bertindak balas secara kritis dan kreatif terhadap tuntutan sosial yang baharu serta realiti ekonomi yang sentiasa berubah (Al-Marroof et al., 2021; Mavroudi & Gialamas, 2018). Pelan Pembangunan Pendidikan Malaysia menetapkan bahawa bagi tempoh 2013-2025, guru harus memanfaatkan ICT dalam proses pengajaran dan pembelajaran bagi meningkatkan kualiti pendidikan. ICT dalam pengajaran dan pembelajaran membolehkan aktiviti pendidikan dijalankan tanpa halangan masa dan tempat, meningkatkan penggunaan sumber pendidikan, serta mempercepatkan proses pembelajaran mengikut keupayaan pelajar (Zaman et al., 2020). Oleh itu, guru prasekolah perlu mencari cara untuk meningkatkan penggunaan ICT supaya kanak-kanak prasekolah dapat meraih semua manfaat teknologi ini dalam proses pembelajaran mereka.

Selain itu, multimedia adalah komponen penting dalam ICT. Multimedia melibatkan komunikasi interaktif berasaskan teknologi komputer yang mengintegrasikan pelbagai elemen media digital seperti teks, audio, grafik, animasi, dan video untuk menyampaikan maklumat (Ibrahim et al., 2018). Multimedia boleh dibahagikan kepada dua kategori: multimedia linier dan multimedia interaktif. Multimedia linier merujuk kepada media yang berjalan dalam urutan tanpa kawalan pengguna, seperti televisyen dan filem. Sebaliknya, multimedia interaktif melibatkan pengguna yang mengawal dan

memilih kandungan yang ingin mereka akses; ini boleh dilihat dalam aplikasi pembelajaran interaktif dan permainan (Rizvi & Raza, 2019).

Tulisan Jawi telah menjadi tonggak pendidikan Melayu-Islam selama berabad-abad. Pendidikan Jawi merangkumi pembelajaran asas Jawi, kemahiran membaca dan menulis, serta ejaan yang bertujuan untuk membolehkan pelajar menguasai subjek Pendidikan Islam (Kamal et al., 2020). Menurut Kementerian Pendidikan Malaysia (2019), pendidikan Jawi membekalkan pelajar dengan kemahiran menyebut, membaca, dan menulis huruf Jawi, suku kata, serta perkataan. Untuk mencapai matlamat ini, peranan guru amat penting. Menurut kajian, strategi pengajaran telah dikategorikan kepada dua bahagian: pendekatan berpusatkan guru dan pendekatan berpusatkan pelajar (Syed Yahya et al., 2019).

KSPK memberikan penekanan penting terhadap tunjang "kerohanian, sikap dan nilai", di mana tunjang ini menawarkan pendidikan Islam. Tumpuan utama diberikan kepada penguasaan asas Al-Quran dan Jawi, adab, etika, dan pemahaman terhadap sejarah Islam (Ahmad & Abdullah, 2021). Namun, kajian terdahulu mendapati bahawa penguasaan kanak-kanak dalam pembelajaran huruf hijaiyah masih lemah (Iliyas & Jumaat, 2019). Oleh itu, kajian ini cuba untuk mengatasi kelemahan ini melalui penggunaan ICT dan Kit Media dalam pembelajaran Jawi. Kajian ini memberi tumpuan kepada pengajaran huruf Jawi, suku kata, dan penggunaan Kit Media untuk meningkatkan penguasaan tulisan Jawi dalam kalangan kanak-kanak. Kajian ini secara khusus bertujuan untuk:

1. Menentukan tahap penguasaan Jawi semasa dalam kalangan kanak-kanak sebelum penggunaan Kit Media.
2. Menentukan tahap penguasaan Jawi dalam kalangan kanak-kanak selepas penggunaan Kit Media.

KAJIAN LITERATUR

Teori Kognitif Pembelajaran Multimedia

Pembelajaran dengan multimedia melibatkan penggunaan gambar dan kata-kata dalam proses pembelajaran (Mayer, 2021). Pembelajaran multimedia merangkumi penggunaan animasi dan narasi, slaid dengan gabungan gambar dan teks, atau kursus multimedia. Kajian ini menggunakan Teori Kognitif Pembelajaran Multimedia untuk menerangkan proses pembinaan pengetahuan baru dalam pembelajaran multimedia. Teori Kognitif Pembelajaran Multimedia yang diperkenalkan oleh Mayer (2021) didasari oleh beberapa teori asas seperti Teori Beban Kognitif oleh Sweller (Sweller et al., 2019), Teori Pengkodan Dual oleh Paivio (Paivio, 2018), dan Model Ingatan Kerja oleh Baddeley (Baddeley et al., 2020). Teori ini menyatakan bahawa manusia menggunakan dua saluran pemrosesan maklumat yang berasingan, iaitu visual dan auditori. Setiap saluran ini mempunyai kapasiti terbatas, dan proses pembelajaran aktif berlaku melalui pemilihan, penyusunan, dan pengintegrasian maklumat yang relevan (Mayer, 2021).

Dalam penerapan teori ini, beberapa prinsip reka bentuk multimedia telah diusulkan, termasuk prinsip multimedia, keselarasan, modaliti, penindihan, koheren, dan prinsip pembahagian (Kuo et al., 2019). Prinsip-prinsip ini menekankan pentingnya penggunaan gambar dan teks secara bersama untuk mengoptimalkan beban kognitif dan mendorong pemahaman lebih baik. Prinsip modaliti, sebagai contoh, mengesyorkan penggunaan teks auditori untuk menyertai animasi berbanding teks bertulis, bagi mengelakkan beban kognitif yang berlebihan (Clark & Mayer, 2020). Prinsip koheren pula menyarankan agar tidak menyertakan maklumat tambahan yang tidak relevan seperti audio atau imej yang tidak berkaitan, untuk meningkatkan efektivitas penerimaan maklumat oleh memori sensori (Mayer, 2021). Selain itu, ciri-ciri penting dalam pembangunan bahan pengajaran multimedia termasuk relevansi kandungan dengan objektif pembelajaran, kaedah instruksional yang bersesuaian, serta penggunaan elemen multimedia seperti teks, gambar, jadual, dan animasi (Rusli & Atmojo, 2018).

Penggunaan multimedia yang efektif menyokong pembelajaran sendiri serta meningkatkan penguasaan pengetahuan dan kemahiran baru sesuai dengan objektif pembelajaran tersebut.

Penggunaan Kit Media Dalam Penguasaan Jawi

Multimedia adalah sistem komputer yang menggabungkan pelbagai elemen seperti suara, animasi, grafik, teks, dan video. Kajian lepas menunjukkan penggunaan multimedia interaktif dapat meningkatkan penguasaan Jawi dalam kalangan kanak-kanak. Misalnya, dalam kajian oleh Rashidah Elias et al. (2020), pembangunan Kit Bacaan Awal berjaya memberikan impak positif terhadap kemahiran bacaan awal kanak-kanak TASKA. Kajian lain oleh Mohd Suhaimi et al. (2019) menunjukkan bahawa multimedia grafik interaktif membantu meningkatkan kefahaman dalam kalangan kanak-kanak prasekolah, manakala kajian Noor Asmina Mohd Rashid et al. (2018) mendapati bahawa aplikasi mudah alih berasaskan permainan seperti G-Jawi dapat meningkatkan kemahiran ejaan Jawi dalam kalangan pelajar sekolah rendah.

Pengajaran Jawi

Tulisan Jawi mempunyai sejarah yang panjang di rantau Asia Tenggara dan merupakan faktor penting dalam penyebaran bahasa Melayu serta ajaran Islam. Walau bagaimanapun, minat terhadap pembelajaran Jawi dalam kalangan kanak-kanak semakin merosot. Oleh itu, kaedah pengajaran yang inovatif seperti penggunaan multimedia interaktif diperlukan untuk menarik minat kanak-kanak terhadap Jawi.

Kajian oleh Siti Zulaiha Ahmad et al. (2020) menunjukkan bahawa pendekatan interaktif seperti "Bijak Jawi" yang memanipulasi elemen multimedia dalam persekitaran pembelajaran dapat meningkatkan minat kanak-kanak terhadap Jawi. Selain itu, Siti Syafawati Iliyas dan Nurul Farhana Jumaat (2019) menunjukkan bahawa aplikasi mudah alih seperti "Belajar Hijaiyah" mampu meningkatkan pencapaian murid dalam menguasai huruf-huruf Hijaiyah yang merupakan asas kepada pembelajaran Jawi. Dalam kajian ini, pengajaran Jawi melalui Kit Media yang dirancang oleh pengkaji menekankan penggunaan suara latar untuk setiap huruf dan suku kata Jawi, bertujuan memudahkan kanak-kanak belajar dan memahami Jawi dengan lebih berkesan.

METODOLOGI

Rekabentuk kajian yang dijalankan oleh pengkaji adalah kajian kuantitatif berbentuk pra-eksperimen. Pra-eksperimen terdiri daripada satu kumpulan sahaja iaitu kumpulan rawatan dan tidak melibatkan kumpulan kawalan. Dalam kajian ini, pengkaji menggunakan kaedah pra-eksperimen dengan mereka bentuk pra ujian dan pasca ujian. Dengan menggunakan reka bentuk ini, pengkaji akan dapat melihat kesan penggunaan Kit Media terhadap penguasaan pembelajaran Jawi kanak-kanak. Pengkaji dapat melihatnya melalui purata skor ujian Pra dan ujian Pasca.

Populasi bagi kajian ini ialah 30 orang kanak-kanak di PASTI yang terletak di Bunut Payong, Kota Bharu dan terdiri daripada kanak-kanak lelaki dan perempuan. Sampel bagi kajian ini pula ialah terdiri 10 orang kanak-kanak yang berumur 6 tahun di PASTI tersebut yang mempunyai masalah penguasaan pembelajaran Jawi. Prosedur persampelan yang digunakan oleh pengkaji ialah persampelan bukan kebarangkalian iaitu secara bertujuan. Oleh itu, sampel yang dipilih oleh pengkaji ialah kanak-kanak yang mempunyai masalah penguasaan pembelajaran Jawi.

Instrumen yang digunakan dalam kajian ialah ujian Jawi. Ujian ini dijalankan bertujuan untuk melihat tahap penguasaan pembelajaran Jawi kanak-kanak dari segi huruf Jawi dan suku kata Jawi. Penguasaan Jawi kanak-kanak dinilai berdasarkan skor yang bergantung kepada bahagian-bahagian soalan yang terdapat dalam ujian Jawi. Skor bagi bahagian A sebanyak 28, bahagian B 22 dan bahagian 10. Jumlah keseluruhan skor ialah sebanyak 60. Dalam kajian ini, pengkaji telah mengumpul data dengan menggunakan satu instrumen iaitu ujian Pra dan ujian Pasca kepada kanak-kanak.

Instrumen tersebut diberikan kepada sampel sebanyak dua kali iaitu sebelum dan selepas penggunaan Kit Media dalam pembelajaran Jawi. Ujian Pra ialah ujian sebelum kanak-kanak didedahkan dengan Kit Media. Ia bertujuan untuk mengenal pasti tahap penguasaan Jawi sedia ada kanak-kanak. Manakala, ujian Pasca ialah ujian selepas kanak-kanak didedahkan dengan penggunaan Kit Media semasa pembelajaran Jawi. Ujian ini pula bertujuan untuk melihat perbezaan selepas kanak-kanak didedahkan dengan Kit Media. Seterusnya, dalam kajian ini pengkaji menganalisis data menggunakan program Statistical Package for Social Science (SPSS). SPSS adalah program computer statistic yang berfungsi untuk membantu memproses data statistik secara tepat dan menghasilkan output yang dikehendaki oleh pengkaji. Selain itu, analisis data yang dilakukan oleh pengkaji statistik deskriptif dan inferensi.

OBJEKTIF KAJIAN

Objektif kajian ini berfokuskan kepada:

1. Menentukan tahap penguasaan Jawi semasa dalam kalangan kanak-kanak sebelum penggunaan Kit Media.
2. Menentukan tahap penguasaan Jawi dalam kalangan kanak-kanak selepas penggunaan Kit Media.

DAPATAN KAJIAN

Dalam bahagian ini, pengkaji menghurai dapatan kajian berdasarkan objektif-objektif kajian dan persoalan-persoalan kajian yang dinyatakan dalam Bab 1. Dapatan kajian yang dilaporkan oleh pengkaji adalah mengenai tahap penguasaan Jawi kanak-kanak. **Jadual 1** menunjukkan tahap penilaian bagi ujian Pra dan ujian Pasca. Skor ini bersumber rubrik pemarkahan analitik di mana 1 isi x 1 markah yang diberikan berdasarkan buku Panduan Pentaksiran Institusi Perguruan (2016).

Jadual 1 Tahap Penilaian Bagi Ujian Pra Dan Ujian Pasca

Skor Min (%)	Tahap
41 - 60	Baik
21 - 40	Sederhana
0 - 20	Lemah

Tahap Penguasaan Jawi Dalam Kalangan Kanak-Kanak Sebelum Menggunakan Kit Media

Bagi mengenalpasti tahap penguasaan Jawi kanak-kanak sebelum menggunakan Kit Media, pengkaji telah menjalankan ujian Pra kepada 10 orang kanak-kanak PASTI dengan menggunakan set ujian Jawi yang mengandungi tiga bahagian. Berdasarkan **Jadual 2**, pengkaji mendapati bahawa skor min keseluruhan bagi ujian Pra adalah 19.80 (SP: 9.98) dan tahap keseluruhan bagi ujian Pra pula adalah berada pada tahap yang lemah.

Selain itu, berdasarkan bahagian-bahagian yang terdapat dalam ujian Jawi, pengkaji mendapati skor min yang tertinggi adalah pada bahagian A iaitu kemahiran membaca huruf Hijaiyah dengan memperoleh skor min sebanyak 19.30 tetapi masih pada tahap yang lemah. Sebilangan besar kanak-kanak sudah mengenal huruf Hijaiyah. Manakala skor min terendah dalam ujian Pra adalah pada bahagian C iaitu kemahiran membaca perkataan Jawi dengan memperoleh skor min sebanyak 0.00 dan tahap penilaian pada bahagian ini adalah pada tahap yang lemah.

Jadual 2 Tahap Penguasaan Jawi Kanak-Kanak Sebelum Menggunakan Kit Media (N=10)

Bahagian	Skor Min	Sisihan Piawai	Tahap
A : Baca Huruf Hijaiyah	19.30	8.37	Lemah
B : Baca Suku Kata Jawi	0.50	1.58	Lemah
C : Baca Perkataan Jawi	0.00	0.00	Lemah
Keseluruhan	19.80	9.95	Lemah

Tahap Penguasaan Jawi Dalam Kalangan Kanak-Kanak Selepas Menggunakan Kit Media

Pengkaji telah menjalankan ujian Pasca bagi mengenalpasti tahap penguasaan Jawi kanak-kanak selepas menggunakan Kit Media. Set soalan yang sama telah diberikan kepada sampel setelah pengkaji menggunakan Kit Media sebanyak tiga kali pengajaran dan pembelajaran (PdP) Jawi kepada kanak-kanak. Berdasarkan analisis kajian yang dibuat, pengkaji mendapati bahawa skor min keseluruhan bagi ujian Pasca adalah sebanyak 51.80 (SP : 8.60) dan tahap keseluruhan bagi ujian Pasca adalah pada tahap yang baik.

Berdasarkan Jadual 3, bahagian A iaitu kemahiran membaca huruf Hijaiyah memperoleh skor min tertinggi dalam ujian Pasca iaitu sebanyak 27.00 dan berada pada tahap sederhana. Seterusnya, bahagian C iaitu kemahiran membaca perkataan Jawi pula berada pada tahap yang lemah dan ia membuat ia berada pada skor min terendah dalam ujian Pasca iaitu sebanyak 7.90.

Jadual 3 Tahap Penguasaan Jawi Kanak-Kanak Selepas Menggunakan Kit Media (N=10)

Bahagian	Skor Min	Sisihan Piawai	Tahap
A : Baca Huruf Hijaiyah	27.00	2.16	Sederhana
B : Baca Suku Kata Jawi	16.90	4.72	Lemah
C : Baca Perkataan Jawi	7.90	1.72	Lemah
Keseluruhan	51.80	8.60	Baik

PERBINCANGAN

Perbincangan tentang dapatan kajian ini adalah berdasarkan objektif-objektif kajian yang telah dikemukakan. Perbincangan ini berkaitan dengan tahap penguasaan Jawi dalam kalangan kanak-kanak sebelum dan selepas penggunaan Kit Media serta perbezaan penguasaan Jawi sebelum dan selepas penggunaan Kit Media dalam kalangan kanak-kanak.

Tahap Penguasaan Jawi Dalam Kalangan Kanak-Kanak Sebelum Menggunakan Kit Media

Secara keseluruhannya, hasil kajian mendapati tahap penguasaan Jawi dalam kalangan kanak-kanak sebelum menggunakan Kit Media berada pada tahap yang lemah. Tahap ini diukur melalui skor penilaian ujian Pra dan Pasca yang dinyatakan dalam Jadual 4.5. Ini dibuktikan oleh Jadual 4.6 di mana skor min keseluruhan bagi ujian Pra adalah 19.80 (SP: 9.95), menunjukkan tahap penguasaan Jawi yang lemah. Kemahiran tertinggi dalam ujian Pra ialah pada bahagian A: membaca huruf Hijaiyah, dengan skor min 19.30 dan mendapat tahap sederhana. Sebaliknya, kemahiran terendah dalam ujian Pra ialah bahagian C: membaca perkataan Jawi, dengan skor min 0.00, menunjukkan tahap yang lemah.

Perkara ini menunjukkan bahawa sebilangan besar kanak-kanak tidak boleh menguasai Jawi sebelum mereka didedahkan dengan Kit Media dalam pengajaran dan pembelajaran (PdP). Berdasarkan Standard Pembelajaran Jawi yang terkandung dalam Kurikulum Standard Prasekolah Kebangsaan (KSPK), yang meliputi mengetahui huruf Jawi, membaca perkataan yang mengandungi dua suku kata terbuka, dan menulis huruf Jawi, kanak-kanak sepatutnya telah menguasai Jawi pada peringkat ini kerana mereka telah didedahkan kepada pembelajaran tersebut.

Kajian ini disokong oleh Mohd Zain dan Rashid (2020), yang mendapati bahawa kebanyakan pelajar prasekolah belum menguasai huruf Hijaiyah sebelum diperkenalkan kepada alat bantu pengajaran interaktif. Namun, setelah pelaksanaan alat bantu ini, terdapat peningkatan yang signifikan dalam penguasaan huruf Hijaiyah. Selain itu, kajian oleh Azizah et al. (2022) tentang amalan pengajaran Jawi dalam pendidikan masa kini menegaskan bahawa peranan pendidik sangat penting dalam proses pembelajaran. Penggunaan strategi pengajaran yang sesuai, termasuk penggunaan teknologi, terbukti dapat meningkatkan kecekapan dalam pengajaran Jawi.

Tahap Penguasaan Jawi Dalam Kalangan Kanak-Kanak Selepas Menggunakan Kit Media

Hasil analisis menunjukkan bahawa tahap penguasaan Jawi dalam kalangan kanak-kanak selepas menggunakan Kit Media adalah baik. Purata keseluruhan skor min bagi ujian Pasca dalam Jadual 4.7 adalah 51.80 (SP: 8.60), meningkat berbanding ujian Pra yang mempunyai purata skor min 19.80 (SP: 9.95). Kemahiran tertinggi dalam ujian Pasca adalah bahagian A: membaca huruf Hijaiyah, dengan skor min 27.00 dan mendapat tahap sederhana. Kemahiran terendah dalam ujian Pasca ialah bahagian C: membaca perkataan Jawi, dengan skor min 7.90, yang masih pada tahap lemah. Dapatan kajian ini membuktikan bahawa penggunaan Kit Media dalam pengajaran Jawi mampu meningkatkan penguasaan Jawi kanak-kanak. Kit Media yang disediakan oleh pengkaji menarik minat kanak-kanak kerana ia mengandungi elemen visual dan audio interaktif serta aktiviti pengukuhan untuk setiap topik. Ini menjadikan Kit Media lebih berkesan berbanding kaedah pengajaran tradisional.

Kajian oleh Salleh et al. (2020) mendapati bahawa aplikasi mudah alih berbasis permainan seperti “Jawi Quest” dapat meningkatkan minat dan penguasaan pelajar dalam subjek Jawi. Hasil kajian menunjukkan bahawa penggunaan elemen gamifikasi dalam aplikasi pembelajaran seperti ini berkesan dalam membantu pelajar menguasai ejaan dan pembacaan Jawi dengan lebih baik. Mengikut Pelan Pembangunan Pendidikan Malaysia (2013-2025), penggunaan ICT dalam pengajaran dan pembelajaran adalah penting untuk meningkatkan kualiti pendidikan. Oleh itu, guru perlu memanfaatkan teknologi seperti Kit Media ini untuk menjadikan pembelajaran lebih berkesan dan bermakna.

RUMUSAN

Secara keseluruhannya, berdasarkan kajian yang dijalankan, dapat disimpulkan bahawa penggunaan Kit Media dalam pembelajaran Jawi dapat membantu kanak-kanak berumur 6 tahun dalam meningkatkan tahap penguasaan Jawi mereka. Ini dapat dilihat, penggunaan ICT lebih berkesan untuk digunakan berbanding kaedah tradisional seperti membaca dengan menggunakan bahan bercetak dan membuat aktiviti pengukuhan dalam buku latihan. Oleh yang demikian, diharapkan kajian ini dapat memberi panduan kepada pendidik dalam memilih strategi pengajaran dan pembelajaran (PdP) yang dapat menarik minat kanak-kanak serta menjadikan sesi PdP lebih bermakna dan berkesan. Akhir sekali, pendidik boleh menerapkan penggunaan ICT seperti Kit Media ini di dalam setiap PdP supaya kanak-kanak lebih seronok dan bersemangat untuk belajar.

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EXPLORING DIGITAL LITERACY OF EARLY CHILDHOOD TEACHERS IN TEA PLANTATION AREAS

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ABSTRACT

Digital technology is now familiar in the community. Ownership of digital technology is now not only in the city, but also in rural areas some residents have owned it. The advancement of digital technology requires every individual to have digital literacy in order to utilize the media effectively and understand the risks. Teachers are one of the people who play an important role in utilizing digital technology to improve students' digital literacy. Tea plantation areas have differences with other areas, such as geographical, educational, economic, environmental and access factors in using digital media. The purpose of this study is to understand more deeply the digital literacy of early childhood teachers in Tea Plantations. The research method used is descriptive qualitative. Data collection techniques using interviews. The participants in this study amounted to 3 people, with 1 principal and 2 teachers in one of the kindergartens of the Bandung Regency Tea plantation. The results show that teachers in the Tea Plantation area have a good understanding of using and utilizing digital media, as well as trying to avoid potential dangers. Teachers argue that the existence of digital media today makes it very easy for them to communicate, find teaching inspiration, support the learning process, transact through mobile banking, and shop using e-commerce platforms. In avoiding the dangers of digital media use, they argue that routine activities such as teaching and completing school assignments reduce the time, they spend using their mobile phones excessively, thus preventing addiction and useless activities. It can thus be concluded that early childhood teachers in tea plantation areas have good digital literacy skills that are able to utilize digital media effectively and understand the dangers that may arise.

Keyword: *Teacher, Digital Media, Digital Literacy*

INTRODUCTION

The use of digital media has become a necessity for society. In 2023 Indonesia ranked sixth in the largest number of mobile phone users in Indonesia with a total of 73 million users. (Susenas, 2022). They do their daily activities through digital media such as communicating, searching for information, shopping online, making online transactions, consulting doctors online and as entertainment. (Aksenta et al., 2023; Munawar et al., 2021). Based on the survey We Are Social (2024) The most frequently used application by Indonesians is WhatsApp, with a percentage of 90.9% users in January 2024, followed by Instagram at 85.3%, Facebook at 81.6% and TikTok at 73.5%.

The use of digital media is currently growing (Siregar et al., 2024; Werthi & Perwira, 2024). In Indonesia, almost every individual has one digital device or at least every family has one. Susenas (2022) recorded that 67.88 percent of the population in Indonesia has a cell phone. In addition, the data Susenas (2022) shows that 92.35 percent of households in Indonesia own or control a cellular phone. This shows that almost all Indonesians have cellular phones.

The number of people who use digital media needs to be accompanied by their understanding of digital literacy. Digital literacy is a person's ability to use, utilize and understand the dangers posed by the use of digital media (Adha & Mentari, 2022; Sari et al., 2021). Digital literacy allows digital media users to select information spread on the internet, so that they can use digital media more wisely (Hasanah & Sukri, 2023; Rahayu et al., 2021).

Digital literacy must be understood and applied by all members of society. Teachers play an important role in guiding and educating students, so their ability in digital literacy is crucial (Fadillah et al., 2024; Lesasananda & Malik, 2024). In addition to being role models for children, their understanding of digital literacy will influence how they teach the use of digital media (Suryaningsih & Purnomo, 2023). A deep understanding of digital literacy will help teachers provide more effective teaching (Lestari, 2023). As such, they can prepare students to be wise and responsible users of digital media.

Tea plantation areas have special and different characteristics. Internet access is limited due to the geographical condition of houses in remote areas and highlands, then the educational background of tea plantation communities is mostly only up to junior high school and few continue to high school, while high schools are far from the location of tea plantation areas and require travel between 10 km to 30 km. So the tea plantation area is very limited in access to information and education. This will certainly be related to people's interaction with digital technology in today's digital era, especially those who work as teachers. Therefore, more research is needed to understand the literacy of teachers in tea plantation areas.

LITERATURE REVIEW

Research on digital literacy of early childhood teachers has existed and was conducted in the previous year.

The research of Novitasari & Fauziddin (2022), this study analyzed the digital literacy of educators in early childhood education with participants of 30 teachers from 8 PAUD institutions in Gugus Mawar, Rumbai Pesisir sub-district. The study used a quantitative approach with four indicators of accessing, selecting, understanding and distributing information. The results showed that the digital literacy competence of education personnel in PAUD was in the good enough category.

Then research of Hardiyanti & Alwi (2022) analyzed the digital literacy skills of 24 early childhood education teachers from 13 institutions in Gorontalo Regency during the COVID-19 pandemic. The study used a qualitative approach oriented towards thematic analysis. The results showed that they were still limited in their skills in using digital devices other than smartphones and integrating educational applications for learning.

Then research of Lamma & Padabang (2023) discusses the digital literacy competencies of early childhood education teachers in the context of learning in the Revolution 4.0 era. The method used is qualitative research with data collection and analysis that is library research. The results showed that the literacy competence of PAUD teachers in learning consists of two important aspects: the ability of teachers to create technology-based learning media and the ability to prepare various technology-based games.

The research of Yusria et al., (2023) discusses the digital literacy competencies of early childhood educators in facing learning challenges in the 4.0 era. This research uses a qualitative approach with data collection techniques through reduction, display, and conclusion analysis. The results showed that early childhood educators need to master digital literacy, considering that global developments require them to realize that the learning process no longer relies on conventional methods.

RESEARCH METHODOLOGY

This research uses a qualitative approach. The type of research used is descriptive. Aims to deeply understand the digital literacy of early childhood teachers in the Tea plantation area. Descriptive qualitative research method is an approach used to describe and understand social phenomena or human behavior in an in-depth way (Ramdhan, 2021; Roosinda et al., 2021). The main purpose of this research is to explain the experiences, views, and context of the participants, without trying to test certain hypotheses.

Data were collected through in-depth interviews with ECD teachers. The research subjects were ECD teachers in one of the plantation kindergartens in Bandung Regency. Data is collected through interviews with 2 ECD teachers and 1 principal. The interviews will focus on the use of digital media in daily activities and its application to learning at school. The qualitative data collected will be thematically analyzed. Interview transcripts will be compiled and manually analyzed to identify emerging patterns, themes and meanings related to teachers' digital literacy.

When obtaining information about the research subjects, the researcher described the experiences, and opinions of the ECD teachers. In addition, interviews were conducted by asking a total of 10 questions to the respondents. The questions were about their opinions regarding the existence of digital media, the use of digital media, and applications used in daily activities.

OBJECTIVES

In general, this research explores the digital literacy of early childhood teachers in Tea plantations. Specifically, this research understands the digital literacy of early childhood teachers, namely:

1. Teachers' opinions on the advancement of digital technology
2. Use of digital media in daily activities
3. Teachers' efforts to avoid the dangers of using digital media

FINDINGS

Tea plantation areas are usually located in highland areas with a cool and humid climate, which supports the growth of tea plants. One of the areas where there are tea plantations in Indonesia is Bandung Regency, West Java Province. Tea plantation areas have special and different characteristics. Internet access is limited due to the geographical condition of houses in remote and highland areas, surrounded by tea plantations and hills, so the internet signal is weak and unstable. The hilly distance between houses also makes tower installation in the area less effective because it requires more than one tower, while providers are less interested in investing due to the small population. Then the educational background of the tea plantation community is mostly only up to junior high school and few continue to high school, while the high school is far from the location of the tea plantation area and requires a trip between 10 km and 30 km. In addition, the income of teachers who are already civil servants or teachers who have teaching certification (PPG) comes from the government, while other teachers have limited salaries from private foundations that come from community self-help income which is certainly small when compared to private schools in the city. This research was conducted in one of the Tea Plantation areas in Bandung Regency because the area is different from other areas, such as geographical factors, education, economy, environment and access to using digital media. This will certainly relate to people's interaction with digital technology in today's digital era.

This research was conducted using the interview method. The purpose of the interviews was to explore the digital literacy understanding of teachers in tea plantation areas. Through the interviews, it was revealed that teachers have been using and utilizing digital media in their daily lives, both for personal activities and teaching needs, as well as understanding and trying to avoid the dangers that may arise from their use.

In this study, the research subjects were given pseudonyms, namely Mrs. Atikah, Mrs. Rani and Mrs. Wati. These three subjects work as educators in one of the tea plantation kindergartens in Bandung Regency. Mrs. Wati serves as the principal, Mrs. Atikah and Mrs. Rani are teachers. Mrs. Wati and Mrs. Atikah are graduates of S1 PG PAUD while Mrs. Rani is still taking S1 PG PAUD lectures. Both subjects who are teachers are teachers who graduated from Package C which is equivalent to high school, because they did not take formal high school education. All three subjects have teaching experience in formal kindergarten institutions and have similarities in the use of digital media, especially applications that support self-development and the learning process at school.

DISCUSSIONS

Use of Digital Media in Daily Activities

The use of digital media has become an important part of daily activities (Aripadono, 2020). The teachers actively use it as a necessity in supporting their activities. The existence of digital media also makes it very easy for them to carry out their daily routines.

The teachers use digital media for personal and teaching activities in carrying out their profession as teachers. The digital media they use are laptops and cellphones. Laptops are used for teaching and school administration activities. While cellphones are used for personal needs and matters related to school. Some of the applications used by teachers are WhatsApp, YouTube, Facebook, Instagram and Tiktok applications as social media. Then the Pinterest and Platform Merdeka Mengajar (PMM) applications as educational resources. In addition, e-commerce and mobile banking as applications to help them shop and transact online.

Utilization of Digital Media for Personal and Teaching Needs

Digital media is very useful in supporting personal activities, one of which is for teachers. Social media applications such as WhatsApp, YouTube, Tiktok, Instagram and Facebook facilitate long-distance communication, increase information, provide the latest news and offer entertainment. In addition, mobile banking applications are used by teachers to make transfers, check balances, transact e-commerce and pay bills such as credit and electricity that can be done anytime and anywhere. E-commerce applications also facilitate shopping without the need to go to the store, thus saving transportation costs. Thus, the use of digital media is very helpful for teachers in carrying out their activities.

Digital media is also useful in helping teachers conduct the learning process (Pratiwi et al., 2022). Teachers utilize laptops connected to projectors as one of the learning media to create varied and interesting learning. Social media applications such as WhatsApp, YouTube, TikTok, Instagram, and Facebook are used as a means of communication with parents, educational content references, and to upload photos and videos that can be accessed at any time, thus reducing the use of cellphone memory. In addition, teachers also use Pinterest to create worksheets for students. The Platform Merdeka Mengajar (PMM) application functions as a digital education tool, school administration, and a place for teachers to upload teaching videos. Thus, digital media helps teachers find inspiration and support the learning process at school.

Understanding and Addressing the Risks of Digital Media Use

The use of digital media has both positive and negative impacts. The positive impact is that it makes it easier for teachers to carry out their profession and daily routines. However, the negative impact is the overuse of mobile phones, which can lead to addiction and open up opportunities to engage in harmful activities such as online gambling, unwise use of paylater services, and accessing pornographic sites, all of which can be detrimental to the user's mental and financial health.

Facing the risks of using digital media, individuals need to try to avoid the dangers. Digital media users need to select applications that are used according to their needs and choose useful content, and select

information to avoid hoaxes. In addition, there is a need for one's awareness in limiting the use of digital media so as not to become addicted and cause harm to oneself. In addition, teachers who already have routine activities such as teaching and completing school assignments reduce their time using cellphones excessively, thus preventing useless activities.

CONCLUSION

Teachers have an important role in utilizing digital technology to improve students' digital literacy. Although tea plantation areas have differences in geographical factors, education, economy, environment and access to digital media, this does not make the digital literacy of early childhood teachers there low. On the contrary, they show a good understanding of digital literacy and are able to adapt to technological advances, utilize digital media and try to prevent risks arising from its use.

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THE ROLE OF MALE TEACHERS IN EARLY CHILDHOOD EDUCATION: INSPIRING AND EMPOWERING EARLY CHILDHOOD

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ABSTRACT

This study aims to deeply understand the role of male teachers in inspiring and empowering early childhood in ECE, using a descriptive qualitative method. This research was conducted in one of the kindergartens in Purwakarta, with the main participant being a male teacher. Data were collected through in-depth interviews, which were then analyzed using thematic analysis methods. The results of the study show that the presence of male teachers in ECE has an important influence on the social-emotional development of children, especially in terms of emotional management and decision-making. Male teachers also play the role of father figures in schools, helping to strengthen children's gender identities, especially boys. In addition, this role also supports children's independence by providing freedom of expression and choosing activities in the classroom. These findings emphasize the importance of the presence of male teachers in early childhood education in enriching the learning experience and encouraging gender equality in the world of early childhood education.

Keywords: *Male Teacher, Role, ECE*

INTRODUCTION

The presence of male teachers in PAUD is still relatively rare, due to the lack of their number in this field. In Indonesia, according to the Center for Data and Information Technology (2023) The Ministry of Education, Culture, Research, and Technology has only 5.4% of male teachers while female teachers have reached 94.56%. A similar phenomenon occurs in several other countries, such as Canada with 3.4%, the United States and New Zealand 2% each, Australia 2.6% and Taiwan 1.6%. Only Denmark 7.6% and Norway 11% showed the highest percentage of male teachers (Besnard & Letarte, 2017). This inadequacy in the number of male teachers raises concerns about gender imbalances that encourage many countries to increase male participation in early childhood education. This gives rise to various views and theoretical assumptions about how gender equality can be achieved (Sumsion, 2000, 2005).

The role in the ECCE environment has been dominated by female teachers, because women are often considered as natural caregivers and educators according to traditional gender stereotypes (Atika & Purnamasari, 2019; Gomes, 2018; Martino & Rezai-Rashti, 2010; Putri et al., 2022). This view arises from the assumption that parenting is the instinct of women, who are the main educators and continue to be reinforced by a developing and often problematic gender discourse (Sevier & Ashcraft, 2009). The dominance of women's roles in early childhood education not only reflects existing social norms, but also creates obstacles for men who want to be more actively involved in early childhood education (Bullough, 2015; Pancaningrum & Pasingasih, 2023). Therefore, efforts are needed to deconstruct this traditional view so that both men and women can play an equal role in the field of children's education.

The presence of male teachers provides a different perspective and broadens children's horizons about the roles that men can take in education and parenting (Swan & Doyle, 2021). By being an example in interacting, caring for, and educating male teachers, it shows that this responsibility is not the exclusive domain of women. The author believes that this role can be learned, although it may bring up differences that actually become a variety of teaching that is beneficial for children. This helps children both boys

and girls understand that gender roles are flexible and do not have to be tied to traditional stereotypes. As such, male teachers can encourage children to explore their interests and talents without being constrained by rigid gender norms. In addition to enriching the diversity of gender roles in education, they also offer different teaching approaches and can influence various aspects of a child's development (Maulana et al., 2020). Male teachers can be father figures at school, providing a strong protective figure for girls similar to what they see at home (Fikria et al., 2023). They serve as inspirational role models that help children understand and accept the diversity of gender roles from an early age

The involvement of male teachers can influence children's social and emotional development through different teaching approaches. Male teachers often bring unique communication styles, such as tending to be more direct in giving direction or using a more physical approach to play activities, which can help children develop social skills such as cooperation, empathy, and tolerance (Besnard & Letarte, 2017; Mashiya, 2014). In addition, male teachers can also introduce different ways of handling emotions, giving children examples of how to express feelings in a healthy and controlled manner (Rachman et al., 2022). This approach gives children a broader experience in understanding and responding to a variety of emotions and social situations. Thus, the involvement of male teachers not only complements the learning experience in the classroom but also contributes to the balance of children's social and emotional development.

The lack of representation of male teachers in early childhood education shows the importance of further studies on the barriers and opportunities to increase their participation in early childhood education. An obstacle that often arises is the gender stereotype that is still inherent in society, where the profession of teaching early childhood is more often associated with the role of women (Dianita, 2020; Fadillah & Ngaisah, 2023; Fatmawati et al., 2023; Gomes, 2018; Hayati et al., 2021; Irawan et al., 2021; Marlisa et al., 2020). In addition, the lack of policy support that encourages men to be involved in early childhood education is also an inhibiting factor. The low interest of men in this profession can be caused by the perception that teaching in early childhood education is not considered a prestigious career for men because of the salary or wages received (Koch & Farquhar, 2015). One of the stigmas against male teachers in PAUD is the assumption that they are "gay" because they choose the profession (Wright, 2018). According to Hayati (2021), this stigma arises because some people see men in PAUD as "gemulai" so that this assumption arises (Maulana et al., 2020). Therefore, an in-depth study is needed to identify the social, cultural, and structural factors that prevent men from entering the world of early childhood education, as well as to find strategies to open up more opportunities and create a supportive environment for them. Increasing the number of male teachers in early childhood education can enrich children's learning experiences with a diversity of perspectives and teaching approaches.

As one of the important pillars in early childhood education, the presence of male teachers in PAUD is able to present a new perspective that not only inspires but also empowers children. With the involvement of male teachers, children are introduced to a more inclusive diversity of gender roles that allow them to thrive without being constrained by traditional stereotypes. Male teachers not only play the role of educators but also as positive models that show that parenting and education are shared responsibilities between men and women, This role is important in helping children build a broader and flexible understanding of gender roles, preparing them for a more equal and equitable world in the future. This article aims to deeply understand how the presence and contribution of male teachers in early childhood education can inspire and empower children in important phases of their growth.

LITERATURE REVIEW

Various studies related to male teachers have covered a wide range of research forms. Previous research that has been carried out such as Fadillah & Ngaisah (2023), Marlisa et al. (2020), Widari & Amelia (2023), and Tufan (2018) generally focuses on the views of the community, parents, and female teachers on the role of male teachers in early childhood education. The general perception that is still developing in society that men are not suitable to teach in early childhood education, because this profession is

often associated with feminine and female nature. However, the role of male teachers in PAUD is actually very important and appreciated by female teachers and parents, who emphasized that the responsibility of educating does not only belong to women but must be complementary between men and women.

Meanwhile, research by Besnard & Letarte (2017), Brandes et al. (2015), Bullough (2015), Sak et al. (2015) discussed the differences between male and female teachers in PAUD, especially in terms of teaching styles, interactions with children, and challenges and stereotypes faced by each gender in the PAUD environment. The studies also highlight how these differences can affect classroom dynamics and holistic child development.

Several research studies conducted by (Putri et al., 2022; Rachman et al., 2022; Sum & Talu, 2019) focuses her research on inhibiting and supporting factors for male teachers in early childhood education. The formation of the role of male teachers in schools is inseparable from the support factors of parents, family environment, community, principals, and fellow teachers. In addition, this study also highlights how school policies, professional training, and social acceptance of male teachers also affect their success in carrying out their roles in the early childhood education environment. Barriers such as social stigma, the notion that men are impatient with children, perceived feminism, and small salaries are often challenges for male teachers in this field.

Harris & Barnes Research (2009) emphasized the importance of listening to children's voices and exploring whether their perspectives on teachers differ between boys and girls. To truly value children and improve the quality of our interactions with them, researchers must continue to actively engage children in research, value their views and find ways in which they can contribute meaningfully. Children tend to see the role of male and female teachers as a positive experience, but they often associate male teachers with sports and physical activities, which raises the question of whether the presence of male teachers is really capable of challenging gender role stereotypes.

Yulindrasari Research (2017) explores parents, female teachers, and school administrators' perceptions of men teaching in kindergarten, as well as how male teachers negotiate masculinity in their roles as early childhood teachers. This study presents an in-depth analysis of the various challenges of masculinity and their relation to social expectations.

Research conducted by Maulana (2021) focusing on negotiating male femininity through their experiences as early childhood education teachers, by deeply examining the transformation of experiences before and after teaching in the early childhood education environment. The study also explores how male teachers navigate gender stereotypes as well as the challenges they face in adjusting to roles that are generally considered more suitable for women, while still retaining their identity and uniqueness as male educators.

Al Baqi Research (2021) shows that the presence of male teachers plays a role in strengthening gender identity for boys, by providing masculine figures who can be role models. The presence of male teachers helps boys recognize and understand their gender roles from an early age, so that they are more likely to realize, "oh, I am a boy." In addition, male teachers can form a more balanced understanding of masculinity, showing that being male also includes responsibility, care, and active involvement in education and parenting.

RESEARCH METHODOLOGY

This study uses a qualitative approach with a type of descriptive research, aiming to deeply understand the role of male teachers in early childhood education in inspiring and empowering early childhood. The descriptive qualitative approach was chosen because it was able to describe complex phenomena

such as the behavior, perception, motivation, and actions of research participants holistically through words and images (Rusandi & Rusli, 2021). This research was conducted in one of the kindergartens in Purwakarta district, West Java Province, Indonesia which has a male teacher as a teacher. The researcher chose Purwakarta district as the research site because it has a unique social and cultural context. Although it is a small city and an industrial city, Purwakarta has undergone changes that affect people's views on gender roles, including the presence of male teachers in PAUD. The researchers' attachment as local citizens also provides a higher sensitivity to relevant issues, allowing for more in-depth and contextual analysis. This study uses the *Convenience sampling* namely sampling based on ease of accessibility (Farrokhi & Hamidabad, 2012). I used my personal contacts with the Early Childhood Education Association (HIMPAUDI) and upperclassmen who are male teachers in PAUD to identify potential participants. Data was collected through in-depth interviews with a male teacher that focused on his experiences and views on his role in inspiring and empowering early childhood. The data was analyzed thematically, where interview transcripts were manually analyzed to identify patterns, themes, and meanings that emerged related to the role of male teachers in PAUD.

OBJECTIVES

This study generally examines the role of male teachers in early childhood education in inspiring and empowering early childhood. In more detail, this study focuses on the following aspects:

1. The role of male teachers in supporting the social-emotional development of early childhood in the PAUD environment.
2. The contribution of male teachers in becoming an inspirational model for early childhood.
3. The acceptance of the existence of male teachers in PAUD in enriching educational experiences and empowering early childhood.

FINDINGS

This study aims to explore the role of male teachers in early childhood education by interviewing a male teacher, researchers can explore specific teaching experiences, views and practices from a boy's perspective in the context of early childhood education. This provides a deeper insight into how the presence of male teachers can affect a child's development.

The participants of this study were given pseudonyms to maintain their confidentiality and privacy (Adriany, 2018). The pseudonym used by the researcher can protect the real identity of the participants from the possible disclosure of sensitive personal information, as well as reduce the risk of negative impacts that may arise from their participation in the study. It also helps to create a safer and more comfortable environment for participants to share their experiences and views openly.

The results of an interview with a male teacher in PAUD showed that his presence had brought positive changes in the social interaction of children in the classroom. Pak Namu stated that after the third year of teaching, he observed that there were differences in children's characters who were more open and there were no limits in interacting with him. This indicates that the presence of a male figure in the classroom can help children feel more comfortable and familiar, so that they can interact more freely.

In terms of emotional management, Mr. Namu applies an approach that allows children to feel their emotions without direct intervention. He gave an example that when a child falls or feels sad, he chooses to let them vent their emotions first. This approach is considered effective for helping children understand and manage their emotions independently, which is important in their social and emotional development.

Pak namu also acts as a father figure for children, by providing learning related to values such as leadership and responsibility. He explained how he taught boys to carry out the habit of praying dhuha and directed girls to become good makmum. He tries to show that a male teacher can be an example in various aspects, not only in education but also in positive moral values.

On the other hand, male teachers face challenges in overcoming gender stereotypes in society. She realized that ideally the classroom should have two teachers, a male and a female to provide a balance, but the limited number of male teachers made it necessary to explain to the children the roles that could be taken by both men and women. Through a clear and communicative approach, teachers seek to change children's views of gender stereotypes and encourage them to think outside traditional boundaries.

To support children's independence, Mr. Namu applies a freer and exploratory learning method. He emphasized the importance of children to have the opportunity to play and be creative without excessive academic pressure. Through this approach, children are given the freedom to choose the activities they want, so they can learn to make decisions independently.

Pak Namunu also pays special attention to children who tend to be shy or hesitant in making decisions. He takes a personal approach by inviting them to talk and providing emotional support so that they are more confident in making decisions. This approach shows his commitment to not only be an educator, but also a mentor who cares about the development of every child in the classroom.

DISCUSSIONS

The results of the interviews in this study show that the role of male teachers in early childhood education can be associated with a number of findings that are relevant to previous research. One of the main points revealed was the positive changes in children's social interactions that occurred along with the presence of male teachers in the classroom. These findings support previous studies (Besnard & Letarte, 2017; Brandes et al., 2015) which shows that the presence of male teachers presents a different perspective in teaching and enriches the children's experience in the classroom. Children, especially boys, feel more familiar and open to male teachers. The role of gender in this case not only presents diversity, but also creates a more flexible and non-hierarchical dynamic of interaction.

Furthermore, the approach of male teachers in supporting children's emotional management shows a unique method compared to the approach of female teachers. This teacher applies a method that lets children feel and cope with their own emotions without too much intervention. This approach can be linked to the study of how male figures are often expected to bring a more autonomous approach to educating children, which Bullough says (2015) and Sak et al. (2015) can help children in the development of emotional skills and independence. This male teacher believes that letting children experience negative emotions naturally will help them learn to cope with their feelings more effectively.

In addition, male teachers reflect the father figure in the context of early childhood education, especially for boys. He not only teaches practical skills, such as the habit of praying dhuha, but also plays a role in educating the values of leadership and responsibility. This is in line with Maulana's research (2021) which shows that male teachers in PAUD often play the role of father figures who can strengthen the gender identity of boys. The presence of male teachers as father figures seems to reinforce the masculine identity of boys in different ways compared to female teachers, who are usually considered caregiver figures.

However, there are also challenges faced by male teachers in overcoming existing gender stereotypes. The teacher explained how children tend to see the difference in roles between male and female teachers, especially in the aspects of toilet training and social interaction. Male teachers are considered more relaxed and physically involved in activities, such as joking or playing, while female teachers are

more focused on traditional parenting roles. These findings support the view of Hayati et al. (2021) and Maulana et al. (2020) that the existence of male teachers often triggers assumptions or stereotypes both positive and negative, which affect the view of society and children towards the role of gender in education.

Finally, in terms of independence and decision-making, male teachers in PAUD use an approach that focuses on children's freedom in making decisions and exploring. Teachers provide space for children to make their own decisions that are in line with the concept of differentiated learning (Pitaloka & Arsanti, 2022). This approach not only supports the development of children's independence, but also shows that the role of male teachers can help children, especially boys, learn to take initiative and take responsibility for their decisions. These findings reinforce the literature that states that the presence of male teachers in early childhood education not only enriches children's learning experience, but also inspires them to think outside the traditional boundaries of gender (Putri et al., 2022).

Overall, these findings confirm that male teachers in early childhood education have a unique and important role in supporting early childhood development, both in social, emotional and gender identity development. Thus, their presence in the ECCE environment not only inspires children but also empowers them to become more independent, confident, and free from the boundaries of traditional gender stereotypes.

CONCLUSION

The presence of male teachers in PAUD has an important role in inspiring and empowering early childhood. They not only present diversity in gender roles in the school environment, but also serve as role models in children's emotional management, independence, and decision-making. As a father figure in schools, male teachers can strengthen children's gender identities, especially boys and teach the values of courage and leadership. Although gender stereotype challenges still exist, this study shows that male teachers make a positive and necessary contribution to the world of early childhood education, as well as promoting gender equality. For further research, it is suggested that this study be expanded to include more male teachers from different regions to get a more comprehensive picture of their role in early childhood education.

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TEACHERS' VIEWS ON THE EARLY CHILDHOOD TO ELEMENTARY SCHOOL TRANSITION PROGRAM

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ABSTRACT

This study aims to explore teachers' views on the transition program from ECE to PS. It focuses on teachers' perceptions of preparing children for the transition. This study used a qualitative research method with a case study approach. Data were collected through observation, interview, and documentation techniques. Participants consisted of three early childhood education teachers and three elementary school teachers in six schools in Purwakarta. Data analysis techniques used grounded theory. The results showed that teachers viewed the PAUD to primary school transition program as very important to help children's readiness to enter a more formal learning environment. Teachers also emphasized the need for support from schools and parents for a smooth transition. A structured ECD to primary school transition program is considered to reduce children's anxiety and improve adaptation in primary school. The conclusion of this study is that teachers' views reflect the importance of academic readiness, social and emotional readiness, and learning readiness. There is a need for strong collaboration between teachers, schools and parents to ensure the effectiveness of the transition program. There are three major theories on children's school readiness during the transition from early childhood education to primary school, including maturational theory, behaviorism, and constructivism, so this study emphasizes the importance of a holistic approach to ensure an effective transition from early childhood education to primary school. Challenges in transition programs include lack of communication between levels and differences in children's individual characteristics, which require special attention and effective collaboration between teachers and parents. This study recommends additional training for teachers and increased parental involvement in the ECD to primary school transition process to achieve more optimal outcomes.

Keywords: *ECD to Primary School Transition Program, School Readiness, and Teachers' Views*

INTRODUCTION

The transition from early childhood education to primary school is often discussed because it is closely related to the child's environment in early childhood education (Mustifa, 2019). Transition is an important moment in an individual's life, where change occurs (Zittoun, 2014). This stage is considered critical and can affect children's future learning success (Alexander, 2016; Lestari, 2023). ECD and primary school play an important role in child development, with ECD focusing on the early stages and primary school as the first formal level of education (Novia, 2020; Trisnawati & Sugito, 2021).

The transition process from ECD to primary school is not just a physical transfer between educational institutions, but a change that involves the cognitive, social and emotional aspects of children. Children are faced with more complex learning demands, different social interactions and environmental changes that require adjustment. According to Early Childhood Education teachers, the transition includes developing children's curiosity, emotional, language, cognitive and general knowledge (Mustifa, 2019). With support in these aspects, children will be more holistically prepared to face changes when entering primary school (Nursalim & Raharja, 2019; Suarta & Rahayu, 2018).

The phenomenon of learning in kindergarten should be an enjoyable experience, but is often disrupted by parental expectations that children will be removed if their literacy skills are judged to be lacking (Bidi, 2023). Early childhood education should be a fun place without the pressure of mastering basic literacy, which should be taught in primary education. The calistung test should not be a selection criterion in the New Student Admission (PPDB). Episode 24 of the “Merdeka Belajar” program, organized by the Ministry of Education, Culture, Research and Technology, emphasizes the importance of a pleasant transition from ECD to primary school. The program aims to support children's preparation for the formal level of primary school. Transition is not just a temporary event, but an ongoing process that helps children adapt from the ECD environment to primary school with a focus on readiness and positive experiences (Wijaya, 2023).

In Indonesia, research on enjoyable ECD to primary school transitions shows that the elimination of calistung in the PPDB for primary school reflects a major change in new admissions at the primary school level. This policy demonstrates the government's awareness of the importance of creating a positive transition for children from ECD to primary school (Wulandari & Fachrani, 2023). Other research reveals that teachers' approaches reflect a holistic and progressive vision of the transition process, focusing not only on the academic but also on the social, emotional and happiness aspects of learning. This innovative approach can build a strong foundation for children's development during the transition (Susilahati et al., 2023). In addition, the ECD to PS transition program demonstrates schools' awareness of the importance of a holistic approach, in line with the Merdeka Curriculum which emphasizes fun learning and appreciates the diversity of student potential (Reza & Asbari, 2024).

This research illustrates that the ECD to primary school transition program provides positive outcomes in supporting a more comprehensive approach. The government also created a transition program to raise public awareness of the importance of building basic skills in ECD services, so that people better understand this concept. When children enter the early grades of primary school, this phase is a crucial moment to adapt to formal education standards. Children are expected to be school-ready with diverse basic skills before becoming primary school students. This transition program aims to protect the rights of young children to grow, develop and be valued, both in the school environment and at home (Amriani et al., 2023).

LITERATURE REVIEW

Transition programs have been designed by schools to facilitate children's move from ECD to primary school. According to research (Hasmalena et al., 2023) to help early childhood prepare for the transition to primary school, 2D video media innovations that present material on child development, positive parenting, effective communication, positive discipline, self-recognition, and learning strategies through interesting animations can be an effective solution for parents and educators. Meanwhile, research (Hasanah, 2023) shows that learning methods during the transition period using flashcard games containing alphabet letters or words with initial syllables can help children learn while playing, because they are small and attractive to children.

A thoroughly designed curriculum can help reduce children's discomfort and ensure that learning remains relevant and meaningful. In line with research (Yuliantina et al., 2023) the ECD and PS curriculum should be integrated to support children's role transition from ECD learners to PS students. Linkages between the primary and ECD curricula are necessary, with child-capability-based adjustments as the main focus. This approach aims to create a learning environment that suits children's needs and characteristics, so that the transition curriculum can provide a strong foundation for children in dealing with changes in education levels.

There has also been a lot of research from Western countries on the transition from ECD to primary school. According to Besi & Sakellariou (2019), research highlights that the main factors influencing the transition are children's social-emotional development and interpersonal relationships. ECD

teachers emphasize the importance of developing the basic skills acquired in kindergarten, as well as children's understanding of school rules and good interactions. Lehrer (2017) also emphasizes that the role of educators and families is crucial in supporting the transition from ECD to primary school. Preparations needed during the transition include professional learning programs, policy documents, and educator training that includes diverse transition practices, with special attention to child development.

Based on previous research, it appears that children's experiences in preschool play an important role in forming a solid foundation for the transition to primary school. The programs designed by schools to facilitate the transition from ECD to primary school aim to meet children's needs during this period. In addition, ECD teachers face special challenges in managing this transition. Continuity between the ECD and primary school curriculum is also essential for children to enjoy a more effective and holistic learning experience. In Western countries, much research has been conducted on the transition from ECD to primary school, covering teacher training, learning processes and interactions with children. However, research focusing on teachers' views on this transition program is limited. Therefore, this study aims to explore teachers' views in depth regarding the ECD to primary school transition program. This study will explore teachers' views on children's school readiness, teachers' views on the ECD to PS transition program, and teachers' views on cooperation between teachers and parents during the transition period.

METHODS

This study used a qualitative method with a case study approach to explore teachers' views on the ECD to PS transition program. Qualitative research was chosen because it allows researchers to understand more deeply and focus on the meaning of the phenomenon under study (Sulistyawati, 2023; Syahril, 2016). This research was conducted in Purwakarta district, with data collection locations including three ECD schools and three primary schools, thus involving six different schools. Data collection techniques in the study were observation, interview and documentation. The data analysis technique is Grounded Theory. According to Oktaria (2023) grounded theory is a method chosen when a comprehensive theory or in-depth explanation of a process is needed. This method is a solution when existing theories do not cover the problems to be studied.

OBJECTIVE OF THE STUDY

In general, this study aims to explore teachers' views on the transition program from ECD to primary school. Specifically, the study examined three main aspects:

1. Teachers' views on the ECD to primary school transition program. This study assesses how teachers perceive the transition program between ECD and primary school, including the preparation and support provided.
2. Effectiveness of the Transition Program. This study measures the extent to which the ECD to primary school transition program is perceived by teachers to be effective in facilitating the transition of students from ECD to primary school.
3. Program Acceptance and Implementation. The study also explores the extent to which teachers accept and implement the transition program and how it contributes to students' learning and adjustment at the primary level.

RESULTS

In terms of children's readiness to enter primary school, ECD teachers emphasize the importance of academic readiness as one of the main aspects. As expressed by one teacher, academic readiness includes the basics of literacy and numeracy, such as the introduction of letters, numbers, and the ability to read and count through methods that are interesting to children, such as games and singing. This statement was supported by another ECD teacher, who also emphasized the importance of introducing basic calistung through activities such as singing. Social readiness is a crucial aspect in addition to academic readiness in children's transition from ECD to primary school. Children need to be able to interact with peers, understand and follow social rules, and collaborate in groups. Interviews with teachers emphasized the importance of social and emotional readiness in influencing children's ability to adapt to new environments and interact well. Early childhood learning readiness suggests that school readiness involves a number of important interrelated aspects, including academic knowledge, thinking skills, socio-emotional maturity, physical well-being, self-discipline and communication skills. Early childhood learning readiness assessment not only involves cognitive aspects, but also considers children's emotional and social readiness.

Merdeka Belajar Curriculum emerged as a solution to adapt the curriculum to the characteristics and individual needs of learners. This concept provides flexibility and customization in education, and provides more freedom in the learning process according to children's needs. The teacher's view shows that Merdeka Belajar Curriculum is effective in facilitating children by providing freedom and customization according to the needs of learners. The participants' views on Merdeka Belajar Curriculum also confirm that this program gives freedom to children and adapts to their needs.

Teachers' views on the Transition Program from ECD to PS reflect a variety of complementary perspectives. Generally, teachers recognize how important this program is in preparing children for the change from the Early Childhood Education (ECD) environment to Primary School (PS). One ECD teacher emphasized that the transition program focuses not only on developing basic academic skills such as reading, writing and counting but also on children's emotional and social readiness. According to her, the program aims to ensure that children are thoroughly prepared to enter primary school, including adjustment to the new environment, introduction to school routines, and development of important social skills.

Teachers also emphasize the importance of the school environment introduction period (MPLS) as part of this transition. According to elementary school teachers, the transition program begins with MPLS, which lasts for two weeks, and is followed by programs in the first grade. MPLS is designed to provide children with the opportunity to gradually familiarize themselves with their school environment before starting formal teaching and learning activities. This supports the Ministry of Education and Culture's "Fun Transition from Preschool to Elementary School" policy, which aims to ease children's adaptation in an enjoyable way, without focusing on reading, writing, and arithmetic (calistung).

The teachers' perspectives also reflect the importance of their role in making the transition a positive experience. One preschool teacher stated that the main goal of the transition program is to ensure children are ready to learn in elementary school, follow the rules, and interact with new friends. Meanwhile, an elementary school teacher added that this program also aims to help children mature and introduce them to a larger and more structured environment in elementary school. Overall, teachers agree that the Transition Program from Preschool to Elementary School is an important step to ensure that children can adapt well to the elementary school environment. The program, in line with the "Merdeka Belajar" policy, focuses on emotional, social, and academic readiness, providing the support needed to make this transition a fun and effective process.

The transition program from preschool to elementary school is crucial in ensuring that changes for children run smoothly. Teachers play a key role in facilitating this process by designing engaging and relevant learning activities and creating a supportive and motivating learning environment. Through creative approaches and consistent support, teachers can help children overcome challenges during the transition, such as environmental changes and new academic demands. With collaboration between teachers and children, the transition program can become a positive experience, preparing children to face educational challenges with confidence and high motivation as they move from preschool to elementary school.

Teachers believe that collaboration between preschool and elementary school teachers is a key factor in supporting children's transition from preschool to elementary school. They mentioned that socialization activities organized by the Purwakarta District Education Office, which include teacher visits and curriculum adjustments, play a significant role in strengthening cooperation between the two educational levels. According to teachers, this collaboration not only enhances understanding of children's characteristics and needs but also helps adjust teaching methods to be more responsive to children's development. With integrated socialization and support between preschool and elementary school teachers, the children's transition process becomes smoother, more effective, and supports readiness for entering the elementary school environment.

The cooperation strategies between teachers and parents in education during the transition period demonstrate the importance of good communication and coordination to support students' development. Based on interviews with a preschool teacher, the school implements various methods to build strong relationships with parents. Initial socialization about school activities, the formation of a parent forum per class, and the use of WhatsApp groups and weekly documentation are effective steps in keeping information up to date and facilitating collaboration. In addition, messages written in children's notebooks and parent involvement in school events also strengthen educational support at home. These strategies reflect the school's commitment to creating productive communication and effective coordination. As expressed by another teacher, communication about children's development at school encourages parents to provide consistent guidance at home. Thus, the implementation of these strategies not only supports integration between school and home but also ensures that children receive holistic support for their development.

With effective cooperation and a good understanding of children's developmental stages, the transition process can be better prepared and optimized, supporting students' academic and socio-emotional development holistically. Overall, good collaboration between preschool and elementary school teachers, whether within the same foundation or across schools, is crucial to supporting children's transition. This cooperation not only helps in conveying relevant information but also ensures continuity in learning approaches, so that students' development at every stage can be optimally supported.

DISCUSSION

Teachers' Views on Children's Readiness for School During the Transition from Preschool to Elementary School

School readiness is a crucial foundation for young children, who are expected to have academic readiness by mastering basic literacy and numeracy skills, such as recognizing letters, numbers, and the ability to read and count. According to Affandi & Mariyati (2016), school readiness involves various conditions that must be met for children to begin formal education in elementary school effectively. Nainggolan & Daeli (2021) add that at the preschool age, children are in the concrete operational stage, where they begin to understand basic concepts in math and reading better, thanks to sufficient cognitive foundations. Research by Nurhayati (2019) shows that adequate academic readiness is needed to start education in elementary school. This preparation involves mastering basic literacy and numeracy, which align with the characteristics of young children who prefer play-based activities (Asiah, 2018).

Children's readiness for school encompasses six main aspects: a) academic knowledge, b) thinking skills, c) socio-emotional maturity, d) physical well-being, e) self-discipline, and f) communication skills (Fayez et al., 2016). According to Manurung & Marpaung (2019), to prepare children for entering school, they must master essential skills such as adaptability, organization and care of belongings, emotional regulation, fine and gross motor skills, as well as self-help and social skills.

School readiness is supported by three main theories: maturation, behaviorism, and constructivism. The maturation theory, proposed by G. Stanley and Gesell, argues that children's development follows fixed stages governed by internal physiological mechanisms. According to Gesell, a child's readiness to face developmental challenges at a certain age largely depends on their biological maturity. In the transition from preschool to elementary school, this theory explains that a child's readiness to adapt to the elementary school environment depends on their developmental maturity (Halim, 2017). The maturation theory, developed by Gesell, emphasizes children's biological and genetic development. School readiness, according to this theory, depends on the child's physical and emotional maturity. The child must reach a certain level of maturity, both in motor skills and coordination, as well as self-regulation and emotional stability, before they can participate in learning effectively. The maturation approach emphasizes the importance of developing basic skills before starting formal education, ensuring the child's biological and emotional readiness.

Meanwhile, the behaviorism theory by B.F. Skinner emphasizes the role of habits and environment in the learning process. Skinner argued that humans learn through reinforcement and punishment, with a supportive environment providing positive reinforcement that facilitates learning, while an unsupportive environment can hinder it (Purwati et al., 2023). This theory works to shape and modify children's learning behaviors (Latief, 2023; Suputra, 2023). Behaviorism focuses on how the environment and reinforcement influence the learning process, with repetition, reinforcement, and external stimuli playing a major role in children's learning readiness.

In the constructivism theory proposed by Piaget and Vygotsky, it is used to explore children's readiness to face school. Piaget argues that the environment plays a crucial role in the learning process; if schools apply constructivist principles in learning activities, children will be able to learn better through imitation and guidance from educators. On the other hand, Vygotsky emphasizes the importance of children's interaction with their surroundings and the role of educators in building children's confidence and involving parents in daily activities to ease children's adaptation to their social environment (Agustyaningrum et al., 2022; Hyun et al., 2020). The constructivism theory, as explained by Jean Piaget and Lev Vygotsky, focuses on how children develop knowledge and skills through direct experience and social interaction. This theory states that school readiness is not only dependent on biological maturity or behavioral reinforcement, but also on the child's ability to understand their learning environment. Constructivism emphasizes the importance of active learning, where children build knowledge through exploration, discussion, and collaboration with peers and teachers (Dewi & Fauziati, 2021).

Integrating maturation, behaviorism, and constructivism theories aims to evaluate and support children's school readiness. Maturation theory emphasizes the importance of biological and emotional readiness, behaviorism focuses on reinforcement and behavior management, while constructivism prioritizes active learning and experience. In designing school transition programs, it is important for educators to consider these three aspects, ensuring that children have sufficient motor and emotional skills (maturation theory), implement positive reinforcement systems (behaviorism), and include social interaction and active exploration in learning (constructivism).

Teachers' Views on the Transition Program from Preschool to Elementary School

The "Merdeka Belajar" (Independent Learning) curriculum introduced by the Indonesian Ministry of Education, Culture, Research, and Technology aims to shift the education paradigm from a teacher-centered and rigid curriculum to a more student-focused approach (Bidi, 2023; Eka Retnaningsih &

Patilima, 2022; Jannah & Rasyid, 2023). This curriculum offers flexibility and adaptation in the learning process, designed to meet individual children's needs and provide greater freedom in learning.

The "Merdeka Belajar" Episode 24 program, organized by the Ministry of Education, Culture, Research, and Technology, emphasizes the importance of the transition period from preschool to elementary school. This transition phase is crucial, as children often face difficulties adapting to new environments and encounter various challenges in admission processes and learning during this time (Amriani et al., 2023; Maulani & Mutiara, 2023; Pebriani et al., 2023; Winitri et al., 2019).

The "Merdeka Belajar" curriculum creates continuity between learning approaches at both levels and adjusts according to the individual needs of students. The program emphasizes collaboration between preschool and elementary school teachers, offering flexibility in curriculum implementation to ensure that children can adapt well and continue their education. According to Priyanti (2024), the Ministry of Education, Culture, Research, and Technology is committed to supporting young children's readiness through the Merdeka curriculum, which provides a systematic and structured approach to facilitating the transition from preschool to elementary school. The Merdeka curriculum is designed with consideration for children's developmental phases, including: a) the foundation phase at the end of preschool, b) Phase A for grades 1 and 2 of elementary school, c) Phase B for grades 3 and 4, and d) Phase C for grades 5 and 6 (Farida & Mulyani, 2023; Nasution, 2023; Priyanti et al., 2024).

Soenaryo's research (2024) on the transition from preschool to elementary school highlights three main aspects: children's readiness, parental readiness, and school readiness. Children's readiness involves six key developmental aspects. School readiness includes the appropriate age and the child's motivation and interest in learning. Additionally, parental readiness is essential, as they must accompany, learn about, and support the child's development, serving as the first teachers who influence how the child learns. In early childhood education, readiness to start learning activities, including completing tasks from the teacher and understanding lesson material, is crucial during the transition from preschool to elementary school (Mardiah et al., 2024). Haslip & Gullo (2018) emphasized the need for better understanding of children's readiness for this transition. Dockett & Perry (2017) also pointed out the importance of paying special attention to children's needs and readiness.

Teachers play a vital role in helping children adapt to changes in environment and new demands during the transition, as well as in developing the social and emotional skills needed for success in school and daily life. Teachers function as learning motivators by designing engaging, relevant, and interactive activities and creating a supportive learning environment during the transition from preschool to elementary school (Mardiah et al., 2024; Rindiani et al., 2024).

The transition program from preschool to elementary school plays a critical role in ensuring that children can adapt well to changes from early childhood education to primary education. This transition process requires careful attention to address various challenges children may face, from environmental changes to new academic demands. Teachers play a significant role in facilitating this transition by designing engaging and relevant learning activities. By creating a supportive and motivating learning environment, teachers help children overcome challenges that arise during the transition. Engaging learning activities can capture children's interest and make them feel more comfortable with the changes.

Teachers' Views on Cooperation Between Teachers and Parents During the Transition

The transition from early childhood education (ECD) to elementary school is a critical phase in a child's development. During this stage, children begin to adjust to a more formal learning environment and are expected to develop more complex skills. To navigate these changes, collaboration between preschool teachers, elementary school teachers, and parents is essential (Setiawan, 2022). In line with Nur & Fatonah's (2023) statement, teachers must possess competence as a key part of professional standards, governed by a code of ethics as a guide for professional behavior under structured supervision. One of

the important competencies for teachers is social competence, which includes the ability to interact with students, fellow teachers, parents, and the community, while maintaining empathetic communication and good cooperation (Dewi & Suryana, 2021; Erdiyanti & Syukri, 2021; Sudrajat, 2020).

According to Article 10, Paragraph 1 of Law No. 14 of 2005 concerning Teachers and Lecturers, educators must have four competencies: pedagogical, personal, social, and professional (Mulyani, 2009). In terms of social competence, teachers are expected to be inclusive and fair to students, colleagues, parents, and the community, without showing discrimination. Teachers must also collaborate with parents and the community in implementing learning programs and work collaboratively to resolve children's issues. Additionally, teachers should be effective in communicating ideas and concepts to their peers (Eliza et al., 2022). Article 10, Paragraph 1 of Law No. 14 of 2005 emphasizes the importance of four main competencies for educators, one of which is social competence. Social competence requires teachers to have good interpersonal skills, including being inclusive and fair in interactions with students, colleagues, parents, and the community.

During the transition from preschool to elementary school, social competence becomes crucial as this phase involves significant changes in the child's learning environment. Teachers must build supportive relationships with all stakeholders to facilitate the child's adaptation process effectively. Collaboration between preschool and elementary school teachers, as well as the active involvement of parents and the community, can ease the transition process and ensure that children feel welcomed and supported in their new environment. Teachers' ability to communicate ideas and concepts effectively also plays an important role in coordinating transition efforts and maintaining continuity in learning approaches. By implementing good social competence, teachers can create an inclusive educational climate, strengthen support during the transition, and contribute to students' academic and social success.

Collaboration between preschool and elementary school teachers is vital in ensuring continuity in teaching approaches. Parental involvement also plays a key role in providing emotional support to children during this transition period. With good communication between the three parties—preschool teachers, elementary school teachers, and parents—the needs of the child can be accurately identified, and appropriate interventions can be applied to support the child's readiness for school and overall development. This cooperative approach not only helps children face significant changes but also ensures that they feel supported at every stage of their development. Through structured supervision, teachers' social competence plays a role in reducing the anxiety that children may feel, allowing them to better adapt to the elementary school environment.

CONCLUSION

In general, teachers believe that children's readiness for the transition from preschool to elementary school involves several key aspects. This readiness includes academic ability, social-emotional skills, and effective learning methods. Teachers view basic skills such as reading, writing, and arithmetic as essential, along with children's ability to manage emotions and adapt to the new school environment. Additionally, they emphasize the importance of collaboration between preschool teachers, elementary school teachers, and parents to assist children in their preparation. This cooperation is expected to provide the necessary support for children to successfully navigate the transition period.

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MENINGKATKAN PENGUASAAN MATEMATIK AWAL PRASEKOLAH BERFOKUSKAN KEMAHIRAN TAMBAH MENGGUNAKAN iBOMATH DALAM KALANGAN MURID PRASEKOLAH

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ABSTRAK

Penguasaan operasi nombor berfokuskan kemahiran tambah perlu dikuasai oleh murid prasekolah sebelum melangkah ke tahun satu. Selama tiga bulan pengkaji menjalankan sesi pengajaran dan pembelajaran (PdP) untuk standard kandungan Matematik Awal (MA 3.1) menyelesaikan operasi tambah dalam lingkungan 18. Didapati sebahagian murid gagal menguasai kemahiran tersebut, satu bahan intervensi telah dihasilkan oleh pengkaji bagi meningkatkan penguasaan operasi nombor berfokuskan kemahiran tambah murid-murid prasekolah yang dinamakan sebagai 'iBOMATH'. Kajian ini dijalankan untuk melihat sejauhmanakah keberkesanan penggunaan 'iBOMATH' dalam membantu murid-murid Prasekolah Bestari (2), SK Seri Ketereh meningkatkan penguasaan operasi nombor berfokuskan kemahiran tambah dalam lingkungan 18. Seramai empat orang murid prasekolah yang didapati mempunyai tahap kemahiran tambah yang lemah dipilih untuk menjadi peserta kajian. Kajian ini diadakan selama tiga bulan menggunakan model Kemmis dan Mc Taggart. Data dikumpul melalui pemerhatian, semakan dokumen dan temubual. Data dianalisis menggunakan triangulasi kaedah dengan membuat perbandingan antara sumber data yang dikumpul. Hasil dapatan kajian menunjukkan 'iBOMATH' berkesan dalam membantu murid menyelesaikan operasi tambah dalam lingkungan 18 dengan betul dan menjadikan sesi pembelajaran lebih menyeronokkan. Kesimpulannya penggunaan 'iBOMATH' ini dapat menjadi bahan intervensi yang dapat membantu murid prasekolah meningkatkan kemahiran mengira operasi tambah dalam lingkungan 18.

Kata kunci: operasi tambah, intervensi, prasekolah, operasi nombor, matematik awal prasekolah.

REFLEKSI PENGAJARAN DAN PEMBELAJARAN YANG LALU

Sepanjang saya menjadi guru prasekolah di SK Seri Ketereh, saya telah mendapati bahawa setiap tahun terdapat beberapa orang murid yang tidak dapat menguasai kemahiran operasi nombor iaitu mengira operasi tambah dalam lingkungan 18. Saya telah berusaha sehabis daya untuk membuat pelbagai aktiviti untuk membantu murid yang lemah ini. Saya tidak berpuas hati dan rasa terpanggil untuk mengubah keadaan ini. Pelbagai cara yang telah saya gunakan. Saya telah mengajar menggunakan pendekatan secara individu dan kumpulan, memberi pujian dan ganjaran serta menggunakan pelbagai kaedah bahan bantu mengajar yang dibekalkan oleh Kementerian Pendidikan Malaysia.

Di samping itu, saya juga telah menjalankan pemerhatian untuk mengenalpasti punca berlakunya masalah beberapa orang murid tidak mahir mengira operasi tambah dalam lingkungan 18. Terdapat murid yang kurang berminat dan tidak bermotivasi untuk belajar secara formal. Penggunaan kaedah konvensional seperti latih tubi menjadikan murid-murid jemu, hilang tumpuan dan mudah lupa tentang teknik yang telah dipelajari. Kadangkala bahan bantu mengajar dan aktiviti kurang menarik boleh menyebabkan murid hilang minat untuk belajar.

ISU KEPRIHATINAN/FOKUS KAJIAN

Kajian ini mempunyai nilai kepentingan yang tinggi terutama dalam pendidikan awal kanak-kanak. Kemahiran mengira operasi tambah dalam lingkungan 18 ini perlu dikuasai oleh murid-murid prasekolah sebelum mereka memasuki tahun satu untuk mengelakkan mereka ketinggalan dalam mata pelajaran matematik. Jika murid menguasai subtopik operasi nombor ini, peluang untuk mereka menguasai subtopik operasi nombor di tahun satu adalah lebih tinggi. Masalah utama yang dihadapi oleh murid dalam subtopik ini ialah murid tidak memahami konsep penambahan dan mengalami kesukaran untuk mengira menggunakan kaedah konvensional terutama jari kerana mereka menganggap bahawa mereka 'tidak cukup' jari untuk mengira bagi menyelesaikan soalan-soalan yang diberikan.

Di samping itu, kajian ini dapat memberi nilai tambah dalam pedagogi guru. Kajian ini dilihat relevan kepada pihak sekolah. Saya yakin jika saya dapat menghasilkan satu bahan intervensi yang dapat membantu murid-murid menyelesaikan masalah ini, sudah tentu mereka dapat menguasai kemahiran mengira operasi tambah ini tanpa sebarang masalah. Saya juga berharap dapat mempelbagaikan kaedah PdP untuk memastikan peningkatan pencapaian murid Prasekolah Bestari (2) SK Seri Ketereh akan meningkat dari semasa ke semasa.

OBJEKTIF KAJIAN

Tujuan kajian ini berkait rapat dengan Kurikulum Standard Prasekolah Kebangsaan merujuk Standard Pembelajaran Matematik Awal 3.0 yang perlu dipelajari oleh murid prasekolah.

Objektif umum

Kajian ini dijalankan bertujuan untuk meningkatkan penguasaan kemahiran mengira operasi tambah dalam lingkungan 18 di kalangan murid-murid prasekolah.

Objektif khusus

Objektif kajian ini dijalankan untuk :

- i. Murid dapat meningkatkan kemahiran mengira operasi tambah dalam lingkungan 18 dengan menggunakan 'iBOMATH'.
- ii. Murid dapat menambah objek dalam himpunan dan membilang jumlah dengan betul.

SOALAN KAJIAN

- i. Sejauhmanakah penggunaan 'iBOMATH' dapat meningkatkan kemahiran mengira operasi tambah dalam lingkungan 18?
- ii. Bagaimanakah penggunaan 'iBOMATH' ini dapat membantu murid-murid prasekolah dalam memperolehi jawapan semasa menjawab soalan kemahiran mengira operasi tambah dalam lingkungan 18?

KUMPULAN SASARAN/PESERTA KAJIAN

Murid yang terlibat adalah seramai empat orang murid prasekolah yang berumur 6 tahun dari kelas Prasekolah Bestari (2) SK Seri Ketereh yang terdiri daripada dua orang murid lelaki dan dua orang murid perempuan.

PELAKSANAAN KAJIAN

Kajian tindakan ini menggunakan model Kemmis dan Mc Tanggart (1998) dengan membuat pemerhatian, melakukan tinjauan awal, merancang tindakan, melaksanakan tindakan dan pemerhatian dan mereflek berdasarkan fokus kajian yang telah ditetapkan bagi menilai keberkesanan intervensi.



Rajah 1; Model Kajian Tindakan (adaptasi Kemmis & Mc Taggart 1988)

Berdasarkan model Kemmis & Mc Taggart (1988), penghasilan bahan kajian saya ini dibahagikan kepada empat fasa. Sebelum memulakan kajian tindakan ini, guru telah memohon kebenaran ibu bapa murid untuk mendapatkan persetujuan penyertaan kajian ini. Guru juga telah memberikan taklimat ringkas untuk mereka memahami objektif dan hak sebagai peserta kajian. Selain itu, guru turut mendapatkan kebenaran untuk mengadakan temubual, mengambil gambar dan video untuk tujuan kajian tindakan ini.

Dalam fasa satu, guru telah membuat tinjauan awal tentang permasalahan yang berlaku dalam PdP semasa mengajar tajuk operasi nombor Matematik Awal 3.1 (menyelesaikan operasi tambah dalam lingkungan 18). Guru dapati murid tidak dapat menyelesaikan soalan dengan tepat dan betul. Mereka menyatakan bahawa mereka tidak cukup jari kerana mereka menggunakan kaedah konvensional iaitu mengira dengan menggunakan jari. Guru telah membuat analisis data berdasarkan hasil kerja mereka. Semua murid telah mengira dan menulis jawapan yang salah.

Dalam fasa dua, guru mula memikirkan cara untuk membantu mereka mengatasi kelemahan tersebut. Guru mahu murid mengira dan menyelesaikan soalan yang melibatkan operasi tambah dalam lingkungan 18 dengan betul dan tepat. Guru mula merancang dan mencari kaedah yang sesuai untuk mengajar mereka. Kaedah yang digunakan haruslah ringkas, mudah dan dapat mengatasi masalah dengan cepat.

Dalam fasa tiga, Guru telah mula bertindak dengan membina bahan intervensi yang sesuai dengan kehendak dan kebolehan murid untuk menyelesaikan soalan yang melibatkan operasi tambah dalam lingkungan 18. Guru juga menggunakan bahan yang sedia ada di dalam kelas dan mencipta bahan bantu mengajar yang sesuai.

Dalam fasa empat, setelah 'iBOMATH' berjaya dihasilkan, guru telah memerhati dan menguji keberkesanan bahan tersebut kepada murid prasekolah. Instrumen telah dibina untuk mengumpul data bagi melihat keberkesanan bahan tersebut. Guru telah menggunakan kaedah pemerhatian, analisis dokumen dan temubual. Guru telah membuat ujian sebelum dan selepas penggunaan 'iBOMATH' untuk melihat keberkesanan bahan tersebut.

METODOLOGI KAJIAN

Tinjauan Awal

Semasa proses pengajaran dan pembelajaran berlangsung di dalam kelas, guru telah membuat pemerhatian ke atas tingkah laku murid. Pemerhatian ini dijalankan secara berterusan dari masa ke semasa dan dibuat sebelum dan selepas kajian. Melalui pemerhatian ini, guru dapat melihat murid

seperti tidak berminat, tidak membuat latihan yang diberikan, mengganggu murid lain di dalam kelas dan tidak fokus dalam belajar.

Melalui pemerhatian, guru mendapati murid tidak dapat menyelesaikan soalan dengan tepat dan betul dalam menyelesaikan soalan operasi tambah dalam lingkungan 18.

Temubual

Guru telah menemubual beberapa orang murid untuk mengenalpasti permasalahan yang mereka hadapi menggunakan bahan bantu mengajar seperti straw, batang ais krim dan batu kecil untuk mengira bagi menyelesaikan operasi tambah dalam lingkungan 18. Selain itu, guru juga telah membuat temubual dengan beberapa orang murid untuk mengenalpasti masalah dan punca serta melihat reaksi mereka ketika menyelesaikan soalan operasi tambah dengan menggunakan bahan bantu mengajar konvensional seperti straw, batang ais krim dan batu kecil.

Perbualan 1

Guru : Mengapakah kamu tidak menjawab soalan yang cikgu berikan ini?

Murid : Maaf cikgu, saya tak tahu nak kira macam mana... Jari saya tak cukup untuk mengira jawapan.

Perbualan 2

Guru : Kamu semua seronok tak mengira menggunakan bahan-bahan yang cikgu sediakan?

Murid : Kami seronok cikgu, tapi tak best kira menggunakan straw, batu dan batang ais krim.. selalu hilang cikgu; asyik jatuh dan lambat untuk kami kira.

Perbualan 3

Guru : Kamu dapat tak jawab soalan operasi tambah pada hari ini?

Murid : Ada yang kami dapat jawab dan ada yang tak dapat jawab cikgu... susahlaa nak kira.

Kesimpulan daripada temubual ini, murid kurang berminat menggunakan bahan bantu mengajar yang disediakan di dalam kelas, bahan yang disediakan tidak menarik minat murid untuk menggunakannya dan menyebabkan murid tidak dapat fokus dan menjawab soalan yang disediakan dengan betul dan tepat.

Ujian Pra

Ujian Pra dilaksanakan oleh guru untuk melihat sejauhmana kefahaman murid dalam menyelesaikan sebanyak 12 soalan operasi tambah. Ujian Pra ini diberikan untuk mengesan kefahaman konsep mengenai subtopik operasi nombor iaitu menambah dalam lingkungan 18. Item Ujian Pra ini dihasilkan berdasarkan Kurikulum Standard Prasekolah Kebangsaan (2017).

Jadual 1: Keputusan Ujian Pra

PESERTA KAJIAN	MARKAH UJIAN PRA
MURID A (LELAKI)	3/12
MURID B (LELAKI)	2/12
MURID C (PEREMPUAN)	3/12
MURID D (PEREMPUAN)	4/12

Berdasarkan Ujian Pra ini, menunjukkan prestasi yang kurang memuaskan seperti yang direkodkan dalam jadual 1. Hasil dapatan daripada ujian yang dilaksanakan, guru telah mengenal pasti 4 orang murid yang masih belum dapat menguasai dan mengira operasi tambah dengan betul dan tepat.

Tindakan dan pemerhatian

Sepanjang pengalaman mengajar murid prasekolah, guru mendapati bahawa pembelajaran dan pengajaran Matematik Awal merupakan sub mata pelajaran yang amat sukar untuk difahami dan dikuasai oleh seseorang murid. Hal ini kerana kebanyakan mereka masih belum memahami konsep asas yang telah digariskan oleh Piaget (1977) menerangkan kanak-kanak pada peringkat operasi konkrit mula berfikir dan berkomunikasi menggunakan perkataan atau simbol yang mewakili objek dan peristiwa disekeliling mereka. Oleh hal demikian, kanak-kanak boleh memahami konsep matematik melalui pengalaman konkrit. Guru telah mendapat cetusan idea untuk menghasilkan satu inovasi yang interaktif dengan bercirikan konsep visual dinamik dengan menggabungkan kepelbagaian teori, teknik, pendekatan dan kaedah dalam pengajaran.

Berdasarkan tinjauan awal dan data yang diperolehi, guru telah mengambil tindakan intervensi dengan menghasilkan iBOMATH untuk menyelesaikan masalah yang dihadapi oleh murid-murid yang tidak dapat menguasai konsep mengenai subtopik operasi nombor iaitu menambah dalam lingkungan 18. Walaupun guru memberikan kepada murid soalan yang amat mudah, tetapi mereka akan memberikan jawapan yang salah atau tidak mahu menjawab soalan yang diberikan. Memahami matematik adalah satu matlamat yang penting dalam pembelajaran matematik untuk kanak-kanak Nur Aini (2018). Proses pengajaran dan pembelajaran perlu disampaikan perlu menjurus kepada membantu mereka memahami konsep objek konkrit.

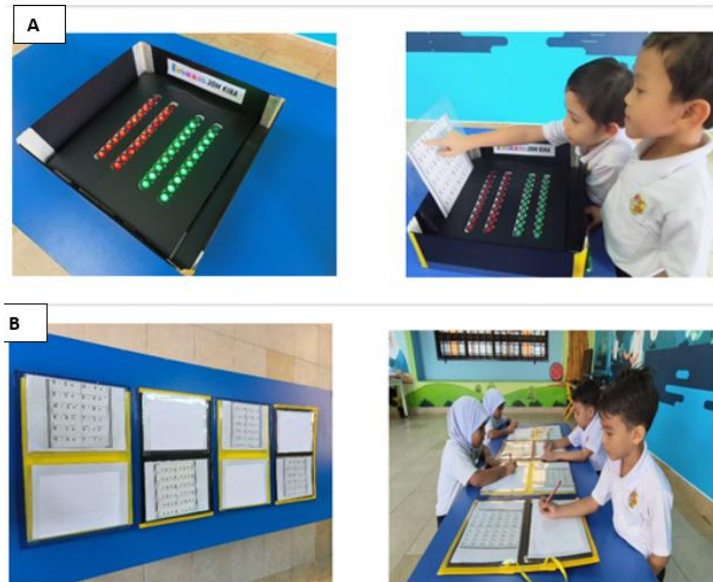
Murid-murid ini juga menunjukkan sikap tidak minat pada mata pelajaran matematik awal ini dan sering kali tidak fokus semasa guru sedang mengajar di dalam kelas. Hal ini amat merisaukan, sekiranya mereka tidak dibantu diperingkat awal lagi, maka ini akan memberi impak yang besar kepada mereka apabila mereka melangkah masuk ke kelas aliran perdana nanti. Kegagalan untuk memahami operasi nombor berfokuskan kemahiran tambah ini perlu ditangani dengan baik agar permasalahan ini tidak berlarutan sebelum mereka menjejakkan kaki ke kelas aliran perdana kelak.

Perkara yang paling efektif pada peringkat kanak-kanak adalah pembelajaran berasaskan *'hands on'* dan bertunjangkan kegembiraan Muhammad Shah (2017). Oleh itu sebagai guru, kaedah pendekatan belajar melalui bermain merupakan konsep utama dalam pembinaan dan penghasilan iBOMATH ini. Penggunaan iBOMATH mendatangkan keseronokan dan kepuasan kepada murid prasekolah dalam sesuatu pengajaran yang di sampaikan oleh guru terutamanya dalam Tunjang Sains dan Teknologi. Selain itu, kaedah visual dinamik yang dipaparkan oleh iBOMATH ini merupakan teknik pembelajaran yang mampu mengaktifkan dan melibatkan kesemua deria murid prasekolah seperti deria penglihatan, deria sentuh, malahan konsep pencahayaan yang pelbagai warna dikeluarkan oleh iBOMATH dapat menarik minat murid prasekolah untuk belajar Matematik Awal dengan efektif dan bermakna.

iBOMATH dicipta dengan bertujuan untuk menjadikan pembelajaran dan pengajaran di dalam kelas menarik dan menyeronokkan. Akronim iBOMATH adalah i untuk *'interactive'* iaitu interaktif untuk pembelajaran murid prasekolah, BO adalah *'box'* iaitu kotak interaktif yang menjadi bahan bantu mengajar untuk guru gunakan di dalam proses pengajaran dan pembelajaran, M adalah untuk *'multifunction'* iaitu kepelbagaian fungsi yang ada pada kotak untuk membantu murid menguasai kemahiran, A adalah untuk *'affective'* iaitu afektif atau emosi murid mendorong untuk pdpc yang bermakna, T adalah untuk *'technology'* iaitu teknologi membantu keberkesanan pengajaran dan pembelajaran dan H adalah *'happy'* iaitu murid gembira dalam melakukan setiap aktiviti iBOMATH di dalam kelas.

Penggunaan iBOMATH adalah seperti berikut:

iBOMATH boleh digunakan serentak untuk empat orang murid prasekolah. iBOMATH mempunyai paparan mengikut keperluan yang ingin kita ajar bersesuaian dengan kemahiran murid mengikut KSPK. Paparan yang ada pada iBOMATH ialah kotak Jom Kira dan paparan melintang. Murid boleh menggunakan iBOMATH untuk belajar mengira dengan menggunakan kad soalan yang diberikan dan mengira pada kotak Jom Kira serta menulis jawapan pada paparan melintang.



Rajah 2: A: Paparan iBOMATH kotak; B: Jom Kira dan Paparan Melintang

Ujian Pos

Tujuan ujian pos ini diberikan kepada murid adalah untuk mengesan keupayaan murid untuk menyelesaikan soalan operasi tambah dalam lingkungan 18 setelah iBOMATH dicipta dan diperkenalkan kepada murid. Berikut merupakan analisis data yang diperolehi daripada ujian pos yang telah dilaksanakan.

Jadual 2: Perbandingan Keputusan Ujian Pra dan Ujian Pos

PESERTA KAJIAN	MARKAH UJIAN PRA	MARKAH UJIAN POS
MURID A (LELAKI)	3/12	12/12
MURID B (LELAKI)	2/12	12/12
MURID C (PEREMPUAN)	3/12	12/12
MURID D (PEREMPUAN)	4/12	12/12

DAPATAN KAJIAN

Pelaksanaan kajian tindakan menggunakan iBOMATH membuktikan bahawa 4 orang murid prasekolah berjaya menguasai dan menyelesaikan soalan operasi tambah dalam lingkungan 18 dengan betul dan tepat. Konsep belajar sambil bermain menjadi konsep utama dalam penghasilan iBOMATH kerana dapat mendatangkan kepuasan kepada murid dalam sesuatu pengajaran yang disampaikan oleh guru di mana murid dapat bermain dengan bebas, selamat dan menyeronokkan. Selain itu pendekatan sambil bermain juga dapat memanipulasikan bahan maujud dalam proses pembelajaran, “melalui bermain dapat membantu meningkatkan perkembangan bahasa dan pemikiran” Vygotsky (1967). Pendekatan belajar melalui bermain juga dapat memanipulasikan bahan maujud dalam proses pembelajaran.

iBOMATH merupakan kotak interaktif dan efektif yang dicipta untuk menjadi bahan bantu mengajar yang dapat menarik minat murid prasekolah seterusnya menguasai matematik awal prasekolah.

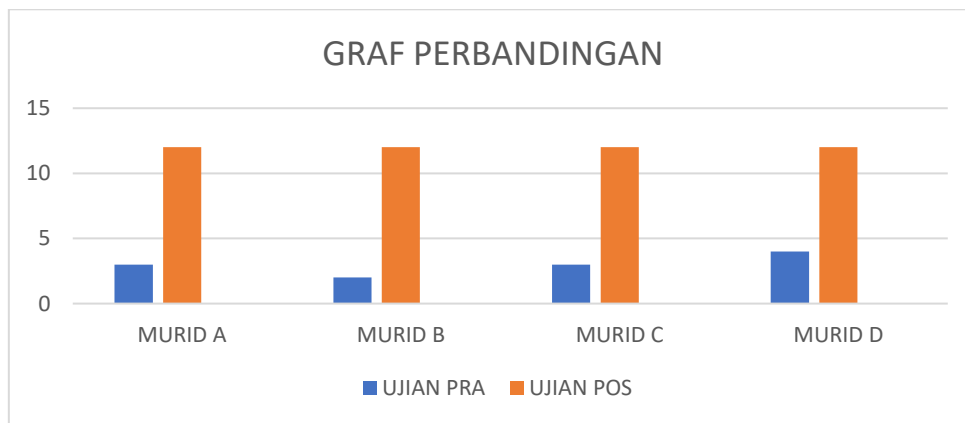
Sejauhmanakah penggunaan ‘iBOMATH’ dapat meningkatkan kemahiran mengira operasi tambah dalam lingkungan 18?

Pendekatan belajar melalui bermain telah menjadi konsep utama dalam pembinaan dan penghasilan iBOMATH ini. Penggunaan iBOMATH mendatangkan keseronokan dan kepuasan kepada murid prasekolah dalam sesuatu pengajaran yang disampaikan oleh guru terutamanya dalam Matematik Awal di mana murid dapat bermain dalam suasana bebas dan selamat serta menyeronokkan. Selain itu, kaedah visual dinamik yang dipaparkan oleh iBOMATH ini merupakan teknik pembelajaran yang mampu mengaktifkan dan melibatkan kesemua deria murid prasekolah seperti deria penglihatan, deria sentuh, malahan konsep pencahayaan yang pelbagai warna dikeluarkan oleh iBOMATH dapat menarik minat murid prasekolah untuk belajar Matematik Awal dengan bermakna dapat meningkatkan kemahiran mengira operasi tambah dalam lingkungan 18.

Bagaimanakah penggunaan ‘iBOMATH’ ini dapat membantu murid-murid prasekolah dalam memperolehi jawapan semasa menjawab soalan kemahiran mengira operasi tambah dalam lingkungan 18?

Berdasarkan perbandingan graf bar ini, menunjukkan pencapaian yang amat ketara untuk 4 orang murid yang terpilih untuk kajian tindakan ini. Perbandingan ini dapat dilihat dari aspek perbezaan markah yang dicapai oleh murid dalam ujian pra dan ujian pos. Secara keseluruhannya pencapaian ujian pra menunjukkan kelemahan murid dan mereka tidak dapat menguasai kemahiran yang diuji untuk ujian pra. Namun begitu setelah iBOMATH dicipta dan diperkenalkan kepada murid, pencapaian murid meningkat dengan begitu ketara. Dapatan kajian ini membuktikan objektif yang dibentuk di awal kajian telah berjaya dicapai.

Jadual 3: Graf Perbandingan Keputusan Ujian Pra dan Ujian Pos



Merujuk kepada Jadual 3, menunjukkan pencapaian yang amat baik bagi 4 orang murid yang terpilih untuk kajian tindakan ini. Perbandingan ini dapat dilihat dari aspek peningkatan markah markah yang dicapai oleh murid dalam ujian pra dan ujian pos. Secara keseluruhannya dapatan kajian ini menunjukkan peningkatan 100% penguasaan murid dalam menguasai kemahiran yang ditetapkan. iBOMATH membuktikan bahawa kotak ini cukup interaktif dan efektif untuk menjadi bahan bantu mengajar yang dapat menarik minat murid prasekolah seterusnya menguasai dalam operasi tambah dalam lingkungan 18.

REFLEKSI

Hasil kajian tindakan yang diperolehi, pendekatan belajar melalui bermain menggunakan iBOMATH ini terbukti berkesan. Keberkesanan penggunaan iBOMATH telah terbukti dan menyelesaikan masalah penguasaan kemahiran Matematik Awal untuk operasi tambah dikalangan murid prasekolah. Pendekatan teknologi sebenarnya dapat membantu dan menarik minat untuk memahami konsep Matematik Awal. iBOMATH juga, mampu menarik minat murid-murid prasekolah terutamanya, murid-murid yang tidak fokus dan tidak berminat dengan subjek matematik dan seterusnya berjaya memberi impak yang cukup besar serta sekaligus dapat meningkatkan markah pencapaian ujian mereka. iBOMATH dilengkapi dengan konsep mesra pengguna dan dilengkapi dengan butang interaktif warna warni dan juga mudah untuk digunakan serta sangat bersesuaian untuk kegunaan murid-murid yang berusia 4 hingga 6 tahun.

Kajian tindakan ini memberikan satu pengalaman yang bermakna untuk guru dalam menguruskan permasalahan penguasaan operasi tambah dikalangan murid prasekolah. Guru dapat menukar suasana pengajaran dan pembelajaran yang lebih menarik, kreatif dan bermakna kepada murid. Murid juga mendapat pengalaman belajar yang seronok, interaktif dan mendapat motivasi yang tinggi untuk minat dan belajar subjek matematik awal prasekolah.

CADANGAN TINDAKAN SUSULAN

Secara keseluruhannya, kajian ini berjaya mencapai objektif yang ditetapkan, membuktikan keberkesanan iBOMATH dalam membantu penguasaan kemahiran tambah murid prasekolah. Untuk penambahbaikan di masa hadapan, iBOMATH berpotensi untuk dikembangkan bukan sahaja bagi operasi tambah, tetapi juga untuk pembelajaran operasi tolak, menjadikannya lebih menyeluruh dalam pengajaran matematik awal prasekolah. Selain itu, penggunaan iBOMATH tidak perlu dihadkan kepada murid prasekolah sahaja. Aplikasi ini boleh diperluaskan kepada murid tahap satu di arus perdana, murid pemulihan, serta murid pendidikan khas, memberikan lebih ramai pelajar akses kepada pendekatan pembelajaran yang interaktif dan menarik.

Melangkah ke hadapan, iBOMATH juga dapat diperkayakan dengan pelbagai ciri teknologi terkini, seperti paparan yang mampu mengeluarkan suara, muzik, dan bunyi interaktif. Fungsi ini bukan sahaja akan meningkatkan minat murid, tetapi juga membolehkan kawalan mudah melalui telefon pintar, menjadikannya lebih fleksibel untuk digunakan oleh guru dan ibu bapa dalam memantau dan menyesuaikan proses pembelajaran.

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DEVELOPING THE CONCEPT OF "FREE LEARNING" IN EARLY CHILDHOOD EDUCATION IN THE PERSPECTIVE OF KH. AHMAD DAHLAN

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ABSTRACT

This research aims to explore and develop the concept of 'independent learning' in the context of Early Childhood Education (ECE) based on the perspective of KH Ahmad Dahlan, an Islamic education reformer and founder of Muhammadiyah. KH Ahmad Dahlan emphasized the importance of education that not only instills knowledge, but also shapes the character and spirituality of children from an early age. This research uses a qualitative approach to analyze the teachings and thoughts of KH Ahmad Dahlan, focusing on how Islamic values can be integrated with independent learning methods for early childhood. In this study, the concept of 'independent learning' is understood as an effort to encourage children to develop curiosity, independence and Islamic ethics from an early age, with appropriate guidance from educators. The results of the analysis show that KH Ahmad Dahlan's teachings are very relevant to be implemented in the context of PAUD through the principles of 'Merdeka Belajar', where learning focuses not only on academic achievement, but also on the formation of children's character and morals. This study concludes that the application of the concept of 'Merdeka Belajar' in PAUD from the perspective of KH Ahmad Dahlan can support the creation of a generation that is independent, creative, and has a strong spiritual and moral foundation. The results of this study are expected to make a new contribution to the development of PAUD curriculum that focuses on independent learning rooted in Islamic values, as well as offering a holistic and relevant education model in shaping a young generation with character, intelligence, and noble character in accordance with the principles of KH Ahmad Dahlan.

Keywords: KH Ahmad Dahlan, Merdeka Belajar, Early Childhood Education (PAUD), Holistic Approach, Character Building

INTRODUCTION

Early childhood education (ECE) has a crucial role in shaping the foundation of children's development, both cognitively, socially, and emotionally (Nurmalitasari, 2015, Anzani & Insan, 2020). Early childhood, which covers the early phase of a child's life, is known as the golden period, where children's brain development reaches its peak (Fatmawati, 2020). During this period, children have an excellent ability to absorb information and quickly learn new things. Therefore, education provided at an early age not only serves to introduce children to the academic world, but also as a first step to forming strong character, morality, and good social skills (Nurmalitasari, 2015). PAUD is a place where basic values such as honesty, discipline, cooperation, and respect begin to be instilled, which will be an important provision for children's development at the next level of education. The cultivation of good character at this age is believed to have a long-term impact, making children better prepared to face life's challenges and build positive social relationships.

In the context of education, the concept of "Merdeka Belajar", initiated by Minister of Education and Culture Nadiem Makarim, provides important guidance for improving the effectiveness of ECD. This concept emphasizes the importance of freedom in the learning process, giving children the opportunity to explore their interests and talents independently (Kamaludin & Muthohirin, 2021; Raniya & Setiawan, 2022). By applying the principle of "Freedom to Learn," PAUD can create an environment that supports fun and interactive learning, according to children's interests. This allows children to develop essential life skills and stimulate their creativity and independence (Ngaisah & Aulia, 2023). This approach is in line with the teachings of KH Ahmad Dahlan as an educational figure and founder of Muhammadiyah who also provides the relevance of values in the context of education. KH Ahmad Dahlan viewed education as an important means to form a balanced person, where knowledge does not only focus on intellectual aspects, but also integrates spiritual and moral dimensions (Kamaludin & Muthohirin, 2021; Raniya & Setiawan, 2022; Hartafan et al., 2024; Purnomosidi et al., 2024). The educational values he taught are very relevant to be applied in PAUD, especially in terms of character building and child morality. KH Ahmad Dahlan emphasized the importance of holistic education, where intellectual, spiritual, and social aspects must be balanced (Mubarak, & Shohib, 2024). In the context of PAUD, this means that education should not only focus on academic outcomes, but should also emphasize the formation of children's character based on strong religious values and morality.

KH Ahmad Dahlan also introduced the importance of experiential education (Anhusadar, 2016), which can be applied in PAUD through a play-and-learn approach. Children in PAUD are invited to learn through activities that are fun, interactive, and relevant to everyday life, so that the learning experience becomes more meaningful. In addition, she also emphasizes the importance of freedom of thought and creativity, where children are encouraged to think critically, explore their environment, and find solutions to problems they face. By implementing this approach, PAUD can become a place where children not only learn academic knowledge, but also develop life skills, empathy, and a sense of social responsibility, in accordance with the teachings of KH Ahmad Dahlan.

By incorporating the educational values taught by KH Ahmad Dahlan into the concept of "Merdeka Belajar" at the PAUD level, education at an early age can focus more on building a complete character. This education not only produces academically intelligent children, but also individuals who have morality, strong personalities, and are able to contribute positively to society. Through this approach, PAUD can provide a strong foundation for future generations who are not only intellectually superior, but also have high integrity and social awareness.

Based on the background narrative described above, the problem formulation in this study focuses on two main things. First, how the concept of "Merdeka Belajar" can be applied in early childhood education (PAUD) in the perspective of KH Ahmad Dahlan. This concept prioritizes an active learning approach where children are given the freedom to explore, experiment, and discover knowledge through their own experiences. KH Ahmad Dahlan's perspective that emphasizes the importance of moral and spiritual-based education is relevant to be applied in PAUD. Second, this study aims to understand the contribution of the principles taught by KH Ahmad Dahlan to the development of education in PAUD. These principles include the importance of holistic education, which not only focuses on intellectual aspects, but also integrates moral, spiritual, and social aspects in the early childhood learning process. The purpose of this study is to examine more deeply how the concept of "Merdeka Belajar" can be adapted and applied in the PAUD environment, based on the thoughts of KH Ahmad Dahlan. This study is expected to provide a deeper understanding of the relevance of the educational values taught by KH Ahmad Dahlan, especially in relation to character building and instilling moral values among early childhood. Through this research, it is hoped that an effective way will be found to integrate the concept of "Merdeka Belajar" with spiritual and moral values in PAUD education.

The benefit of this research is to provide practical guidance for PAUD educators in implementing a holistic and moral value-based educational approach. This approach not only focuses on academic aspects, but also on how to form a balanced child character, which includes moral, social, and spiritual

values. Thus, this research is expected to be able to make a meaningful contribution in improving the quality of early childhood education, especially in forming a generation that is not only intellectually superior, but also has a solid moral and spiritual foundation.

LITERATURE REVIEW

Early Childhood Education (ECE)

Early childhood education (ECED) is an important phase in child development that includes formal and informal education for children aged 0 to 6 years (Herlina, 2019). The main goal of ECD is to provide a strong foundation for children's optimal cognitive, social, emotional and physical development (Asmariansi, 2016; Sriandila et al., 2023). At this stage, children's brain development is at its peak, so it is important to provide appropriate stimulation so that children can develop basic abilities such as critical thinking, social skills, and emotional control. In addition, PAUD aims to form positive characters and habits that will play an important role in the child's future life (Dini, 2023). According to Santrock (2011), early childhood education also plays a role in developing skills to interact with their social environment, so that children are better prepared to face the next level of education and the challenges of social life.

The principles of learning in early childhood are very different from other levels of education. One of the main principles in ECD is the play while learning approach, which allows children to learn through fun and interactive activities. Play is an important medium because through play, children not only have fun, but also develop cognitive, motor, social and emotional abilities. In addition, experiential learning is also a key principle in early childhood education. Children learn more effectively when they are involved directly in activities that allow them to explore their surroundings, try new things and draw conclusions from their own experiences (Berk, 2015). Thus, the play while learning and experiential learning approaches help children develop curiosity, creativity and problem-solving skills that are essential for their development.

The concept of "Free to Learn"

The concept of "Merdeka Belajar" refers to an active and participatory learning approach, where learners, in this case early childhood, are the main subjects in the learning process (Sherly et al., 2021). This concept emphasizes the importance of children learning through direct experience, exploration, and active involvement in learning activities (Raniya & Setiawan, 2022; Mahardhika & Wantini, 2023). Instead of being passive, children are encouraged to observe, experiment, and draw conclusions based on their interaction with the surrounding environment (Asmariansi, 2016; Anhusadar, 2016). "Merdeka Belajar" focuses on developing children's curiosity and critical thinking skills, which are very important in forming the foundation of their understanding of the world (Raniya & Setiawan, 2022).

In the context of Early Childhood Education (ECED), the application of the concept of "Merdeka Belajar" is carried out through an active and exploratory learning approach, where children are given the opportunity to learn while playing and interacting with their environment (Anhusadar, 2016). Environment-based learning, such as learning outdoors or using simple tools found around them, helps children develop a deeper and more contextual understanding. Through this active learning, children not only acquire knowledge, but also develop their motor, social and emotional skills. This concept is very effective in ECD because early childhood children tend to learn better when they are directly involved in the learning process, both through play and exploration. Thus, the application of the concept of "Merdeka Belajar" in ECD allows children to learn naturally according to their stage of development.

KH Ahmad Dahlan's thoughts on education

KH Ahmad Dahlan had a very progressive view of education, emphasizing the importance of a holistic approach that includes the development of intellectual, spiritual, moral, and social aspects of learners (Fitri & Sutarjo, 2022; Mahardhika & Wantini, 2023). According to Ahmad Dahlan, the purpose of

education is not only limited to the delivery of academic knowledge, but should also include the formation of good character and personality, so that individuals can contribute positively to society (Mahardhika & Wantini, 2023). This concept is in line with integral education that combines religious and general sciences, aiming to create a balance between worldly and ukhrawi dimensions (Mulkhan, 2010). Ahmad Dahlan also emphasized the importance of education that is contextual and relevant to the needs of society, where the curriculum should be designed to teach practical life skills while still maintaining strong moral values.

The holistic education approach promoted by KH Ahmad Dahlan also includes the integration of human values and social justice, with the aim of teaching students to care about others and play an active role in improving the social conditions around them (Sutarna et al., 2022). This reflects Ahmad Dahlan's belief that education is not only for the benefit of individuals, but also for the welfare of society as a whole (Mulkhan, 2010). Through this approach, KH Ahmad Dahlan aimed to form a generation that was not only intellectually intelligent, but also had strong morals and the ability to become agents of change in society.

The moral, spiritual and experiential education introduced by KH Ahmad Dahlan emphasizes the integration of academic teaching with the cultivation of ethical and spiritual values, and learning through direct experience (Fitri & Sutarjo, 2022). This approach is particularly relevant in early childhood education, where real-life experiences and activity-based learning are effective methods for instilling moral and spiritual values from an early age. By introducing the concept of education that combines the teaching of general science with religious education and morality, KH Ahmad Dahlan made a significant contribution to the development of education in Indonesia. His important innovation was the merging of religious education and modern education in one institution, which was a breakthrough in his day (Fitri & Sutarjo, 2022). This education system not only focuses on the development of knowledge, but also encourages students to play an active role in society and become agents of change based on Islamic and human values. The principles introduced by KH Ahmad Dahlan are still the foundation for many educational institutions in Indonesia, especially within the Muhammadiyah network.

RESEARCH METHODOLOGY

This research uses a qualitative-descriptive approach with a literature study method. This research aims to explore and describe in detail various aspects related to education pioneered by KH Ahmad Dahlan and its application in the context of Early Childhood Education (PAUD). The main data sources used include literature and papers related to KH Ahmad Dahlan's education as well as various documents that discuss PAUD. In addition, case studies on the application of KH Ahmad Dahlan's educational values in several PAUD educational institutions are also used as references to provide a practical and contextual overview.

The data collection technique was conducted through a literature study, which included reviewing documents, books, articles and journals relevant to the research topic. This technique allows researchers to collect comprehensive and in-depth information about KH Ahmad Dahlan's educational concept and its implementation in PAUD (Fadli, 2021).

For data analysis, a descriptive analysis technique is used which focuses on understanding and explaining KH Ahmad Dahlan's educational concepts and their relevance to the development of "Merdeka Belajar" at the PAUD level. This technique helps in describing and interpreting data systematically, so as to provide clear insights into how these educational principles are applied and how they impact early childhood education.

RESULTS AND DISCUSSION

Implementation of the "Merdeka Belajar" Concept in PAUD

The concept of 'Merdeka Belajar', introduced by Indonesia's Minister of Education and Culture, Nadiem Makarim, offers a new approach to education that prioritizes student freedom and creativity in the learning process. In Early Childhood Education (ECED), the application of this concept is reflected in the way learning activities are designed to support children's exploration and creativity (Wasis, 2022). In PAUD, "Merdeka Belajar" prioritizes learning based on children's interests and needs, and gives them the freedom to choose activities that are suitable for their stage of development (Wasis, 2022; Ashfarina et al., 2023).

Examples of the application of this concept in ECD include the use of a play while learning approach, where children are given the opportunity to engage in a variety of activities that stimulate their curiosity (Wasis, 2022). These activities often involve creative play, simple experiments and projects that facilitate independent exploration. For example, children can engage in gardening activities, arts and crafts, or simulation games that reflect their everyday experiences (Wasis, 2022; Ashfarina et al., 2023). This approach not only makes learning more enjoyable but also allows children to learn through hands-on experiences that are relevant to their lives.

Although the concept of "Merdeka Belajar" offers freedom in the learning process, challenges arise in its consistent application in PAUD. Some PAUD still struggle to provide an optimal environment for exploration and free play, given limited facilities and resources (Patimah, & Nurhayati, 2020; Rohmatun & Zulfahmi, 2024). Therefore, further support from relevant parties is needed to ensure effective implementation of this concept.

The Role of Environment and Real Experiences in Children's Learning Process

The learning environment and real experiences play an important role in the implementation of the 'Merdeka Belajar' concept. A well-designed environment can provide a variety of resources that stimulate children's active engagement, such as safe play areas, varied teaching aids and space for creative exploration (Nafisa & Fitri, 2023). For example, classrooms equipped with reading corners, experimentation tables and art areas can support different types of activities that match children's interests (Sofyan, 2015).

Real-life experiences are also very influential in helping children understand new concepts and apply the skills they learn. Through activities such as field trips, role plays, and environment-based projects, children can learn directly from their experiences (Magdalena et al., 2023). For example, a visit to a park or zoo can give children the opportunity to learn about different types of plants and animals first-hand, which enriches their understanding of the world around them. Activities like these not only support cognitive learning but also help develop children's social and emotional skills (Magdalena et al., 2023).

Several studies conducted by Imamah & Muqowim, 2020 and Wingsi, & Yaswinda, 2020 also shows similar results where the application of "Merdeka Belajar" by utilizing the real environment helps children build critical thinking skills and increase curiosity. However, the availability of facilities and access to a supportive environment is often an obstacle. Therefore, there is a need for collaborative efforts between schools, parents, and the government to enrich the learning environment in PAUD.

By integrating a supportive learning environment and providing real experiences in the learning process, the concept of "Merdeka Belajar" contributes to the holistic formation of children's character. This approach ensures that children not only acquire academic knowledge, but also practical skills and the ability to face the challenges of everyday life with confidence.

Educational Values of KH Ahmad Dahlan

Some of the main principles of the educational concept taught by KH Ahmad Dahlan reflect his vision of the importance of the balance between science and religious values, as well as the courage to innovate in the field of education. According to Mubarok & Shohib (2024), KH Ahmad Dahlan's educational principles can be explained through 3 principles, first, the integration of religious and general sciences is one of the fundamental principles taught by KH Ahmad Dahlan. He believed that religious and general sciences must go hand in hand to form individuals who are not only intellectually intelligent, but also have a strong faith. Thus, one can live a balanced life between spirituality and worldly needs. Second, educational modernization and reform became an important aspect of KH. Ahmad Dahlan's thinking. He introduced modern teaching methods, including the application of scientific approaches in religious teaching, which in his time was a significant reform. By introducing this scientific method, KH Ahmad Dahlan encouraged dialogue between religion and science, and developed educational approaches that were relevant to the times.

Third, the principle of education for all shows KH Ahmad Dahlan's commitment to educational inclusiveness. He emphasized the importance of providing equal opportunities for all levels of society, including women who at that time still rarely had access to proper education. KH Ahmad Dahlan saw education as a basic right that must be accessed by everyone, regardless of gender or social status, thus encouraging the creation of a more just and knowledgeable society.

By promoting the principles of integration of religious and general sciences, modernization of teaching methods, and inclusiveness in education, KH. Ahmad Dahlan built a modern and progressive education system, which eventually gave birth to a holistic approach. This approach aims to develop the potential of students as a whole, involving physical, intellectual, emotional, social, and spiritual aspects (Mahardhika & Wantini, 2023). This approach not only emphasizes the mastery of knowledge, but also the formation of strong character and morals, as well as social responsibility and deep spirituality. In this context, KH Ahmad Dahlan viewed education as a means to form a whole human being, not just an individual. merely produce individuals who are academically intelligent, but who also have good morals, social empathy, and a strong spiritual understanding.

The holistic approach in education is a method that integrates various aspects of students' lives in the learning process, including the development of life skills and self-awareness. The holistic curriculum emphasizes that students are unique individuals with diverse needs and potential, and therefore, the education system should be designed to cover all dimensions of their lives. Holistic learning aims to provide students with a well-rounded experience, where education focuses not only on cognitive or academic development, but also other aspects such as emotional, physical, social, and spiritual (Kamaludin & Muthohirin, 2021; Mahardhika & Wantini, 2023; Mubarok & Shohib, 2024).

According to Sutarna et al., (2022) One of the main principles in the holistic approach is experiential learning, where students are encouraged to learn through direct interaction with the real world. This provides an opportunity for them to relate the knowledge gained in the classroom to real situations, thus deepening their understanding and preparing them for the challenges of everyday life. In addition, this approach also emphasizes the importance of developing independence, life skills, empathy and self-awareness. Thus, students are not only encouraged to become intellectually successful individuals, but also caring, responsible individuals with strong social and spiritual awareness.

In the context of early childhood education, this holistic approach is very important, because early childhood is a very crucial stage in the formation of the basics of character, values, and social skills of children. Education provided with a holistic approach can help children develop all aspects of their personality in a balanced way, so that they can grow into individuals who are independent, empathetic, and ready to face an ever-evolving world.

DISCUSSION

Application of the Concept of "Free Learning" in PAUD in the Perspective of KH Ahmad Dahlan

The concept of "Merdeka Belajar" initiated by Indonesia's Minister of Education and Culture, Nadiem Makarim, has the main objective of providing freedom for learners to explore the world of learning in a more independent and creative way. In the context of Early Childhood Education (ECED), this approach focuses on play while learning activities, where children are given the opportunity to actively explore the environment, experiment and gain knowledge through hands-on experience. This concept is particularly relevant as young children are at a rapid stage of cognitive, affective and social development, where real-life experiences and activity-based learning are essential to stimulate creativity and critical thinking skills.

From KH Ahmad Dahlan's perspective, the concept of "Merdeka Belajar" can be enriched with moral and spiritual values which he considered as the core of quality education. KH Ahmad Dahlan emphasized the importance of education that not only teaches academic knowledge, but also integrates morality and spirituality in the learning process. In an early childhood environment, this moral and spiritual-based approach can be applied by introducing positive values to the children such as honesty, cooperation, empathy and discipline, which can be inserted in various daily activities. For example, when children play together, teachers can instill the value of cooperation and mutual respect, or when children experiment in activities such as gardening, they can be taught to care for the environment as a form of moral responsibility towards nature.

The two learning concepts described above are closely related. In Merdeka Belajar, the main focus is to facilitate students to learn according to their potential and interests, without being bound by a rigid curriculum. This provides opportunities for students to hone their creativity, critical thinking skills, and independence (Asmariyani, 2016; Anhusadar, 2016; Sherly et al., 2021; Raniya & Setiawan, 2022; Mahardhika & Wantini, 2023). Meanwhile, KH Ahmad Dahlan, as an educational figure who sees the importance of liberation in the learning process, also emphasizes the importance of education that is not just memorizing or following formal rules, but is able to form good character and morals (Raniya & Setiawan, 2022; Mahardhika & Wantini, 2023).

KH Ahmad Dahlan believed that the ideal education is one that is able to combine intellectual, spiritual, and social aspects in student development. This view is in line with the principle of Merdeka Belajar, which not only focuses on academic achievement, but also emphasizes the importance of character building, social skills, and moral awareness. According to KH Ahmad Dahlan, education must guide students to become individuals who have good morals, have social care, and are able to understand and apply religious values in daily life. Therefore, the education process should provide responsible freedom, where students are encouraged to actively participate in learning, rather than simply being objects of the education system.

Furthermore, Merdeka Belajar also encourages a contextualized learning approach, where students learn through real experiences and interactions with their environment. This approach is very relevant to KH Ahmad Dahlan's views, which encourage learning that is applicable and connected to the reality of social life. KH Ahmad Dahlan taught that education should not be isolated from society, but must be able to make a real contribution to the surrounding environment. Therefore, the concept of Merdeka Belajar, which gives students the freedom to explore various aspects of their lives through projects, collaboration, and direct experience, is in line with KH Ahmad Dahlan's educational principles which prioritize real action-based learning and social usefulness.

However, it is important to note that in giving freedom to children, there needs to be a balance between this freedom and clear direction from educators. KH Ahmad Dahlan's teachings give primary attention to the role of teachers as moral and spiritual guides for learners (Kusuma *et al.*, 2023). Therefore, in

implementing "Merdeka Belajar" in PAUD, teachers must act as facilitators who not only provide interesting learning experiences, but also instill moral values that will shape children's personalities in the long run (Ningsih & Rizki, 2024). Teachers not only act as information providers, but also as role models who instill the importance of responsibility, discipline, and spirituality in everyday life.

In addition, KH Ahmad Dahlan's approach to education emphasizes the importance of inclusivity. (Huda, 2018). In the context of "Merdeka Belajar" in PAUD, this inclusivity can be translated as efforts to create a welcoming learning environment for all children, regardless of their social, economic or physical backgrounds (Zahara *et al.*, 2024). This is in line with the idea that every child has the right to an education that is meaningful and relevant to their development. Teachers in ECD need to ensure that every child has equal opportunities to explore, experiment and learn through real experiences, without anyone feeling marginalized or left behind.

In the end, both Merdeka Belajar and KH Ahmad Dahlan's learning perspective have the same goal, which is to form students who are not only intellectually intelligent, but also have character, independence, and care for others. Education must be able to free students from the shackles of ignorance and indifference, and direct them to become individuals who are able to think critically, have good morals, and are ready to face challenges in the real world. The relationship between these two concepts shows that education does not only focus on academic results, but also on character building and the development of students' potential as a whole, so that they are able to play a positive role in social life.

Integration of KH Ahmad Dahlan's Educational Values in "Merdeka Belajar" PAUD Education

The educational values taught by KH Ahmad Dahlan, such as spirituality, morality, and social, are very relevant to be integrated in the context of Early Childhood Education (ECE). KH Ahmad Dahlan emphasized the importance of education that not only develops intellectual abilities, but also shapes the character of learners with noble values. The integration of these values in PAUD can be done through various approaches that prioritize holistic education, where the spiritual, moral, and social aspects of children are formed early on.

Spirituality in the context of ECD education can be applied by teaching children to recognize and appreciate God's existence, love His creation, and be grateful for life. ECD teachers can introduce the concept of spirituality through simple activities such as praying together, telling stories that contain spiritual values, and inviting children to be grateful for the small things they encounter in everyday life. Spiritual education in ECD aims to build a solid foundation of faith, as well as foster a sense of love for God and fellow creatures.

Morality is also a very important aspect of early childhood education. Moral values such as honesty, discipline, responsibility and respect for others can be taught through various activities at school. Teachers can provide concrete examples of behavior and encourage children to follow the rules, both at home and at school. In addition, children can also be encouraged to understand the importance of working together, sharing and being kind to their friends. Thus, moral education in PAUD not only provides knowledge about what is right and wrong, but also encourages the habituation of good behavior from an early age.

The social values taught by KH Ahmad Dahlan emphasize the importance of caring for others and contributing to improving social conditions around us. In the context of PAUD, these social values can be implemented by teaching children to care for their friends, help each other, and appreciate differences. Teachers can create a learning atmosphere inclusive, where every child is encouraged to work together in groups and respect the opinions and needs of their peers. Activities such as sharing food, caring for the environment, or simple social projects can strengthen social values in children, so that they grow into individuals who care about their community.

By integrating the spirituality, morality and social values taught by KH Ahmad Dahlan, PAUD can play an important role in shaping the balanced character of children, both in intellectual and emotional aspects. This holistic education prepares children to become individuals who are not only academically intelligent, but also have high social awareness and strong morality, so that they can make a positive contribution to society in the future.

This is in accordance with the opinion by John Dewey described by Dewi & Istiq'faroh, (2023). John Dewey is a leading educational philosopher, emphasizing that experience has an important role in the learning process. He argued that education should be centered on real experiences related to the daily lives of learners. Dewey also emphasized the importance of experimentation and collaboration in the learning process. In his view, education should be able to prepare learners to act as active members of society, not just recipients of information. Dewey's educational approach emphasizes the development of creativity, critical thinking, and adaptability in facing challenges.

Contribution to Early Childhood Character Building

KH Ahmad Dahlan's teaching principles play a significant role in early childhood character building through an approach that balances intellectual, moral, spiritual, and social aspects. This holistic education allows children to develop as a whole, not only in terms of academic ability, but also in forming a strong personality and integrity (Fitri & Sutarjo, 2022; Sutarna et al., 2022). This character building starts from the experiences provided in the ECD environment, where children are taught moral and spiritual values that will be the basis for them to live life with responsibility and social awareness. In terms of character building, KH Ahmad Dahlan's approach strongly supports the creation of individuals who not only have cognitive intelligence, but also have a good conscience and a deep spiritual understanding (Fitri & Sutarjo, 2022; Sutarna et al., 2022). This is particularly important in ECD education, where children are at a phase of development that is highly sensitive to environmental influences and the values they learn from the adults around them. Therefore, teachers in ECD have a key role as role models who instill these values in daily learning activities.

Furthermore, the holistic education taught by KH Ahmad Dahlan also teaches children to have a sense of social responsibility. Children are taught to care about others, the environment and society. Social skills such as cooperation, tolerance, and the ability to communicate well become important foundations in their later social life. Through group activities in PAUD, children can learn to appreciate differences, understand others' perspectives, and work together to achieve common goals.

CONCLUSIONS

The application of the concept of "Merdeka Belajar" in Early Childhood Education (PAUD) focuses on children's freedom to explore their interests and creativity through a play while learning approach, which is in line with KH Ahmad Dahlan's educational principles. This method integrates religious and general sciences with a holistic approach, which includes the development of children's cognitive, emotional, social, and spiritual aspects as a whole. Children are given the opportunity to engage in activities that stimulate their curiosity, such as gardening, art, and simulation games, as well as promoting character development and spirituality. KH Ahmad Dahlan also emphasized the modernization of teaching methods and inclusivity, so that PAUD not only teaches knowledge, but also forms individuals who are independent, care for the environment, and have a strong foundation for future development.

The benefits of applying the concept of "Merdeka Belajar" in Early Childhood Education (ECED) with a holistic approach cover various important aspects of child development. First, this approach supports children's cognitive, emotional, social, and spiritual development in a balanced way, creating individuals who are not only intelligent but also have good social and emotional skills. Secondly, by giving children the freedom to explore their interests, the concept enhances children's motivation and

self-confidence, and fosters creativity and problem-solving skills. Third, a holistic approach that integrates religious and general sciences helps children to understand and appreciate moral and ethical values, and strengthens their cultural and spiritual identity. Fourth, the application of inclusive and modernized methods in teaching ensures that the education children receive is relevant to future needs and challenges, preparing them to become adaptive and competitive individuals. Overall, "Merdeka Belajar" in ECD with a holistic approach contributes to the formation of strong character, emotional well-being, and well-rounded academic readiness for children.

ADVICE

Early Childhood Education (ECE) curriculum development should be directed to be more integrative, referring to the teachings of KH Ahmad Dahlan who emphasized holistic education. The proposed curriculum should cover various aspects of child development, namely cognitive, emotional, social and spiritual, in a balanced manner. This will ensure that each dimension of a child's development receives adequate attention, as well as facilitating a thorough exploration of the child's interests and talents. In addition, to support the effective implementation of the curriculum, regular training for PAUD educators is important. This training aims to deepen educators' understanding of how to integrate moral and spiritual values in the learning process. Thus, educators will be better equipped to create a learning environment that supports children's character and spiritual development, and makes the learning process more meaningful and comprehensive.

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PENDIDIKAN KARAKTER KANAK-KANAK DALAM PERSPEKTIF ISLAM

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ABSTRAK

Pendidikan karakter kanak-kanak adalah proses penting dalam pembangunan moral dan akhlak kanak-kanak. Dalam perspektif Islam, pendidikan karakter meliputi konsep, pendekatan, dan nilai-nilai yang berasaskan agama Islam. Pendidikan karakter menggunakan pendekatan dan penerapan nilai yang bersesuaian dan berkesan untuk kanak-kanak. Kajian ini bertujuan untuk mengenalpasti konsep pendidikan karakter dalam Islam, meneroka pendekatan pendidikan karakter kanak-kanak berdasarkan amalan Ibnu Sahnun (m.875M) dalam Kitab *Adab al-Mu'allimin*. Kajian ini menggunakan pendekatan kualitatif melalui analisis kandungan teks. Pendidikan karakter perlu dimulakan seawal usia kanak-kanak berdasarkan sumber wahyu iaitu *Al-Quran* dan *As-Sujnah*. Keberkesanan pendidikan karakter bergantung kepada peranan ibu bapa, guru, pusat pendidikan, dan persekitaran. Hasil analisis, nilai asas pendidikan karakter kanak-kanak ialah jujur, bertanggungjawab, rajin, bijaksana, dan kerjasama.

Kata Kunci: Pendidikan Karakter, Kanak-kanak, Akhlak dan Adab, Ibnu Sahnun

PENGENALAN

Pendidikan karakter kanak-kanak merupakan asas penting dalam membina individu yang bermoral dan berakhlak mulia. Dalam konteks Islam, pendidikan ini tidak hanya menekankan pembangunan intelektual tetapi juga pembentukan nilai-nilai akhlak yang berpandukan *Al-Quran* dan *As-Sunnah*. Menurut kajian terdahulu, pendidikan karakter dalam Islam perlu dilaksanakan seawal usia kanak-kanak kerana usia tersebut merupakan tempoh kritikal dalam pembentukan sahsiah dan keperibadian seseorang individu (Rahim, 2020). Ini bermakna, pendidikan yang memberi fokus kepada nilai-nilai positif seperti jujur, bertanggungjawab, dan kerjasama amat penting untuk mencorak kehidupan masa depan kanak-kanak.

Salah satu tokoh penting yang memberi perhatian kepada pendidikan karakter dalam Islam ialah Ibnu Sahnun melalui karyanya Kitab *Adab al-Mu'allimin*. Ibnu Sahnun menekankan bahawa peranan guru bukan sahaja sebagai penyampai ilmu, tetapi juga sebagai pembimbing akhlak dan etika dalam kalangan pelajar (Zulkifli, 2019). Pendekatan ini relevan dalam usaha pembentukan akhlak kanak-kanak yang berlandaskan ajaran Islam. Kajian tentang amalan pendidikan karakter menurut Ibnu Sahnun menunjukkan bahawa kaedah yang beliau perkenalkan mampu memberikan kesan yang mendalam dalam pembangunan moral dan spiritual pelajar, serta menjadi panduan untuk pendidikan masa kini.

Dalam pelaksanaan pendidikan karakter, peranan ibu bapa dan guru amat penting. Ibu bapa sebagai pendidik utama di rumah perlu menerapkan nilai-nilai Islam dalam kehidupan harian kanak-kanak, manakala guru pula bertindak sebagai penyuluh yang memperkukuhkan nilai-nilai tersebut di sekolah. Kajian terkini menunjukkan bahawa interaksi berkesan antara ibu bapa, guru, dan pusat pendidikan dapat membantu dalam pengukuhan nilai-nilai positif dalam diri kanak-kanak (Ahmad & Hassan, 2021). Justeru, pembentukan karakter tidak hanya bergantung kepada satu pihak, tetapi memerlukan

kerjasama semua pihak dalam memastikan kanak-kanak menerima pendidikan akhlak yang komprehensif.

Selain itu, persekitaran sosial juga memainkan peranan yang signifikan dalam pembentukan karakter kanak-kanak. Kanak-kanak mudah terpengaruh dengan persekitaran sekeliling, oleh hal demikian, suasana yang kondusif, berasaskan nilai-nilai moral yang baik, dapat mempercepatkan proses pembentukan karakter yang kukuh (Ibrahim, 2023). Jelaslah bahawa, pendidikan karakter yang dilaksanakan secara holistik dengan sokongan ibu bapa, guru, pusat pendidikan, dan persekitaran yang positif akan membentuk generasi yang bukan sahaja berpengetahuan, tetapi juga berakhlak mulia.

KAJIAN LITERATUR

Konsep Pendidikan Karakter dalam Islam

Pendidikan karakter dalam Islam berakar pada ajaran Al-Quran dan As-Sunnah yang menekankan pembentukan akhlak mulia. Menurut Rahim (2020), pendidikan karakter harus dimulakan sejak usia kanak-kanak kerana masa ini adalah tempoh kritikal dalam pembentukan sahsiah. Nilai-nilai seperti kejujuran, tanggungjawab, dan kerjasama adalah asas dalam pendidikan karakter Islam. Kajian oleh Hasan (2020) menunjukkan bahawa pendidikan karakter dalam Islam tidak hanya berfokus pada aspek intelektual tetapi juga pada pembentukan moral dan etika. Pendidikan ini bertujuan untuk membentuk individu yang seimbang dari segi rohani dan jasmani. Nilai-nilai ini diterapkan melalui pendekatan yang berasaskan wahyu dan sunnah. Sulaiman (2022) menekankan bahawa pendidikan karakter dalam Islam melibatkan pengajaran nilai-nilai yang relevan dan berkesan untuk kanak-kanak. Pendidikan ini harus disesuaikan dengan tahap perkembangan kanak-kanak untuk memastikan penerimaan dan penghayatan nilai-nilai tersebut.

Pendekatan Pendidikan Karakter Berdasarkan Amalan Ibnu Sahnun

Ibnu Sahnun, seorang ulama terkenal, telah menyumbang kepada pendidikan karakter melalui karyanya, Kitab *Adab al-Mu'allimin*. Menurut kajian Rahman (2019), Ibnu Sahnun menekankan pentingnya akhlak dalam pendidikan dan bagaimana nilai-nilai ini dapat diterapkan dalam kehidupan sehari-hari. Kajian ini menunjukkan bahawa pendekatan Ibnu Sahnun melibatkan penggunaan contoh teladan, nasihat, dan disiplin dalam mendidik kanak-kanak. Pendekatan ini dianggap relevan dan berkesan dalam membentuk karakter kanak-kanak yang baik. Ibnu Sahnun juga menekankan pentingnya peranan guru dalam membimbing dan mendidik kanak-kanak. Nordin, Daoh, dan Ahmad Tazli (2021) menyatakan bahawa pendekatan pendidikan karakter yang digunakan oleh Ibnu Sahnun masih relevan dalam konteks pendidikan moden. Pendekatan ini dapat diadaptasi untuk memenuhi keperluan pendidikan karakter dalam masyarakat hari ini.

Peranan Ibu Bapa dan Guru dalam Pendidikan Karakter

Ibu bapa dan guru memainkan peranan penting dalam pendidikan karakter kanak-kanak. Menurut Yusuf (2023), ibu bapa adalah pendidik pertama dan utama bagi kanak-kanak mereka. Pendidikan karakter yang efektif memerlukan kerjasama antara ibu bapa dan guru untuk memastikan nilai-nilai yang diajarkan di rumah dan di sekolah adalah konsisten. Kajian oleh Zain (2018) menunjukkan bahawa keluarga adalah lingkungan pertama dan terpenting dalam pembentukan karakter anak. Ibu bapa harus menjadi teladan yang baik dan menggunakan komunikasi yang efektif untuk menanamkan nilai-nilai positif. Guru juga berperan penting dalam memperkuat nilai-nilai ini melalui pengajaran dan interaksi sehari-hari. Hasan (2020) menekankan bahawa keberkesanan pendidikan karakter bergantung pada peranan aktif ibu bapa dan guru. Mereka harus bekerja sama untuk menciptakan lingkungan yang kondusif bagi perkembangan moral dan etika kanak-kanak.

Keberkesanan Pendidikan Karakter dalam Konteks Moden

Keberkesanan pendidikan karakter dalam konteks moden memerlukan pendekatan yang holistik dan berkesinambungan. Menurut kajian Rahim (2020), pendidikan karakter harus disesuaikan dengan perkembangan teknologi dan perubahan sosial untuk tetap relevan. Seterusnya kajian oleh Sulaiman (2022) menunjukkan bahawa penggunaan teknologi dalam pendidikan karakter dapat meningkatkan keberkesanan pengajaran nilai-nilai positif. Teknologi dapat digunakan sebagai alat bantu untuk menyampaikan nilai-nilai moral dan etika dengan cara yang menarik dan interaktif. Nordin, Daoh, dan Ahmad Tazli (2021) merumuskan bahawa pendidikan karakter yang efektif memerlukan pendekatan yang berpusat pada anak dan melibatkan semua pihak yang terlibat dalam pendidikan. Ini termasuk ibu bapa, guru, dan masyarakat secara keseluruhan. Pendidikan karakter harus menjadi usaha bersama untuk membentuk individu yang bermoral dan berakhlak mulia.

METODOLOGI

Penelitian ini menggunakan pendekatan kualitatif dengan kaedah analisis kandungan teks. Sumber utama yang dianalisis dalam penelitian ini adalah terjemahan Kitab *Adab al-Mu'allimin* karya Ibnu Sahnun terjemahan Mohammad Syafiq (2019) iaitu Adab Para Guru yang berfokus kepada pendidikan karakter kanak-kanak dalam perspektif Islam. Dalam konteks ini, pendekatan kualitatif dipilih karena sesuai untuk memahami konsep-konsep pendidikan karakter berdasarkan ajaran al-Quran dan al-Sunah. Analisis kandungan teks digunakan untuk meneliti sejauh mana konsep pendidikan karakter yang berasaskan peranan ibu bapa, guru dan institusi pendidikan dalam pandangan Ibnu Sahnun melalui karya beliau. Data dikumpulkan melalui kajian literatur yang mendalam daripada pelbagai sumber, termasuk jurnal-jurnal ilmiah yang membahas pendidikan karakter dalam Islam dan pandangan Ibnu Sahnun dalam membentuk konsep tersebut. Analisis dilakukan secara sistematik untuk mengenalpasti tema-tema utama dan subtema yang relevan dengan tujuan penelitian. Pendekatan ini memungkinkan pengkaji untuk mengeksplorasi lebih dalam tentang peranan ibu bapa, guru dan institusi dalam pendidikan karakter mengikut pandangan ulama silam yang boleh dijadikan panduan dan disesuaikan dengan konteks pendidikan moden.

OBJEKTIF KAJIAN

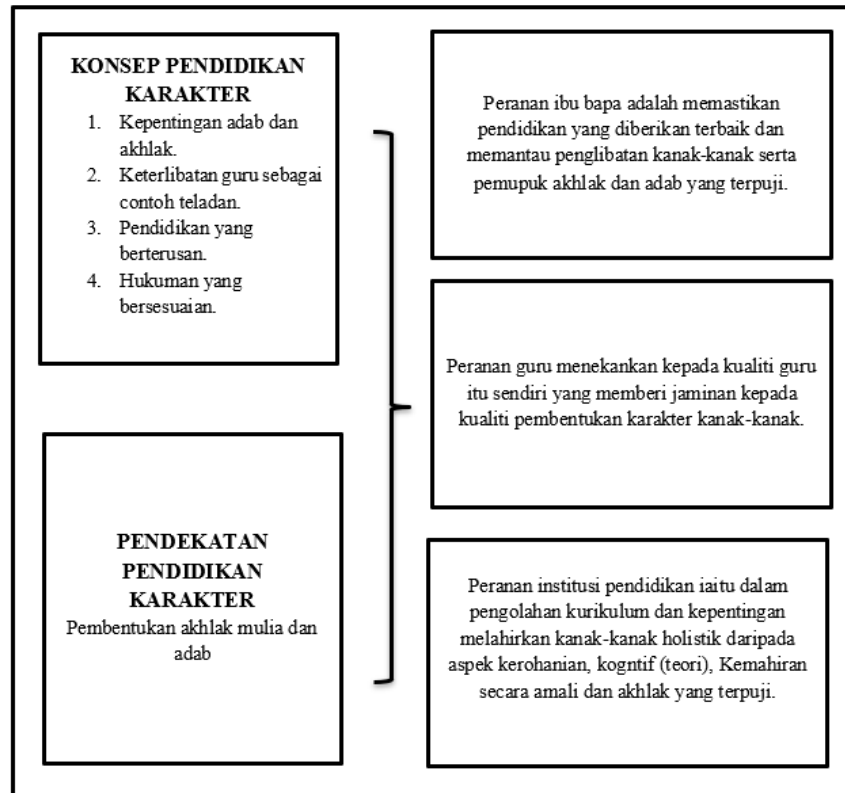
Secara umum, kajian ini dijalankan bagi mengenalpasti konsep dan pendekatan pendidikan karakter kanak-kanak mengikut perspektif Islam berdasarkan amalan dan pandangan Ibnu Sahnun (m.875M), manakala secara spesifik tujuan kajian ini adalah sebagaimana berikut:

1. Menenalpasti konsep dan pendekatan pendidikan karakter kanak-kanak mengikut pandangan Ibnu Sahnun melalui Kitab *Adab al-Mu'allimin* berasaskan ajar Islam yang terkandung dalam al-Quran dan As-Sunah.
2. Menilai sejauh mana peranan ibu bapa, guru dan institusi pendidikan membentuk karakter kanak-kanak menurut pandangan Ibnu Sahnun dalam kitab *Adab al-Mu'allimin*.

DAPATAN KAJIAN

Daripada analisis kandungan teks yang dilakukan menunjukkan bahawa pendidikan karakter kanak-kanak menekankan kepada nilai moral daripada sumber al-Quran dan As-sunah. Hasil kajian menunjukkan nilai kerohanian, kognitif, jasmani, emosi dan sosial. Pendekatan ini memberikan pemahaman komprehensif mengenai pembentukan karakter kanak-kanak yang melibatkan aspek kerohanian, kognitif, jasmani, emosi dan sosial.

Kajian menunjukkan bahawa keberhasilan pendidikan karakter kanak-kanak dalam Islam bergantung kepada interaksi yang berkesan antara ibu bapa, guru dan institusi pendidikan. Pendidikan karakter yang diterapkan secara konsisten dari berbagai pihak akan membentuk generasi muda yang beradab dan berakhlak mulia.



Rajah 1: Konsep dan Pendekatan Pendidikan Karakter menurut pandangan Ibnu Sahnun (m.857M)

PERBINCANGAN

Dapatan kajian ini menunjukkan bahawa pandangan Ibnu Sahnun (m857H) boleh dibahagikan kepada tiga peranan utama dalam memastikan pendidikan karakter kanak-kanak terbentuk mengikut garis panduan yang ditetapkan oleh al-Quran dan As-Sunah. Hasil daripada analisis kandungan teks dari artikel jurnal kajian-kajian lepas, pengkaji mendapati bahawa pentingnya pembentukan karakter kanak-kanak dengan nilai-nilai moral dan nilai Islam. Daulay (2018) menekankan pentingnya pendidikan karakter pada kanak-kanak melalui pendekatan Islam dan psikologi. Beliau menggariskan bahawa pendidikan karakter kanak-kanak bukan sahaja membentuk moral dan akhlak kanak-kanak tetapi juga membina asas yang kukuh untuk perkembangan emosi dan sosial mereka.

Pendekatan Islam yang berasaskan al-Quran dan As-Sunah digabungkan dengan teori psikologi moden dapat memberikan panduan yang komprehensif dan berkesan dalam mendidik karakter kanak-kanak. Selain itu, Daulay menekankan bahawa pendidikan karakter haruslah bersifat holistik, merangkumi aspek kognitif, afektif, dan psikomotor. Beliau juga menekankan pentingnya peranan guru sebagai model teladan dalam proses pendidikan karakter. Kajian ini menunjukkan bahawa integrasi antara pendekatan agama dan psikologi dapat menghasilkan pendekatan pendidikan yang lebih menyeluruh dan berkesan. Daulay (2018) menegaskan pentingnya pendidikan karakter yang tidak hanya fokus pada aspek agama tetapi juga psikologi perkembangan kanak-kanak.

- a. Peranan guru dalam pendidikan karakter kanak-kanak menurut terjemahan Kitab *Adab Al-Mu'allimin* (Adab Para Guru).

Jadual 1: Rumusan peranan ibu bapa menurut pandangan Ibnu Sahnun berdasarkan terjemahan teks Kitab Adab Mu'allimin

Bil.	Perkara	Terjemahan Kitab <i>Adab Al-Mu'allimin</i> (Adab Para Guru)
1.	Menyediakan pendidikan terbaik	Fasal 10; Perkara 136; ms 68
2.	Mengetahui kegiatan anak di kuttab	Fasal 5; Perkara 41; ms 41
3.	Memantau penglibatan anak dengan aktiviti yang dilarang	Fasal 8; Perkara 73; ms 50
4.	Membina hubungan yang baik dengan guru	Fasal 5; Perkara 36; ms 40
5.	Menjaga perasaan dan kebajikan anak	Fasal 4; Perkara 25; ms 38

Ibu bapa adalah orang yang paling rapat dan sentiasa terlibat dengan persekitaran kanak-kanak serta mempengaruhi perkembangan kanak-kanak secara menyeluruh. Pandangan Ibnu Sahnun menegaskan bahawa ibu bapa memainkan peranan dalam usaha menyediakan pendidikan yang terbaik kepada kanak-kanak. Usaha ini tergolong dalam usaha mengasuh, memberi upah kepada mereka yang pakar dalam mendidik dan memilih pusat pendidikan yang bersesuaian dengan keperluan dan kelebihan yang ada pada kanak-kanak. Walaupun peranan ibu bapa mencari dan menghantar kanak-kanak ke pusat pendidikan yang memenuhi keperluan kanak-kanak. Dalam masa yang sama, ibu bapa perlu menjamin penglibatan dan kehadiran kanak-kanak ke pusat pendidikan atau diistilahkan sebagai *kuttab* dalam kitab *Adab Al-Mu'allimin*.

Pandangan Ibnu Sahnun (m256H) peranan ibu bapa juga dipengaruhi oleh peranan guru dan peranan institusi pendidikan. Ibu bapa perlu memantau perkembangan dan keperluan kanak-kanak daripada semasa ke semasa untuk menjamin keberkesanan pendidikan. Selain itu, kerjasama ini mendorong guru untuk membimbing dan membantu kanak-kanak dalam menjalani proses pertumbuhan dan perkembangan alami secara aktif dan berkesan. Pemupukan adab dan akhlak yang baik juga boleh dipupuk berdasarkan jalinan kerjasama antara ibu bapa, guru dan institusi pendidikan.

Malahan, Nordin, Daoh, dan Ahmad Tazli (2021) dalam kajian mereka juga menekankan akan kepentingan pendidikan karakter dalam pendidikan awal kanak-kanak. Mereka menekankan bahawa pendidikan karakter perlu dimulakan sejak usia awal untuk memastikan nilai-nilai positif seperti kejujuran, tanggungjawab, dan kerjasama tertanam dalam diri kanak-kanak. Kajian ini juga menekankan peranan penting ibu bapa dan guru dalam membentuk karakter kanak-kanak melalui contoh teladan dan persekitaran yang kondusif. Selain itu, mereka menekankan bahawa pendidikan karakter haruslah disesuaikan dengan tahap perkembangan kanak-kanak untuk memastikan keberkesannya. Kajian ini juga menunjukkan bahawa interaksi sosial yang positif antara kanak-kanak dan orang dewasa memainkan peranan penting dalam pembentukan karakter. Mereka juga mencadangkan agar program pendidikan karakter diintegrasikan dalam kurikulum pendidikan awal kanak-kanak.

Dalam kajian Musa dan Daud (2023), perbincangan mendalam mengenai konsep pendidikan karakter dari perspektif Ibnu Sahnun telah dibuat, khususnya melalui analisis karya beliau Kitab *Adab al-*

Mu'allimin. Kajian ini mendapati bahawa Ibnu Sahnun menekankan pentingnya pendidikan adab dan akhlak dalam membina karakter individu, dengan pendekatan yang berfokus kepada pembangunan moral dan spiritual pelajar. Beliau menggariskan kaedah pengajaran yang melibatkan guru dalam membina adab, memberi bimbingan moral, serta melaksanakan hukuman yang mendidik bagi menolak tingkah laku buruk. Model pendidikan ini memberikan panduan kepada guru, ibu bapa, dan masyarakat dalam usaha mendidik individu yang berakhlak mulia dan beriman. Artikel ini dapat dijadikan panduan berharga dalam pendidikan karakter berlandaskan nilai-nilai Islam.

- b. Peranan guru dalam pendidikan karakter kanak-kanak menurut terjemahan Kitab *Adab Al-Mu'allimin* (Adab Para Guru).

Jadual 2: Rumusan peranan guru menurut pandangan Ibnu Sahnun berdasarkan terjemahan teks Kitab Adab Mu'allimin

Bil.	Perkara	Terjemahan Kitab <i>Adab Al-Mu'allimin</i> (Adab Para Guru)
1.	Mengetahui mata pelajaran yang wajib, pilihan dan larangan	Fasal 8; Perkara 62; ms48 (mata pelajaran wajib) Fasal 8; Perkara 61; ms47 (mata pelajaran pilihan)
2.	Melaksanakan tugas utama guru; mengajar, melatih, mendidik, memantau dan mengawasi kanak-kanak	Fasal 8; Perkara 70 & 72; ms50 Fasal 8; Perkara 62; ms48 (mengajar) Fasal 7; Perkara 46; ms44 (mengawasi) Fasal 8; Perkara 67; ms49 (memantau) Fasal 8 Perkara 74; ms51 (mendidik) Fasal 8; Perkara 88; ms56 (melatih)
3.	Menekuni pendekatan, strategi dan kaedah pendidikan dan penyampaian ilmu bersesuaian dengan tahap kanak-kanak	Fasal 8; Perkara 62,64,87; ms48-55 Fasal 8; Perkara 90 & 96; ms56 Fasal 8; Perkara 67 & 74; ms49 & 51 Fasal 8; Perkara 63 & 88; ms 48 & 56
4.	Menjaga keselamatan, keharmonian dan kemaslahatan kanak-kanak	Fasal 8; Perkara 58; ms Fasal 8; Perkara 108; ms 59 47
5.	Melaksanakan dendaan kepada kanak-kanak yang melakukan kesalahan dalam pembelajaran dan pergaulan	Fasal 4; Perkara 24; ms 38 Fasal 4; Perkara 27; ms 39
6.	Membina hubungan dengan ibu bapa atau penjaga	Fasal 7; Perkara 45, 46 & 49; ms 44
7.	Mematuhi etika keguruan	Fasal 6; Perkara 43; ms 42
8.	Memenuhi keperluan sahsiah guru	Fasal 7; Perkara 46; ms 44

Peranan guru adalah keperluan yang sangat penting dalam pendidikan karakter kanak-kanak menurut pandangan Ibnu Sahnun. Guru ialah mereka yang menyampaikan ilmu pengetahuan secara langsung kepada kanak-kanak. Oleh sebab demikian, jamin kualiti dan ilmu keguruan adalah sangat penting bagi menjamin keperluan kanak-kanak dapat dipenuhi dengan kesempurnaan ilmu yang baik. Ibnu Sahnun (m256H) membincangkan secara teliti setiap keperluan yang perlu ada pada guru yang mendidik kanak-kanak daripada aspek kelayakan guru, keperibadian guru, etika keguruan, tugas guru dan kebolehan dan kemahiran pengurusan yang ada pada guru.

Guru yang menjamin pembentukan pendidikan karakter yang berkesan perlulah sahshiah yang terpuji sebagai teladan kepada kanak-kanak. Sahshiah yang terpuji ini adalah sifat bertolak ansur, ikhlas dalam melaksanakan kerja, sabar, bersungguh-sungguh dalam melaksanakan sesuatu pekerjaan dan sentiasa mencari dan memberikan kaedah pengajaran yang terbaik kepada kanak-kanak. Tugas seorang guru ialah tugas yang mulia dan Ibnu Sahnun amat mementingkan akhlak dan etika guru dalam memberi pendidikan kepada kanak-kanak seperti tamak menerima upah dalam mendidik kanak-kanak sehingga mengabaikan kualiti pendidikan yang diberikan.

Sementara itu, Nordin, Daoh, & Ahmad Tazli (2021) dalam kajiannya mengenai pendidikan karakter di peringkat awal kanak-kanak menggariskan pentingnya memulai pendidikan karakter sejak usia awal. Mereka berpendapat bahawa pendidikan pada usia ini memainkan peranan penting dalam membentuk nilai-nilai seperti kejujuran, tanggungjawab, dan kerjasama. Selain itu, kajian ini juga menunjukkan bahawa peranan guru sebagai model teladan sangat penting dalam penerapan pendidikan karakter. Guru tidak hanya berfungsi sebagai penyampai ilmu tetapi juga sebagai pembimbing dalam aspek moral dan etika. Pendidikan karakter yang berlandaskan nilai-nilai seperti kejujuran, tanggungjawab, kebijaksanaan, dan kerjasama berhasil membentuk individu yang tidak hanya cerdas secara intelektual tetapi juga unggul dalam sikap dan perilaku.

Daripada hasil dapatan kajian juga, didapati juga bahawa persekitaran sosial yang kondusif sangat mempengaruhi keberhasilan pendidikan karakter kanak-kanak yang dibesarkan dalam lingkungan yang mendukung nilai-nilai Islam lebih cenderung untuk menginternalisasi nilai-nilai tersebut dalam kehidupan sehari-hari. Kajian Rahman (2019) mengenai Ibnu Sahnun menekankan pendekatan pendidikan karakter yang bersifat integratif, di mana pendidikan bukan hanya menyentuh aspek intelektual, tetapi juga membentuk akhlak dan adab kanak-kanak. Ibnu Sahnun menegaskan pentingnya disiplin serta adab dalam mendidik generasi muda, sebuah pendekatan yang masih relevan dan dapat diterapkan dalam konteks pendidikan masa kini. Hasan (2020) turut mendukung pandangan ini dengan menyatakan bahawa pendidikan karakter kanak-kanak dalam Islam harus berlandaskan ajaran al-Quran dan As-Sunah untuk memastikan bahawa kanak-kanak memperoleh bimbingan moral yang kukuh.

c. Peranan guru dalam pendidikan karakter kanak-kanak menurut terjemahan Kitab *Adab Al-Mu'allimin* (Adab Para Guru).

Pengurusan pelajaran di institusi pendidikan dibahagikan kepada tiga bahagian iaitu mata pelajaran wajib, mata pelajaran pilihan dan mata pelajaran larangan. Mata pelajaran wajib ialah pendidikan al-Quran dan diikuti pendidikan solat, pendidikan doa, pendidikan hukum dan adab. Manakala mata pelajaran pilihan ialah pendidikan yang boleh membina kecenderungan, minat dan kemahiran tertentu seperti ilmu matematik, ilmu bahasa Arab, nahu, syair, pidato dan sirah. Seterusnya, mata pelajaran tegahan ialah mata pelajaran yang mempunyai unsur-unsur haram yang ditegah dalam Islam seperti mempelajari lahan, al-taghbir dan Aba-Jad. Pengolahan kurikulum Ibnu Sahnun adalah menitikberatkan kepentingan potensi kanak-kanak disamping menjamin aspek fizikal, emosi dan sosial kanak-kanak. Pengolahan kurikulum ini adalah berdasarkan prinsip keseimbangan antara kepentingan dunia dengan akhirat, teori dan amali serta intelektual dan spiritual. Syahrizal (2012) menyatakan bahawa kurikulum daripada perspektif Ibnu Sahnun masih relevan dengan pendidikan semasa sekolah rendah Islam walaupun pandangan pengolahan kurikulum ini lebih kurang dua belas abad lalu.

Jadual 4: Rumusan peranan institusi pendidikan menurut pandangan Ibnu Sahnun berdasarkan terjemahan teks Kitab Adab Mu'allimin

Bil.	Perkara	Senarai mata pelajaran	Terjemahan Kitab <i>Adab Al-Mu'allimin</i> (Adab Para Guru)
1.	Pengurusan mata pelajaran Wajib	al-Quran dan ilmu berkaitannya.	Fasal 8; Perkara 62; ms 48
		Ilmu qiraat	Fasal 8; Perkara 64; ms 48
		Ilmu ibadat solat	Fasal 8; Perkara 84; ms 54
		Berwuduk	Fasal 8; Perkara 87; ms 55
		Menulis	Fasal 8; Perkara 55; ms 46
		Adab	Fasal 8; Perkara 74; ms 51
		Solat sunat	Fasal 8; Perkara 89-90; ms 56
		Berdoa	Fasal 8; Perkara 88; ms 56
2.	Mata pelajaran pilihan	Ilmu Matematik, <i>Al-Gharib</i> , nahu, ilmu Bahasa Arab, pidato, dan syair.	Fasal 8; Perkara 61; ms 47
3.	Mata pelajaran tegahan	<i>Lahan</i>	Fasal 8; Perkara 70; ms 50
		<i>Al-taghbir</i>	Fasal 8; Perkara 72; ms 50
		<i>Aba-Jad</i>	Fasal 10; Perkara 147; ms 71

Rahman (2019) melalui kajiannya terhadap konsep pendidikan karakter dalam Islam melalui analisis Kitab *Adab al-Mu'allimin* karya Ibnu Sahnun juga menyimpulkan bahawa pendekatan Ibnu Sahnun dalam mendidik karakter kanak-kanak yang menekankan nilai-nilai seperti kejujuran, kebijaksanaan, dan tanggungjawab. Rahman juga menekankan relevansi pendekatan ini dalam konteks pendidikan moden, di mana prinsip-prinsip yang diajarkan oleh Ibnu Sahnun dapat diaplikasikan untuk membentuk karakter kanak-kanak yang berakhlak mulia. Selain itu, kajian ini menunjukkan bahawa pendekatan Ibnu Sahnun menekankan pentingnya disiplin dan adab dalam pendidikan karakter. Rahman juga menekankan bahawa pendidikan karakter haruslah berasaskan kepada nilai-nilai agama yang kukuh untuk memastikan keberkesannya.

Ia dikukuhkan lagi dengan dapatan kajian oleh Hasan (2020), di mana pengkaji menganalisis pendekatan pendidikan karakter dalam perspektif Islam melalui teks al-Quran dan As-Sunah. Beliau menekankan bahawa pendidikan karakter yang berkesan harus berasaskan kepada ajaran agama yang kukuh, di mana nilai-nilai seperti kejujuran, tanggungjawab, dan kerjasama diajarkan secara konsisten. Hasan juga menekankan peranan penting ibu bapa, guru, dan persekitaran dalam memastikan pendidikan karakter yang holistik dan berkesan. Selain itu, beliau menekankan bahawa pendidikan karakter haruslah bersifat berterusan dan tidak terhad kepada waktu tertentu sahaja. Kajian ini juga menunjukkan bahawa pendidikan karakter yang berasaskan kepada ajaran agama dapat membantu kanak-kanak membentuk identiti diri yang kukuh. Hasan juga mencadangkan agar pendekatan pendidikan karakter diintegrasikan dalam semua aspek kehidupan kanak-kanak untuk memastikan keberkesannya. Oleh itu pendidikan dasar keagamaan sebenarnya perlu mencakupi aspek keimanan (rukun iman), ibadah (rukun Islam), dan akhlak. Elemen ini adalah aspek-aspek dasar yang patut diberi perhatian untuk mencapai hakikat tujuan pendidikan.

RUMUSAN

Secara keseluruhannya, kajian ini membuktikan bahawa tiga peranan utama ini memberi kesan kepada pembentukan pendidikan karakter kanak-kanak. Ibnu Sahnun (m857H) menrangkumkan bahawa peranan guru, peranan ibu bapa dan peranan institusi pendidikan perlu berganding bahu dalam menjayakan pendidikan karakter kanak-kanak yang berkesan. Walaupun begitu, menurut Rabiatul Adawiyah (2012), pandangan mengenai kurikulum pendidikan oleh Ibnu Sahnun masih memerlukan kritikan untuk memenuhi keperluan holistik kanak-kanak. Antara kekurangan yang diketengahkan ialah ketiadaan pendidikan jasmani dalam mata pelajaran pendidikan asas yang disusun dalam kurikulum Ibnu Sahnun. Pendidikan jasmani adalah penting untuk perkembangan kanak-kanak dan digalakkan dalam Islam. Di samping itu, struktur kurikulum yang dirangka oleh Ibnu Sahnun juga tidak mengandungi mata pelajaran pendidikan keimanan secara konkrit, sedangkan iman, selain ibadah dan akhlak adalah salah satu kepentingan dalam agama Islam.

Sebagai rumusannya, hasil daripada kajian ini mendapati Pendidikan karakter kanak-kanak dalam Islam berlandaskan Al-Quran dan As-Sunnah, menekankan pembentukan akhlak mulia sejak usia awal. Tokoh seperti Ibnu Sahnun dalam Kitab *Adab al-Mu'allimin* menekankan peranan guru sebagai pembimbing akhlak, bukan sekadar penyampai ilmu. Ibu bapa dan guru memainkan peranan penting dalam membentuk nilai-nilai seperti jujur, tanggungjawab, dan kerjasama. Interaksi berkesan antara semua pihak, termasuk persekitaran sosial, diperlukan bagi membentuk karakter kanak-kanak yang berakhlak mulia. Pendekatan holistik yang melibatkan agama, psikologi, dan sosial adalah penting dalam memastikan keberkesanan pendidikan karakter dalam konteks moden. Pendekatan ini masih relevan dan dapat disesuaikan dengan perkembangan teknologi serta perubahan sosial.

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**SMART CHILDREN BOOK FOR STRENGTHENING DIFFERENTIATED
LEARNING BASED ON MULTIPLE INTELLIGENCES
IN EARLY CHILDHOOD EDUCATION (ECE)**

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ABSTRACT

This research stems from the reality of learning in early childhood education which tends to be discriminatory and does not appreciate the diversity of children's potential accompanied by limited learning resources that are multipurpose for teachers and children. The purpose of this research is to produce empirically tested learning resources in the form of a book called Smart Children Book for Strengthening Differentiated Learning based on Multiple Intelligences in ECE. It contains two main contents for strengthening teachers' insights, including the urgency of differentiated learning, concepts and indicators of children's multiple intelligences, and concrete examples of differentiated learning activities based on multiple intelligences in ECE. The second contains illustrated contents for children to strengthen differentiated learning, covering the eight types of multiple intelligences. Mixed-method were used to analyze the content of the book, conducted by experts, practitioners, and users of the book with qualitative descriptive. Quasi experiment was used to test the effectiveness of the book, involving 9 teachers, an expert and 90 children consisting of control and experimental groups. The results showed this book has good readability and is suitable for use according to experts, therefore it is effective for strengthening differentiated learning based on multiple intelligences in ECE.

Keyword: Differential Learning, Early Childhood Education (ECE), Multiple Intelligences, Smart Children Book

INTRODUCTION

Every child has differentiated learning abilities. Children are not born to learn in one dimension but have the ability to learn various things and dimensions (Brown, P.C (2014); Armstrong, T (2015); Campbell,L, et.al (2016). The ability to learn differentiated learning in children is closely related to the potential of multiple intelligence. The potential of multiple intelligences in children needs to be developed early on by using a variety of activities that are fun and meaningful for children (Muslihuddin & Agustin, 2018, Agustin, M 2017).

Strengthening differentiated learning in early childhood can be developed based on exploring the potential diversity of multiple intelligences. The potential of this multiple intelligences should be assisted to be developed optimally because this intelligence is one of the assets to develop a career in the future (Muslihuddin & Agustin, 2018, Agustin, M 2017).

Efforts to develop children's various intelligence potentials should be done as early as possible, so that children grow and develop as intelligent individuals both intellectually, emotionally and spiritually (Arsmtrong, T, 2016, Agustin, M dkk 2021). Teachers are obliged to assist and help children develop this variety of potential so that an understanding is obtained that the variety of potential intelligence needs to be appreciated, understood and helped to develop so that it becomes a provision for children to get success in this world and also in the hereafter.

The development of the potential of multiple intelligences in early childhood requires assistance from teachers because teachers are one of the actors in the development of quality human resources in learning. Teachers become the main motor in driving children's learning to be more active and creative. It is also in the hands of the teacher that the success and failure of a learning process will be determined. Although there are certainly other factors that influence it, the teacher remains a central figure in creating a conducive climate for learning (Agustin, M 2017, Salirawati, D 2018).

The problems developed in the above description certainly require appropriate and effective solutions. This means that the solution offered is easy for teachers to do when accompanying children to learn in ECE. The solution offered is to provide learning resources in the form of a book called "smart children book". The first part contains the content for strengthening teachers' insights that contain the urgency of differentiated learning in ECE, the concept and music or plural intelligence of early childhood and concrete examples of differentiated learning activities based on plural intelligence in ECE. Meanwhile the second part contains the content for children in the form of illustration to strengthen differentiated learning based on multiple intelligences in ECE.

The purpose of this study is to determine the design of smart children book that is appropriate for use to strengthen differentiated learning based on multiple intelligences in ECE and to determine the effectiveness of smart children book that is appropriate for use to strengthen differentiated learning based on multiple intelligences in ECE.

LITERATURE REVIEW

Based on the results of the literature review, Tomlinson explained that differentiated learning is an effort made to adjust classroom learning so that individual learning needs can be met (Purwowododo dan Zaini, 2023). Tomlinson categorizes learners' needs based on aspects of learning readiness, interests and learning profiles. He uses the phrase "One size doesn't fit all" which means that one way of learning does not fit to all. In differentiated learning, learners must be seen individually even though they are placed in the same class according to their age, because each individual has different readiness, interest, and style in learning (Herwina, 2021).

There are three important elements in differentiated learning (Purwowododo dan Zaini, 2023), including content or teaching material is what teachers teach to learners, related to what learners will learn, know, and understand. Process is how students obtain information or how students learn. Product is the result of work in the form of evidence of what has been learned or understood by students who must be shown to the teacher.

According to Tomlinson in Gusteti & Neviyarni (2022), there are 5 principles of differentiated learning including the learning environment, namely the classroom must be arranged by the teacher so that learning comfort can be obtained, the curriculum must have learning objectives that teachers can use in helping students achieve their academic goals, measuring learning by looking at the suitability of learning objectives and their understanding of the subjects to be studied, it is necessary to conduct an evaluation as the first step of learning, teaching must be responsive, in addition, teachers must also have the ability to provide instructions through practice and daily routines that students follow to ensure effective and efficient learning.

Gardner, through plural intelligence believes that intelligence was previously only seen in terms of linguistics and logic (Agustin, 2023), but along with the development of science and technology there are various other intelligences that can be considered. In an effort to optimize the development of early childhood potential, it is important to remember that each individual has diverse abilities and is not only limited to aspects of intellectual intelligence. The plural intelligence potential of early childhood should be valued, so that a paradigm is not formed that success only relies on intellectual intelligence, when in fact in a child there are various potential intelligences.

In this context, Gardner, H (1993); Lazear, D (1994); Armstrong, T, (2016) explain that multiple intelligences have the following concept characteristics: (a) all intelligences are different, but all are equal. In this sense, no intelligence is better or more important than another intelligence; (b) all intelligences are owned by humans in levels that are not exactly the same. All intelligences can be explored, grown and developed optimally; (c) there are many indicators of intelligence in each intelligence. With practices, a person can build on the strengths of the intelligence possessed and attenuate the weaknesses; (d) all the different intelligences work together to realize the activities carried out by individuals. One activity may require more than one intelligence, and one intelligence may be used in multiple fields; (e) all types of intelligence are found across all cultures around the world and age groups; and (f) as one matures, intelligence is expressed through a range of professional achievements and hobbies.

The following is a description of each plural intelligence and its indicators (Campbell, L, et.al (2016), Moleong, L.J (2004), Nurihsan, J & Agustin, M (2012).

- a. Verbal/linguistic intelligence is part of the multiple intelligences related to sensitivity to the sound, structure, meaning and function of words and language that appear through conversations, discussions and reading activities. The identifiable characteristics of the emergence of this intelligence are: enjoy reading, writing, telling stories, playing word games, and so on.
- b. Mathematical logical intelligence is part of the multiple intelligences related to the sensitivity in finding and discovering patterns used to perform arithmetic calculations and abstract thinking as well as logical thinking and scientific thinking. The characteristics of mathematical logical intelligence in children include having the ability to process numbers or the ability to use logic, being interested in manipulating the environment and tending to apply trial-and-error strategies, having a great curiosity about an event or experience; and liking to arrange games that are categorical and hierarchical in nature.
- c. Visual-spatial intelligence is part of the multiple intelligences related to sensitivity in combining visual perception activities (eyes) and thoughts as well as the ability to transform visual spatial perception as done in painting activities, designing patterns, designing buildings, and others. The characteristics that appear in early childhood include, among others, having sensitivity to colors, lines, shapes, spaces and buildings, having the ability to imagine things, creating ideas visually and spatially, having the ability to recognize the identity of objects when they exist at different points of view, being able to estimate the distance and existence of himself with an object, like to scribble, form pictures, color and arrange building elements and can form something that has meaning for him.
- d. Interpersonal intelligence, can be seen in the ability to mobilize and communicate with others, work together in teams, be liked by other people who are around them. Suitable careers for people with interpersonal intelligence include sales staff, politicians, managers, teachers, lecturers, counsellors, and social workers. They are able to get along, cooperate with others, communicate effectively, have high empathy for others, and are able to motivate others (Sit, 2021).
- e. Intrapersonal intelligence is part of the multiple intelligences related to sensitivity in introspecting about oneself and comparing it with the weaknesses and strengths of others. The characteristics of the emergence of this intelligence can be seen from the attitude of freedom and having one's own views, having a strong will, learning and working alone, learning from past experiences, expressing thoughts and feelings appropriately, being able to direct activities in achieving the expected goals, having a hobby.
- f. Rhythmic musical intelligence is part of the multiple intelligences related to sensitivity in listening to sound, music, and other sounds. The emergence of this intelligence can be seen in the ability to produce and appreciate rhythm and music that can be manifested in the ability to perceive, for example as a musician, distinguish, for example as a music critic, and express, for example as a performer of musical forms.
- g. Kinesthetic intelligence is part of the multiple intelligences that deals with sensitivity and skill in controlling the coordination of body movements through gross and fine motor movements, such as

- using tools skillfully, jumping, running, stopping suddenly skillfully in order to perform gymnastic movements or dance movements, martial arts, and others.
- h. Naturalistic intelligence is a subset of multiple intelligences that relates to the sensitivity in appreciating nature and the environment. Its characteristics that show up in a child's behavior include liking the outdoors, being familiar with pets and spending time near animal places, collecting artificial animal toys, enjoying communicating with pets and feeding them, having a relatively large interest in animals, plants and nature, not being afraid to hold or touch animals and even tending to want to stay close, understanding topics about living systems; and engaging in hobbies or do-it-yourself projects.

RESEARCH METHODOLOGY

Design

The approach used in this research is a quantitative approach using a post-positivist paradigm that relies on the formulation of hypotheses, hypothesis testing, offering operational definitions, and calculations to obtain conclusions. This research uses a quasi-experimental method with the aim of measuring the effectiveness of Smart Children Book for strengthening differentiated learning based on multiple intelligences in ECE. The research design used is Quasi Experiment with Nonequivalent Control-Group Design model with Pretest-Posttest method.

Participants

The research subjects included all 9 teachers of RA Al-Ikhlashiyah Sukarajawetan (RA; Islamic Early Childhood Education) in the 2023/2024 academic year, one expert, and 90 the students (children). Subjects were taken using the Simple Random Sampling technique, meaning that RA teachers have the same opportunity to be selected as samples and represent the population. So that the sample can represent comprehensively.

Settings

This research was conducted from August to October 2023 at RA Al-ikhlahsiyah Sukarajawetan, Jatiwangi Subdistrict, Majalengka Regency, West Java.

Instrument

The instrument used in this study is a questionnaire about the multiple intelligence of kindergarten-age children. There are two types of instruments distributed, namely: Instrument for reading test of smart children book for strengthening differentiated learning based on multiple intelligences in ECE to teachers. And the developed kindergarten-age children's multiple intelligence instrument was distributed directly to RA Al-Ikhlashiyah teachers in the 2023/2024 academic year. Filling out the instrument of the smart children book readability test to 10 teachers, and the kindergarten-age children's plural intelligence instrument to 45 children.

RESULTS

This section contains research results or data, analysis of research data, answers to research questions, and analysis of findings during the research.

1. Smart children book for Strengthening Differentiated Learning Based on Multiple Intelligences in ECE is designed and designed attractively according to the needs of teachers and early childhood in the field which consists of several indicators according to each intelligence.
2. Effectiveness of Smart Children Book for Strengthening Differentiated Learning Based on Multiple Intelligences in ECE

Table 1: Readability Test of Smart Children Book

No	Aspects Assessed	Assessment					Recommendation		
		STM	TM	CM	M	SM	To be used	To be improved	To be changed
1	Book Title		1		1	7		1	
2	List of content			1	6	2	3	3	
3	Explanation of the concept and urgency			1	5	3	5	1	
4	Explanation of the concept and indicators of multiple intelligences				2	7	6		
5	Design of Smart Children Book				4	5	6		
6	Explanation of the indicators of each of the multiple intelligences			1	3	5	3	3	
7	Explanations and pictures of multi-intelligence activities			1	6	2	4	1	
8	Explanations and pictures of activities provide insights for implementing similar activities in schools				4	5	6	1	

The table above shows the results of the "Smart Children Book" readability test. This readability test was conducted on several different aspects, where each aspect was assessed by a number of respondents with ratings, STM (Very Inadequate), TM (Inadequate), CM (Quite Adequate), M (Adequate), and SM (Very Adequate) on a scale of 1-5, scale 1 representing STM and scale 5 representing SM.

The results of this readability test showed that the aspect of "book title" (received varied ratings from several respondents. The results show that this smart children book has advantages and disadvantages in various aspects. There are some parts that need further improvement, especially related to the explanation of concepts and indicators of multiple intelligences.

Based on the results of the readability test above, in further development to ensure that this book is really effective in supporting differentiated learning based on multiple intelligences in ECE, the effectiveness test of smart children book was conducted on 45 children in ECE.

Normality Test

The following are the results of the normality test for "Smart Children Book for Strengthening Differentiated Learning Based on Multiple Intelligences in Early Childhood Education".

Table 2: Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE_KEC	.159	45	.006	.959	45	.107
POST_KEC	.153	45	.010	.912	45	.002

a. Lilliefors Significance Correction

Next, the results of the data normality test processed through pretest and post-test data are as follows.

Table 3: Normality Test of Data

	Statistic	df	Sig.
PRETEST OF INTELLIGENCE	0,159	45	0,006

The results of the data normality test above are the results of the pretest and post-test data. Based on the results of the normality test, the pre-test and post-test data have Sig > 0.05, thus both data are normally distributed. For the next homogeneity test.

Homogeneity Test

Table 4: Homogeneity Test

	T	df	Sig. (2-tailed)
Intelligence	-9.202	88	0.000

Furthermore, the homogeneity test was carried out with the following results.

Table 5: Homogeneity Test of Data

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Nilai Kecerdasan	Based on Mean	.584	1	88	.447
	Based on Median	.576	1	88	.450
	Based on Median and with adjusted df	.576	1	83.102	.450
	Based on trimmed mean	.565	1	88	.454

ANOVA

Nilai Kecerdasan

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10934.044	1	10934.044	84.674	.000
Within Groups	11363.556	88	129.131		
Total	22297.600	89			

Based on the homogeneity test results, it can be seen that the Sig value > 0.05, thus the variants of the two groups are the same or homogeneous. Because the data comes from homogeneous data, the hypothesis test is continued with the t test.

Hypothesis Test

Then hypothesis testing was carried out with the t test with the following results.

Levene Statistic	df 1	df 2	Sig.
0,584	1	88	0,447

Table 6: Hypothesis Test

Table 7: Hypothesis Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai Kecerdasan	Equal variances assumed	.584	.447	-9.202	88	.000	-22.044	2.396	-26.805	-17.284
	Equal variances not assumed			-9.202	88.000	.000	-22.044	2.396	-26.805	-17.284

Based on the results of the hypothesis test, it can be seen that the Sig value. <0.05 then H0 is rejected, thus it can be concluded that there is a difference in pre-test and post-test student intelligence.

DISCUSSIONS

The importance of developing teaching materials that can strengthen multi-intelligence-based differentiated learning in ECE, is because we see that every child is born from a different background, has different interests, talents, potential, learning styles, and intelligence. This emphasizes that we must deeply understand learning approaches that can accommodate such diversity, including through a differentiated learning approach. In line with the paradigm that learning in ECE has changed along with the development of the world of education which has become more open, flexible and dynamic in early childhood as a foundation for stimulating their interests, talents, and potential (Lestaningrum, 2022).

As for the findings in this study, namely based on expert opinion related to the readability of smart children book for strengthening differentiated learning based on multiple intelligences in ECE, there are several suggestions for improvement including, in several intelligences (language intelligence, logical-mathematical intelligence, and spatial intelligence) one indicator needs to be added, there are several words in the caption text or conversation in the picture that need to be corrected to clarify the illustration. In language intelligence, it should be added with the indicator "reading every writing seen by the child", in logical-mathematical intelligence it is added with the indicator "easily memorizing numbers", and in spatial intelligence it is added with the indicator "easily remembering the route or location of a place".

CONCLUSION

The conclusions of this study are as follows:

1. The design of the smart children book design is elaborated into two main contents, namely the first part contains material for strengthening teachers' insights that contain the urgency of differentiated learning in ECE, concepts and music or multiple intelligence of early childhood and concrete examples of differentiated learning activities based on plural intelligence in ECE.
2. The readability test from experts shows that the Smart Children Book Strengthening Differentiated Learning Based on Multiple Intelligences in ECE in all chapters and subchapters is in the adequate category for use in learning in ECE. As for the effectiveness of smart children book, based on the results of the normality test shows that the pre-test and post-test data have sig > 0.05 thus both data contribute normally, based on the homogeneity test it can be seen that the sig value > 0.05 thus both groups have homogeneous variations, and the hypothesis test shows the sig value < 0.05 then H0 is rejected. Thus, it is concluded that there is a difference in the pretest and post-test of students' intelligence.

- a. It would be better to develop more multiple intelligence-based books for teachers to strengthen differentiated learning in ECE.
- b. Develop a book based on multiple intelligences for parents to support the development of children's multiple intelligences.
- c. Develop plural intelligence-based books that support the strengthening of differentiated learning at the elementary, junior high or high school levels.
- d. Develop smart children books for handling or preventing violence, whether in formal, non-formal or informal education settings.
- e. Develop interactive books based on multiple intelligences that support the strengthening of differentiated learning.

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EDUCATION RECONSTRUCTIONISM PHILOSOPHY IN INDONESIA

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ABSTRACT

This study aims to evaluate the effectiveness of the implementation of Project-Based Learning (PjBL) in improving literacy in Early Childhood Education (PAUD). Literacy, which includes the ability to read, write, and understand texts, is a basic skill that is crucial to be developed early on. Project Based Learning (PjBL), as a learning approach that emphasizes the active involvement of children through creative and collaborative projects, is believed to be able to provide a more meaningful context for the development of literacy skills. This study uses a classroom action research, method involving teachers and students at Mawar Cugenang Kindergarten. Through observation, interviews, and analysis of project products, this study evaluates how Project Based Learning (PjBL) can be used to teach basic literacy skills, such as letter, word, and sentence recognition, and to foster children's interest in reading and writing. The results of this study are expected to show how Project Based Learning (PjBL) not only improves technical literacy skills, but also increases children's motivation, creativity, and involvement in the learning process. In addition, this study will provide practical recommendations for educators in integrating Project Based Learning (PjBL) into the PAUD curriculum to support the development of more holistic and contextual literacy.

Keywords: *Project Based Learning, Literacy, Early Childhood*

INTRODUCTION

Reading interest or literacy in Indonesia is very low. The low interest in reading in children is caused by the lack of early habituation to reading from parents and teachers so that when they grow up children will be lazy to read. If children are not accustomed to reading from an early age, children will easily accept incorrect information. With literacy or frequent reading, children will know the information available and by reading, children will gain knowledge. Read the ways that can be done to foster children's interest in reading from an early age, namely by reading fairy tales to children before going to bed, taking children to the library, providing books at home for children to read, taking time to read with children and so on, (Zati, 2018).

Literacy is the ability to read and write those children must have from an early age, this ability or skill will later become a provision for children for their future in everyday life. But the low interest in reading in Indonesia is a complicated problem that occurs in the world of education, (Ekowati & Suwandayani, 2018), (Zati, 2018).

Literacy is very useful for the future of children, namely in receiving information or reading existing information without seeing its truth or clarifying it first and spreading the news. If children have good literacy skills, children will see or clarify the information first. So as not to spread false news or hoaxes. Therefore, we must develop children's interest in reading from an early age so that a culture of literacy will be embedded in children from an early age and children will be accustomed to reading until they grow up. So that in reading there is no more coercion or children are forced to read but reading becomes a habit or hobby for children, (Rinaningih, 2021), (Zati, 2018).

Project Based Learning is considered an approach that focuses on children and is in accordance with the characteristics of early childhood, (MacDonell, 2006). According to Sofia Hartati, early childhood has characteristics such as egocentricity, great curiosity, social nature, uniqueness, high creativity, and great learning potential (Hartati, 2005). Therefore, it is very relevant for children to learn through in-depth involvement and exploration according to their own learning styles. Katz & Charld, referred to by Christianti, state that projects can also develop character, knowledge, and skills (Christianti, 2011).

This concept is also supported by the study *The Implementation of Project-Based Approach at Preschool Education Program*, which shows that through the project approach, teachers can improve the cognitive and social abilities of early childhood (Rahman et al., 2011). Therefore, it can be concluded that in addition to improving cognitive aspects, Project Based Learning also has the potential to improve social competence, character, and emotional state in children.

Project Based Learning (PjBL) is a learning method that places projects as the center of the learning process. This approach is designed as a means to facilitate understanding of complex problems. Project Based Learning (PjBL) focuses on developing children's skills through investigation and implementation of research to find solutions to the problem. This process involves exploration, assessment, interpretation, synthesis, and analysis of information, with the aim of gaining a comprehensive understanding through overall learning outcomes, (Mulyasa, 2012).

Project based learning as a teaching method that has been used since the early 1900s. This condition was emphasized by Kilpatrick in his 1918 book "The Project Method." Since then, Project Based Learning has been elaborated in detail and implemented in various subjects and learning situations in schools, (Ulrich, 2016). Project Based Learning is a learning approach that creates a "constructivist" learning environment, which conditions children to build their own knowledge, (Halimah & Marwati, 2022).

Project Based Learning (PjBL) is beneficial for the development of early childhood literacy and numeracy, because it encourages children to explore, ask questions, and solve problems (A. Y. Sari, 2018). This has been successfully applied in various contexts, such as improving teachers' literary literacy skills, (Setyorini & Masulah, 2020), stimulating children's creativity, (Hayati et al., 2019), (Hayati et al., 2019), (Lestari, 2022), and improving collaboration skills, (Wulandari & Suparno, 2020). The emphasis of Project Based Learning (PjBL) on direct and real project-based learning makes it an effective tool to engage students and encourage their holistic development.

LITERATURE REVIEW

A number of studies have shown the effectiveness of Project Based Learning (PjBL) in improving various skills in early childhood education. (Wulandari & Suparno, 2020) found that Project Based Learning (PjBL) significantly improves children's collaboration skills, while (Setyorini & Masulah, 2020) reported a 90% success rate in improving literacy skills through Project Based Learning (PjBL). (A. Y. Sari, 2018), (A. Y. Sari, 2018) emphasized the importance of Project Based Learning (PjBL) in developing children's projects, and (Hartini, 2017) highlighted its role in improving children's critical thinking skills.

These findings collectively indicate that Project Based Learning (PjBL) is a valuable method for improving various skills in early childhood education. Furthermore, several studies are also on Project Based Learning as studied by several experts (Tyaningsih et al., 2023), (A. M. Sari et al., 2023), (Yusrizal & Pulungan, 2021). Research conducted by (Tyaningsih et al., 2023) namely on the effectiveness of the Project-Based Learning model in improving children's numeracy literacy skills through Lesson Study practices in schools, the results of the study showed that the Project Based Learning (PjBL) model is effective in improving children's numeracy literacy skills through Lesson Study practices in schools. Therefore, the Project Based Learning (PjBL) model can be used as an

alternative learning that can develop children's literacy and numeracy skills. Furthermore, research conducted by (A. M. Sari et al., 2023) on the effectiveness of the Project Based Learning (PjBL) model in the Implementation of the Independent Curriculum in Kindergartens, the results of the study explain that the Project Based Learning (PjBL) model is known to play a better role in stimulating children and is able to improve child development.

Another study from (Yusrizal & Pulungan, 2021) entitled "the effect of the Project Based Learning model with the visit home method and learning motivation, shows that through Project Based Learning (PjBL) there is a significant difference in the average learning outcomes of children with the visit home approach compared to online, (Yusrizal & Pulungan, 2021), in addition, the results of research from (Nurhayati et al., 2024) show that project based learning has an effect on the literacy and numeracy skills of early childhood children. Based on the research results that have been described, that project based learning (PjBL) has so far been more focused on developing various early childhood skills, such as improving children's cooperation skills, improving literacy skills, improving critical thinking skills, increasing learning motivation and also being able to improve child development.

Meanwhile, the practice of project based learning (PjBL) research in relation to Literacy skills has not been found, so this study focuses on the Literacy skills of early childhood. With this study, it is also hoped that it can see in more detail how far the integration of project based learning in improving literacy in PAUD.

METHOD

The researcher used a qualitative descriptive research method, and used a Classroom Action Research approach. Classroom Action Research is research carried out by students in class through self-observation which aims to optimize their effectiveness as teachers so that student learning outcomes increase (Wardhani et al., 2021),(Wardyaningrum, 2013) (Wardhani, 2013). The author designed a group activity study based on Kemmis and McTaggart (1997) which consists of planning, implementation, observation and reflection (Figure 1).

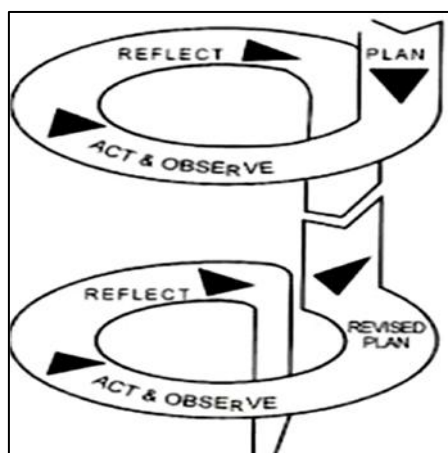


Figure 1. Kemmis and Mc Taggart Classroom Action Research Model

The research began by formulating the problem which was carried out in collaboration with 2 class teachers, namely group B teachers, namely Mrs. R and Mrs. P. to express opinions, thoughts and ideas regarding the problems that occurred in the field. Then together they sought information about the causes or a number of things that caused the problem to arise. The researcher limited the problem to Literacy in PAUD which was aimed at group B children at Mawar Cianjur Kindergarten. If the cause of the problem has been understood, the next stage is to review the related theory or research in order to plan activities to improve learning practices in the classroom.

The next step is the implementation of the action. The end of the cycle in the implementation of the research action is reflection. In the following stages, researchers collaborate with other teachers to discuss in depth and critically the results of observations accompanied by previous attitudes. Through reflection, researchers can find better solutions, find new and more effective learning strategies to optimize learning outcomes and problems that occur in the field and improve the quality of learning practices (Qodir, 2021).

Data collection techniques are carried out through observation and interviews. The implementation of observations is focused on the following observations (1) the implementation of the program or teaching module that has been designed; (2) the growth of interest in reading or literacy in PAUD.

The instrument grid in the implementation of observations is shown in tables 1 and 2. Meanwhile, the checklist is used as an observation tool in directly observing the implementation of the program or teaching module implemented by the teacher.

Table 1 Observation Guidelines Grid

No	Problem formulation	Data obtained	Data Source	Technical Data Collection
1.	What are the objective conditions of Literacy skills of group B children at Mawar Kindergarten?	Objective conditions of Literacy skills of group B at Mawar Kindergarten Cianjur	Teacher, Child	Observation
2	How does project-based learning (PjBL) in the theme of morality in animals improve Literacy skills in group B children at Mawar Kindergarten Cianjur.	The steps for implementing project-based learning to develop environmental care characters are: 1. Determining essential questions 2. Designing project planning 3. Preparing a project implementation schedule 4. Monitoring children and project progress 5. Assessment of the project process and results 6. Evaluation of the project process and results	Teacher, Child	Observation
3	What Literacy skills have improved in group B children at Mawar Kindergarten, on the theme of morality in animals through project-based learning (PjBL)?	Literacy that develops using project-based learning. 1. Understanding Language 2. Expressing Language 3. Literacy	Children	Observation

Furthermore, in Table 2 below, it is presented in detail and in detail regarding the teacher observation guidelines related to the stages of implementing learning activities with project-based learning which are specifically designed to assess various aspects of teachers during the implementation of project-based learning, namely in the form of a checklist as follows:

Table 2 Teacher Observation Guidelines Stages of Implementation of Learning Activities with Project-based Learning

Source: The George Lucas Educational Foundation (Nurohman, 2015)

No	Activity	Observed Aspects	Orientation		Observation description results
			Yes	No	
1	Determination of essential questions	The teacher's ability to start learning with essential questions, namely trigger questions that assign children to explore.			
2	Designing project plans	Teachers and children collaboratively design a project plan containing game rules, selection of activities to answer essential questions and determining the tools and materials that can be accessed to complete the project.			
3	Preparation of project implementation schedule	Teachers and children collaboratively prepare a schedule of activities to be carried out in completing the project.			
4	Monitoring children and project progress	Teachers monitor children's activities starting from planning, process and completion of projects, monitor project progress, and guide children if they experience difficulties.			
5	Assessment of project processes and outcomes	Teachers assess children's achievements, evaluate children's progress, provide feedback on the level of understanding that children have achieved, and teachers develop strategies for subsequent learning.			
6	Project evaluation and project results	Teachers and children reflect on the activities and results of the projects that have been carried out.			
		Teachers and children reflect on the activities and results of the projects that have been carried out.			
		Teachers and children develop discussions in order to improve performance during the learning process.			

OBJECTIVE

Overall, this research aims to explore and analyze the application of project based learning (PjBL) in the theme of morality in animals to develop literacy skills in PAUD, in detail the objectives of this research are:

1. To determine the objective condition of literacy skills in group B children at Mawar Cianjur Kindergarten
2. To determine the application of project based learning (PjBL) in the theme of morality in animals in group B at Mawar Kindergarten
3. To determine the literacy skills that develop in group B children at Mawar Kindergarten on the theme of morality in animals through project based learning (PjBL).

FINDINGS

The following research results present research findings from data that have been collected and analyzed based on facts from observations and interviews about Literacy skills in Teaching and Learning Activities through the implementation of project based learning at Mawar Cianjur Kindergarten. Where the presentation and discussion in the following research.

1. Objective Conditions of Literacy Skills in Group B Children at Mawar Cianjur Kindergarten

In the initial stage, researchers conducted research to obtain a complete picture of literacy skills in group B children at Mawar Cianjur Kindergarten. However, based on the results of observations and initial interviews with 2 group B teachers as class teachers, namely Mrs. R and Mrs. P, it turned out that literacy skills at Mawar Cianjur Kindergarten were not optimal, although so far both Mrs. R and Mrs. P have tried to stimulate literacy skills for group B children at Mawar Kindergarten have been carried out through daily habits and learning activities through worksheets, so that implementation of other learning methods and solutions is needed. The results of the interviews conducted with 2 class teachers of group B are as follows:

"When the teaching and learning activities began, it seemed that some students were still confused about working on the worksheet, namely the activity of matching pictures with words. Then the teacher provided assistance by asking the child to draw a line, it seemed that the students were still confused. and the teacher gave an example of the line drawing activity. There were some children who only colored the pictures in the worksheet and there were also some who were still not right when matching pictures with words. " (Interview with group B teacher, September 2, 2024).

Based on the results of the interview, the researcher concluded that children's literacy skills were still low. From the results of the interview, the teacher stated that children were confused when learning literacy using worksheet, namely the activity of drawing lines between pictures and words and must be given support, to strengthen the results of the interview, the researcher conducted direct observations when learning activities in group B took place. Based on the results of direct observations, it was still seen that the literacy skills of group B children had not developed optimally. The teacher only occasionally reminded them and when the activity was carried out, the teacher gave examples and helped complete the drawing activity. The next interview was conducted with Mrs. P.

"When the theme of morality is on animals, the teacher facilitates the children to make a string of animal names, the children seem confused when arranging the letters into animal names in their strings. When the teacher asks the children to arrange the letters according to the names of the animals, they still seem confused. Then the teacher helps them to arrange them first on the table before stringing them". (Group interview with Mrs. P on September 6, 2024).

From the information presented above, it is evident that literacy skills are still low, because teachers have limitations in arranging the environment to apply learning methods. For this reason, the right strategy is needed so that literacy skills in children develop optimally. This is in line with what was expressed by (Susanto, 2021) that Understanding the characteristics of early childhood thinking shows the need to apply an integrated learning approach. This aims to facilitate the development of children's thinking and creativity optimally, and in learning before being given worksheets (LKPD), children are not optimally facilitated in cognitive development, especially literacy, as expressed by Piaget, (Yusuf, 2007) that early childhood is in the pre-operational period, so it needs to be emphasized that children's learning is not yet fully able to master mental operations logically which is only given by activities using Student Worksheets (LKPD).

2. Implementation of Project Based Learning to Improve Literacy Skills in TK Mawar Cianjur

Based on the results of observations and agreements, researchers together with class teachers of group B agreed that in one cycle they would carry out three actions by fully implementing project based learning in learning activities. If in one cycle it is still declared unsuccessful, then the next cycle will be carried out again, namely the second cycle and so on until finally Literacy in PAUD increases from before. The process of implementing project-based learning in the following research begins with the creation of learning. Then continued through the implementation of learning as well as observation and reflection on each activity. The implementation of project-based learning in the following research involves a number of steps based on the theory presented in the publication of Katz (1994) that projects can be planned and implemented in three sequential projection phases, including the following:

Phase 1: Start Project

In the following phase, the class teacher together with children in group B at TK Mawar Cianjur discussed choosing a topic to be studied in depth and based on the agreement, the topic raised was animal morals. Next, the sub-topics that will be used in the project activities are discussed again, there are three sub-topics that will be used as project learning topics, namely pets, livestock, and insects. In this stage, group B children at Mawar Cianjur Kindergarten together with the class teacher create a concept map related to the chosen topic.

Phase 2: Developing Projects

In the project development phase, the class teacher invites and facilitates group B children at Mawar Cianjur Kindergarten to carry out learning activities according to the concept map that has been mapped into a program or teaching module designed as a reference in developing learning activities related to increasing literacy. The teacher is tasked with facilitating assistance to help children find real problems according to the stages of children's understanding of knowledge in completing their projects. The teacher is also tasked with facilitating tools and materials with various loose parts that children may need in playing their projects.

The teacher creates learning objectives that are adjusted to the learning topic of the day, then compiles a learning scenario with a choice of various project challenges as ideas to spark children to work. In this phase, the teacher introduces the topic through a story book made by the teacher according to the agreed sub-topic, namely animal morals, then from what the child hears, sees and touches, the teacher asks what is interesting to the child and allows the child to make a project from the challenge he chooses using the basic Literacy Concept, At the beginning, the child's project planning will start from determining what ideas or play ideas can possibly be done (Probability), Children will also estimate the amount of tools and materials needed (probability), classify materials that have the shape according to what is needed, when carrying out learning activities, children will choose play activities according to their interests, which have been provided by the teacher, such as let's show the body parts of a bee, there the child will imitate the writing of the bee parts, then they will look for words according to the picture on the body parts of the bee, and in the next activity the trigger word is how do you make a label for the name of your homemade honey?, Children's learning activities are children making word labels for honey that will be sold, there they will play the role of a trader.

According to (Kemendikbudristek, 2024) regarding learning achievements in PAUD in the Merdeka Curriculum, the basic elements of Literacy are that children recognize and understand various information, communicate feelings and thoughts verbally and in writing or using various media and build conversations, children show interest, hobbies and participate in pre-reading and pre-writing activities.

Phase 3: Completing the Project

In this phase, children in group B at Mawar Cianjur Kindergarten together with the class teacher carry out reflection and assessment on the project activities that have been carried out, and invite children to

analyze the results of their projects by presenting their work using language such as how their ideas are carried out through the process of comparing the selected problem with the project that was made, how many tools and materials have been used and children are invited to convey the reasons chosen for the need for tools and materials so as to produce new findings or works, children are also invited to mention groups of images that have the same sound, Communicate verbally, so that children have vocabulary, and recognize symbols to prepare for reading, writing and arithmetic.

3. Literacy skills that develop in children in group B at Mawar Kindergarten on the theme of morality in animals through project based learning (PjBL).

The literacy skills of early childhood children are very limited before being given learning through Project Based Learning. Children are given literacy reinforcement one by one according to the indicators in literacy by using worksheet which limits children to be creative and do play activities according to their interests and talents. Where this is not in accordance with the outline of the characteristics of early childhood thinking as conveyed by (Bredenkamp & Copple, 1997). Understanding the characteristics of early childhood thinking shows the need to apply an integrated learning approach. This aims to facilitate the development of children's thinking and creativity optimally, (Susanto, 2021).

In project-based play learning (Project Based Learning), children are involved in choosing themes or learning topics that suit their interests, both individually and in groups. They have the opportunity to choose topics that interest them and want to learn more about, both individually and in groups. John Dewey also said that the learning by doing learning model means that the learning process is obtained through activities or activities carried out independently by children according to the stages and systems that children understand with various forms of attitudes and skills (Moeslichatoen, 2004). The knowledge insights gained by building themselves through various stages will remain longer in children's memories (Wena, 2011), (Wena, 2011b). By adopting project-based learning, a learning process occurs that involves inquiry. Through Project Based Learning (PjBL), children will independently formulate their discoveries with full confidence.

When teachers provide literacy support to each child, it looks different, really following the interests, needs and flow of their play projects. It is also seen that children get the widest possible opportunity to try various things with all their senses and body movements to conquer the world using more literacy indicators that are directly and tangibly supported to understand what, why, where, when and how with their play activities. In addition to when making their projects, children also seem to train their large muscle functions when doing and completing their work and stimulating the ability to be maximally stimulated in the development of receiving language, and children's pre-literacy to find new experiences related to literacy in various ways and forms of their work and communication, (Dewi et al., 2018). Children are also stimulated in the ability to be maximally stimulated in the development of receiving language, and children's pre-literacy to find new experiences. (Febriana & Iswantiningtyas, 2022).

DISCUSSION

Initially, literacy skills were still low because teachers had limitations in arranging the environment to apply learning methods. Based on the results of observations and agreements, researchers together with class teachers in group B agreed that in one cycle they would carry out three actions by fully implementing project-based learning in learning activities.

Project-based learning, teachers invite children to find new knowledge when they are given new experiences related to literacy indicators that gradually increase as material for children to explore. Children will associate their knowledge to then change their attitudes, knowledge and skills to be better. Vygotsky is famous for social constructivism that children will be influenced by the environment, both peers, adults at home, school and the environment to continue to develop, which is usually called

scaffolding theory and ZPD. Vygotsky in Berk and Winsler (1995) there is a difference between actual development which is shown through how children solve challenges independently and with the guidance of older or more knowledgeable people.

The project-based learning cycle or project-based learning steps integrate literacy as an effort to achieve maximum achievement as follows:

a) Start With The Essential Question

Learning begins with essential questions, namely questions that can assign students to do an activity. The assignment topic is in accordance with the real world that is relevant to students and begins with an in-depth investigation. During the learning activity, it is seen that the teacher tries to create various play activities that provide children with the breadth to integrate children's literacy skills such as: 1) Come on, show the body parts of the bee. 2) How do you make a label for the name of your homemade honey? 3) The beauty of my homemade insect animal writing. 4) The unique shape of my homemade beehive.

b) Design A Plan For The Project

Planning is done collaboratively between teachers and students. Thus, students are expected to feel "ownership" of the project. Planning contains rules of the game, selection of activities that can support in answering essential questions, by integrating various subjects that may be an effort in knowing the tools and materials that can be accessed to help complete the project. Children are given the opportunity to choose play activities, tools and materials in completing the project according to their ideas and concepts first in the form of sketches or drawings to answer the play challenges they choose from the challenges provided by the teacher. Some children with limited drawing skills when asked can convey in detail the meaning of the picture they made, both from the plan for using materials, tools and how to do it.

c) Create Schedule

Students with teacher support identify the time needed to play their project, so that they can create a schedule of activities in completing the project. Activities at this stage are carried out to ensure that their work will be completed according to the core activity hours, which are 90 minutes, then will present alternately in the closing 30 minutes. And the teacher will help provide support when they still have difficulty finding solutions in the form of provocative questions.

d) Monitoring Students and Project Progress.

The teacher has the responsibility to supervise student activities during the project completion process. Supervision is carried out by providing guidance to students at each stage of their project implementation. The role of the teacher is as a mentor in accommodating student activities. To facilitate the supervision process, a rubric is prepared that records all important activities in the assessment plan in the teaching module.

It appears that several children made it using different tools and materials, besides that the method is also different. Some children have immediately found a way to arrange the blocks if they are arranged upwards to make them sturdy, some children try several times before they can find a way. Among them, it seems that they are testing the sturdiness of the arrangement of blocks arranged based on the surface area of the blocks. Likewise, when making a water installation, children are seen trying to find a way to connect two straws with the same surface area. They try to find a way to treat one surface of the straw so that its surface can be smaller. In making the marketing office fence pattern, children can be seen expressing themselves in various forms, some using color patterns, sizes or shapes that they work on

together on different sides. In making a unique nameplate shape, children try to combine several geometric shapes into a new unique shape.

e) Assessing the Outcome

The assessment aims to support teachers in measuring standard achievement, acting as a tool for evaluating individual student progress, providing feedback on the level of understanding that students have achieved, and helping teachers in designing the next learning strategy. When playing and presenting, children are also invited to assess their work, whether they are satisfied or there is still something that needs to be improved. With the rubric that is made, it is easier for teachers to make assessments both in checklists and in analyzing their series of photos.

f) Assessing the Experience

After the learning process is complete, teachers and students evaluate the activities and results of the project that has been carried out, how numeracy literacy can help them find solutions more effectively and efficiently. Reflection is carried out individually or in groups after the learning process. At this stage, students are asked to convey their feelings and experiences during the completion of the project. Teachers and students discuss to improve performance during learning, with the hope of finding new findings that can answer the problems raised in the early stages of learning. When children feel that numeracy literacy is very much needed in everyday life, the motivation to learn it will grow and because it is done from the perspective of each child's understanding, numeracy literacy feels fun, especially when learning is designed in activities that are really playing.

And I argue that from this study it can be concluded that Project Based Learning (PjBL) can encourage active involvement in learning through project activities, children can be actively involved in learning experiences. Project Based Learning (PjBL) provides opportunities for early childhood to teach basic literacy skills, such as recognizing letters, words, and sentences, and to foster interest in reading and writing in children. By creating projects related to their lives, children can more easily understand the importance of literacy in real contexts, motivating them to learn. Through Project Based Learning (PjBL), children learn to work together in groups and communicate effectively. Involvement in projects develops social skills and the ability to share ideas, which also contributes to the development of Literacy.

Thus, Project Based Learning (PjBL) provides an effective learning approach in developing early childhood literacy skills through active involvement, contextual relevance, collaboration, development of problem-solving skills, motivation, and holistic assessment.

CONCLUSION

The integration of project-based learning in PAUD has shown positive results in improving early childhood literacy. Through this approach, children are invited to actively explore real-world problems and challenges, which not only improve their knowledge but also literacy skills. Project-based learning allows children to engage in a variety of in-depth and contextual activities, which help them develop reading, writing, and critical thinking skills.

The Pancasila student profile strengthening project implemented in project-based learning also plays an important role in shaping children's character according to the dimensions of the Pancasila student profile. By using assessment data during the project, educators can create a description of achievements that show the development of children's literacy and character. Initial reflection on the readiness of educational units in implementing project-based learning is also important to ensure the success of this program.

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TAHAP PENGETAHUAN, SIKAP DAN EFIKASI KENDIRI GURU PRASEKOLAH TERHADAP PENDEKATAN PENGINTEGRASIAN STEM

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ABSTRAK

Pendidikan STEM merupakan elemen penting dalam usaha kemenjadian murid yang seimbang dan holistik. Merujuk pada dasar pendidikan, STEM bertujuan untuk meningkatkan daya saing dalam bidang sains dan teknologi kepada pelajar. STEM telah mula dilaksanakan di peringkat sekolah rendah dan sekolah menengah namun kurang dilaksanakan pada peringkat prasekolah. Objektif kajian ini adalah untuk mengenal pasti tahap pengetahuan, sikap dan efikasi sendiri guru terhadap pendekatan pengajaran pengintegrasian STEM. Kajian ini menggunakan reka bentuk kuantitatif. Sampel kajian merupakan guru prasekolah kerajaan dan swasta di Selangor dan Kuala Lumpur. Seramai 40 orang responden yang terlibat. Data yang diperolehi melalui Google Forms dianalisis menggunakan perisian Statistical Package for Social Science (SPSS) versi 26 dalam bentuk analisis deskriptif. Ujian normaliti dilaksanakan untuk melihat data bertaburan secara normal atau sebaliknya. Ujian korelasi Spearman rho dilaksanakan untuk menguji kekuatan hubungan pemboleh ubah kajian. Dapatan kajian menunjukkan jumlah skor min bagi tahap pengetahuan adalah 3.71, sikap guru 4.17 dan efikasi sendiri 3.72. Dapatan juga menunjukkan terdapat hubungan yang signifikan dan wujud hubungan yang positif antara pengetahuan dan sikap guru terhadap pengintegrasian STEM dan antara pengetahuan dan efikasi sendiri guru. Kesimpulannya, tahap pengetahuan, sikap dan efikasi sendiri guru prasekolah adalah tinggi terhadap pengintegrasian STEM.

Kata Kunci: *Pengintegrasian stem, pengetahuan, sikap, efikasi, guru prasekolah*

PENGENALAN

Pendidikan Sains, Teknologi, Kejuruteraan, dan Matematik (STEM) merupakan pendekatan pendidikan yang semakin diberi perhatian di peringkat global. Ia bertujuan untuk membentuk generasi yang mampu bersaing dalam dunia yang didorong oleh kemajuan teknologi serta perkembangan sains dan matematik yang pesat. Di Malaysia, Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 menekankan kepentingan pendidikan STEM sebagai salah satu strategi utama untuk mempersiapkan pelajar menghadapi cabaran abad ke-21 (KPM, 2013). Walaupun usaha pengintegrasian STEM telah banyak dilaksanakan di peringkat sekolah rendah dan menengah, pelaksanaannya di peringkat prasekolah masih kurang mendapat perhatian (Hassan & Madar, 2018).

Pendidikan STEM di peringkat prasekolah adalah penting kerana kanak-kanak pada usia awal menunjukkan tahap ingin tahu yang tinggi dan memiliki daya penerokaan yang baik (Aminah Ayob, 2015). Penerapan pendidikan STEM pada tahap awal ini dapat memupuk kemahiran penyelesaian masalah, pemikiran kritis, dan kreativiti dalam kalangan kanak-kanak. Namun, pelaksanaan pendidikan STEM yang efektif di peringkat prasekolah bergantung kepada tahap pengetahuan, sikap, dan efikasi sendiri guru prasekolah. Pengetahuan guru mengenai konsep STEM dan bagaimana ia boleh diterapkan dalam pengajaran memainkan peranan penting dalam kejayaan pengintegrasian ini (Hassan & Madar, 2018). Di samping itu, sikap dan efikasi sendiri guru turut mempengaruhi sejauh mana mereka dapat melaksanakan pengajaran STEM dengan yakin dan berkesan (Muhammad Daud, 2019).

Kajian ini bertujuan untuk mengenal pasti tahap pengetahuan, sikap, dan efikasi sendiri guru prasekolah terhadap pendekatan pengajaran STEM. Penelitian terhadap aspek ini penting bagi memastikan guru prasekolah bukan sahaja memahami konsep STEM tetapi juga mampu menerapkan pendekatan ini dalam pembelajaran harian kanak-kanak prasekolah. Tinjauan literatur terdahulu menunjukkan bahawa

guru yang mempunyai pengetahuan dan efikasi sendiri yang tinggi cenderung untuk melaksanakan pengajaran yang lebih inovatif dan kreatif (Bandura, 1997; Md Saad, Ayob, & Yusof, 2021). Justeru, memahami faktor-faktor yang mempengaruhi pelaksanaan pendidikan STEM di peringkat prasekolah adalah kritikal bagi memastikan penerapan STEM yang berkesan.

STEM merupakan kurikulum kolektif dimana kandungannya lebih bersepadu dan boleh membantu pelajar membina pengetahuan baru melalui konsep dan kemahiran yang relevan. Bagi melaksanakan pengintegrasian STEM, ia berhubung kait terhadap peranan guru dalam menyediakan pengajaran yang bermakna buat murid. Pengetahuan guru dalam bidang ini haruslah diberi penekanan supaya proses pengajaran berjalan dengan lancar. Kajian ini akan memberi gambaran mengenai persiapan guru prasekolah dalam melaksanakan pendidikan STEM, terutamanya dari segi pengetahuan, sikap, dan efikasi sendiri mereka. Hasil kajian ini diharap dapat memberi panduan kepada Kementerian Pendidikan Malaysia (KPM) dan pihak-pihak berkepentingan lain dalam menggubal dasar serta menyediakan latihan yang sesuai untuk meningkatkan pengetahuan dan kemahiran guru prasekolah dalam pengintegrasian STEM.

KAJIAN LITERATUR

Pendidikan STEM (Sains, Teknologi, Kejuruteraan, dan Matematik) telah menjadi elemen penting dalam sistem pendidikan global. Ia bertujuan untuk meningkatkan daya saing pelajar dalam bidang sains dan teknologi serta mempersiapkan mereka menghadapi cabaran abad ke-21. Di Malaysia, pengintegrasian pendidikan STEM telah diterapkan di sekolah rendah dan menengah melalui dasar seperti Pelan Pembangunan Pendidikan Malaysia (PPPM 2013-2025). Walau bagaimanapun, pelaksanaannya di prasekolah masih terbatas, dan banyak kajian menunjukkan kekurangan sokongan dan pengetahuan dalam kalangan guru prasekolah mengenai pendekatan ini.

Satu kajian yang bertujuan untuk mengkaji pelaksanaan STEM di peringkat prasekolah telah dijalankan oleh Hassan & Madar (2018). Dapatan kajian menunjukkan bahawa pelaksanaan pengajaran STEM di prasekolah menghadapi beberapa kekangan, termasuk kekurangan bahan pengajaran dan kemahiran guru untuk mengajar bidang ini.

Selain itu, satu lagi kajian telah dijalankan oleh Adibah & Malathy (2010), tujuan utama kajiannya adalah untuk melihat sikap positif yang ditunjukkan oleh guru akan menghasilkan kesediaan yang diharapkan bagi melaksanakan sesuatu perubahan. Kajian tersebut mengesahkan bahawa pengetahuan dan kemahiran adalah pemangkin dalam membangunkan sikap positif guru yang dikaitkan dengan kesanggupan menerima dan melaksanakan perubahan dalam pendidikan.

Kajian terhadap efikasi sendiri turut dilakukan oleh Chen, Huang dan Chen Wu (2020) yang mana mengkaji tentang *preservice preschool teacher's self efficacy in and need for STEM educational professional development*. Penyelidik menggunakan kaedah MANOVA untuk melihat perkaitan antara guru dengan latar belakang berbeza menerusi tiga komponen efikasi sendiri STEM iaitu *cognitive concept*, *affective attitude*, *equipped skill*, *STEM belief* dan *need for professional development*. Hasil kajian mendapati komponen sikap afektif memperoleh tahap yang tinggi manakala kemahiran yang lengkap menerima skor yang rendah.

Selain itu juga, satu kajian Awanis dan Ainunmadiyah (2016) menunjukkan korelasi yang rendah terhadap efikasi mengajar dengan pencapaian akademik. Ini menunjukkan bahawa guru yang mempunyai efikasi sendiri yang tinggi lebih cenderung untuk mencuba pendekatan pengajaran yang baru, seperti pengajaran berasaskan STEM.

Kajian oleh Mahmud & Hata (2020) mendapati bahawa tahap pengetahuan dan sikap guru terhadap pendidikan STEM berada pada tahap yang tinggi, namun pengetahuan mereka tentang kaedah pengajaran STEM masih sederhana. Ini menunjukkan keperluan untuk menyediakan lebih banyak

latihan kepada guru dalam bidang STEM. Kajian ini mendapati bahawa pemahaman guru terhadap konsep STEM memainkan peranan penting dalam keberhasilan pengajaran berintegrasikan STEM. Pengetahuan guru mengenai STEM perlu diperluaskan melalui latihan dan bengkel bagi memastikan mereka mempunyai kemahiran pedagogi yang mencukupi untuk melaksanakan pengajaran berasaskan STEM. Kesimpulannya, keberhasilan pengintegrasian STEM di prasekolah memerlukan sokongan yang berterusan daripada pihak berkepentingan, terutamanya dalam meningkatkan pengetahuan dan keyakinan guru. Melalui peningkatan latihan dan pendedahan kepada pendekatan STEM, guru prasekolah dapat memainkan peranan yang lebih berkesan dalam membimbing murid-murid mereka ke arah kejayaan dalam bidang sains dan teknologi.

METODOLOGI

Kajian ini menggunakan reka bentuk deskriptif kuantitatif. Kajian ini turut menggunakan kaedah *non-probability* kerana tujuan kajian bukan untuk digeneralisasikan kepada keseluruhan populasi. Sebaliknya, kajian ini lebih berbentuk kajian deskriptif yang bertujuan untuk mengenal pasti tahap pengetahuan, sikap, dan efikasi sendiri guru prasekolah terhadap pendekatan pengintegrasian STEM. Responden kajian terdiri daripada 40 orang guru prasekolah kerajaan dan swasta di negeri Selangor dan Kuala Lumpur.

Soal selidik digunakan sebagai instrumen kajian. Ia dibahagikan kepada tiga bahagian utama yang menilai tahap pengetahuan, sikap, dan efikasi sendiri guru terhadap pengintegrasian STEM. Instrumen ini telah melalui proses kajian rintis dan dianalisis untuk kebolehpercayaan menggunakan nilai *Cronbach's Alpha*.

Kajian ini menggunakan soal selidik berbentuk *Google Form* yang mengandungi 29 item soalan. Soal selidik ini meliputi empat bahagian iaitu bahagian A, B, C dan D. Bahagian A berkenaan dengan demografi yang melibatkan maklumat responden seperti jantina, umur, kelayakan akademik, pekerjaan, pengalaman mengajar subjek Sains atau Matematik dan penglibatan kursus. Bahagian B mengandungi 7 item berkaitan dengan tahap pengetahuan guru terhadap pengintegrasian STEM. Manakala bahagian C mengandungi 8 item berkaitan dengan sikap guru terhadap pengintegrasian STEM. Bahagian D mengandungi 7 item berkaitan efikasi sendiri guru terhadap pengintegrasian STEM. Bentuk soalan yang digunakan dalam soal selidik ini merupakan soalan jenis tertutup. Data dianalisis menggunakan perisian *Statistical Package for Social Science (SPSS)* versi 26 digunakan dalam kajian ini. Skala Likert lima mata digunakan bagi mengukur setiap item yang dinyatakan. Perkaitan dengan skala likert kemudiannya ditafsir menggunakan peratus, min dan sisihan piawai.

Analisis Faktor Demografi Terpilih Responden

Bahagian ini melaporkan analisis latar belakang responden yang terdiri daripada jantina, umur, kelayakan akademik dan sektor pekerjaan. Kaedah kekerapan, peratusan dan kumulatif peratus digunakan untuk menganalisis latar belakang responden. Analisis data latar belakang kajian adalah seperti yang ditunjukkan dalam Jadual 1.

Jadual 1 : Analisis Demografi Taburan Kekerapan, Peratusan Dan Kumulatif Peratus Responden

Item	Responden	Kekerapan	Peratusan	Kumulatif peratus
Jantina	Lelaki	3	7.5	7.5
	Perempuan	37	92.5	100.0
Umur	20 hingga 30	7	17.5	17.5
	31 hingga 40	4	10.0	27.5
	41 hingga 50	29	72.5	100.0

Kelayakan akademik	Diploma	8	20.0	20.0
	Ijazah Sarjana Muda	27	67.5	87.5
	Ijazah Sarjana	5	12.5	100.0
Sektor pekerjaan	Guru kerajaan	35	87.5	87.5
	Guru swasta	5	12.5	100.0

Jadual 1 menunjukkan taburan kekerapan dan peratusan responden. Jumlah bilangan responden adalah 40 orang. Dari jumlah ini seramai 3 orang (7.5%) adalah lelaki manakala 37 orang (92.5%) adalah perempuan. Ini menunjukkan bahawa sektor pekerjaan kerajaan paling ramai menjawab borang soal selidik kerana memperoleh nilai kekerapan 35 daripada 40 responden.

Jadual 2: Analisis Pengalaman dan Penglibatan Kursus Subjek Sains/ Matematik

Item	Responden	Kekerapan	Peratusan	Kumulatif peratus
Pengalaman mengajar subjek Sains/ Matematik	<1 - 5 tahun	11	27.5	27.5
	6 - 10 tahun	1	2.5	30.0
	11 - 15 tahun	12	30.0	60.0
	16 - 20 tahun	7	17.5	77.5
	>21 tahun	9	22.5	100.0
Pernah menghadiri kursus subjek Sains/ Matematik	Ya	18	45.0	45.0
	Tidak	22	55.0	100.0

Jadual 2 menunjukkan taburan kekerapan pengalaman dan penglibatan responden. Jumlah bilangan responden adalah 40 orang. Dari jumlah ini seramai 18 orang (45%) pernah menghadiri kursus subjek Sains atau Matematik manakala 22 orang (55%) tidak pernah menghadiri kursus subjek Sains atau Matematik.

Jadual 3: Min Keseluruhan Pemboleh Ubah

Pemboleh ubah	Min	Sisihan Piawai
Tahap pengetahuan guru terhadap pengintegrasian STEM	3.71	.657
Sikap guru terhadap pengintegrasian STEM	4.17	.567
Efikasi sendiri guru terhadap pengintegrasian STEM	3.72	.623

Jadual 3 menunjukkan min keseluruhan pemboleh ubah. Sebagaimana yang dipaparkan di dalam Jadual 3, min keseluruhan bagi pemboleh ubah sikap guru mencatat nilai paling tinggi dalam kalangan pemboleh ubah yang ada dengan nilai min 4.17 (SP=.623).

OBJEKTIF KAJIAN

Secara umum, kajian ini melihat tahap pengetahuan, sikap dan efikasi sendiri guru terhadap pengintegrasian STEM. Bagi mencapai tujuan kajian, beberapa objektif kajian telah dibentuk seperti berikut:

1. Mengenal pasti tahap pengetahuan guru prasekolah terhadap pendekatan pengajaran pengintegrasian STEM.
2. Mengenal pasti sikap guru prasekolah terhadap pendekatan pengajaran pengintegrasian STEM.
3. Mengenal pasti efikasi sendiri guru prasekolah terhadap pendekatan pengajaran pengintegrasian STEM.
4. Mengenal pasti hubungan antara tahap pengetahuan dengan sikap guru prasekolah terhadap pendekatan pengajaran pengintegrasian STEM.
5. Mengenal pasti hubungan antara tahap pengetahuan dengan efikasi sendiri guru prasekolah terhadap pendekatan pengajaran pengintegrasian STEM.

DAPATAN KAJIAN

Tahap pengetahuan guru prasekolah terhadap pengintegrasian STEM

Aspek tahap pengetahuan guru prasekolah dilihat melalui interpretasi analisis deskriptif. Sebanyak tujuh item disediakan untuk aspek ini. Dapatan dan analisis kajian ditunjukkan seperti dalam Jadual 4 di bawah:

Jadual 4: Tahap Pengetahuan Guru Terhadap Pengintegrasian STEM

Bil	Item	Min	Sisihan Piawai
B1	Saya mempunyai pengetahuan untuk melaksanakan PdP pengintegrasian STEM menerusi subjek Sains/ Matematik.	3.63	.868
B2	Saya memahami kesemua elemen pendidikan STEM bagi merancang sesi PdP yang berkesan buat murid.	3.47	.784
B3	Saya boleh merancang aktiviti yang bersesuaian dengan pengintegrasian STEM dalam subjek Sains/Matematik.	3.68	.797
B4	Saya boleh melaksanakan PdP pengintegrasian STEM melalui kaedah pembelajaran berasaskan ikuiri dalam subjek Sains/ Matematik.	3.68	.888
B5	Saya boleh melaksanakan PdP pengintegrasian STEM menggunakan kaedah pembelajaran melalui bermain (<i>learning through play</i>) dalam subjek Sains/ Matematik.	3.75	.809
B6	Saya boleh melaksanakan PdP pengintegrasian STEM melalui kaedah pembelajaran berasaskan projek dalam subjek Sains/ Matematik	3.80	.823
B7	Saya boleh melakukan aktiviti yang dapat meningkatkan penglibatan murid dengan aktif.	4.00	.751

Berdasarkan Jadual 4 nilai min yang paling tinggi adalah item B7 dengan kenyataan '*Saya boleh melakukan aktiviti yang dapat meningkatkan penglibatan murid dengan aktif*' (M=4.00, SP=.751). Ini menunjukkan bahawa guru mempunyai pengetahuan dalam merancang aktiviti yang dapat menarik minat untuk melibatkan diri sepanjang PdP berasaskan STEM dilaksanakan. item kedua tertinggi adalah B6 dengan kenyataan '*Saya boleh melaksanakan PdP pengintegrasian STEM melalui kaedah pembelajaran berasaskan projek dalam subjek Sains/ Matematik*' telah mencatat nilai min 3.80 (SP=.823). Ini menunjukkan bahawa kebanyakan guru bersetuju dengan pengetahuan mereka terhadap pelaksanaan kaedah pembelajaran yang berintegrasikan pendidikan STEM.

Selain itu, Item B3 dan B4 memperoleh nilai min yang sama iaitu 3.68 (SP=.797 dan SP=.888). Berdasarkan tahap interpretasi, nilai min 3.63 berada pada tahap tinggi. Seterusnya, item paling rendah adalah B2 dengan nilai min 3.47 (SP=.784) dengan kenyataan '*Saya memahami kesemua elemen pendidikan STEM bagi merancang sesi PdP yang berkesan buat murid*'. Berdasarkan Jadual 3.7, nilai min yang diperolehi oleh item B2 boleh diklasifikasikan dalam tahap sederhana. Selain itu, Item B3 dan B4 memperoleh nilai min yang sama iaitu 3.68 (SP=.797 dan SP=.888). Berdasarkan tahap interpretasi, nilai min 3.63 berada pada tahap tinggi. Secara kesimpulannya, min keseluruhan bagi pemboleh ubah tahap pengetahuan telah dilaksanakan.

Sikap guru prasekolah terhadap pengintegrasian STEM

Aspek sikap guru prasekolah dilihat melalui interpretasi analisis deskriptif. Sebanyak lapan item disediakan untuk aspek ini. Dapatan dan analisis kajian ditunjukkan seperti dalam Jadual 5 di bawah:

Jadual 5: Sikap Guru Terhadap Pengintegrasian STEM

Bil	Item	Min	Sisihan Piawai
C1	Saya bersikap positif terhadap pendekatan pengajaran pengintegrasian pendidikan STEM dalam subjek Sains/ Matematik.	4.18	.549
C2	Saya yakin pengintegrasian pendidikan STEM dalam subjek Sains/ Matematik dapat memupuk sikap positif dalam kalangan guru.	4.18	.747
C3	Saya yakin pendekatan pengajaran pengintegrasian STEM dapat meningkatkan kualiti seorang guru	4.28	.716
C4	Saya bersikap terbuka untuk menerima cadangan daripada guru lain dalam melaksanakan PdP berasaskan pengintegrasian STEM dalam subjek Sains/ Matematik.	4.38	.586
C5	Saya sedia bekerjasama dengan guru panatia subjek Sains/ Matematik bagi menjayakan pelaksanaan pendekatan pengajaran pengintegrasian STEM.	4.30	.608
C6	Saya seronok merancang pelbagai aktiviti yang berasaskan pendidikan STEM dalam subjek Sains/ Matematik. Saya seronok mencipta inovasi berdasarkan	4.13	.822
C7	pendidikan STEM dalam subjek Sains/ Matematik	3.73	.905
C8	Saya yakin pengintegrasian STEM dapat menjadikan aktiviti PdP lebih bermakna pada murid.	4.22	.660

Nilai min yang paling tinggi adalah item C4 dengan pernyataan '*Saya bersikap terbuka untuk menerima cadangan daripada guru lain dalam melaksanakan PdP berasaskan pengintegrasian STEM dalam subjek Sains/ Matematik*' dengan rekod min 4.38 (SP=.586). Ini menunjukkan bahawa guru bersikap positif terhadap cadangan daripada guru lain.

Selain itu, item C1 memperoleh nilai min 4.18 dengan sisihan piawai .549 bagi kenyataan '*Saya bersikap positif terhadap pendekatan pengajaran pengintegrasian pendidikan STEM dalam subjek Sains/ Matematik*'. Merujuk Jadual 3.7, nilai min bagi item C1 berada pada tahap tinggi. Hal ini menunjukkan bahawa pentingnya menerapkan nilai positif bagi menghasilkan satu sesi PdP yang berkualiti dan bermakna buat murid. Item C8 dengan kenyataan '*Saya yakin pengintegrasian STEM dapat menjadikan aktiviti PdP lebih bermakna pada murid*' turut mencatat nilai min yang tinggi iaitu min 4.22 (SP=.660). Secara ringkasnya, skor min keseluruhan bagi sikap guru prasekolah terhadap pendekatan pengajaran pengintegrasian pendidikan STEM mencatat nilai min 4.17 dengan sisihan piawai .567 dan ia dapat diinterpretasikan sebagai nilai yang sangat tinggi. Ini menunjukkan bahawa sikap guru terhadap pengintegrasian STEM sangat memuaskan kerana majoriti responden bersetuju dengan kenyataan tersebut.

Efikasi sendiri guru prasekolah terhadap pengintegrasian STEM

Aspek efikasi sendiri guru prasekolah dilihat melalui interpretasi analisis deskriptif. Sebanyak tujuh item disediakan untuk aspek ini. Dapatan dan analisis kajian ditunjukkan seperti dalam Jadual 6 di bawah:

Jadual 6: Efikasi Kendiri Guru Terhadap Pengintegrasian STEM

Bil	Item	Min	Sisihan Piawai
D1	Saya boleh melaksanakan pengajaran berintegrasikan pendidikan STEM.	3.78	.768
D2	Saya boleh mengubah kaedah pengajaran berasaskan pendekatan pengintegrasian STEM.	3.75	.776
D3	Saya boleh mengimplementasikan pendekatan pengajaran berasaskan STEM di dalam subjek Sains/ Matematik.	3.83	.781
D4	Saya percaya akan keupayaan diri sendiri semasa melaksanakan PdP pengintegrasian STEM dalam subjek Sains/ Matematik.	3.87	.723
D5	Saya boleh mencipta aktiviti baharu berdasarkan konsep STEM dalam subjek Sains/ Matematik.	3.63	.925
D6	Saya risau untuk mempraktikkan pendekatan pengajaran pengintegrasian STEM.	3.15	1.145
D7	Saya bersedia untuk melaksanakan apa jua pendekatan yang digunakan dalam pengajaran STEM asalkan dapat membantu pelajar.	4.03	.832

Analisis deskriptif bagi pemboleh ubah sikap guru boleh dilihat menerusi Jadual 4.5. Item D5 telah memperoleh nilai min 3.63 (SP=.925). Item D5 merujuk pada kredibiliti guru dalam mencipta aktiviti baharu berdasarkan konsep STEM. Melihat pada nilai min yang diperolehi, ia berada pada tahap tinggi.

Selain itu, item yang mencatat nilai min yang paling tinggi adalah D7 (M=4.03, SP=.832) bagi kenyataan 'Saya bersedia untuk melaksanakan apa jua pendekatan yang digunakan dalam pengajaran STEM asalkan dapat membantu pelajar'. Hasil data ini menunjukkan bahawa para guru sentiasa bersedia untuk menggunakan apa jua pendekatan yang boleh digunakan semasa melaksanakan PDP bersama murid.

Seterusnya, nilai min item D3 (M=3.83, SP=.781) bagi kenyataan 'Saya boleh mengimplementasikan pendekatan pengajaran berasaskan STEM di dalam subjek Sains/ Matematik'. Dapatan ini boleh diklasifikasikan dalam tahap tinggi berdasarkan Jadual 3.7. Manakala nilai min paling rendah adalah item D6 (M=3.15, sp=1.145) bagi kenyataan 'Saya risau untuk mempraktikkan pendekatan pengajaran pengintegrasian STEM'. Analisis ini berupa negatif dan jika dilihat pada nilai skor min ia berada pada aras sederhana atau tidak pasti bagi kenyataan tersebut

Skor min keseluruhan bagi pemboleh ubah efikasi sendiri guru adalah 3.72 (sp= .622). Ini menunjukkan bahawa tahap efikasi sendiri guru terhadap pengintegrasian STEM memuaskan kerana majoriti responden bersetuju dengan kenyataan kajian ini.

Ujian normaliti tahap pengetahuan guru prasekolah

Ujian normaliti boleh dilihat berdasarkan nilai p yang mana sekiranya data bertabur secara normal apabila nilai $p > 0.05$, manakala data bertabur secara tidak normal apabila nilai $p < 0.05$. Maka, bagi kajian ini ujian normaliti dijalankan berdasarkan tiga andaian iaitu (1) tahap pengetahuan guru terhadap pengintegrasian pendidikan STEM, (2) sikap guru terhadap pengintegrasian pendidikan STEM dan (3) efikasi sendiri guru terhadap pengintegrasian pendidikan STEM. Ujian normaliti bagi pemboleh ubah tahap pengetahuan guru boleh dilihat pada Jadual 7.

Jadual 7: Ujian normaliti tahap pengetahuan guru

Tahap pengetahuan guru	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	.164	40	.008	.909	40	.003

a. Lilliefors Significance Correction

Hasil keputusan analisis ujian normaliti Jadual 4.6 menunjukkan bahawa data bertabur secara tidak normal kerana memperoleh nilai Sig. < 0.05 ($n=0.003$). Dengan ini, tahap pengetahuan guru adalah tidak signifikan dan taburan data adalah tidak normal. Andaian tersebut ditolak. Maka, ujian statistik bukan parametrik setara dengan ujian korelasi Spearman perlu dianalisis pada bahagian statistik inferensi.

Ujian normaliti sikap guru prasekolah

Jadual 8: Ujian normaliti sikap guru

Sikap guru	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	.144	40	.036	.930	40	.016

a. Lilliefors Significance Correction

Berdasarkan Jadual 8 tersebut, ia menunjukkan hasil keputusan ujian normaliti iaitu andaian data bertabur secara tidak normal kerana nilai $p < 0.05$ iaitu 0.16 dan ini menunjukkan bahawa sikap guru terhadap pengajaran pengintegrasian STEM adalah tidak signifikan dan taburan data adalah tidak normal. Andaian tersebut ditolak. Maka, ujian statistik bukan parametrik setara dengan ujian Spearman Correlation perlu dilaksanakan.

Ujian normaliti efikasi sendiri guru prasekolah

Jadual 9: Ujian normaliti efikasi sendiri guru

Efikasi sendiri guru	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	.125	40	.115	.964	40	.232

a. Lilliefors Significance Correction

Ujian normaliti bagi pemboleh ubah efikasi sendiri guru prasekolah dilaksanakan. Hasil ujian normaliti (*rujuk Jadual 9*) bagi sikap guru mendapati bahawa data bertaburan secara normal dengan keputusan ujian shapiro-wilk adalah tidak signifikan (SW=.232). Dapatan shapiro-wilk yang tidak signifikan iaitu nilai melebihi $p > 0.05$ menunjukkan data bertabur secara normal. Maka, dalam kajian ini sikap guru terhadap pengintegrasian STEM adalah tidak signifikan dan data bertabur secara normal, maka andaian diterima. Oleh itu, ujian statistik parametrik analisis data akan dilaksanakan menggunakan ujian korelasi pearson bagi menjawab persoalan kajian ini.

Secara kesimpulannya, ujian normaliti telah dilaksanakan bagi ketiga-tiga pemboleh ubah kajian. Hasil ujian menunjukkan pemboleh ubah tahap pengetahuan bertaburan tidak normal $p < 0.05$ ($n=0.03$), sikap guru juga menunjukkan nilai p tidak signifikan $p < 0.05$ ($n=0.16$) dan efikasi sendiri menunjukkan taburan data yang normal kerana nilai p tidak signifikan ($p > 0.05$) iaitu 0.232. Maka, ujian parametrik perlu dilaksanakan bagi taburan data yang normal, manakala ujian bukan parametrik perlu dijalankan ke atas taburan data tidak normal.

Korelasi rho Spearman: hubungan antara tahap pengetahuan dan sikap guru prasekolah

Bagi menganalisis persoalan empat iaitu hubungan antara tahap pengetahuan dan sikap guru prasekolah terhadap pendekatan pengajaran pengintegrasian STEM, ujian korelasi rho spearman telah dilaksanakan. Ia bertujuan untuk melihat tahap signifikan antara dua pemboleh ubah tersebut. Bagi menjawab persoalan kajian ini, hipotesis null (H_0) dan hipotesis alternatif (H_a) telah dibentuk.

H_0 : Tidak terdapat hubungan signifikan antara pengetahuan dan sikap guru prasekolah terhadap pendekatan pengajaran pengintegrasian STEM.

H_a : Terdapat hubungan signifikan antara pengetahuan dan sikap guru prasekolah dalam pendekatan pengajaran pengintegrasian STEM.

Jadual 10: Ujian korelasi spearman rho I

		Tahap pengetahuan guru	Sikap guru
Tahap pengetahuan guru	Correlation Coefficient	1.000	.773**
	Sig. (2-tailed)	.	.000
	N	40	40
Sikap guru	Correlation Coefficient	.773**	1.000
	Sig. (2-tailed)	.000	.
	N	40	40

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

Berdasarkan Jadual 10, terdapat hubungan yang signifikan antara tahap pengetahuan guru dan sikap guru dengan pendekatan pengajaran pengintegrasian STEM dengan nilai $r=0.773$ dan sig 0.00 ($p < 0.05$). Kekuatan hubungan ini adalah kuat. Hipotesis nol (H_0) ditolak dan H_a diterima.

Korelasi rho Spearman: hubungan antara tahap pengetahuan dan efikasi sendiri guru prasekolah

Ho: Tidak terdapat hubungan signifikan antara pengetahuan dan efikasi sendiri guru prasekolah terhadap pendekatan pengajaran pengintegrasian STEM.

Ha: Terdapat hubungan signifikan antara pengetahuan dan efikasi sendiri guru prasekolah dalam pendekatan pengajaran pengintegrasian STEM.

Jadual 11: Ujian korelasi spearman rho I

		Tahap pengetahuan guru	Efikasi sendiri guru
Tahap pengetahuan guru	Correlation Coefficient	1.000	.796**
	Sig. (2-tailed)	.	.000
	N	40	40
Efikasi sendiri guru	Correlation Coefficient	.796**	1.000
	Sig. (2-tailed)	.000	.
	N	40	40

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

Berdasarkan Jadual 11, dapat dilihat bahawa terdapat hubungan yang signifikan antara tahap pengetahuan guru dan efikasi sendiri guru dengan pendekatan pengajaran pengintegrasian STEM dengan nilai $r=0.796$ dan sig 0.00 ($p<0.05$). Kekuatan hubungan ini adalah kuat. Hipotesis nol (Ho) ditolak dan Ha diterima.

PERBINCANGAN

Dapatan kajian ini menunjukkan bahawa tahap pengetahuan guru prasekolah terhadap pengintegrasian STEM adalah tinggi, dengan skor min 3.71. Ini menunjukkan bahawa kebanyakan guru prasekolah di Selangor dan Kuala Lumpur memiliki pengetahuan yang baik mengenai konsep dan elemen STEM. Pengetahuan ini meliputi definisi, kepentingan, dan pendekatan pengajaran STEM. Guru yang memiliki pengetahuan yang kukuh akan lebih mampu menyampaikan pelajaran STEM dengan berkesan kepada murid prasekolah.

Kajian ini juga mendapati sikap guru terhadap pengajaran STEM berada pada tahap yang positif dengan skor min 4.17. Sikap positif ini penting kerana ia akan mempengaruhi cara guru melaksanakan pengajaran berasaskan STEM. Sikap yang baik berkait rapat dengan keyakinan dan kesediaan guru untuk melaksanakan pendekatan STEM walaupun menghadapi kekangan seperti kurangnya bahan pengajaran. Efikasi sendiri atau keyakinan guru terhadap kebolehan mereka melaksanakan pengajaran STEM juga didapati tinggi dengan skor min 3.72. Guru yang mempunyai efikasi sendiri yang tinggi lebih berkemungkinan melaksanakan pendekatan pengajaran yang kreatif dan inovatif, sekali gus meningkatkan keberkesanan proses pengajaran dan pembelajaran (PdP) di prasekolah.

Selain itu, kajian mendapati terdapat hubungan positif yang signifikan antara tahap pengetahuan dengan sikap guru terhadap pengintegrasian STEM. Guru yang mempunyai pengetahuan yang tinggi cenderung untuk mempunyai sikap yang lebih positif terhadap pelaksanaan STEM. Ini menekankan kepentingan memberi latihan yang mencukupi kepada guru dalam aspek pengetahuan STEM untuk memperbaiki sikap mereka terhadap subjek ini. Malah, terdapat juga hubungan positif antara tahap pengetahuan dan efikasi sendiri guru. Guru yang lebih berpengetahuan tentang STEM akan lebih yakin dalam mengaplikasikan elemen-elemen STEM dalam PdP. Ini menunjukkan bahawa

peningkatan pengetahuan akan memberi kesan langsung terhadap keyakinan dan efikasi sendiri guru dalam pengajaran.

RUMUSAN

Secara keseluruhannya, tahap pengetahuan, sikap, dan efikasi sendiri guru prasekolah terhadap pendekatan pengintegrasian STEM berada pada tahap yang baik dan signifikan. Dapatan kajian menunjukkan bahawa guru-guru prasekolah di Selangor dan Kuala Lumpur, yang menjadi sampel kajian, memiliki tahap pengetahuan yang memuaskan mengenai konsep STEM dan penerapannya dalam pengajaran. Ini menggambarkan bahawa guru-guru sedar akan kepentingan pengintegrasian STEM untuk memperkaya proses pengajaran dan pembelajaran kanak-kanak.

Selain itu, sikap guru terhadap pendekatan pengintegrasian STEM juga sangat positif, menunjukkan keyakinan dan kepercayaan guru terhadap pendekatan ini. Sikap yang positif ini dianggap sebagai satu faktor penting yang menyumbang kepada kejayaan pengintegrasian STEM dalam PdP di bilik darjah. Guru yang mempunyai sikap positif lebih cenderung untuk berinovasi dalam pengajaran mereka dan berusaha menghadapi cabaran yang muncul dalam melaksanakan pendekatan STEM. Kajian ini juga mendapati bahawa guru yang bersikap positif terhadap STEM cenderung lebih proaktif dalam mencari cara baru untuk meningkatkan kualiti pengajaran mereka. Bukan itu sahaja, efikasi sendiri juga penting kerana ia berkait rapat dengan kemampuan guru untuk mempengaruhi hasil pembelajaran murid. Guru yang yakin dengan keupayaan mereka lebih bersemangat dan komited dalam menyampaikan pembelajaran yang bermakna dan relevan kepada kanak-kanak.

Lebih penting lagi, kajian ini mengesahkan adanya hubungan positif antara pengetahuan guru dan sikap mereka terhadap pengintegrasian STEM, serta antara pengetahuan guru dengan efikasi sendiri mereka. Hubungan ini menunjukkan bahawa pengetahuan yang mendalam tentang STEM membantu meningkatkan sikap positif guru terhadap pendekatan ini, sekaligus meningkatkan keyakinan mereka dalam melaksanakan pengajaran berasaskan STEM. Kesimpulan ini menegaskan bahawa usaha untuk meningkatkan pengetahuan guru tentang STEM melalui latihan dan kursus lanjutan boleh memberi impak yang besar kepada peningkatan kualiti pengajaran.

Kesimpulannya, tahap pengetahuan, sikap, dan efikasi sendiri guru prasekolah terhadap pengintegrasian STEM di Selangor dan Kuala Lumpur adalah tinggi. Namun, kajian ini juga menekankan bahawa meskipun tahap kesedaran dan kefahaman guru adalah tinggi, pelaksanaan sebenar pengintegrasian STEM di peringkat prasekolah masih menghadapi beberapa cabaran, seperti kekurangan sumber dan latihan yang mencukupi. Oleh itu, kajian ini mencadangkan agar pihak berwajib, seperti Kementerian Pendidikan Malaysia (KPM), memberikan lebih banyak sokongan dalam bentuk modul latihan, bengkel, serta penyediaan sumber yang mencukupi bagi memudahkan pelaksanaan STEM di peringkat prasekolah. Ini penting bagi memastikan pengintegrasian STEM bukan sahaja berjaya di peringkat prasekolah tetapi juga mampu memberi kesan jangka panjang dalam membentuk generasi yang berdaya saing dalam bidang sains dan teknologi pada masa hadapan.

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AKREDITASI MALAYSIAN BOARD OF TECHNOLOGIST (MBOT) TERHADAP PROGRAM-PROGRAM TEKNOLOGI DI KOLEJ VOKASIONAL DI MALAYSIA: SATU KAJIAN KES DI KOLEJ VOKASIONAL ZON SARAWAK

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ABSTRAK

Kajian ini meneliti peranan Malaysian Board of Technologists (MBOT) untuk mengakreditasi program-program teknologi di kolej vokasional. Objektif utama kajian adalah untuk mengenal pasti cabaran-cabaran yang dihadapi dalam proses mendapatkan akreditasi MBOT, memahami persepsi pemegang taruh terhadap kelebihan yang diperoleh melalui akreditasi ini, dan merumuskan strategi berkesan bagi pentadbiran kolej vokasional untuk mempermudah proses akreditasi. Pendekatan kualitatif digunakan dalam kajian ini, di mana data dikumpulkan melalui temubual separa berstruktur dengan lapan responden utama yang terdiri daripada ketua jaminan kualiti, ketua jabatan, dan ketua program dari enam kolej vokasional di zon Sarawak. Populasi kajian ini melibatkan seramai 3500 orang pelajar, 655 orang pengajar, 118 kakitangan sokongan dan 32 orang panel penasihat kolej vokasional dari 6 buah kolej vokasional zon Sarawak dengan pensampelan dilakukan ke atas 8 orang informan yang dipilih berdasarkan kredibiliti dan kelayakan. Data yang dikumpulkan dianalisis melalui transkripsi, pemetaan data, pembangunan kerangka kerja tematik, dan ujian kebolehppercayaan menggunakan Pekali Kappa yang merekodkan nilai 0.89. Analisis kualitatif turut dijalankan berdasarkan kepada tema-tema yang dibangunkan iaitu Faktor Kritikal Untuk Kemampuan Inisiatif, keberkesanan inisiatif perubahan dan perancangan dan pelaksanaan inisiatif perubahan. Melalui analisis tematik, kajian ini mengenal pasti isu-isu utama seperti kos pelaksanaan, bebanan tugas, transformasi teknologi dan kualiti enrolmen pelajar yang tidak mencapai tahap kognitif Taksonomi Bloom. Selain itu, kajian ini juga membincangkan manfaat akreditasi MBOT termasuk peningkatan kebolehpasaran graduan, pengiktirafan kualiti program dan antarabangsa dan meningkatkan daya saing dan motivasi pelajar. Hasil kajian ini memberikan cadangan praktikal kepada pentadbir, tenaga pengajar, dan pemegang taruh lain untuk meningkatkan kualiti dan kebolehppercayaan program teknologi di kolej vokasional. Implikasi kajian ini adalah signifikan untuk pembuat dasar pendidikan, khususnya dalam memperkukuhkan peranan MBOT dalam memastikan kualiti pendidikan dan latihan teknikal dan vokasional (TVET) di Malaysia.

Kata Kunci: *akreditasi MBOT, cabaran, kelebihan, strategi, persepsi pemegang taruh, TVET*

PENGENALAN

Isu pengakreditasi program di Kolej Vokasional Malaysia telah menjadi perhatian utama sejak 2016, khususnya setelah graduan pertama mula mempersoalkan arah tuju mereka (Ahmad & Razak, 2017). Malaysian Board of Technologists (MBOT) telah diberi mandat untuk mengakreditasi program teknologi di kolej vokasional dengan tujuan meningkatkan kebolehpasaran graduan serta memastikan standard pendidikan yang tinggi (Zainal et al., 2018). MBOT bekerjasama dengan Malaysia Qualification Agency (MQA), dan program yang mendapat akreditasi MBOT juga diiktiraf di peringkat antarabangsa melalui perjanjian seperti Washington Accord dan Seoul Accord (Abdullah & Ismail, 2019). Menurut kajian terbaru oleh Ariffin et al. (2020), lebih daripada 250 program teknologi telah mendapat akreditasi MBOT dalam tempoh lima tahun yang lalu, dengan 150 program berjaya memperbaharui akreditasi mereka setelah tamat tempoh enam tahun. Beberapa kajian terdahulu menunjukkan bahawa proses akreditasi boleh menjadi rumit dan memerlukan pematuhan kepada pelbagai standard dan prosedur yang ketat (Kumar & Lee, 2018; Mohamed & Aziz, 2022). Selain itu, kajian ini juga akan membincangkan kelebihan mendapatkan akreditasi MBOT, termasuk peningkatan

kualiti pendidikan, pengiktirafan antarabangsa, dan kebolehpasaran graduan yang lebih baik (Hassan et al., 2021). Kajian ini juga mengkaji strategi-strategi yang paling berkesan yang boleh dilaksanakan oleh pihak pentadbir kolej vokasional untuk memastikan kejayaan untuk mendapatkan dan memperbaharui akreditasi MBOT. Strategi ini termasuk peningkatan kapasiti sumber manusia, pemantapan kurikulum, dan kerjasama erat dengan industri (Rahman & Yusof, 2023). Justeru, objektif yang ditetapkan oleh penyelidik di dalam kajian ini melalui penerokaan terbaharu di lapangan kajian sebenar iaitu di kolej vokasional zon Sarawak diharap dapat memberikan panduan yang komprehensif kepada kolej vokasional untuk meningkatkan standard dan keberhasilan program mereka. Kajian ini bertujuan untuk menunjukkan bahawa akreditasi MBOT terhadap program teknologi di kolej vokasional membawa banyak kelebihan dan nilai tambah kepada program serta graduan. Selain itu, dapatan kajian ini dapat membantu KPM memberi maklumbalas kepada masyarakat bahawa akreditasi MBOT setanding dengan akreditasi MQA. Kajian ini juga menyediakan maklum balas dari guru-guru di kolej vokasional mengenai cabaran dalam mendapatkan akreditasi MBOT, sekaligus membantu KPM merangka strategi bagi memudahkan proses akreditasi untuk semua program teknologi di kolej vokasional. Hasil kajian ini juga amat penting untuk menyokong KPM dalam perancangan dasar pendidikan TVET dan memberikan data yang relevan kepada kementerian bagi menjawab isu kebolehpasaran graduan kolej vokasional, dengan harapan dapat menghapuskan stigma bahawa kolej vokasional adalah institusi kelas kedua.

Pernyataan Masalah

Kajian ini bertujuan untuk meningkatkan kesedaran tentang manfaat akreditasi MBOT, terutama dalam kalangan pelajar dan majikan, serta memperkenalkan MBOT sebagai badan pengiktirafan yang diterima oleh MQA dan di peringkat antarabangsa. Walaupun masyarakat lebih biasa dengan pengakreditasi MQA, kesedaran tentang MBOT masih rendah, khususnya dalam kalangan pelajar TVET. Pelajar vokasional perlu didedahkan kepada faedah dan cabaran akreditasi MBOT agar mereka lebih bersedia dan memahami kepentingannya untuk masa depan akademik dan kerjaya mereka. Beban tugas mendapatkan akreditasi MBOT sering kali tertumpu pada tenaga pengajar dan pihak pengurusan, yang perlu memastikan semua keperluan akreditasi dipenuhi. Kajian menunjukkan bahawa terdapat masalah besar dalam memastikan program TVET di Malaysia memenuhi standard yang diperlukan oleh industri. Banyak institusi TVET masih beroperasi dengan akreditasi separa, yang menyebabkan persepsi kurang baik terhadap kualiti graduan mereka. Tambahan pula, kurangnya penglibatan industri dalam reka bentuk kurikulum telah menyebabkan ketidakpadanan kemahiran yang diperlukan oleh pasaran kerja (Fauwaz & Nadya Subramanian, 2023). Malaysia menghadapi kekurangan kritikal dalam tenaga kerja berkemahiran tinggi, terutamanya dalam bidang kejuruteraan. Walaupun graduan kejuruteraan yang dihasilkan berkualiti, bilangan mereka masih tidak mencukupi untuk memenuhi permintaan pasaran. Ini sebahagiannya berpunca daripada minat yang rendah dalam subjek STEM di peringkat sekolah, yang menyebabkan bilangan pelajar yang memasuki aliran teknologi semakin berkurangan (R. Loheswar, 2024). Banyak graduan TVET didapati kurang bersedia dari segi kemahiran praktikal yang diperlukan oleh industri, terutamanya dalam bidang teknikal. Kajian juga menunjukkan bahawa majikan lebih mempercayai standard dalaman institusi TVET berbanding dengan sijil yang dikeluarkan, menunjukkan kelemahan dalam sistem akreditasi dan pemantauan kualiti (Fauwaz & Nadya Subramanian, 2023). Oleh itu, kajian ini penting untuk memastikan semua pemegang taruh, termasuk pelajar, memainkan peranan dalam proses akreditasi seterusnya pengakreditasi yang diperolehi benar-benar memenuhi standard dan keperluan teknologi dan industri terkini.

KAJIAN LITERATUR

Dalam konteks Revolusi Industri 4.0, pendidikan tinggi di Malaysia, terutamanya dalam bidang teknologi dan teknologi kejuruteraan, telah berhadapan dengan perubahan yang signifikan. Seiring dengan perkembangan teknologi yang pesat, institusi pendidikan berusaha menyesuaikan program

mereka dengan keperluan industri global yang semakin canggih. Akreditasi oleh badan profesional seperti Malaysian Board of Technologists (MBOT) memainkan peranan penting dalam memastikan kualiti dan relevansi program pendidikan yang ditawarkan oleh kolej vokasional dan universiti di Malaysia. Proses mendapatkan akreditasi MBOT tidak dapat dipandang ringan, kerana ia melibatkan pelbagai cabaran yang memerlukan strategi dan pendekatan yang berkesan. Cabaran utama yang dikenal pasti termasuk kekurangan tenaga pengajar yang berkelayakan, keperluan dokumentasi yang mendalam, dan penyesuaian kurikulum dengan standard MBOT yang ketat (Ahmad, Yusuf, & Rahim, 2020; Hanafiah & Chong, 2021; Zulkifli & Anuar, 2022). Kajian oleh Hassan dan Nor (2019) menggariskan masalah kekurangan tenaga pakar dalam bidang kejuruteraan dan teknologi sebagai penghalang utama bagi institusi pendidikan dalam mencapai standard akreditasi yang ditetapkan oleh MBOT. Ini menggambarkan keperluan untuk pengurusan yang lebih strategik dalam pembangunan tenaga pengajar, termasuk penekanan kepada latihan profesional dan pengembangan kepakaran yang sejajar dengan kemajuan teknologi. Di samping itu, kajian oleh Rahman dan Yusoff (2020) menekankan bahawa beban kerja tambahan untuk melengkapkan dokumentasi akreditasi bukan sahaja menjadi cabaran logistik tetapi juga menambah tekanan kepada tenaga pengajar dan pentadbir yang sudah terbeban dengan tugas harian. Beban ini diperburuk oleh keperluan untuk memenuhi syarat-syarat yang sentiasa berubah akibat kemajuan teknologi. Ini menunjukkan keperluan untuk sokongan yang lebih mantap dari pihak pengurusan institusi serta penyediaan sumber daya yang mencukupi untuk mengurus proses dokumentasi secara efisien dan berkesan. Penyesuaian kurikulum dengan keperluan industri pula sering memerlukan kolaborasi erat antara akademik dan industri. Namun, kajian Zainal dan Khairul (2022) mendapati bahawa kolaborasi ini sering kali diabaikan oleh institusi yang tidak mempunyai sumber yang mencukupi. Ini menimbulkan persoalan tentang sejauh mana institusi pendidikan benar-benar bersedia untuk memenuhi standard MBOT dan bukannya sekadar mengejar pengiktirafan tanpa penambahbaikan yang berterusan dalam kualiti program yang ditawarkan.

Walaupun menghadapi pelbagai cabaran, manfaat daripada mendapatkan akreditasi MBOT adalah nyata dan penting bagi institusi pendidikan. Antara manfaat utama ialah peningkatan reputasi institusi, kebolehpasaran graduan, dan peningkatan kualiti pengajaran serta pembelajaran (Lim, Tan, & Ibrahim, 2023; Wan et al., 2021; Siti, Hanim, & Karim, 2020). Kajian Lim et al. (2023) menunjukkan bahawa akreditasi ini bukan sahaja meningkatkan keyakinan masyarakat dan majikan terhadap kualiti program tetapi juga memberikan akses kepada sumber pendidikan yang lebih baik dan pengiktirafan antarabangsa. Namun, peningkatan reputasi sahaja tidak memadai tanpa adanya peningkatan substansial dalam kualiti kurikulum dan penyampaian pengajaran. Peningkatan ini hanya boleh dicapai melalui pemantauan yang berterusan dan kesediaan untuk mengadaptasi kepada perubahan keperluan industri. Kajian Wong dan Lee (2021) juga mendapati bahawa institusi yang berjaya mendapat akreditasi MBOT sering dilihat sebagai peneraju dalam pendidikan teknologi. Namun, peneraju yang sebenar adalah mereka yang bukan sahaja memenuhi syarat akreditasi tetapi juga yang terus mendorong inovasi dalam pengajaran dan pembelajaran. Rashid dan Saad (2022) menyokong pandangan ini dengan mendapati bahawa kebolehpasaran graduan dari program yang diakreditasi oleh MBOT meningkat dengan ketara, terutama kerana program tersebut sering selaras dengan keperluan industri. Namun, penekanan yang berlebihan kepada kebolehpasaran boleh menyebabkan pengabaian terhadap pengembangan kemahiran lain yang juga penting dalam dunia pekerjaan yang semakin kompleks dan dinamik.

Untuk mengatasi cabaran dalam mendapatkan akreditasi MBOT, pelbagai strategi perlu dilaksanakan dengan teliti dan sistematik. Salah satu strategi utama adalah dengan menjalin kerjasama erat dengan industri (Yusuf, Rahman, & Mohd, 2024; Wong & Chan, 2023; Noor, Rahman, & Hashim, 2022). Kolaborasi ini bukan sahaja penting untuk memastikan kurikulum yang ditawarkan adalah relevan tetapi juga untuk memastikan pelajar mendapat pendedahan langsung kepada amalan industri terkini. Namun, terdapat risiko bahawa kolaborasi ini hanya bersifat formaliti jika tidak diikuti dengan pelaksanaan yang sebenar dan berkesan. Penggunaan teknologi terkini dalam pengajaran dan

pembelajaran juga merupakan strategi penting. Mustafa et al. (2020) mendapati bahawa penggunaan teknologi bukan sahaja meningkatkan kualiti pendidikan tetapi juga membantu institusi memenuhi standard MBOT dengan lebih efisien. Walau bagaimanapun, penggunaan teknologi memerlukan pelaburan yang besar dalam infrastruktur serta latihan berterusan bagi tenaga pengajar untuk memastikan mereka mampu menggunakan teknologi tersebut dengan berkesan. Pembangunan profesional tenaga pengajar adalah faktor kritikal yang tidak boleh diabaikan. Kajian oleh Hashim dan Rahim (2022) serta Aziz dan Salleh (2021) menegaskan bahawa peningkatan kemahiran dan pengetahuan melalui latihan berkala adalah penting untuk memastikan tenaga pengajar mampu mengajar dan menyampaikan ilmu yang relevan dengan perkembangan teknologi terkini. Namun, institusi pendidikan perlu memastikan bahawa latihan yang diberikan adalah selaras dengan keperluan industri dan bukan sekadar memenuhi syarat akreditasi. Secara keseluruhan, kajian literatur ini menyoroti pentingnya pendekatan holistik dalam memenuhi standard akreditasi MBOT. Ini termasuk peningkatan berterusan dalam kurikulum, infrastruktur, dan sumber daya, yang semuanya bertujuan untuk menyediakan pelajar bagi cabaran dalam industri yang berkembang pesat. Bagaimanapun, analisis kritikal juga menunjukkan bahawa pencapaian akreditasi MBOT tidak seharusnya dilihat sebagai matlamat akhir tetapi sebagai langkah untuk meningkatkan kualiti pendidikan secara keseluruhan dan memastikan kesediaan graduan untuk menghadapi masa depan yang semakin mencabar.

METODOLOGI

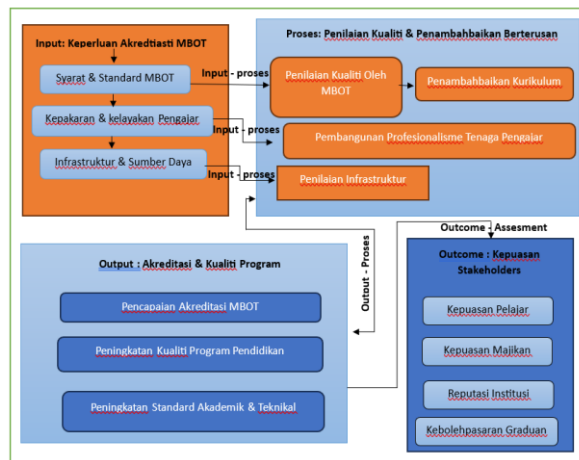
Rekabentuk Kajian

Kajian ini dijalankan sepenuhnya secara kualitatif dengan melaksanakan temu bual mendalam dan pemerhatian ke atas dokumen-dokumen rasmi bercetak. Kajian ini hanya mewakili persepsi daripada pemegang taruh yang terlibat di dalam kajian bagi kawasan negeri Sarawak dan tidak mewakili pandangan dan dapatan masyarakat seluruh negara. Pendekatan secara kajian kes digunakan dan ujian kebolehpercayaan dilakukan bagi menilai tahap kebolehpercayaan data dan maklumat yang diberikan oleh pemberi maklumat serta pemerhatian penyelidikan ke atas dokumen-dokumen yang berkaitan. Analisis data deskriptif dijana dan seterusnya dapatan kajian disimpulkan pada akhir kajian. Melalui pendekatan kajian kes, penyelidik boleh memperoleh keseluruhan peristiwa yang berlaku dalam persekitaran yang natural. Di samping itu, kaedah ini juga tidak dihadkan kepada jangka masa aktiviti pengumpulan data seperti penggunaan kaedah tinjauan atau eksperimen. Kaedah ini juga mempunyai tahap penerimaan yang tinggi dalam kalangan informan kerana menganggap kaedah pemerhatian yang lebih berbanding dengan menyoal. Ia kurang memberi tekanan kepada informan dan menyebabkan kurang bias.

Kerangka Teori

Kerangka teori bagi kajian ini menggabungkan beberapa teori utama yang berkaitan dengan akreditasi pendidikan, penilaian kualiti, dan penambahbaikan berterusan. Teori Penilaian Kualiti Pendidikan menekankan pentingnya penilaian oleh badan akreditasi seperti MBOT untuk memastikan institusi pendidikan mematuhi standard yang ditetapkan. Kajian Lim et al. (2023) menunjukkan penilaian ini penting dalam memastikan program teknologi mematuhi keperluan industri. Teori Penambahbaikan Berterusan berkaitan dengan konsep Kaizen, yang menekankan penambahbaikan berterusan melalui maklum balas dan audit berkala oleh MBOT. Noor et al. (2022) menekankan pentingnya penambahbaikan dalam kurikulum dan pengajaran untuk memenuhi syarat akreditasi. Teori Pengurusan Kualiti Keseluruhan menekankan penglibatan semua peringkat organisasi dalam mencapai kualiti unggul. Pendekatan ini, seperti yang dibincangkan oleh Aziz dan Salleh (2021), dapat meningkatkan kualiti pendidikan dan kepuasan pelajar melalui penglibatan pengurusan, tenaga pengajar, dan pelajar

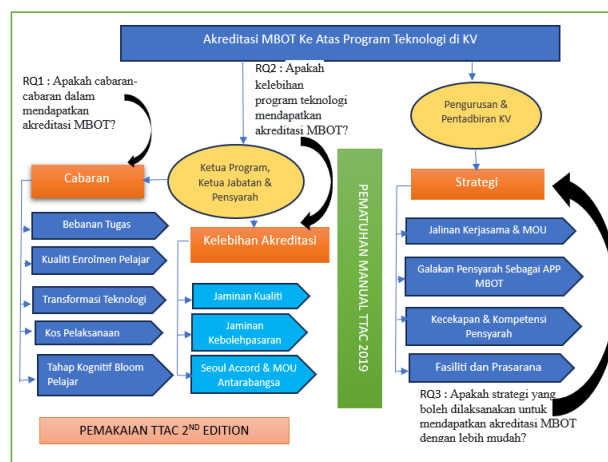
dalam proses akreditasi. Kerangka Teori Akreditasi Penjaminan Kualiti Berterusan menggabungkan ketiga-tiga teori di atas untuk menilai bagaimana proses akreditasi oleh MBOT mempengaruhi kualiti program dan kepuasan stakeholder di kolej vokasional. Kerangka teori ini penting kerana ia menyediakan panduan untuk menilai bagaimana proses akreditasi oleh MBOT mempengaruhi kualiti program teknologi di kolej vokasional. Ia juga membantu untuk memahami cabaran dan manfaat yang dihadapi oleh institusi dalam mencapai akreditasi. Research gap yang dikenal pasti adalah kekurangan kajian empirikal mengenai strategi berkesan yang boleh digunakan oleh kolej vokasional untuk mencapai dan mengekalkan akreditasi MBOT. Kerangka teori ini berfungsi sebagai panduan untuk memahami hubungan antara akreditasi MBOT, kualiti program, dan kepuasan pelajar serta majikan, sambil mengenal pasti kekurangan kajian empirikal mengenai strategi berkesan untuk mencapai dan mengekalkan akreditasi MBOT.



Rajah 1: Kerangka Teori Akreditasi Penjaminan Kualiti Berterusan (*Continuous Quality Assurance Theory*)

Kerangka Kerja Konseptual

Kerangka Kerja Konseptual bagi kajian ini adalah berpandukan kepada hipotesis awalan penyelidik. Bagaimana pun, pemakaian Panduan Manual TTAC MBOT 2019 dan Manual TTAC 2nd Edition MBOT turut terlibat di dalam kajian. Memandangkan belum ada kajian di lapangan yang melibatkan Akreditasi MBOT ke atas program-program teknologi di kolej vokasional, penyelidik menggunakan kerangka yang difikirkan relevan untuk dihubungkan dengan penggunaan Manual TTAC MBOT dengan maklumbalas dan hipotesis awalan penyelidik. Pada Rajah 2.0 ditunjukkan kerangka kerja konseptual bagi kajian yang akan dijalankan oleh penyelidik.



Rajah 2: Kerangka Kerja Konseptual Kajian

Kaedah Pensampelan dan Informan

Informan yang dipilih adalah dalam kalangan pemegang taruh yang terlibat secara langsung dalam pengoperasian Kolej Vokasional zon Sarawak. Zon Sarawak yang terdiri dari 6 buah kolej vokasional iaitu Kolej Vokasional Kuching, Kolej Vokasional Matang, Kolej Vokasional Betong, Kolej Vokasional Sibu, Kolej Vokasional Bintulu dan Kolej Vokasional Informan yang dipilih dalam kalangan pemegang taruh ini merupakan 8 orang yang mewakili Ketua Jaminan Kualiti, Ketua Jabatan dan Ketua Program untuk memberikan data dan maklumbalas mengenai isu yang dikaji. Dapatan dari 8 informan ini dijangka dapat mencapai tahap ketepuan data untuk memastikan tahap kebolehpercayaan data adalah tinggi. Jadual 1 di bawah menunjukkan populasi yang terlibat dalam kajian manakala Jadual 2 pula adalah maklumat informan yang dipilih daripada populasi kajian. Informan yang dipilih dalam kalangan pemegang taruh ini adalah individu yang terlibat secara langsung untuk proses permohonan dan penilaian akreditasi penuh dari MBOT. Kredibiliti informan ini tidak dapat dipersoalkan kerana tugas, jawatan dan tanggungjawab mereka yang berurusan secara terus dengan pihak MBOT dan ahli panel penilai (APP) sepanjang proses penilaian dan akreditasi. Pemilihan kelapan-lapan informan ini dilakukan setelah mengambilkira validiti dan *bias* yang tidak mungkin berlaku kerana mereka tidak mewakili MBOT atau kakitangan MBOT serta tidak mempunyai lantikan professional sebagai teknologis professional dari MBOT.

Jadual 1: Populasi terlibat dalam kajian

Pelajar	Pensyarah	Graduan /Alumni	Staff Sokongan	Syarikat Industri (Ketua Pegawai Eksekutif)	Penasihat Teknikal Akademik	Jumlah
3500	600	6000	112	30	30	10, 272

Jadual 2: Maklumat Informan Peserta Kajian Informan

	Jantina	Jawatan	Pengalaman	Gred	Kelayakan Akademik
P1	Lelaki	Ketua Jaminan Kualiti	24 tahun	DG48	Ijazah Sarjana Muda Teknologi Pendidikan
P2	Perempuan	Ketua Jaminan Kualiti	22 tahun	DG48	Ijazah Sarjana Muda Sains (Pendidikan)
P3	Perempuan	Ketua Jabatan Teknologi Maklumat	18 tahun	DG48	Ijazah Sarjana Muda Pendidikan (Teknologi Maklumat)
P4	Lelaki	Ketua Jabatan Teknologi Mekanikal & Pembuatan	28 tahun	DG48	Ijazah Sarjana Muda (Pendidikan) Teknologi Kejuruteraan Mekanikal
P5	Perempuan	Ketua Jabatan Teknologi Elektrik & Elektronik	15 tahun	DG48	Ijazah Sarjana Muda Teknologi Elektrik & Elektronik
P6	Perempuan	Ketua Program Teknologi Automotif	14 tahun	DG44	Ijazah Sarjana Muda Pendidikan Teknikal dan Vokasional
P7	Perempuan	Ketua Program Teknologi Pemesinan Industri	8 tahun	DG41	Ijazah Sarjana Muda Pendidikan (Teknologi Mekanikal dan Pembuatan)
P8	Lelaki	Ketua Program Teknologi Elektrik	6 tahun	DG41	Ijazah Sarjana Muda Teknologi Elektrik

Protokol Temu Bual

Tiga sesi temu bual mendalam telah dijalankan secara berasingan melalui rakaman audio dan menggunakan platform *Google Meet* ke atas lapan informan yang dipilih berdasarkan kriteria yang ditetapkan oleh penyelidik dengan persetujuan rakan-rakan penilai. Data dan maklumat yang diperoleh daripada ketiga-tiga informan seterusnya divalidasi melalui analisis penilaian rakan-rakan penilai dan

seterusnya melalui ujian kebolehpercayaan. Soalan semi struktur dibangunkan dan dikemukakan kepada semua informan secara adil tanpa membandingkan tahap pendidikan dan kumpulan pemegang taruh dan seterusnya divalidasi oleh tiga rakan penilai yang lain.

Prosedur Analisis Data

Melalui data yang diperolehi dari lapan orang informan ini, penyelidik menyimpulkan bahawa kajian ini mampu mencapai ketepatan data yang maksimum dengan mengambilkira semua informan adalah dari pelbagai jawatan dan latarbelakang serta tempoh perkhidmatan yang berbeza. Data yang telah ditranskrip kemudiannya dikategorikan melalui kaedah triangulasi, pengekodan dan data carta. Pada peringkat ini, penyelidik telah mengasingkan data-data hasil daripada penemuan melalui transkripsi data kepada tema-tema berkaitan bagi menjawab persoalan-persoalan kajian. Hasilnya, penyelidik berjaya menjana kerangka tematik berasaskan tema-tema yang dikenal pasti sepanjang proses analisis data berlandaskan persoalan kajian yang ditetapkan pada awal kajian. Tujuan kesemua proses ini dilaksanakan secara manual adalah untuk meningkatkan nilai kebolehpercayaan tanpa ada bias atau kesilapan interpretasi. Seterusnya, ujian kebolehpercayaan dilakukan dengan melibatkan semakan rakan sekerja atau penilai. Borang Ujian Kebolehpercayaan diguna pakai bagi membantu penilai-penilai memberikan persetujuan atau cadangan sekiranya penemuan bercanggah antara satu sama lain.

Data Carta

Menurut Robert (2007), penggunaan tema yang ditetapkan adalah penting untuk menyusun maklumat atau ulasan responden ke dalam kategori tertentu. Dalam kajian ini, tema-tema dikenalpasti melalui temu bual mendalam dengan tiga pemegang taruh utama dalam proses akreditasi MBOT. Meskipun informan mempunyai pandangan luas, temu bual difokuskan kepada tiga aspek utama: persepsi terhadap kelebihan akreditasi MBOT, cabaran dalam mendapatkan akreditasi, dan strategi untuk memudahkan pengiktirafan program teknologi di kolej vokasional. Melalui analisis data, tiga tema utama yang berkaitan dengan isu kritikal dalam proses akreditasi dikenalpasti. Rajah 3.0 menggambarkan tema-tema ini, yang memberikan gambaran jelas mengenai pelaksanaan akreditasi MBOT di Kolej Vokasional Zon Sarawak, serta cabaran dan kejayaan dalam memastikan program memenuhi standard MBOT untuk mengukuhkan kualiti pendidikan teknikal di Malaysia.

OBJEKTIF KAJIAN

Secara umumnya, objektif kajian ini adalah untuk mengenalpasti cabaran-cabaran, kelebihan dan strategi akreditasi MBOT ke atas program-program teknologi di kolej vokasional dijalankan. Objektif kajian ini adalah seperti berikut:

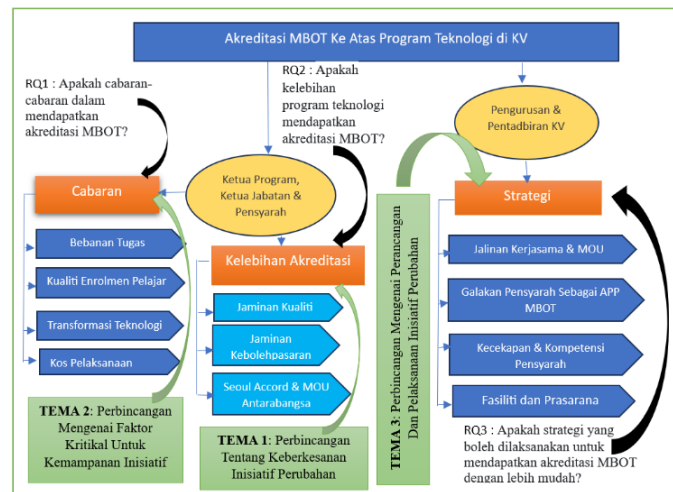
1. Mengenalpasti cabaran yang dihadapi warga kolej vokasional untuk mendapatkan akreditasi MBOT
2. Mengenalpasti kelebihan program teknologi mendapatkan akreditasi MBOT.
3. Mengenalpasti strategi yang boleh dilaksanakan untuk mendapatkan akreditasi MBOT dengan lebih mudah.

DAPATAN KAJIAN

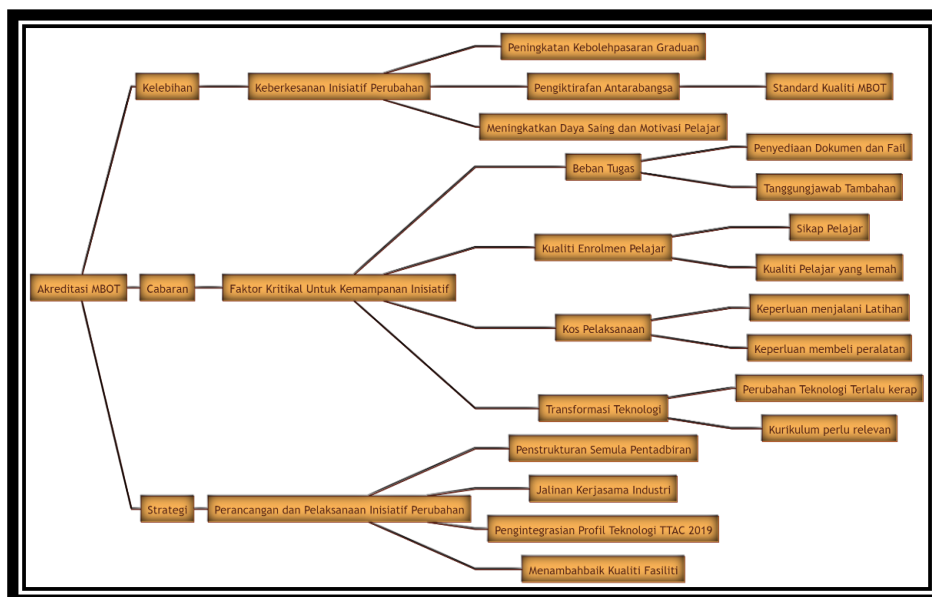
Analisis dan Penjanaan Kerangka Kerja Tematik

Dalam kajian ini, analisis tematik digunakan untuk menganalisis data yang dikumpul daripada temu bual yang mendalam. Pengkaji telah merangkumkan proses pengindeksan teks data daripada transkrip temu bual dan dokumen lain menggunakan pengurangan data. Pada peringkat ini, data dipecahkan kepada kategori, dan penyelidik mencari segmen data dengan kategori atau kod yang sama. Kajian ini

bertujuan untuk menganalisis keberkesanan inisiatif perubahan yang diterapkan di kolej vokasional melalui akreditasi MBOT, dengan tumpuan kepada tiga tema utama: Keberkesanan Inisiatif Perubahan, Faktor Kritikal untuk Kemampuan Inisiatif, serta Perancangan dan Pelaksanaan Inisiatif Perubahan. Kajian ini menggunakan pendekatan kualitatif melalui temubual mendalam dengan informan utama untuk memahami pengalaman mereka dalam inisiatif ini. Untuk memperjelas analisis data deskriptif ini, 3 buah tema dijana agar dapat dihubungkan dengan objektif dan persoalan kajian yang perlu ditemukan. Rajah 3.0 menunjukkan tema-tema yang dibangunkan untuk menghubungkan persoalan kajian kepada dapatan kajian iaitu keberkesanan inisiatif perubahan yang menghubungkan objektif pertama iaitu kelebihan akreditasi MBOT ke atas program teknologi di kolej vokasional, faktor kritikal untuk kemampuan inisiatif perubahan yang menghubungkan cabaran-cabaran untuk mendapatkan akreditasi MBOT dan tema ketiga iaitu perancangan dan pelaksanaan inisiatif perubahan yang dipetakan kepada persoalan kajian mengenai apakah strategi yang boleh dilaksanakan untuk mendapatkan akreditasi MBOT dengan lebih mudah. Selain itu, subtema-subtema turut dibangunkan seperti yang ditunjukkan pada Rajah 4.



Rajah 3: Pemetaan tema-tema kepada persoalan kajian



Rajah 4: Pembangunkan sub-sub tema dalam setiap tema

Ujian Kebolehpercayaan

Ujian kebolehpercayaan telah dijalankan dalam kajian ini dengan menggunakan pendekatan triangulasi dan semakan rakan sekerja. Kaedah triangulasi telah dilaksanakan oleh tiga rakan penyelidik yang berbeza di mana temu bual dijalankan secara individu pada masa dan tempat yang berbeza. Untuk memudahkan rakan kongsi mengulas tentang tema, borang ujian kebolehpercayaan antara penilai telah disediakan. Pendapat yang berbeza mengenai tema yang dijana direkodkan dalam borang ujian kebolehpercayaan antara penilai dan kemudian dibincangkan dalam kumpulan aplikasi *Whatsapp*. Kegunaan Borang Kebolehpercayaan Kajian ini akan dapat membantu penyelidik untuk membuat proses pengiraan nilai Pekali Kappa Ujian yang seterusnya dapat menentukan tahap kebolehpercayaan kajian ini. Untuk menerima nilai dan aspek kebolehpercayaan kedua-dua penilai dalaman, analisis statistik bagi tahap persetujuan Cohen Kappa juga dijalankan untuk memastikan konsistensi antara tiga penilai yang menilai kesemua pembolehubah dan tema yang ditemukan di dalam sesebuah kajian. Sebarang nilai Kappa yang mencatatkan nilai julat di antara 0.6 hingga 0.8 dianggap mencukupi dan nilai seterusnya dikatakan mempunyai nilai kebolehpercayaan yang tinggi (Landis & Koch, 1977). Nilai kelulusan dikira berdasarkan formula berikut, dengan tafsiran bagi setiap pemboleh ubah seperti berikut: f_a = bilangan persetujuan; N = bilangan unit (kategori) persetujuan yang diuji; f_c = 50% jangkakan persetujuan.

$$K = \frac{f_a - f_c}{N - f_c}$$

Di dalam kajian ini, $f_a = 34$, $f_c = 36 \times 50\% = 18$, $N = 36$. Kod bagi galakkan pensyarah sebagai APP MBOT dan kecekapan dan kompetensi pensyarah tidak dipersetujui oleh ketiga-tiga penilai dengan memberi cadangan agar ia disatukan di bawah satu tema yang sama kerana ia membawa pendefinisian yang hampir sama di dalam sub tema penstrukturan semula pentadbiran. Oleh yang demikian, nilai purata bagi pekali Kappa yang dikira ditunjukkan seperti di dalam Jadual 3.

Jadual 3: Nilai purata Pekali Kappa bagi ujian kebolehpercayaan kajian

Penilai 1	Penilai 2	Penilai 3	Nilai Purata Pekali Kappa
$K1 = \frac{34-18}{36-18}$	$K2 = \frac{34-18}{36-18}$	$K3 = \frac{34-18}{36-18}$	$K1 = \frac{K1+K2+K3}{3}$
$= \frac{16}{18}$	$= \frac{16}{18}$	$= \frac{16}{18}$	$= \frac{0.89+0.89+0.89}{3}$
$= 0.89$	$= 0.89$	$= 0.89$	$= 0.89$

Berdasarkan nilai purata Pekali Kappa dari ujian Kebolehpercayaan, penyelidik merujuk kepada Petunjuk Interpretasi pada Jadual 4 untuk menentukan tahap kebolehpercayaan kajian. Jadual 3 menunjukkan kebolehpercayaan kajian ini adalah kuat, dengan nilai Kappa 0.89.

Jadual 4: Petunjuk Interpretasi Nilai Pekali Kappa (Sumber: Fleiss, 1981)

Julat Kappa	Pekali Tahap Persetujuan	Peratusan Data Yang Boleh Dipercayai
0.00 – 0.20	Tiada Persetujuan	0% - 4%
0.21-0.39	Minimal	4% - 15%
0.40- 0.59	Lemah	15% - 35%
0.60-0.79	Sederhana	35% - 63%
0.80-0.90	Kuat	64% - 81%
> 0.90	Hampir Sempurna	82% - 100%

Analisis Data Deskriptif

Keberkesanan Inisiatif Perubahan

Perubahan melalui akreditasi MBOT membawa peningkatan signifikan terhadap kualiti dan kebolehpasaran graduan di kolej vokasional. Proses akreditasi ini merangkumi penyusunan semula kurikulum dan standard teknikal yang lebih tinggi, yang mana telah memastikan graduan yang dihasilkan memenuhi kehendak industri. P1, sebagai pentadbir di kolej, menyatakan bahawa *"akreditasi MBOT memberikan platform kepada graduan untuk diiktiraf di peringkat industri, sekali gus meningkatkan kebolehpasaran mereka, terutama dalam bidang teknologi."* Ini disokong oleh peningkatan statistik kebolehpasaran graduan daripada 73% pada tahun 2021 kepada 90% pada tahun 2022. Akreditasi ini juga membuka peluang pekerjaan yang lebih luas untuk graduan, termasuklah pengiktirafan di peringkat antarabangsa. P2, yang merupakan Ketua Jaminan Kualiti dan pensyarah dalam bidang Matematik, berkongsi bahawa *"beberapa pelajar kami telah diterima bekerja di luar negara seperti Singapura dan Brunei kerana mereka memenuhi standard akreditasi antarabangsa yang ditetapkan oleh MBOT."* Hal ini menunjukkan bagaimana akreditasi MBOT meningkatkan daya saing graduan di pasaran global. Keberkesanan inisiatif ini juga dilihat dari segi pengaruhnya terhadap motivasi pelajar. P3 menyatakan bahawa *"pelajar kini lebih bermotivasi untuk menyelesaikan pengajian mereka kerana mereka mengetahui bahawa mereka diiktiraf secara rasmi oleh MBOT dan mempunyai peluang kerja yang lebih baik di masa depan."* Dengan pengiktirafan MBOT, pelajar merasa lebih dihargai dan lebih jelas melihat prospek kerjaya mereka selepas tamat pengajian.

Faktor Kritikal untuk Kemampanan Inisiatif

Meskipun kejayaan inisiatif ini jelas, terdapat beberapa faktor kritikal yang mempengaruhi kemampanan akreditasi MBOT. Salah satu faktor utama adalah penyesuaian terhadap perubahan teknologi yang berlaku secara cepat. P4, iaitu Ketua Jabatan Teknologi Mekanikal dan Pembuatan yang juga tenaga pengajar teknologi kimpalan, menyatakan bahawa *"cabaran terbesar kami adalah untuk memastikan kurikulum tetap relevan dengan teknologi terkini. Kita perlu sentiasa mengikuti perubahan dalam teknologi untuk memastikan graduan kita sentiasa di hadapan."* Ini bermakna, selain daripada memastikan pembaharuan akreditasi setiap enam tahun, institusi pendidikan perlu melabur dalam latihan tenaga pengajar dan peningkatan fasiliti teknologi. Selain itu, masalah kualiti pelajar lepasan tingkatan tiga yang memasuki kolej vokasional juga menjadi isu utama dalam memastikan inisiatif ini mampan. P5, yang juga merupakan salah seorang ahli Majlis Pengurusan, menekankan bahawa *"tidak semua pelajar yang datang ke kolej vokasional adalah yang terbaik dari segi akademik. Ramai yang datang dengan harapan untuk belajar kemahiran, bukan untuk cemerlang dalam akademik."* Oleh itu, cabaran bagi institusi ialah untuk menyeimbangkan antara keperluan akademik dan kemahiran teknikal yang diperlukan untuk mengekalkan standard akreditasi MBOT. Faktor penting lain adalah kesiediaan tenaga pengajar dalam mengadaptasi perubahan ini. P6 mencadangkan bahawa *"tenaga pengajar perlu diberi lebih banyak latihan profesional untuk meningkatkan kemahiran teknikal dan pedagogi mereka. Ini penting untuk memastikan mereka dapat menyesuaikan diri dengan perubahan kurikulum dan memenuhi keperluan akreditasi."* Latihan berterusan adalah kritikal untuk memastikan kelayakan pengajar terus selari dengan perkembangan industri.

Perancangan dan Pelaksanaan Inisiatif Perubahan

Proses perancangan dan pelaksanaan inisiatif perubahan melibatkan penyesuaian yang mendalam dalam struktur pentadbiran dan akademik. P1, seorang Ketua Jaminan Kualiti dan merangkap pegawai pentadbiran tertinggi di kolej vokasional, menerangkan bahawa *"kita terpaksa menyusun semula struktur pentadbiran dan program akademik untuk memastikan ia mematuhi keperluan MBOT, termasuklah dalam aspek penyediaan kurikulum yang lebih berfokus kepada teknologi terkini."* Dalam usaha ini, pelbagai pihak terlibat, termasuk pakar kurikulum dan wakil industri, untuk memastikan bahawa semua aspek teknikal dan akademik memenuhi standard yang ditetapkan MBOT. Perancangan yang teliti juga melibatkan pengenalan modul-modul teknologi baru yang disesuaikan dengan Manual TTAC 2019 MBOT. Modul-modul ini memberi penekanan kepada lima profil teknologi utama, iaitu pengujian, pentauliahan, penyelenggaraan, pembangunan, dan pembuatan, yang menjadi tunjang

kepada pembelajaran di kolej vokasional. Menurut P7 pula, "*pengintegrasian lima profil teknologi ini membolehkan pelajar menerima pendidikan yang lebih menyeluruh, yang bukan sahaja bersifat akademik tetapi juga praktikal.*" Pelaksanaan juga melibatkan kerjasama antara kolej dengan pihak industri. P8, seorang lagi wakil ketua program bidang teknologi, berkongsi bahawa "*industri sentiasa memberikan maklum balas kepada pihak kolej untuk memastikan modul yang diajar relevan dengan keperluan semasa.*" Kolaborasi ini telah membantu mempercepatkan proses akreditasi dan meningkatkan kebolehpasaran graduan. Akhir sekali adalah suntikan kewangan untuk menambahbaik kualiti fasiliti dan prasarana di kolej vokasional. P4 memberi pendapat "*untuk memastikan program teknologi sentiasa relevan dan mendapat akreditasi MBOT, fasiliti, peralatan dan prasaran di kolej vokasional perlu sentiasa dipertingkat...*".

PERBINCANGAN

Inisiatif perubahan yang dilaksanakan di kolej vokasional terbukti memberikan impak positif terhadap keberkesanan program-program teknologi. Pengiktirafan oleh MBOT melalui akreditasi sementara dan penuh selama enam tahun mencerminkan keselarasan kurikulum kolej vokasional dengan kehendak industri dan standard Manual TTAC 2019. Keberkesanan ini juga terlihat melalui peningkatan kebolehpasaran graduan, dengan data menunjukkan peningkatan kadar kebolehpasaran daripada 73% pada 2021 kepada 90% pada 2022. Ini membuktikan bahawa usaha BPLTV dalam memperkenalkan pendidikan TVET telah memberikan hasil yang sangat memberangsangkan.

Kemampuan inisiatif perubahan di kolej vokasional bergantung kepada kemampuan tenaga pengajar untuk menyesuaikan diri dengan perkembangan teknologi yang pesat. Pengakreditasi yang hanya berlaku selama enam tahun mencerminkan keperluan untuk sentiasa mengemas kini kurikulum dan memastikan ia relevan dengan keperluan industri. Namun, proses ini memberikan tekanan tambahan kepada tenaga pengajar yang perlu berhadapan dengan beban tugas yang semakin bertambah. Dalam masa yang sama, tenaga pengajar perlu memastikan pematuhan terhadap standard yang ditetapkan, sambil menangani cabaran untuk menyeimbangkan kecemerlangan akademik dan kemahiran teknikal pelajar.

Pelaksanaan inisiatif perubahan ini melibatkan penyusunan semula struktur organisasi di kolej vokasional serta pengenalan kurikulum baru yang mematuhi Manual TTAC 2019. BPLTV juga telah melibatkan pelbagai pihak berkepentingan bagi merangka kurikulum yang memenuhi kehendak MBOT. Walaupun proses ini menimbulkan kekeliruan pada peringkat awal, dengan sokongan pentadbiran dan kolaborasi antara industri dan akademik, ia berjaya direalisasikan. Pengiktirafan oleh MBOT menunjukkan bahawa perancangan yang dilakukan adalah tepat dan berjaya meningkatkan kualiti pendidikan di kolej vokasional.

Keseluruhan inisiatif yang diperkenalkan oleh BPLTV telah menunjukkan keberkesanan dalam meningkatkan kualiti pendidikan di kolej vokasional. Pengakreditasi oleh MBOT bukan sahaja meningkatkan kebolehpasaran graduan tetapi juga mengukuhkan kedudukan kolej vokasional sebagai penyedia pendidikan yang relevan dan berkualiti tinggi dalam bidang teknologi. Walaupun terdapat cabaran, usaha berterusan dari pihak pengurusan dan tenaga pengajar memastikan bahawa kolej vokasional mampu beradaptasi dengan perubahan teknologi dan memenuhi keperluan industri semasa.

Satu kajian yang boleh diteroka adalah perbandingan antara keberkesanan akreditasi program teknologi di Malaysia dengan negara lain yang mempunyai sistem pendidikan teknikal yang lebih maju seperti Korea Selatan atau Jerman. Ini akan memberi pandangan yang lebih luas mengenai pendekatan terbaik yang boleh diambil oleh Malaysia untuk memperbaiki proses akreditasi dan penglibatan industri dalam pembinaan kurikulum. Selain itu, kajian pada masa depan perlu dijalankan agar ia boleh menilai impak akreditasi Malaysian Board of Technologists (MBOT) secara langsung terhadap kebolehpasaran graduan dalam bidang teknologi. Ini termasuk analisis lebih mendalam tentang bagaimana program yang bertaualiah meningkatkan kadar pekerjaan dan gaji graduan. Kajian tersebut boleh dijalankan secara longitudinal menggunakan data kuantitatif dan kualitatif mengenai graduan TVET yang telah

mendapat akreditasi MBOT, dengan tinjauan daripada majikan dan alumni dalam tempoh lima hingga sepuluh tahun selepas tamat pengajian. Walaupun penglibatan industri dalam TVET penting, penyelidikan lebih lanjut diperlukan untuk mencari kaedah inovatif dan berkesan yang boleh digunakan untuk meningkatkan kerjasama antara institusi TVET dan industri.

RUMUSAN

Kajian ini memberikan tumpuan kepada cabaran, kelebihan mendapatkan akreditasi MBOT dan strategi yang dilaksanakan oleh pihak kolej vokasional untuk mendapatkan akreditasi penuh dari MBOT untuk program-program teknologi, khususnya bagi kolej vokasional di Zon Sarawak. Kajian ini dilaksanakan secara kualitatif, di mana temu bual mendalam dijalankan dengan responden utama dari beberapa kolej vokasional. Dapatan kajian ini memberikan gambaran mendalam mengenai cabaran yang dihadapi dalam proses akreditasi MBOT, seperti kekangan sumber dan bebanan tugas tenaga pengajar, serta keselarasan kurikulum dengan piawaian yang ditetapkan oleh MBOT. Kajian ini juga menyoroti manfaat-manfaat yang diperolehi daripada akreditasi MBOT, termasuk peningkatan kebolehpasaran graduan serta pengiktirafan kualiti program oleh industri. Lebih penting lagi, kajian ini merumuskan beberapa strategi berkesan untuk mempermudah proses akreditasi, yang boleh dijadikan rujukan oleh pentadbiran kolej vokasional. Implikasi kajian ini adalah signifikan kepada pembuat dasar pendidikan bagi memperkukuhkan peranan MBOT untuk memastikan kualiti pendidikan dan latihan teknikal serta vokasional (TVET) di Malaysia. Kajian ini bukan sahaja menyumbang kepada peningkatan kualiti pendidikan teknikal, tetapi juga membina dasar yang kukuh untuk meningkatkan kebolehpasaran dan reputasi institusi-institusi TVET di peringkat nasional dan antarabangsa

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ASSOCIATION BETWEEN SOCIO-DEMOGRAPHIC AND MENTAL HEALTH: A STUDY OF DEPRESSION, ANXIETY, AND STRESS IN NURSING STUDENTS

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ABSTRAK

Introduction: Mental health is a critical concern among nursing students, who often face significant academic and emotional pressures that can lead to adverse outcomes such as depression, anxiety, and stress. Understanding the contributing factors is essential for developing effective support systems. This study aimed to assess the association between demographic factors and mental health status among nursing students by examining levels of depression, anxiety, and stress throughout their academic program. **Method:** A cross-sectional study was conducted in July 2024, involving 301 nursing students from a selected institution in Kelantan, Malaysia, using the DASS-21 Malay version for mental health assessment. **Results:** Most respondents were aged between 19 and 24 years ($n=241$, 80.1%), with a majority being female ($n=264$, 87.7%). Regarding dependent siblings, the largest group reported having 1-2 siblings ($n=138$, 45.8%). Most participants were in Semester 2 ($n=135$, 44.9%) and came from families with a monthly income below RM 2,000 ($n=197$, 65.4%). The average CGPA was 3.76 ($SD=0.20$). Findings revealed normal levels of depression (96.7%), anxiety (91.0%), and stress (90.4%). Significant associations were identified between parental occupation and depression levels ($p=0.011$) and age and anxiety levels ($p=0.008$), indicating different experiences among those with employed parents and higher anxiety among students aged 25-29. No significant associations were found between demographic factors and stress levels. **Conclusion:** This study highlights the importance of demographic influences on mental health outcomes, suggesting the need for targeted interventions and accessible mental health resources in nursing training institutions. The cross-sectional design and reliance on self-reported measures limit findings; future research should adopt longitudinal approaches to better understand mental health dynamics among nursing students.

Keywords: Mental Health Status, Nursing students, socio-demographic, DASS-21

INTRODUCTION

The mental health of nursing students is a critical determinant of their overall well-being and academic performance, especially given the high demands of their training. These students encounter numerous stressors, including intense academic workloads, clinical training, and emotional challenges, all of which can significantly affect their mental health. Assessing mental health in this demographic is crucial as the prevalence of psychological issues among healthcare students continues to increase globally (Yeow, 2019). This underscores the need for focused research to understand the mental health landscape of nursing students.

The Depression, Anxiety, and Stress Scale (DASS-21) is commonly used in studies to measure the psychological impacts on individuals, specifically assessing levels of depression, anxiety, and stress (Lovibond, S.H. & Lovibond, 1995; Yeow, 2019). This tool aligns with the World Health Organization's recognition that stress, anxiety, and depression are key mental health challenges (WHO, 2016). Studies in nursing education indicate that targeted interventions can lead to significant improvements in

students' mental health (Aloufi et al., 2021). However, research focusing specifically on nursing students in Malaysia is limited. For example, Al-ani, (2019) found that a significant number of Malaysian nursing students experience clinically significant symptoms of depression, anxiety, and stress. Similarly, Razi et al. (2022) highlighted the need for further research, as many students reported normal mental health, yet substantial challenges remain unaddressed.

Socio-demographic factors play a crucial role in determining mental health outcomes among nursing students. For instance, research shows that the year of study is significantly linked to depression Chapagain et al. (2023). found that while depression was associated with the year of study, no significant relationship was observed between other socio-demographic factors and stress or anxiety. Gender also plays a key role, with women being disproportionately affected by mental health issues. Nadeem et al. (2023) found that 83.5% of female nursing students in Pakistan experienced significant anxiety, particularly those with eating disorders.

Additionally, family income is a significant socio-economic factor influencing nursing students' mental health. Financial pressures related to tuition and living expenses may exacerbate stress, particularly among students from lower-income families. Naik Jinu K, (2023) reported that 70% of nursing students came from families with an annual income between RM60,000 and RM100,000, which impacts their access to mental health resources. Coelho et al. (2021) further noted that students in later semesters, particularly women, exhibited more severe symptoms of depression and anxiety, suggesting that academic progression exacerbates mental health issues. Moreover, smartphone addiction has been linked to poorer mental health outcomes, with students displaying severe symptoms of anxiety and depression being more prone to addictive behaviours related to technology use (Meneses & Andrade, 2024).

Recent findings from Nair & Ahmed, (2023) also identified various factors such as lack of leisure time, financial crisis, and internet addiction as significantly associated with stress. This combination of international and local studies underscores the urgent need for more research in the Malaysian context, especially regarding how socio-demographic factors contribute to the mental health of nursing students.

Therefore, this study aims to evaluate the levels of depression, anxiety, and stress among nursing students enrolled in a Diploma in Nursing program. By determine the socio-demographic factors influencing these mental health outcomes, this research seeks to provide insights that will aid in the development of targeted interventions and support systems within nursing education.

RESEARCH METHODOLOGY

Design and Sample

This study employed a quantitative cross-sectional design, conducted from July 2024 among nursing students enrolled in the Diploma in Nursing program at a selected institution under the Ministry of Health in Kelantan, Malaysia. The study focused on assessing levels of anxiety, depression, and stress among students from Semester 2 to Semester 6, excluding Year 1 Semester 1 students due to their recent entry into the program and lack of cumulative grade point average (CGPA) data, which may impact their adjustment to academic demands.

To ensure a representative sample of students actively engaged in the nursing program, only those currently enrolled were included, while students on leave or those who had transferred out were excluded. In total, 311 students were eligible to participate in the study. Participation was voluntary, and students were assured that their choice to participate or withdraw would not affect their academic

performance or access to institutional services. Participants also had the option to withdraw at any stage, with their data excluded from the final analysis if they chose to do so.

Ultimately, responses were collected from 301 students, resulting in a 97% response rate. Incomplete responses were omitted to ensure the integrity and accuracy of the data. This approach aimed to provide a comprehensive understanding of mental health outcomes among students actively participating in the program.

Research Tool, Data Collection, and Data Analysis

The study utilized the Malay version of the Depression, Anxiety, and Stress Scale (DASS-21), a self-report instrument designed to assess levels of depression, anxiety, and stress among nursing students. Permission to use the Malay translation of DASS-21 was obtained from the original authors (Musa et al., 2011; Musa & Fadzil, 2007) ensuring ethical compliance and respect for intellectual property. The DASS-21 consists of 21 items divided into three subscales: depression (7 items), anxiety (7 items), and stress (7 items). Each item is rated on a 4-point Likert scale, ranging from 0 ("does not apply to me at all") to 3 ("applies to me very much or most of the time"). The scores for each subscale were doubled to compute the final score, with results categorized into different severity levels from normal to extremely severe.

Data collection took place in July 2024, using physical questionnaires distributed to students from Semesters 2 to 6. The questionnaire comprised two main sections: 6 socio-demographic items and the 21 DASS-21 items. Completed questionnaires were securely stored and subsequently entered a computerized database to ensure data security and integrity.

Data were analysed using the Statistical Package for Social Science (SPSS), version 27, where descriptive statistics were employed to summarize the findings. The high response rate of 90% strengthened the reliability and representativeness of the results.

The DASS-21 subscales include the following items:

- **Depression:** items 3, 5, 10, 13, 16, 17, and 21
- **Anxiety:** items 2, 4, 7, 9, 15, 19, and 20
- **Stress:** items 1, 6, 8, 11, 12, 14, and 18

Participants reported their experiences of symptoms over the past week, and final scores were derived by multiplying the raw scores by two. This process ensured accurate categorization of mental health outcomes among the student population.

Ethical Considerations

Ethical approval for this study was obtained from the Medical Research and Ethics Committee (MREC), under the reference NMRR ID-24-01704-0B0 (IIR), as well as from the head of the institution under the Ministry of Health in Kelantan, Malaysia. Prior to their participation, informed consent was secured from all participants, ensuring that they were fully aware of the study's purpose and procedures. This commitment to ethical standards underscores the researchers' dedication to protecting participants' rights and well-being throughout the research process.

OBJECTIVES

The primary objective of this study is to assess the mental health status of nursing students and the association of socio-demographic factors with their well-being. Specifically, the study aims to:

- a) **Assess Levels of Mental Health:** Measure the levels of depression, anxiety, and stress among nursing students from Semester 2 to Semester 6 using the Depression, Anxiety, and Stress Scale (DASS-21).

- b) Examine Socio-Demographic Associations: Analyze how socio-demographic factors, including gender, year of study, and family income, are associated with the mental health levels of nursing students.

FINDINGS

Socio-demographic

Table 1 presents the socio-demographic characteristics of the 301 respondents in the study. The findings indicate that a significant majority of respondents are aged between 19 and 24 years, accounting for 80.1% (n=241) of the sample. Additionally, the gender distribution reveals that most respondents are female, comprising 87.7% (n=264). In terms of family structure, a notable portion of respondents reported having 1-2 dependent siblings, which represents 45.8% (n=138) of the cohort. The data also indicates that the highest representation among the respondents is from students in Semester 2, constituting 44.9% (n=135) of the sample. Furthermore, most respondents (65.4%, n=197) come from families with a monthly income below RM 2,000. The average cumulative grade point average (CGPA) of the respondents is reported as 3.76, with a standard deviation of 0.20.

Table 1: Socio-demographic (n=301)

Socio-demographic data	Frequency	Percentage
Age	241	80.1
19-24 years	60	19.9
25-29 years		
Gender		
Male	37	12.3
Female	264	87.7
Dependent siblings count on family income		
No sibling	91	30.2
1-2 siblings	138	45.8
>3 siblings	72	23.9
Current semester		
Semester 2	135	44.9
Semester 3	30	10.0
Semester 4	33	11.0
Semester 5	31	10.3
Semester 6	72	23.9
Family income per month:		
Below RM 2,000	197	65.4
RM 2,001 to RM 5,000	77	25.6
RM 5,001 to RM 10,000	24	8.0
RM 10,001 to RM 15,000	3	1.0
Cumulative Grade Point Score (CGPS)	*2.48-4.00	**3.76 (0.20)

*Min-max; **Mean (SD)

Level of Depression, Stress and Anxiety Among Nursing Students

Table 2 presents the mental health assessment results of the 301 trainee nurses, revealing that a substantial 96.7% reported normal levels of depression. In contrast, only 1.7% experienced mild depression, and another 1.7% faced moderate depression, indicating an overall positive mental health status among the trainees. Additionally, the findings show that 91.0% exhibited normal anxiety levels, while 4.7% reported mild anxiety, 3.0% experienced moderate anxiety, and 1.3% suffered from severe anxiety, suggesting that most students are relatively well-adjusted. Furthermore, regarding stress levels, 90.4% of the nursing students maintained normal stress levels, with 4.3% reporting mild stress, 3.0% experiencing moderate stress, 1.7% facing severe stress, and 0.7% indicating extremely severe stress.

Table 2: Level of Depression, Anxiety and Stress among nursing students (n=301)

Mental health aspect	Classification	Frequency (n)	Percentage (%)
Depression	Normal	290	96.7
	Mild	5	1.7
	Moderate	5	1.7
	Severe	0	0.0
	Extremely Severe	0	0.0
Anxiety	Normal	274	91.0
	Mild	14	4.7
	Moderate	9	3.0
	Severe	4	1.3
	Extremely Severe	0	0.0
Stress	Normal	272	90.4
	Mild	13	4.3
	Moderate	9	3.0
	Severe	5	1.7
	Extremely Severe	2	0.7

Association between Level of Depression and Socio-Demographic Factors

Table 3 illustrates the association between levels of depression and socio-demographic factors among the 301 respondents. Notably, the relationship between parental occupation and levels of depression was found to be statistically significant, with a p-value of 0.011. This finding indicates a meaningful correlation between whether one or both parents are employed and the levels of depression reported by the respondents.

Table 3: Association between level of Depression with socio-demographic (n=301)

Socio-demographic	n (%)	Level of Depression, n (%)					p-value
		Normal	Mild	Moderate	Severe	Extremely severe	
Gender							0.112
Male	37	34 (91.9)	2 (5.4)	1 (2.7)	0 (0.0)	0 (0.0)	
Female	264	257 (97.8)	3 (1.1)	4 (1.5)	0 (0.0)	0 (0.0)	
Age (years)							>0.95
19-24	241 (80.1)	233 (96.7)	4 (1.7)	4 (1.7)	0 (0.0)	0 (0.0)	
25-29	60 (19.9)	58 (96.7)	1 (1.7)	1 (1.7)	0 (0.0)	0 (0.0)	
Occupation parents							0.011
One parent works	235 (78.0)	229 (97.4)	5 (2.1)	1 (0.4)	0 (0.0)	0 (0.0)	
Both parent works	66 (22.0)	64 (93.9)	0 (0.0)	4 (6.1)	0 (0.0)	0 (0.0)	
Current semester							0.837
Year 1 Semester 2	197 (44.9)	131 (97.0)	2 (1.5)	2 (1.5)	0 (0.0)	0 (0.0)	
Year 2 Semester 1	30 (10.0)	30 (100)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	
Year 2 Semester 2	33 (11.0)	31 (93.9)	1 (3.0)	1 (3.0)	0 (0.0)	0 (0.0)	
Year 3 Semester 2	31 (10.3)	30 (96.8)	1 (3.2)	0 (0.0)	0 (0.0)	0 (0.0)	
Year 3 Semester 2	72 (23.9)	69 (95.8)	1 (1.4)	2 (2.8)	0 (0.0)	0 (0.0)	
Family monthly income							0.058
Below RM 2,000	197 (65.4)	191 (97.0)	4 (2.0)	2 (1.0)	0 (0.0)	0 (0.0)	
RM 2,001 to RM 5,000	77 (25.6)	75 (97.4)	0 (0.0)	2 (2.6)	0 (0.0)	0 (0.0)	
RM 5,001 to RM 10,000	24 (8.0)	23 (95.8)	1 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	
RM 10,001 to RM 15,000	3 (1.0)	2 (66.7)	0 (0.0)	1 (33.3)	0 (0.0)	0 (0.0)	
Dependent siblings count on family income							0.890
No sibling	91 (30.2)	88 (96.7)	1 (1.1)	2 (2.2)	0 (0.0)	0 (0.0)	
1-2 siblings	138 (45.8)	134 (97.1)	2 (1.4)	2 (1.4)	0 (0.0)	0 (0.0)	
>3 siblings	72 (23.9)	69 (95.8)	2 (2.8)	1 (1.4)	0 (0.0)	0 (0.0)	

Notes: Fisher test and; *Statistically significant (p value<0.05)

Association between Level of Anxiety and Socio-Demographic Factors

Table 4 presents the association between levels of anxiety and socio-demographic factors among the 301 respondents. The analysis reveals a statistically significant relationship between age and levels of anxiety, with a p-value of 0.008. This indicates that there is a meaningful correlation between different age groups and anxiety levels among the respondents. Specifically, the findings suggest that students aged 25-29 experience higher levels of mild anxiety compared to their younger counterparts aged 19-24.

Table 4: Association between level of depression with socio-demographic (n=301)

Socio-demographic	n (%)	Level of Anxiety, n (%)					p-value
		Normal	Mild	Moderate	Severe	Extremely severe	
Gender							0.131
Male	37	34 (91.9)	1 (2.7)	0 (0.0)	2 (5.4)	0 (0.0)	
Female	264	240 (90.9)	13 (4.9)	9 (3.4)	2 (0.8)	0 (0.0)	
Age (years)							0.008
19-24	241 (80.1)	223 (92.5)	6 (2.5)	8 (3.3)	4 (1.7)	0 (0.0)	
25-29	60 (19.9)	51 (85.0)	8 (13.3)	1 (1.7)	0 (0.0)	0 (0.0)	
Occupation parents							0.099
One parent works	235 (78.0)	216 (91.9)	12 (5.1)	4 (1.7)	3 (1.3)	0 (0.0)	
Both parent works	66 (22.0)	58 (87.9)	2 (3.0)	5 (7.6)	1 (1.5)	0 (0.0)	
Current semester							0.842
Year 1 Semester 2	197 (44.9)	125 (92.6)	4 (3.0)	4 (3.0)	2 (1.5)	0 (0.0)	
Year 2 Semester 1	30(10.0)	26 (86.7)	3 (10.0)	1 (3.3)	0 (0.0)	0 (0.0)	
Year 2 Semester 2	33 (11.0)	30 (90.9)	2 (6.1)	0 (0.0)	1 (3.0)	0 (0.0)	
Year 3 Semester 2	31 (10.3)	28 (90.3)	2 (6.5)	1 (3.2)	0 (0.0)	0 (0.0)	
Year 3 Semester 2	72 (23.9)	65 (90.3)	3 (4.2)	3 (4.2)	1 (1.4)	0 (0.0)	
Family monthly:							0.339
Below RM 2,000	197 (65.4)	177 (89.8)	11 (5.6)	5 (2.5)	4 (2.0)	0 (0.0)	
RM 2,001 to RM 5,000	77 (25.6)	73 (94.8)	2 (2.6)	2 (2.6)	0 (0.0)	0 (0.0)	
RM 5,001 to RM 10,000	24 (8.0)	22 (91.7)	1 (4.2)	1 (4.2)	0 (0.0)	0 (0.0)	
RM 10,001 to RM 15,000	3 (1.0)	2 (66.7)	0 (0.0)	1 (33.3)	0 (0.0)	0 (0.0)	
Dependent siblings count on family income							0.783
No sibling	91 (30.2)	83 (91.2)	4 (4.4)	3 (3.3)	1 (1.1)	0 (0.0)	
1-2 siblings	138 (45.8)	126 (91.3)	8 (5.8)	3 (2.2)	1 (0.7)	0 (0.0)	
>3 siblings	72 (23.9)	65 (90.3)	2 (2.8)	3 (4.2)	2 (2.8)	0 (0.0)	

Notes: Fisher test and; *Statistically significant (*p value*<0.05)

Association between Level of Stress and Socio-Demographic Factors

Table 5 illustrates the association between levels of stress and socio-demographic factors among the 301 respondents. The analysis indicates that all p-values are greater than 0.05, suggesting that there are no statistically significant associations between the socio-demographic characteristics and levels of stress among the respondents.

Table 5: Association between level of Stress with socio-demographic (n=301)

Socio-demographic	n (%)	Level of Stress, n (%)					p-value
		Normal	Mild	Moderate	Severe	Extremely severe	
Gender							0.222
Male	37	34 (91.9)	0 (0.0)	1 (2.7)	1 (2.7)	1 (2.7)	
Female	264	238 (90.2)	13 (4.9)	8 (3.0)	4 (1.5)	1 (0.4)	
Age (years)							0.600
19-24	241 (80.1)	217 (90.0)	12 (5.0)	6 (2.5)	4 (1.7)	2 (0.8)	
25-29	60 (19.9)	55 (91.7)	1 (1.7)	3 (5.0)	1 (1.7)	0 (0.0)	
Occupation parents							0.218
One parent works	235 (78.0)	216 (91.9)	9 (3.8)	5 (2.1)	4 (1.7)	1 (0.4)	
Both parent works	66 (22.0)	56 (84.8)	4 (6.1)	4 (6.1)	1 (1.5)	0 (0.0)	
Current semester							0.635
Year 1 Semester 2	197 (44.9)	120 (88.9)	6 (4.4)	6 (4.4)	2 (1.5)	1 (0.7)	
Year 2 Semester 1	30(10.0)	29 (96.7)	1 (3.3)	0 (0.0)	0 (0.0)	0 (0.0)	
Year 2 Semester 2	33 (11.0)	29 (87.9)	2 (6.1)	1 (3.0)	0 (0.0)	1 (3.0)	
Year 3 Semester 2	31 (10.3)	27 (87.1)	3 (9.7)	1 (3.2)	0 (0.0)	0 (0.0)	
Year 3 Semester 2	72 (23.9)	67 (93.1)	1 (1.4)	1 (1.4)	3 (4.2)	0 (0.0)	
Family monthly:							0.557
Below RM 2,000	197 (65.4)	177 (89.8)	9 (4.6)	6 (3.0)	3 (1.5)	2 (1.0)	
RM 2,001 to RM 5,000	77 (25.6)	71 (92.2)	3 (3.9)	1 (1.3)	2 (2.6)	0 (0.0)	
RM 5,001 to RM 10,000	24 (8.0)	22 (91.7)	1 (4.2)	1 (4.2)	0 (0.0)	0 (0.0)	
RM 10,001 to RM 15,000	3 (1.0)	2 (66.7)	0 (0.0)	1 (33.3)	0 (0.0)	0 (0.0)	
Dependent siblings count on family income							0.236
No sibling	91 (30.2)	83 (91.2)	2 (2.2)	4 (4.4)	2 (2.2)	0 (0.0)	
1-2 siblings	138 (45.8)	125 (90.6)	8 (5.8)	4 (2.9)	0 (0.0)	1 (0.7)	
>3 siblings	72 (23.9)	64 (88.9)	3 (4.2)	1 (1.4)	3 (4.2)	1 (1.4)	

Notes: Fisher test and; *Statistically significant (*p value*<0.05)

DISCUSSIONS

This study aimed to assess the mental health status of nursing students and examine the relationship between socio-demographic factors and levels of depression, anxiety, and stress among respondents. The findings indicate that most nursing students possess good mental health, with 96.7% reporting normal levels of depression. Only 1.7% experienced mild to moderate depression, suggesting a generally positive mental state within this population.

In contrast, a study by Chapagain et al., (2023) involving 104 nursing students in Nepal found that 51% had normal depression levels, while 33.7% experienced moderate and 17.3% severe depression. This indicates a higher prevalence of moderate to severe depression compared to the findings of this study. Additionally, Aylie et al. (2020) in Ethiopia reported that 78% of university students had normal depression levels, highlighting a more favourable mental health profile for nursing students in this study. Findings from Al Maqbali et al. (2023) in Oman, which included 548 nursing students, revealed that only 46.5% did not experience depression, with a significant portion suffering from varying levels of depression. This contrasts with the generally normal mental health profile observed among nursing students in this study. Nair & Ahmed, (2023) also reported a higher prevalence, classifying 34.5% of nursing students as having normal levels of depression.

Regarding anxiety levels, 91.0% of students exhibited normal anxiety levels, while a small percentage experienced mild (4.7%), moderate (3.0%), and severe anxiety (1.3%). These findings indicate that, although most students are in a good mental state, some may require additional support to cope with higher anxiety levels. Mulyadi et al. (2021) reported a higher prevalence of anxiety (32%) among students during the COVID-19 pandemic, suggesting that students in this study exhibited a lower prevalence of anxiety compared to the overall student population.

Analysis of stress levels indicated that 90.4% of students reported normal stress levels. However, some students experienced higher stress, with 4.3% reporting mild stress, 3.0% moderate stress, and 1.7% severe stress. This underscores the need for support strategies targeting students who experience higher stress levels. Aylie et al. (2020) noted a higher prevalence of stress (67.5%) among university students, while Al Maqbali et al. (2023) found a prevalence of 94% among nursing students, reflecting the significant impact of the COVID-19 pandemic on student stress levels.

The study also identified a significant relationship between parental employment and students' depression levels, with a p-value of 0.011. This finding indicates that students with both parents employed may experience differing levels of depression compared to those with only one employed parent, emphasizing the critical role of familial support in shaping students' mental well-being. Students with both parents in stable employment may benefit from greater economic stability, which can alleviate financial stressors contributing to anxiety and depression. Conversely, students with only one employed parent may encounter increased financial strain, potentially leading to higher levels of mental distress. Furthermore, parental unemployment or job instability can create a stressful home environment, exacerbating mental health issues among nursing students (Ibrahim et al., 2024).

In terms of age, the analysis revealed a significant relationship between age groups and anxiety levels, with a p-value of 0.008. Students aged 25 to 29 exhibited higher levels of mild anxiety compared to younger students. This suggests a need for targeted attention towards this age group in mental health intervention programs. These findings align with those of Oh et al. (2020), which linked financial burdens of private education to increased depressive symptoms among parents. In this context, the financial stability provided by both parents' employment may alleviate some stressors but could also introduce other pressures, such as reduced parental availability. Understanding these dynamics is

crucial, as both financial and emotional support from parents play significant roles in students' mental health.

The observed variance may be attributed to several factors, including financial stability, parental availability, and the overall family environment. Students with both parents employed might benefit from enhanced financial resources, potentially mitigating economic stressors. However, reduced parental availability due to work commitments may limit emotional support and involvement, possibly impacting mental health. This finding is consistent with Geng et al. (2022), which highlights the negative impact of maternal care on depressive symptoms among medical students, underscoring the critical role of parental support in alleviating depressive symptoms.

The analysis also indicated a significant relationship between age and anxiety levels, where older students showed higher anxiety. Increased anxiety among older students may stem from additional responsibilities such as part-time jobs and family obligations. These factors may contribute to a greater stress burden compared to younger students, who are typically in the early stages of adapting to university life. This aligns with studies by Göl & Erkin, (2021) and Moutinho et al. (2017), which demonstrate how anxiety levels fluctuate in response to varying academic and personal responsibilities. However, no significant relationship was found between other socio-demographic factors and stress levels, suggesting that stress may be influenced by other factors not included in this study. Overall, these findings illustrate that while nursing students generally display good mental health, there are segments that require additional support to address potential mental health issues.

SIGNIFICANCE TO NURSING EDUCATION

The significance of this study for nursing students and education lies in its comprehensive assessment of mental health within this demographic, which is essential given the rigorous demands of their training and the emotional challenges encountered in clinical practice. By revealing the prevalence of depression, anxiety, and stress among nursing students, educational institutions can implement targeted interventions that not only address academic stressors but also consider socio-demographic factors influencing mental health, such as parental employment and age. This holistic approach encourages the development of support systems that foster resilience, promote positive mental health practices, and reduce stigma associated with seeking help. Furthermore, the findings advocate for the allocation of resources towards mental health services, thereby enhancing student retention and success rates. Ultimately, prioritizing mental health in nursing education cultivates a supportive academic environment, preparing students to become competent and emotionally resilient healthcare professionals.

CONCLUSION AND RECOMMENDATION

The findings of this study reveal that a significant majority of nursing students exhibit normal levels of depression (96.7%), anxiety (91.0%), and stress (90.4%). Only a small percentage of respondents reported experiencing mild to moderate symptoms, including depression (1.7%), anxiety (4.7%), and stress (4.3%). Furthermore, the analysis identified notable relationships between socio-demographic factors, such as parental employment and age, and students' mental health levels. Specifically, students with both parents employed reported different levels of depression compared to those with only one employed parent, while older students (ages 25-29) demonstrated higher anxiety levels. Although the overall mental health status of nursing students appears largely positive, distinct subgroups may require targeted support to address potential mental health challenges.

It is recommended that educational institutions develop specialized mental health support programs for nursing students, incorporating counselling services, stress management workshops, and peer support networks. Additionally, awareness campaigns should be implemented to educate students and their families about the importance of mental health, with interventions tailored to specific age groups, particularly for older students.

This study has several limitations, including a potentially non-representative sample size, a cross-sectional design that restricts causal inferences, and reliance on self-reported measures, which may introduce bias. Future research should strive for larger, more diverse samples and consider longitudinal designs to establish causal relationships over time. Qualitative studies could further enrich the understanding of nursing students' experiences, and investigations into the effectiveness of specific interventions would provide valuable insights into best practices for enhancing mental health support within nursing education.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest in this study. All authors and researchers involved have no financial, personal, or professional relationships with any third parties that could influence the design, conduct, or reporting of this study. Any financial support or contributions received for this study have been disclosed and do not affect the study's outcomes or data analysis. The integrity and objectivity of this study have been maintained rigorously to ensure valid and reliable results.

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KEBOLEHPERCAYAAN KOMPOSIT: ASAS PEMBANGUNAN INSTRUMEN PROGRAMME EDUCATIONAL OBJECTIVE (PEO) GURU PISMP-IPG KPM

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ABSTRAK

Program Ijazah Sarjana Muda Perguruan (PISMP) merupakan program pembangunan guru yang direka untuk melahirkan guru yang kompeten dan berjiwa pendidik ke arah memenuhi keperluan sekolah bertaraf dunia. Objektif Pendidikan Program (PEO) telah dirancang untuk memastikan graduan PISMP mempunyai pengetahuan, kemahiran, keupayaan berinteraksi, personaliti dan karektor pendidik yang disasarkan. Untuk memastikan PEO kekal relevan, pengukuran konsep PEO perlu dikemas kini mengikut piawai Malaysian Qualifications Agency (MQA) yang terkini (edisi kedua) tahun 2024 yang merangkumi lima Learning Outcome Clusters. Dalam beberapa tahun terakhir, penyelidik telah berusaha menyesuaikan cara mengukur PEO dengan perubahan semasa. Dunia pendidikan yang semakin rencam dan berkembang, kajian berkaitan pengukuran PEO juga perlu diperbaharui. Justeru ujian kebolehpercayaan komposit telah digunakan bersama dengan ujian kebolehpercayaan alpha Cronbach bagi memeriksa dan meningkatkan kualiti item soal selidik PEO. PEO yang dirangka perlu meliputi 5 Learning Outcome Clusters sebagaimana dalam Malaysian Qualifications Framework Second Edition 2024 yang melibatkan Cluster 1: Knowledge and Understanding, Cluster 2: Cognitive Skills, Cluster 3: Functional Work Skills (Practical Skills, Interpersonal and Communication Skills, Digital and Numeracy Skills, Leadership, Autonomy and Responsibility), Cluster 4: Personal and Entrepreneurial Skills, Cluster 5: Ethics and Professionalism. Kajian ini bertujuan untuk menilai kebolehpercayaan komposit bagi instrumen PEO, program PISMP IPG, Kementerian Pendidikan Malaysia. Kajian rintis berbentuk tinjauan telah dipilih sebagai pendekatan yang relevan untuk menilai kualiti instrumen, terutama dalam konteks peningkatan kualiti kebolehpercayaan. Hasil kajian ini dijangka dapat memberikan sumbangan penting dalam memperbaiki PEO serta memperkukuhkan instrumen pengukuran PEO dalam bidang pendidikan guru di Malaysia, dan seterusnya menyokong pencapaian objektif pembelajaran yang lebih holistik dan relevan dengan keperluan semasa.

Kata kunci: Kesahan Komposit, Kebolehpercayaan, PEO, PISMP, MQA

PENGENALAN

Sesungguhnya, adalah menjadi visi dan aspirasi Institut Pendidikan Guru Malaysia (IPGM) untuk menempatkan reputasi dan kedudukan mereka sebagai pilihan utama dalam kalangan institusi pendidikan terkemuka. Tugas tersebut memerlukan anjakan paradigma dalam keseluruhan pentadbiran sesebuah institusi pengajian tinggi. Justeru, ia memerlukan kerangka pendidikan yang dinamik dan rancangan sistematik diperlukan untuk menjayakan program latihan perguruan. Di Malaysia, pengajaran dan pembelajaran dalam pendidikan perguruan telah berkembang secara drastik dengan pengenalan pendidikan berasaskan output (Ab-Rahman et al., 2022). Sistem *outcomes-based education* (OBE) ini lebih memfokuskan tentang hasil dan kualiti graduan selepas menamatkan pengajian mereka. Keupayaan institusi untuk menjana graduan dengan domain hasil pembelajaran tertentu yang dinyatakan dalam program OBE yang mewajibkan setiap program akademik perlu mempunyai Objektif Pendidikan Program (Programme Educational Objectives) atau PEO. PEO perlu dibuat

penambahbaikan secara bersepadu dengan penglibatan pihak-pihak berkepentingan (stakeholders) agar menepati keperluan dan kehendak mereka. PEO yang disemak semula juga perlu dihubungkan dengan visi dan misi IPGM umumnya dan Program khususnya. Setiap program disemak semula, perlu mempunyai beberapa pernyataan PEO. Pernyataan tersebut mestilah merangkumi lima jenis kemahiran iaitu yang terkini daripada (Malaysian Qualifications Agency, 2024) iaitu *Cluster 1: Knowledge and Understanding, Cluster 2: Cognitive Skills, Cluster 3: Functional Work Skills (Practical Skills, Interpersonal and Communication Skills, Digital and Numeracy Skills, Leadership, Autonomy and Responsibility), Cluster 4: Personal and Entrepreneurial Skills, Cluster 5: Ethics and Professionalism*. Sebelum ini lapan elemen PEO yang digariskan oleh (MQF, 2017) yang perlu dikuasai pelajar agar mempunyai pengetahuan dan kemahiran praktikal dalam bidang keguruan selaras dengan kehendak organisasi dan pelanggan.

PEO adalah pendekatan yang sesuai untuk menilai peningkatan kualiti, sebagai tindak balas kepada peningkatan persaingan antarabangsa untuk pelajar dan dana operasi dalam pendidikan tinggi (Lenton, 2015). Selaras dengan perkembangan kaedah pengukuran yang semakin berkembang, pembangunan instrumen PEO juga perlu benar-benar mewakili setiap aspek dimensi. Hal ini melibatkan proses kesahan dan kebolehpercayaan. Pekali kebolehpercayaan dalam kajian-kajian ini sering merangkumi kebolehpercayaan komposit di samping alfa Cronbach dan omega, menawarkan penilaian yang menyeluruh mengenai konsistensi konstruk di pelbagai dimensi. Beberapa isu utama dalam pembangunan instrumen PEO seperti kesahan (*validity*) dan kebolehpercayaan (*reliability*) adalah perlu diteliti bagi memastikan instrumen tersebut merangkumi semua aspek PEO yang ingin diukur. Dalam konteks kajian ini, penumpuan diberi kepada aspek kebolehpercayaan semata-mata. Ini memerlukan pemahaman mendalam tentang PEO dan penentuan item yang benar-benar mewakili setiap aspek dimensi. Dapatan yang diperoleh akan dapat menambah baik PEO dan seterusnya dapat memperkayakan instrumen pengukuran PEO dalam bidang Pendidikan guru di Malaysia. Justeru kajian rintis terhadap pelajar IPG yang telah bergraduat adalah pendekatan yang sesuai untuk menilai program pengajian sesebuah insititusi.

Kajian rintis ini dilaksanakan bertujuan untuk memeriksa kebolehpercayaan Instrumen PEO graduan PISMP IPG, Kementerian Pendidikan Malaysia yang melibatkan kerangka MQF 2024 edisi kedua yang meliputi 5 aspek domain PEO. Dengan menangani isu-isu berkaitan ini dengan teliti, pembangunan instrumen PEO yang sah dan boleh dipercayai, dapat memberikan gambaran tepat tentang pencapaian objektif pembelajaran program tersebut. Kajian ini akan memfokuskan kepada nilai pengukuran kebolehpercayaan alpha (α) dan kebolehpercayaan komposit (ω) bagi domain PEO kualiti guru IPG.

KAJIAN LITERATUR

Kebolehpercayaan komposit adalah metrik penting untuk menilai konsistensi sesuatu konstruk dalam kajian psikometri. Ia ditakrifkan sebagai ukuran varian yang dikongsi di antara pemboleh ubah yang diperhatikan, yang mengambil kira kedua-dua beban faktor dan ralat pengukuran. Dalam Teori Ujian Klasik (TUK), kebolehpercayaan komposit melangkaui alfa Cronbach dengan menggabungkan kepelbagaian item dan memberikan anggaran yang lebih tepat mengenai konsistensi dalaman sesuatu konstruk. Kajian seperti oleh (De Andrade et al., 2021; Nazari et al., 2023) menekankan kepentingannya dalam penilaian psikometri, di mana ia menghasilkan pekali kebolehpercayaan yang boleh diterima bagi menyokong kesahihan instrumen mereka. Tambahan pula, (2021) (Geldhof et al., 2014; Lai, 2021) meneroka kebolehgunaannya dalam data berbilang aras, menyoroti batasan indeks kebolehpercayaan tradisional dalam konteks hierarki dan memperkenalkan alternatif seperti kebolehpercayaan komposit seperti omega. Indeks-indeks ini memberikan anggaran yang lebih terperinci untuk tahap analisis yang berbeza, yang penting terutama untuk konstruk yang diukur pada kedua-dua tahap individu dan kumpulan. Seperti yang digambarkan oleh (Vinueza-Solórzano et al., 2021), kebolehpercayaan komposit memainkan peranan penting dalam mengesahkan instrumen merentasi konteks budaya yang pelbagai, memastikan bahawa konstruk psikologi mengekalkan integriti apabila disesuaikan untuk populasi yang berbeza.

Alpha Cronbach (α)

Dalam pengujian kebolehpercayaan, *Alpha Cronbach* (α) adalah ukuran yang digunakan untuk menilai kebolehpercayaan, atau konsistensi dalaman (*internal consistency*) dalam satu set skala atau item ujian. Psikometri yang berprestij merujuk kepada *alpha Cronbach* sebagai ukuran ketekalan dalaman (Nunnally & Bernstein, 1994) atau anggaran ketekalan dalaman (Thompson, 2002). *Internal Consistency* adalah berkenaan dengan saling berkaitan sampel item, manakala kehomogenan merujuk kepada *unidimensional*. *Internal consistency* adalah satu keadaan yang perlu tetapi tidak mencukupi untuk mengukur kehomogenan atau *unidimensional* dalam sampel item ujian. Buku teks popular mengenai kaedah penyelidikan memberikan penerangan yang lebih terperinci tentang α , iaitu "indeks konsistensi dalaman yang paling biasa dilaporkan" (Christensen et al., 2011), atau kaedah yang paling biasa dan berkuasa yang digunakan pada hari ini untuk mengira kebolehpercayaan ketekalan dalaman (Rubin & Babbie, 2010).

Secara umumnya α sering dilambangkan dengan nilai yang dijadikan sebagai tolak ukur untuk menentukan taraf kepercayaan atau generalisasi dari objek yang diteliti setelah dilakukan analisa dan interpretasi data. Nilai α dikira dengan membuat *correlation* skor bagi setiap item skala dengan skor total untuk setiap pemerhatian dan kemudian membandingkannya dengan varians untuk semua skor item individu. Hakikatnya α dikembangkan oleh Lee Cronbach pada tahun 1951 untuk memberikan ukuran ketekalan dalaman ujian atau skala; ia dinyatakan sebagai nombor antara 0 dan 1. Nilai alpha (α) yang tinggi menandakan bahawa item-item dalam pemboleh ubah tertentu mempunyai maksud dan nilai yang sama dalam menerangkan sesuatu pemboleh ubah (Cronbach, 1951). Dalam erti kata lain, ia merujuk kepada sejauh mana ia adalah kekuatan ukuran konsisten sesuatu konsep PEO. Umumnya, ketekalan dalaman menerangkan sejauh mana semua item dalam PEO mengukur konsep atau konstruk yang sama dan oleh itu ia berkaitan dengan keterkaitan antara item dalam ujian. Ketekalan dalaman harus ditentukan lebih awal, sebelum instrumen dapat digunakan untuk tujuan penyelidikan selanjutnya.

Kebolehpercayaan Komposit

Nilai α ialah bukan satu-satunya ukuran kebolehpercayaan yang tersedia untuk menguji kebolehpercayaan. Terdapat banyak alternatif yang sensitif kepada cara yang berbeza untuk mengkonseptualisasikan kebolehpercayaan dan pesaing kepada α dikaitkan dengan kebolehpercayaan komposit (*composite reliability*) (McDonald, 2013) dan kadangkala dipanggil omega McDonald (ω). Kebolehpercayaan komposit ialah istilah yang agak umum yang merujuk kepada pelbagai anggaran kebolehpercayaan yang mantap (*robust*); seperti *omega* (Zwick & McDonald, 2000) and *intra-class correlation coefficient* (Bartko, 1976; Shrout & Fleiss, 1979). Sorotan kajian sebelum ini telah menunjukkan bahawa perbezaan antara α dan ω boleh menjadi signifikan dalam beberapa keadaan (McNeish, 2018).

Walau bagaimanapun, di sebalik penggunaan meluas α dalam sorotan literatur, tafsiran dan penggunaan kebolehpercayaan yang betul masih tidak difahami dengan jelas. Penyelidik merasakan ia adalah penting bagi menjelaskan lagi andaian yang mendasari di sebalik penggunaan α untuk menggalakkan penggunaan yang lebih berkesan. Penggunaan tidak wajar α boleh membawa kepada keadaan di mana sama ada ujian atau skala yang didakwa dibuang atau ujian itu dikritik kerana tidak menghasilkan keputusan yang boleh dipercayai. Untuk mengelakkan keadaan ini pemahaman tentang konsep yang berkaitan konsisten dalaman, kehomogenan atau unidimensional (mengukur benda yang sama) boleh membantu untuk meningkatkan penggunaan α .

Kaedah alternatif untuk mengukur kebolehpercayaan berdasarkan kaedah psikometri lain, seperti kebolehpercayaan komposit merupakan alternatif pengukur kepada ketekalan dalaman yang boleh digunakan untuk memantau dan meningkatkan kualiti item. Hal ini didasari oleh pandangan (Yang & Green, 2011), α adalah terhad oleh andaian bahawa indikator mempunyai kebolehpercayaan yang sama (*tau-equivalence*), dan usaha untuk mendapatkan hasil maksimum boleh menjejaskan kebolehpercayaan (Raykov, 2007). Segelintir penyelidik telah menunjukkan wujudnya limitasi dalam

α dan mengenal pasti statistik yang lebih sesuai untuk menganggarkan kebolehpercayaan (Yang & Green, 2011).

METODOLOGI

Dalam kajian ini, item soal selidik akan diuji secara kuantitatif menggunakan kaedah tinjauan untuk melihat konsistensi dalam soal selidik. Semua item dalam soal selidik dibangunkan dengan berpandukan buku panduan PEO dan MQF 2024 edisi kedua dengan mengambil perubahan dalam konteks pendidikan guru di Malaysia. Empat institusi pendidikan guru (IPG) telah dipilih untuk kajian rintis ini. Responden dipilih secara bertujuan dalam kalangan guru lepasan Institut Pendidikan Guru Malaysia Kampus (IPGMK) Tun Hussein Onn (IPGMK THO), IPGMK Sultan Mizan (IPGMK SM) IPGMK Darul Aman (IPGMK DA) dan IPGMK Dato' Razali Ismail (IPGMK DRI). Dalam membangunkan soal selidik PEO, penyelidik mengambil kira saranan Hayduk dan Littvay (2012) yang mencadangkan penggunaan beberapa item adalah terbaik, dan item yang sedikit, kurang terjamin kerana berlakunya pentindanan antara item serta menyebabkan tiada manfaat yang diperoleh. Pada asasnya, bilangan kategori respons atau mata skala akan mempengaruhi jarak psikologi antara kategori. Kajian Norman (2010), mendapati Likert 10, 5 dan 4 mata yang diuji secara empirikal menunjukkan hasil lebih kurang sama. Dapatan oleh Leung (2011) menunjukkan tiada perbezaan besar dalam struktur dalaman dari segi min, sisihan piawai, korelasi item-item, korelasi item-jumlah, alpha *Cronbach*, atau pemuatan faktor (*factor loading*) apabila skala Likert 4-, 5-, 6- dan 11 mata digunakan. Penyelidik cenderung memilih skala 10 mata yang menggunakan sauh dua hujung berdasarkan kepada kajian Norman (2010) yang mengatakan hasil 10 mata lebih baik untuk pilihan jawapan. Hal ini disebabkan pemilihan skala terbaik harus didasarkan pada konteks dan tujuan kajian yang spesifik. Semua analisis statistik dilakukan menggunakan perisian *Jamovi* (Jamovi, 2022) daripada set data yang tersedia. Data yang dikumpul pada borang *Google Form* mula-mula dieksport ke excel. Data kemudiannya di import ke *Jamovi* 2.3.13 untuk analisis data. *Jamovi* ialah pakej perisian statistik percuma untuk penyelidikan sains sosial (Şahin & Aybek, 2020). Kajian ini menggunakan *Jamovi*, yang digabungkan dengan modul SEMLj untuk menjalankan Analisis Faktor Penerokaan (EFA), Analisis Faktor Pengesahan (CFA), dan Pemodelan Persamaan Struktur berasaskan Kovarian (CB-SEM).

Secara keseluruhan, pencapaian PEO dinilai berdasarkan KPI yang ditetapkan, lazimnya selepas 3 hingga 5 tahun graduasi. Lima pernyataan PEO berpandukan kepada Kerangka MQF 2024 edisi kedua telah ditetapkan untuk pelajar IPG peringkat ijazah pertama bagi memastikan pencapaian visi dan misi IPG tercapai. Penilaian terhadap pencapaian PEO ini harus dibuat memandangkan graduan IPG sekarang ini telah pun berada di lapangan masing-masing iaitu sekolah-sekolah rendah seluruh Malaysia. Bagi tujuan mengukur pencapaian PEO, instrumen untuk mengukur PEO tersebut telah dibangunkan dan diadaptasi agar bersesuaian serta dapat mengukur apa yang sepatutnya diukur. Oleh itu, beberapa pakar yang terdiri daripada pelbagai pakar bidang telah dilibatkan bagi membina instrumen soal selidik.

DAPATAN KAJIAN

Statistik deskriptif telah diteliti sebelum analisis boleh dijalankan. Nilai min bagi item adalah antara 7.40 hingga 8.83 dengan sisihan piawai antara 0.956 hingga 2.13. Metrik pekali Skewness dan Kurtosis berada dalam julat ± 2 dan ± 5 , dalam susunan yang diberikan, menandakan wujudnya data yang bersifat normal (Kline, 2010, 2023). Empat IPGMK yang telah dipilih untuk kajian ini iaitu Institusi IPGMK THO mempunyai jumlah perwakilan tertinggi, iaitu 15 orang atau 33.3% daripada jumlah keseluruhan. Seterusnya, IPGMK SM mencatatkan 12 orang perwakilan atau 26.7%, diikuti oleh IPGMK DA dengan 11 orang perwakilan atau 24.4%. Sebaliknya, IPGMK DRI mempunyai jumlah perwakilan terendah dengan 7 orang atau 15.6%.

Jadual 1: Ujian Kebolehpercayaan *alpha cronbach* dan komposit

Domain	Dimensi	Bil item	Min	SP	α	ω
<i>Cluster 1: Knowledge and Understanding</i>		5	8.71	1.11	0.796	0.834
<i>Cluster 2: Cognitive Skills</i>		5	8.34	1.10	0.929	0.931
<i>Cluster 3: Functional Work Skills</i>	<i>Practical Skills</i>	5	8.67	1.05	0.708	0.837
	<i>Interpersonal Skills</i>	3	8.45	1.13	0.802	0.821
	<i>Communications Skills</i>	4	8.83	0.956	0.872	0.879
	<i>Digital Skills</i>	3	8.81	0.989	0.875	0.885
	<i>Numeracy Skills</i>	2	7.40	2.13	0.838	0.840
	<i>Leadership, Autonomy and Responsibility</i>	3	8.15	1.50	0.852	0.871
<i>Cluster 4: Personal & Entrepreneurial Skills</i>	<i>Personal</i>	6	8.56	1.08	0.906	0.911
	<i>Entrepreneurial Skills</i>	3	8.50	1.16	0.888	0.898
<i>Cluster 5: Ethics and Professionalism.</i>		5	8.72	1.12	0.940	0.946

Jadual menunjukkan bahawa instrumen yang digunakan untuk mengukur pelbagai domain kemahiran adalah sangat boleh dipercayai, dengan kebanyakan domain mencatatkan nilai *alpha Cronbach* (α) yang boleh diterima (0.708- 0.940), serta menunjukkan konsistensi dalaman yang baik. Nilai α untuk domain etika & profesionalisme dan kemahiran kognitif mempunyai kebolehpercayaan tertinggi, manakala kemahiran praktikal mencatatkan nilai kebolehpercayaan terendah, tetapi masih dalam julat yang boleh diterima iaitu α masih melebihi nilai minimum 0.70. Manakala nilai ω menunjukkan konsistensi pengukuran yang lebih baik (.834-.946) berbanding α . Secara keseluruhan, instrumen ini mempunyai kebolehpercayaan yang tinggi dalam mengukur setiap dimensi PEO yang dinilai.

PERBINCANGAN

Kajian ujian kebolehpercayaan telah dijalankan iaitu; *alpha Cronbach* (α) dan *McDonald's* (ω) untuk menganggarkan kebolehpercayaan komponen dalam kajian ini. Penggunaan ω sebagai tambahan kepada α tradisional adalah disebabkan oleh andaian α yang sensitif mengenai nilai pekali tau yang sama. Hayes dan Coutts (2020) mendakwa α ialah kes khas ω yang memerlukan andaian terhad yang tidak mungkin dipenuhi dalam banyak situasi pengukuran. Bagaimanapun α sering digunakan oleh sarjana sebagai ukuran kebolehpercayaan kerana ia mudah dikira hanya dengan item dan varians skor, menjadikannya senang diajar dan diterangkan dalam kelas penyelidikan dan statistik (Hayes & Coutts, 2020).

Berdasarkan analisis, semua item pemboleh ubah memenuhi garis panduan untuk kebolehpercayaan komposit lebih besar daripada 0.70 (et al., 2006). Namun pemboleh ubah paling rendah ialah pengetahuan ($\alpha = 0.796$) dan kemahiran praktikal ($\alpha = 0.708$), Walaubagaimanapun ianya sudah cukup untuk membuktikan ianya mempunyai kebolehpercayaan kerana nilai *alpha Cronbach* lebih besar daripada 0.70 (Nunnally & Bernstein, 1994). Nunnally (1967) menyatakan bahawa kebolehpercayaan .5 atau .6 adalah mencukupi untuk penyelidikan penerokaan; bagaimanapun, piawai yang digunakan untuk penyelidikan penerokaan telah dinaikkan kepada .7 dalam edisi kedua (Nunnally, 1978). Kebanyakan penyelidik memilih edisi karya Nunnally (memetik rujukan) bergantung pada sama ada α mereka berada di atas atau di bawah .7.

Walaupun semua nilai melepasi garis panduan kebolehpercayaan Cronbach α dan McDonald's ω , namun pemboleh ubah pengetahuan dan kemahiran praktikal perlu dilihat kembali. Terdapat kebimbangan dalam penggunaan α yang lebih terdedah kepada kepekaan saiz sampel dan bilangan responden selain wujudnya multidimensi dalam pengukuran berdasarkan jurang nilai yang agak besar ($\alpha = 0.708 - 0.940$). Apabila sesuatu item bersifat multidimensi, ini bermaksud item tersebut tidak dapat diukur atau dianalisis hanya melalui satu dimensi atau aspek tunggal. Hal ini menyebabkan kebolehpercayaan instrumen mungkin terjejas jika item tidak mengukur konsep atau faktor tertentu secara konsisten. Oleh itu, penggunaan α semata-mata untuk menentukan kebolehpercayaan kerana ia lebih mudah diukur dan diambil dikira adalah sesuatu kedudukan yang tidak boleh dipertahankan dalam sesebuah kajian terutamanya bagi pembinaan item. Sejak beberapa tahun kebelakangan ini, ramai penyelidik telah meninggalkan α konvensional dan menggunakan pengganti unggul yang lain. Kaedah alternatif untuk mengukur kebolehpercayaan berdasarkan kaedah psikometri lain, seperti *McDonald* ω merupakan alternatif pengukur kepada kesahan dalaman yang boleh digunakan untuk memantau dan meningkatkan kualiti item. Walau bagaimanapun, penyelidik harus mahir dalam perkara berkaitan kandungan (*content*) yang mereka pelajari dan menggunakan pengetahuan itu bersama-sama dengan indeks statistik untuk membuat pertimbangan tentang susunan sesuatu ukuran.

RUMUSAN

Terdapat pelbagai cara yang berbeza untuk mengkonseptualisasikan kebolehpercayaan. Pada masa kini wujud pesaing kepada α dikaitkan dengan kebolehpercayaan komposit. Kebolehpercayaan komposit merujuk kepada pelbagai anggaran kebolehpercayaan yang sudah mantap dan sorotan kajian sebelum membuktikan bahawa perbezaan antara α dan ω boleh menjadi signifikan dalam beberapa keadaan (McNeish, 2018). Kesimpulannya, penggunaan *Cronbach* (α) dan Komposit (ω) boleh digunakan untuk menganggarkan kebolehpercayaan komponen PEO dalam kajian ini, namun penggunaan ω lebih konsisten dan mempunyai kelebihan walaupun saiz sampel kecil. Oleh itu ω boleh bertindak sebagai tambahan kepada α tradisional adalah disebabkan oleh andaian α yang sensitif terhadap pekali tau yang sama. Kajian lanjutan disarankan untuk menjalankan analisis faktor bagi memastikan kesahan diskriminan dan konvergen, serta mencadangkan penggunaan α bersama-sama dengan kelebihan lain α , tidak harus diganti sepenuhnya, tetapi digunakan selari dengan metrik lain seperti kebolehpercayaan komposit.

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ENGAGEMENT OR ENLIGHTEN? UNDERSTANDING TIKTOK'S ROLE IN LEARNING: A STATISTICAL EXPLORATION

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ABSTRACT

TikTok, a video-sharing social media platform, has rapidly become one of the most popular social networking sites in recent years, with over 1 billion monthly active users, making it an effective and engaging tool for learning. With its easy-to-use interface, short-form videos, and viral content, TikTok provides an innovative way for educators to engage and educate students. This paper aims to investigate the usefulness of TikTok as an effective educational tool by creating a fun and interactive learning environment. TikTok is an ideal platform for effective and engaging learning for several reasons such as allows students to be creative and use their imagination to create unique, meaningful content for variety of subjects such as science, math, social studies, and language arts. Furthermore, TikTok encourages students to communicate and collaborate with their peers, which enhances their learning experience. Several studies have shown that TikTok can be a valuable learning tool, improving students' engagement, motivation, and overall learning experience. Despite its popularity, Tiktok use in education also raises concerns and challenges that need to be addressed by the scholars. Data were collected from KPTMAS students via an online survey, and findings reveal notable differences in TikTok usage and educational perceptions across various locations. Results suggest that while TikTok offers engaging and accessible learning content, it also presents challenges such as content regulation and potential distractions. Despite these challenges, the study highlights TikTok's growing role as an informal learning tool, particularly for younger, digitally adept generations. However, the platform's educational use remains underexplored, warranting further investigation into its structured integration in academic environments.

Keywords: *TikTok, learning tool, engaging, online learning, social media*

INTRODUCTION

The COVID-19 endemic has had a profound impact on education systems around the world. To prevent the spread of the virus, many schools and universities have transitioned to online learning, allowing for greater flexibility and access to education, especially for those who may not have been able to attend classes in person (Ali, 2020). However, the transition to online learning has also brought about numerous challenges. One of the most significant challenges is unequal access to technology and reliable internet connections, particularly in low-income areas and developing countries. This has widened the digital divide and prevented some students from participating in online classes, putting them at a disadvantage.

Students who learn online, however, miss out on several aspects of classroom-based learning, such as the social connections fostered in a purpose-built learning environment. Additionally, the traditional classroom setting encourages social interactions, enabling students to engage with peers and instructors, share their ideas, and collaborate on assignments. In contrast, online learners' study from the comfort of their homes or wherever they have access to a computer and the internet. Students may lack a sense of belonging to a community and feel isolated from peers and instructors, which can have a negative impact on their motivation, engagement, and learning outcomes (Thamri et al, 2022). Therefore, social media applications have emerged as one of the often taken-for-granted ways for people to interact, and they have been adopted in the learning environment (Jacobs, Pan & Ho, 2022; Escamilla-Fajardo, et

al., 2021; Hayes, et al., 2020). In the past decade, numerous social media platforms have experienced incredible growth in popularity, including Twitter, Instagram, and TikTok. This study focuses on the utilization of TikTok as a learning tool, which has become one of the most widely used social media apps globally.

Amidst the COVID-19 pandemic, TikTok, a prominent social media platform, has seen an exceptional surge in global downloads (Piedra, 2020). In 2016, ByteDance, a Chinese technology company, introduced TikTok, which has experienced an unparalleled surge in popularity. With more than one billion active users globally, the app owes its success to its distinctive algorithm that recommends personalized content tailored to individual users' preferences. Additionally, its user-friendly interface and innovative editing features contribute to its widespread appeal. Guarda et al. (2021) stated that TikTok's success is credited to its ability to create a sense of community among its users, with many participants engaging in challenges and trends that have become viral sensations. TikTok's meteoric rise has not gone unnoticed by researchers, who have begun to investigate the app's impact on society and culture (Yang, 2022; Zhang, 2021; Zuo & Wang, 2019).

According to Wang and Lin (2021), TikTok's short-form videos can be utilized to deliver educational content in an interactive way, catering to the needs of today's learners. Teachers and educators have begun leveraging TikTok to create educational content, such as quick tutorials, fun facts, and interactive challenges, to engage students and promote learning. Moreover, leveraging TikTok in education allows educators to tap into culturally relevant content that captures students' attention and bridges the gap between their interests and academic content (Kaye et al, 2022; Huang et al, 2020). Furthermore, TikTok allows diverse users to share videos covering various topics, distinguishing itself by accommodating videos lasting from fifteen seconds to one minute. Self-recorded videos dominate this trend, often featuring music as a central component, contributing not only to music videos but also narrative content.

Despite its popularity, scholars recognize that TikTok's widespread use in education raises concerns and presents challenges that must be acknowledged and resolved. One of the main concerns regarding using TikTok in education is the potential for inappropriate content, as TikTok's algorithmic content recommendation system may expose students to material that is unsuitable for their age or educational level, potentially negatively impacting their mental health and well-being (Chen and Chen, 2021). Another issue related to using TikTok in education is the potential for cyberbullying. Kowalski et al. (2019) suggested that educators need to take measures to prevent cyberbullying and ensure that students feel safe and supported in the classroom. This can be achieved by monitoring their online activities to ensure alignment with the educational objectives and standards of the school or institution.

Furthermore, there is a concern about potential distractions caused by TikTok in the classroom, which can detract from valuable learning time. Educators are required to strike a balance between utilizing TikTok as a learning tool and minimizing distractions by establishing clear guidelines and expectations for students, as well as monitoring their use of the app (Clarissa & Lobo, 2022). It is crucial to emphasize the necessity of providing training for teachers on these tools, given the prevailing fact that many teachers face substantial digital constraints, compounded by the scarcity of technological resources within educational institutions (Arranz et al, 2023). Apart from its entertainment and educational values, TikTok has faced regulatory challenges and legal issues in several countries, such as India, Indonesia, and Pakistan, due to privacy concerns, inappropriate content, and safety issues. This has become a source of concern for parents (Wang, 2020). Although TikTok offers various features aligned with learning, its application within the education field remains largely unexplored. Nevertheless, the educational potential of TikTok has been largely ignored, as the majority of the studies researching educational innovation generally focus on other social media networks such as Twitter, facebook, and Instagram. Therefore, this paper attempts to investigate the usefulness of TikTok as an effective learning tool.

LITERATURE REVIEW

Tiktok Application In Education

TikTok was released in China and after three months of it released, it had over 45 million downloads, making it the most downloaded app, surpassing Facebook and WhatsApp (Adnan, Ramli & Ismail, 2021). Hence, TikTok emergence as a potential educational tool has garnered significant attention and sparked discussions among scholars and educators. According to Syah et al. (2020), TikTok can be used as a modern teaching tool. TikTok is now an audio-visual medium that has been transformed into engaging learning content that was previously abstract and challenging to visualise in reality. Because to its unique and intriguing features, which include offering users access to learning materials, it will also inspire pupils to learn. Also, students are primarily from generation Z, and TikTok is compatible with their level of maturity, mental health, and prior experience (Rach & Lounis, 2020). Escamilla-Fajardo et al. (2021) claimed that TikTok inspires pupils, produces an engaging teaching environment, and fosters qualities like creativity and curiosity. The authors suggested TikTok as teaching or learning tool for sports studies because of its effective instructional capacity and compatibility for expressive and artistic content through music and movement (Escamilla-Fajardo et al., 2021). Meanwhile, a study was conducted using the Tik-Tok platform, with researchers suggesting that it promotes the use of action verbs in an enjoyable learning environment and enhances information retention through the viewing of user-created videos (Hidayati, 2022). Thus, the Tik-Tok app is a form of social media that has been found to boost students' enthusiasm and drive for learning, as the content is clear and comprehensible, particularly when it aligns with the interests of like-minded individuals (Cahyono, & Perdhani, 2023).

In order to promote the public transmission of science with a system thinking approach, Hayes et al. (2020) used TikTok to create 15 – 60 second extended chemistry outreach educational movies that were entertaining, intriguing, and engaging. The author discovered that TikTok may be utilised to increase both the public's desire to understand how chemistry is entertaining, it is a part of our daily lives, as well as to enhance the interest of students in chemistry and technology. Hence, #LearnOnTikTok and #DidYouKnow, are two hashtag initiative and launched by TikTok to boost the movement of online learning; collaborated with more than 800 content creators including experts, real world skill creators, and educators (Taha, 2020). While TikTok is perceived to be more geared towards dancing and art material, numerous subjects began to emerge on the platform, encouraging creativity and memes in the videos, making TikTok learning videos more fascinating and appealing (Putri, 2021). The TikTok community's feedback showed that viewers liked the teaching videos and are engaging with it in a recognizable way; indeed, TikTok proved able to attract people of different ages, interests, and levels of education (Taha, 2021).

RESEARCH METHODOLOGY

Data Collection

The methodology employed in this study involves the purposeful sampling of KPTMAS students, with data collected through an online survey administered via Google Form. The survey comprises three parts, with Part A gathering demographic information, Part B exploring students' experiences with TikTok, and Part C examining students' perceptions on the use of TikTok in education. The collected data analysed using SPSS Statistics version 27 for close-ended questions and thematic analysis for open-ended questions. The purposeful sampling technique allows researchers to deliberately select participants with specific characteristics, ensuring that the data collected is relevant to the research objective. The online survey is a convenient and efficient method of data collection, particularly in times when face-to-face interactions may be limited. The use of both SPSS and thematic analysis methods provides a comprehensive understanding of the data collected and enables the researchers to draw valid and reliable conclusions from their findings.

Pilot Study

Reliability Statistics

Cronbach's Alpha	N of Items
.871	9

A pilot test had been conducted among 23 students to test the validity and reliability of the questionnaires. The measures of Cronbach's alpha for all 9 items are 0.871, indicates a high level of internal consistency among the items. This suggests that the items are well-correlated and there is a strong internal consistency among them. It indicates that participants are likely responding to these items in a consistent manner.

RESULT AND FINDINGS

Students' experience of using TikTok

Table 1: Location, gender and TikTok users.

		LOCATION					
		Big city		Rural area		Small City or town	
		GENDER		GENDER		GENDER	
		Female	Male	Female	Male	Female	Male
		Count	Count	Count	Count	Count	Count
TIKTOK_USER	No	2	1	1	2	4	0
	Yes	12	8	12	5	68	25

The results showed that in Big Cities, there were 12 female TikTok users and 8 male TikTok users. This suggests that TikTok was relatively popular in Big Cities, with more female users than male users. However, in Rural Areas, the data indicated a lower number of TikTok users compared to Big Cities. There was only 1 female and 2 male TikTok users in this category. The data highlighted a significant difference in the number of TikTok users in Small Cities or Towns compared to Big Cities and Rural Areas. There were 68 female and 25 male TikTok users in this category, indicating that TikTok was highly popular in Small Cities or Towns. Overall, the data analysis revealed that TikTok was more popular in Small Cities or Towns, followed by Big Cities, and least popular in Rural Areas. The platform seemed to have a higher female user base across all locations. Moreover, the data suggested that in Small Cities or Towns, the adoption rate of TikTok was exceptionally high, leaving almost no non-TikTok users in that category.

Table 2: Location, gender and TikTok video ownership.

		LOCATION					
		Big city		Rural area		Small City or town	
		GENDER		GENDER		GENDER	
		Female	Male	Female	Male	Female	Male
		Count	Count	Count	Count	Count	Count
VIDEO_OWNERSHIP	No	6	2	5	5	25	11
	Yes	8	7	8	2	47	14

The data analysis highlighted interesting trends in video ownership across different locations and genders. The results showed that in Big Cities, there were 8 female video owners and 7 male video owners. This suggests that video ownership was relatively common among both genders in Big Cities, with a slightly higher number of female video owners. In contrast, in Rural Areas, there were 8 female video owners and 2 male video owners. Meanwhile, in Small Cities or Towns, there were 25 females and 11 males who did not own videos. The data suggested that the number of non-video owners was relatively higher in Small Cities or Towns compared to video owners, especially for females.

For an open-ended “What difficulties did you encounter when using TikTok?”.

Responses were categorised into several subthemes namely social engagement, data consume and network.

The issue of social engagement relates with the challenges to get their videos to appear on the For You Page (FYP), which is crucial for gaining visibility and reaching a wider audience. Respondents often felt like TikTok is a competitive space, and the algorithm seemed unpredictable at times. Additionally, Respondents admitted that their poor editing skills to create visually appealing and engaging videos make it hard to adapt to the ever-changing trends and engagement periods on TikTok.

Another issue was the amount of data TikTok consumed, which sometimes put a strain on their mobile data plan. Respondents struggled with an unstable network connection, leading to laggy video playback and difficulty in uploading content smoothly. Furthermore, the amount of data TikTok consumes can vary depending on several factors, including the duration and quality of videos watched or uploaded, as well as the frequency of app usage.

Students’ perceptions on the use of TikTok

Table 3: Location, gender and the use of TikTok for learning purposes.

		LOCATION					
		Big city		Rural area		Small City or town	
		GENDER		GENDER		GENDER	
		Female Count	Male Count	Female Count	Male Count	Female Count	Male Count
LEARNING_PURPOSE	No	2	2	1	1	4	5
	YES	12	7	12	6	68	20

The data analysis for all three locations - Big Cities, Rural Areas, and Small Cities or Towns - provided valuable insights into the prevalence of using TikTok for learning purposes among different genders. The data revealed that in Big Cities, there were 12 females and 7 males who used TikTok for learning purposes. This indicates that a significant number of individuals in Big Cities have a desire for learning and are actively engaging in educational pursuits. Moreover, in Rural Areas, there were 12 females and 6 males who utilized TikTok for learning purposes. The data indicates that there is a notable interest in learning among individuals in Rural Areas, although the count of males with learning purposes is slightly lower than females. The data also revealed a significant interest in TikTok usage for learning in Small Cities or Towns, with 68 females and 20 males actively engaged in educational pursuits. This substantial count of individuals with learning purposes highlights a strong culture of education and personal growth in these areas

Table 4: Location, gender and the use of TikTok as additional learning material.

		LOCATION					
		Big city		Rural area		Small City or town	
		GENDER		GENDER		GENDER	
		Female	Male	Female	Male	Female	Male
		Count	Count	Count	Count	Count	Count
ADDITIONAL_MATERIAL	No	2	2	3	1	15	4
	YES	12	7	10	6	57	21

This data survey highlighted the use of TikTok videos as additional learning materials in different locations and among different genders. In Small Cities or Towns, 57 females and 21 males utilized TikTok videos as supplementary resources to support their learning pursuits. This suggests that individuals in Small Cities or Towns have a positive acceptance of TikTok as a valuable tool for enhancing their learning experiences. In Rural Areas, 10 females and 6 males used TikTok as their additional learning materials, indicating that individuals in Rural Areas rely on TikTok to support their learning endeavours. Moreover, in Big Cities, 12 females and 7 males had access to additional learning materials through TikTok. Overall, it is encouraging to see that the majority of individuals in all locations have utilized TikTok as their additional learning materials, which contributes to their educational growth and development.

Table 5: Location, gender and perception of TikTok advantage in education

		LOCATION					
		Big city		Rural area		Small City or town	
		GENDER		GENDER		GENDER	
		Female	Male	Female	Male	Female	Male
		Count	Count	Count	Count	Count	Count
ADVANTAGE_EDUCATIO N	No	1	1	0	0	4	2
	YES	13	8	13	7	68	23

The data analysis highlighted the perception of educational advantages toward TikTok in different locations and among different genders. Small Cities or Towns seem to have the highest number of individuals perceiving educational advantages, followed by Big Cities and then Rural Areas. In Small Cities or Towns, 68 females and 23 males perceive educational advantages. In Big Cities, there are 13 females and 8 males who perceive educational advantages. Meanwhile, in Rural Areas, there are 13 females and 7 males who perceive educational advantages. This positive perception indicates that individuals in these locations believe they have access to valuable educational opportunities.

For an open-ended questions “What are the benefits of TikTok for learning?”.

Firstly, the diverse content on TikTok can contribute to increasing understanding, knowledge, and even English proficiency. Users can find educational videos, tutorials, and informative content on various subjects, allowing them to learn in a bite-sized and visually engaging format.

Additionally, TikTok's fun and attractive video format makes learning entertaining, capturing attention and making it easier to remember the content. The platform's short-form videos are often concise and packed with valuable information, which can be more digestible and appealing to learners.

Furthermore, TikTok has the potential to inspire and motivate users towards their studies and future careers. Engaging with educational content on TikTok can spark curiosity and enthusiasm, encouraging individuals to explore further and pursue their academic or professional aspirations.

The Relationship Between Respondent’s Location and Their TikTok Usage, Purpose For Learning, Additional Material Use, Or Perceived Educational Advantage.

Table 6: The relationship between TikTok User and Location

LOCATION * TIKTOK_USER

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.402 ^a	2	.111
Likelihood Ratio	3.989	2	.136
N of Valid Cases	140		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.43.

The results of the Pearson Chi-Square test, with a value of 4.402 and a p-value of 0.111, indicate that there is no statistically significant association between the location of a respondent and whether they use TikTok. Since the p-value is greater than the standard significance level of 0.05, we fail to reject the null hypothesis. This suggests that, within the dataset analysed, respondents' location does not have a meaningful influence on their likelihood of using TikTok. Consequently, geographical location appears not to be a determining factor in TikTok usage based on these findings

Table 7: The relationship between location and learning purpose

LOCATION * LEARNING_PURPOSE

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.292 ^a	2	.524
Likelihood Ratio	1.150	2	.563
N of Valid Cases	140		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.14.

The Pearson Chi-Square test yielded a value of 1.292 with a p-value of 0.524, which is significantly higher than the conventional significance level of 0.05. As a result, we fail to reject the null hypothesis, indicating that there is no statistically significant association between respondents' location and their use of TikTok for learning purposes. This suggests that, based on the analyzed data, geographical location does not appear to influence whether individuals use TikTok as an educational tool. Therefore, location is not a meaningful factor in determining TikTok's role in learning among respondents in this sample.

Table 8: The relationship between location and additional material

LOCATION * ADDITIONAL_MATERIAL

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.065 ^a	2	.968
Likelihood Ratio	.067	2	.967
N of Valid Cases	140		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 3.86.

The Pearson Chi-Square test produced a value of 0.065 with a p-value of 0.968, which is far greater than the standard significance level of 0.05. Given this high p-value, we fail to reject the null hypothesis, indicating no statistically significant association between respondents' location and their use of additional materials on TikTok. The results suggest that location does not influence whether individuals

use TikTok for supplementary resources, as there is no evidence to support a relationship between these variables in the dataset.

Table 9: The relationship between location and advantage education

LOCATION * ADVANTAGE_EDUCATION

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.632 ^a	2	.442
Likelihood Ratio	2.723	2	.256
N of Valid Cases	140		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.14.

The Pearson Chi-Square test yielded a value of 1.632 with a p-value of 0.442, which is greater than the standard significance level of 0.05. As a result, we fail to reject the null hypothesis, indicating that there is no statistically significant association between respondents' location and their perception of TikTok as advantageous for education. This suggests that, based on the data, geographical location does not play a meaningful role in influencing whether individuals view TikTok as beneficial for educational purposes. Therefore, location does not appear to be a relevant factor in shaping these perceptions.

The data analysis using Pearson Chi-Square tests consistently revealed no statistically significant associations between respondents' location and their use of TikTok for various educational purposes. Across all variables analyzed—whether it was general TikTok usage, use for learning purposes, engagement with additional materials, or the perception of TikTok as advantageous for education—all p-values were greater than the standard significance level of 0.05. Consequently, in each case, we fail to reject the null hypothesis.

These findings suggest that geographical location does not have a meaningful impact on respondents' use of TikTok, either as a social media platform or as an educational tool. Whether individuals use TikTok, how they engage with it for learning, and their perception of its educational value appear to be independent of where they are located. This indicates that TikTok's potential as an educational tool transcends geographical boundaries, and location is not a determining factor in shaping how individuals view or use the platform for educational purposes.

CONCLUSION

In conclusion, TikTok has become increasingly popular in recent years, with many users worldwide. Its success is due to its ability to engage with its audience through engaging and creative content. However, the app has proven to be more than a mindless entertainment source. It also has the potential to be used as a learning tool (Clarissa & Lobo, 2022; Adnan, Ramli & Ismail, 2021; Hayes et al, 2020). Content creators use the platform to create short videos that educate others on a wide range of topics, from science, math etc, cooking, and even self-help tips. This content can be informative, interesting, and even fun to watch.

One of the ways in which TikTok represents a potential for learning is its ability to distil vast amounts of information into easily digestible chunks. Users can create videos that are just 15 seconds in length, perfect for short attention spans. Due to its nature, the platform lends itself well to concise and straightforward explanations, making it an excellent platform for sharing knowledge in a way that resonates with younger people.

Another way in which TikTok remains a potential for learning is through its engagement levels. The platform not only allows users to express their creativity through creative discussions, collaborations, and feedback. Users can comment on videos, tag influencers, and share their thoughts, which opens up opportunities for dialogs and sharing knowledge.

That said, TikTok's potential as a learning tool should not be over-emphasized. Educational content on the platform is still relatively sparse, and most content is still entertainment-oriented. This lack of structured learning resources implies that the effectiveness of such content in facilitation of learning or academic pursuit is still unclear. TikTok may sharp on simplified information, and such information may get mis-circulated, leading to misinterpretation or lack of sufficient knowledge on a topic. However, the lack of a centralized educational structure implies that it potential, especially in academic learning or research, should still be appropriately monitored. Ultimately, TikTok remains a versatile social media tool that has much to offer in the realm of creative communication and education.

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ETHNO-CAREER GUIDANCE: AN ETHNOGRAPHIC STUDY OF CAREER GUIDANCE BASED ON INDIGENOUS BADUY

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ABSTRACT

Culturally sensitive career guidance is essential globally, particularly in multicultural countries like Indonesia. This ethnographic study explores the career development of the Indigenous Baduy and its implications for preserving cultural heritage and providing relevant support. Using in-depth interviews and qualitative thematic analysis with nvivo, the research identifies six key themes: (1) careers for the Baduy focus on preserving tradition and sustainability through local wisdom; (2) career choices are influenced by family and traditional roles; (3) career decisions incorporate 'wangsit' (divine inspiration), tradition, and simplicity; (4) education aligns with traditional and family structures; (5) land ownership and simplicity are viewed as success indicators; (6) the Baduy community faces both internal and external dilemmas. Effective career guidance for indigenous communities requires a deep understanding of local cultural values and integrating these into guidance practices.

Keywords: *Baduy, Career Guidance, Ethnographic, Indigenous.*

INTRODUCTION

Career development theories and models have traditionally been developed within Western contexts, focusing largely on formal education, individualism, and urban employment opportunities. However, indigenous communities, such as the Baduy in Indonesia, follow different career paths that are deeply rooted in their cultural heritage, spiritual beliefs, and subsistence economy. The Baduy, known for their strong adherence to ancestral traditions, practice occupations such as paraji (healers), pande golok (blacksmiths), penenun (weavers), and pedagang (traders), which are closely linked to their way of life. The lack of a culturally relevant career guidance model for the Baduy and similar communities creates a disconnect between mainstream career counseling frameworks and indigenous ways of life. This gap makes it difficult to apply standard career guidance principles effectively in indigenous settings, where career choices are community-driven, based on oral traditions, and rooted in spiritual beliefs (Arthur & McMahon, 2005).

The development of an ethno-career guidance framework for the Baduy community is not only essential for supporting their career aspirations but also for preserving their cultural heritage and traditional knowledge. According to McIlveen and Patton (2007), career development interventions that fail to account for the cultural and social dimensions of career choices risk alienating individuals from their cultural identity. For the Baduy, career choices are deeply intertwined with their identity, spirituality, and environmental stewardship. By integrating indigenous knowledge into career guidance, we can offer solutions that empower the Baduy to sustain their traditional way of life while adapting to broader economic changes. Moreover, this study adds to the growing body of literature on career guidance in non-Western contexts, contributing to the decolonization of career counseling practices (Reid & West, 2011). It also supports global efforts toward social justice in career guidance, as advocated by Blustein (2006).

This study explores the phenomenon of career development within the Baduy community, focusing on how traditional occupations, cultural values, and spiritual beliefs influence career paths. The Baduy community offers a unique case study for understanding how indigenous knowledge systems shape career choices, an area that remains under-researched in career development literature. The study investigates key occupational roles such as *paraji*, *pande golok*, *penenun*, and *pedagang*, examining how these roles are passed down through generations and how they align with the community's worldview and spiritual practices. The central phenomenon of this research is the intersection between cultural preservation and career development, an area that demands further exploration in the context of indigenous communities (Helms, 2015).

Career development theories such as Super's Life-span, Life-space Theory (Super, 1990) and the Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994) have predominantly focused on individual career decision-making, emphasizing self-concept and personal agency. However, these models often do not adequately address the communal and culturally embedded nature of career choices in indigenous settings. Indigenous career development requires an approach that integrates communal values, spirituality, and environmental relationships, which are often absent from conventional models (McMahon & Watson, 2010). Recent empirical studies on indigenous career development highlight the importance of acknowledging these unique dimensions. For instance, Watson et al. (2015) have shown that career guidance programs that incorporate indigenous knowledge and community involvement can foster more effective career outcomes. Despite this, there is a dearth of research focused on the Baduy community, specifically examining how their indigenous knowledge can inform career guidance models. Existing literature on indigenous career development often focuses on Native American and Australian Aboriginal communities (Peavy, 2005; Guichard, 2005), leaving a gap in understanding the Indonesian context.

The current career guidance models used in Indonesia and globally fail to adequately address the unique career development needs of the Baduy people. These models overlook the indigenous values, traditions, and knowledge systems that are central to the Baduy's career pathways. As a result, the application of conventional career guidance in indigenous communities may lead to a misalignment between external guidance and local career practices. There is a critical need for developing a culturally relevant ethno-career guidance framework that takes into account the Baduy's traditional occupations, cultural identity, and communal career decision-making processes.

The purpose of this ethnographic study is to explore and understand the career development practices within the Baduy community, focusing on how cultural values, traditional roles, and spiritual beliefs shape career choices and perceptions of success. Through this ethnographic lens, the study seeks to contribute to a deeper understanding of the Baduy community's approach to career development, ultimately informing more effective and respectful career guidance practices for indigenous peoples.

METHODS

This study adopts a qualitative ethnographic approach to explore the career development practices of the Baduy community. Ethnography allows for immersive observation and interaction with the Baduy people, enabling a deeper understanding of how traditional roles and cultural values shape career development.

Theoretical frameworks include Indigenous Knowledge Systems (IKS) and Cultural Psychology, emphasizing cultural, communal, and spiritual aspects in career development (Battiste, 2005). Super's Life-span, Life-space Theory (Super, 1990) and Savickas' Career Construction Theory (2005) further inform the understanding of how career identities are shaped by cultural and communal contexts.

The constructivist paradigm underpins this research, aligning with the belief that career choices are socially and culturally constructed (Lincoln & Guba, 1985). This paradigm emphasizes how individuals, in this case, the Baduy people, interpret their world and career pathways within their cultural context.

Ethnography and constructivism are chosen to respect the Baduy's traditional way of life. Conventional career guidance models often fail to align with the communal and spiritual aspects of indigenous career decision-making. This study aims to create an ethno-career guidance framework that is culturally relevant, considering the Baduy's subsistence-based economy, spiritual beliefs, and communal values.

Participants were purposively selected from both the Baduy Dalam (Inner Baduy) and Baduy Luar (Outer Baduy) communities to capture diverse perspectives on career development. Selection was based on their engagement in traditional occupations. Key community elders, who play a significant role in the transmission of traditional knowledge and values, were also included to provide insights into the cultural and spiritual aspects of career development.

All participants were informed of the research's purpose, and informed consent was obtained prior to participation. For the Baduy community, special attention was given to respecting their cultural protocols. Oral consent was also obtained where literacy was limited, following the guidelines for conducting research with indigenous populations. Participants were assured of confidentiality and the voluntary nature of their involvement.

Data were collected through In-depth interviews were conducted with participants engaged in traditional occupations and community leaders. These interviews explored their career choices, motivations, and the role of community and spirituality in shaping their careers.

Instruments and Devices Used for Data Collection include Audio Recorders: For recording interviews, with participants' consent; Notebooks and Digital Devices: For documenting field notes and reflexive journals; and Nvivo Software: Used for organizing, coding, and analyzing the qualitative data.

A total of 4 participants from the Baduy community were included. This comprised 2 individuals engaged in traditional occupations, and 2 elders or community leaders who oversee cultural practices and transmission of knowledge. Participants were both male and female, with ages ranging from 25 to 70.

Data were transcribed, coded, and organized using NVivo software for qualitative analysis. Audio recordings of interviews were transcribed verbatim, while field notes were digitized. Data were systematically coded to identify emerging themes and patterns related to traditional occupations, communal values, and career practices.

J. RESULT AND DISCUSSION

This ethnographic study identified six key themes that shape career development within the Baduy community, emphasizing tradition, spirituality, and simplicity. These findings highlight the complex interplay between cultural heritage, familial expectations, and modern challenges. The results have significant implications for the design and implementation of culturally appropriate career guidance for indigenous communities.

1. Preserving Tradition and Sustainability Through Local Wisdom

For the Baduy, careers are a means of sustaining traditional practices and maintaining environmental harmony. Their occupations, which include farming, weaving, and blacksmithing, are deeply rooted in

cultural wisdom and local ecosystems, aligning with their principle of sustainable living (*Ngasuh Lembur Ngasuh Guriang*). This resonates with the broader indigenous worldview, where land and livelihood are closely intertwined, and career success is measured by communal well-being rather than individual advancement (Battiste, 2005; King, 2003). The Baduy's approach contrasts sharply with Western career models that prioritize personal growth and economic mobility (Guichard, 2005).

The Baduy's career practices can be likened to the early stages of Industry 1.0, where manual labor, craftsmanship, and locally sourced resources formed the foundation of economic activities. Industry 1.0 was characterized by small-scale production and the use of human or animal power, much like the Baduy's subsistence farming and artisanal industries, such as *pande golok* (blacksmithing) and weaving. These activities emphasize not only the use of traditional techniques but also a low environmental impact, aligning them with the principles of a "green career," which focuses on sustainability, resource conservation, and ecological responsibility (Chapple, 2008).

The concept of sustainability in Baduy career development reflects indigenous career frameworks that emphasize collective responsibility, continuity, and respect for nature (Gibson, 2019). This is particularly relevant in the context of contemporary discussions around green careers, where sustainable practices in industries like agriculture and artisanal production are increasingly seen as crucial for addressing environmental concerns (Dubois & Cerutti, 2019). The Baduy's emphasis on maintaining ecological balance, using organic methods in farming, and minimizing waste aligns closely with the goals of green careers, which seek to reduce carbon footprints and promote sustainable development.

Career guidance for such communities must therefore incorporate these values, shifting away from Western notions of success that emphasize individual achievement and material wealth (Blustein, 2006). Instead, counselors should focus on fostering careers that align with cultural preservation, low-environmental impact, and environmental stewardship. This approach not only honors the Baduy's traditions but also positions their career practices within the broader global movement toward sustainability and green careers.

2. Influence of Family and Traditional Roles on Career Choices

Career choices in the Baduy community are significantly influenced by familial expectations and traditional roles. The inheritance of family roles—such as becoming a *paraji* (healer) or *pande golok* (blacksmith)—is a key aspect of their career development, reinforcing the collective nature of work in the community. Family-centered career development aligns with communal and relational approaches seen in many indigenous cultures (Thaman, 2003; McMahon, Watson, & Patton, 2015). This challenges the individual-centric paradigms prevalent in mainstream career counseling, which often fail to account for the communal context in which indigenous career decisions are made (Savickas, 2005).

The strong familial influence on career decisions can be seen as part of a broader indigenous emphasis on relational career development, where family and community interests often override personal career aspirations (Young et al., 2005). For career counselors working with indigenous populations, acknowledging the importance of familial and communal roles is crucial. Strategies should include integrating family dialogues and community consultations into the career guidance process.

A useful tool for understanding the influence of family on career choices is the career genogram, a diagram that maps out career patterns across generations within a family. Career genograms are widely used in career counseling to explore how family history, values, and occupations shape an individual's career path (Gibson, 2005). This tool helps clients visualize intergenerational career trends, such as professions passed down through the family, and the emotional influences these roles may have.

In the case of the Baduy, the use of a career genogram would highlight the strong continuity of traditional roles, as careers like farming, weaving, or blacksmithing are often inherited from parents or grandparents. The genogram would also reveal how communal identity and family heritage play a

dominant role in shaping career trajectories, making it clear that career choices are less about personal ambitions and more about fulfilling familial and cultural obligations.

However, while career genograms are a valuable tool for illustrating familial influence, they tend to focus on individual family members' career paths, which may not fully capture the collective and communal nature of career development in indigenous communities like the Baduy. The Baduy's family-centered career development involves not just familial inheritance of roles but also a deep integration of cultural and communal responsibilities. The role of the family is less about direct influence on individual careers and more about maintaining the social fabric of the community through occupational roles. Thus, a purely genogram-based analysis may overlook the broader communal dynamics that are central to Baduy career decisions.

In contrast, traditional Western models using the genogram focus on individual career paths within a family system (Gibson & Mitchell, 2008), aiming to help individuals make more autonomous choices based on self-awareness and personal aspirations. The Baduy's career system, on the other hand, emphasizes duty to the community and continuity of traditional roles, with individual preferences often subsumed under familial and cultural expectations.

For career counselors working with indigenous populations like the Baduy, it is essential to adapt tools like the career genogram to reflect collective and relational career development. This may involve extending the focus beyond the nuclear family to include the wider community and cultural traditions. Integrating family dialogues and community consultations into the career guidance process is crucial, as it aligns with the cultural values of relationality and collective well-being.

3. Incorporation of 'Wangsit' (Divine Inspiration), Tradition, and Simplicity in Career Decisions

Spirituality plays a fundamental role in shaping career decisions among the Baduy, with divine inspiration (*wangsit*) often seen as guiding individuals toward their occupational paths. This reflects the deep integration of spiritual beliefs and career choices found in many indigenous cultures, where work is often viewed as a calling rather than a personal choice (Capell, Tiberius, & Sibbald, 2018). Careers are aligned with ancestral traditions and simplicity, which are core values in the Baduy way of life. The integration of spirituality into career decision-making challenges the secular and rational approaches that dominate Western career development theories (Brown & Lent, 2013).

In contrast, cognitive factors that influence career choices in more individualistic societies often emphasize rational decision-making processes, personal interests, skills assessment, and goal setting. Cognitive career theory posits that individuals analyze their options based on personal preferences, abilities, and perceived opportunities, allowing for a more self-directed approach to career planning (Mitchell, Levin, & Krumboltz, 1999; Lent, Brown, & Hackett, 1994). This framework prioritizes conscious thought and personal agency, suggesting that individuals should evaluate their skills and interests to make informed career decisions.

The Baduy's reliance on spiritual guidance and tradition starkly contrasts this cognitive approach. For the Baduy, *wangsit* serves as a form of non-cognitive guidance, where decisions are less about analyzing options and more about fulfilling spiritual and cultural obligations. This aligns with a broader indigenous perspective that often prioritizes communal and spiritual considerations over individual cognitive evaluations (Pérez & Gunter, 2018). The spiritual path, guided by ancestral wisdom, is viewed as more definitive than personal reasoning, creating a divergence from Western cognitive career frameworks.

While cognitive theories suggest that individuals weigh options and outcomes, the Baduy perspective indicates that career paths are not merely a product of rational choice but are deeply embedded in spiritual, cultural, and communal contexts (Ratts et al., 2016). This presents a significant contrast: cognitive factors may empower individuals to pursue careers aligned with personal goals, while in the Baduy community, the career path is often predetermined by spiritual insights and traditional roles.

For effective career guidance models within indigenous communities, it is essential to acknowledge these differences. Career counselors must integrate cognitive strategies that encourage self-reflection and personal exploration while simultaneously respecting and incorporating the role of spirituality and tradition in decision-making. This dual approach can enhance the relevance and effectiveness of career counseling for individuals who navigate both personal aspirations and communal expectations (Fouad & Guillen, 2016). Career guidance models for indigenous communities must therefore account for spiritual beliefs and traditional practices as central components of career decision-making. This aligns with research that highlights the importance of understanding the role of spirituality in indigenous career development (Peavy, 2005). Career counselors should approach their work with cultural humility, recognizing that indigenous clients may draw on spiritual guidance and community traditions to inform their career paths (Hartung, Savickas, & Walsh, 2015).

4. Alignment of Education with Traditional and Family Structures

Education in the Baduy community is largely informal and family-based, with knowledge passed down through generations within the family and community. This traditional education focuses on practical skills needed for subsistence and cultural survival, contrasting with the formal education systems found in modern career development models. Indigenous career education, as seen in the Baduy, emphasizes the transmission of cultural knowledge and skills over formal qualifications (McMahon & Tatham, 2008).

In addition to family-based learning, other influential factors contribute to this educational alignment. One significant factor is the role of communal knowledge-sharing practices, where learning occurs through participation in communal activities such as farming, weaving, and crafting. This approach fosters a strong sense of belonging and responsibility among community members, reinforcing the idea that education is a communal endeavor rather than an individual pursuit (Gibson, 2019).

Another important factor is the cultural significance placed on oral traditions and storytelling as methods of education. Stories carry moral lessons, historical context, and cultural values that are essential for the identity of the Baduy people. This method of learning supports not only skill acquisition but also the preservation of cultural heritage (Gonzalez, 2014).

Moreover, the influence of spirituality is significant, as educational practices often intertwine with spiritual teachings. The belief that education is a holistic process, integrating mind, body, and spirit, reflects the indigenous worldview that education is not merely for economic gain but for the enrichment of the whole person and the community (Peavy, 2005).

This approach aligns with the indigenous perspective that education is a lifelong process rooted in cultural practice, rather than a pathway to external economic advancement (Battiste, 2013). For the Baduy, career education is not about accessing modern institutions but about maintaining the skills necessary for sustaining the community and its traditions. Furthermore, the alignment of education with traditional and family structures serves to prepare younger generations for their roles within the community. This preparation ensures continuity of cultural practices, which is essential for the community's identity and cohesion. Career guidance models should, therefore, align with these values, recognizing that career education in indigenous contexts may prioritize traditional learning methods over formal schooling (Hodgson-Smith, 2000).

By acknowledging and incorporating these various influential factors, career guidance can be more effective in supporting the educational and career development needs of the Baduy community.

5. Land Ownership and Simplicity as Success Indicators

In the Baduy worldview, land ownership and simplicity are primary indicators of success. The Baduy measure success not by wealth accumulation or social status but by their ability to maintain their land

and live in harmony with nature. This concept of success contrasts with modern career models that often equate success with economic prosperity and upward mobility (Guichard, 2005). For the Baduy, success is about sustaining the community and preserving cultural heritage, values that resonate with the indigenous career development paradigm focused on communal well-being and sustainability (Blustein, 2011).

The Baduy's focus on land and simplicity challenges the assumptions of Western career development theories, which prioritize material gain and career progression. Instead, indigenous career success is tied to cultural and ecological stewardship (Smith, 1999). In many Western contexts, career success is often measured by salary, job title, and professional achievements, reflecting an individualistic approach that values personal accomplishment and competitive advancement (Savickas, 2005). Conversely, for the Baduy, the measure of success is deeply rooted in cultural identity and environmental stewardship, where the health of the land and community well-being takes precedence over individual achievements.

Another influential factor in the Baduy's success indicators is the community's emphasis on relationality and interdependence. Success is not viewed in isolation; it is tied to the collective well-being of the community, reflecting a communal responsibility to care for one another and the environment (Pérez & Gunter, 2018). This contrasts with the often competitive nature of modern career landscapes, where individual success can sometimes come at the expense of others.

Moreover, the Baduy's sustainable practices also emphasize resilience and adaptability in the face of environmental challenges. Success, therefore, is not just about maintaining current practices but also about being able to pass down these values and skills to future generations, ensuring the community's long-term survival and cultural continuity (Battiste, 2013). This long-term perspective on success differs from contemporary views that may prioritize immediate gains or achievements.

Effective career guidance for the Baduy must thus redefine success in culturally appropriate terms, integrating traditional values such as land stewardship and communal living into the guidance framework (Young et al., 2005). By acknowledging these diverse success indicators and their foundational role in the Baduy community, career counseling can better align with the values and aspirations of indigenous populations.

6. Internal and External Dilemmas Faced by the Baduy Community

The Baduy community faces internal tensions between preserving traditional values and adapting to external pressures from modernity, including tourism, market economies, and government policies. These external forces present dilemmas for the younger generation, who may be drawn to modern careers that offer economic benefits but threaten the integrity of traditional lifestyles. This tension mirrors the broader challenge faced by many indigenous communities, where globalization and external influences disrupt traditional ways of life (Wotherspoon & Satzewich, 2000).

In contrast, many modern career paths emphasize flexibility and adaptability, reflecting a rapidly changing job market that values innovation and technological skills. This often leads individuals in contemporary societies to pursue career opportunities based on potential economic gain rather than cultural alignment. For the Baduy, however, the allure of modern careers can create a conflict between the desire for personal advancement and the responsibility to uphold communal traditions and ecological stewardship.

Internally, the Baduy face generational conflicts over whether to maintain strict adherence to tradition or adapt to new opportunities presented by the modern world. While older generations may prioritize the preservation of customs and practices as essential for community identity, younger members may see adaptation as necessary for survival in a changing economic landscape. This generational divide underscores the complexity of cultural transmission and adaptation within the community (Battiste, 2013).

Moreover, the influence of external pressures such as tourism can further complicate these dilemmas. While tourism can bring economic benefits, it often commodifies cultural practices, leading to a dilution of authentic traditions and a potential loss of cultural identity (Cohen, 1988). This creates an additional layer of tension, as community members must navigate the fine line between benefiting from tourism and preserving the integrity of their cultural practices.

Career counselors working with indigenous communities must be sensitive to these internal and external pressures, offering guidance that helps individuals navigate these competing demands while maintaining cultural integrity (McMahon & Patton, 2006). This involves balancing respect for traditional values with the realities of a changing world, an approach that emphasizes both cultural preservation and adaptability.

Additionally, the role of community leaders and elders is crucial in mediating these dilemmas. Their guidance can help bridge the gap between tradition and modernity, fostering dialogues that encourage younger generations to find innovative ways to integrate traditional practices with contemporary career opportunities. By leveraging the wisdom of elders and the aspirations of youth, the Baduy community can navigate the complexities of modern life while remaining rooted in their cultural identity.

CONCLUSION

This study highlights the unique career development framework of the Baduy community, emphasizing the importance of cultural values, traditional practices, and spiritual beliefs in shaping career choices. The findings reveal that career success for the Baduy is defined not by individual achievement or material wealth, but by the community's well-being, land stewardship, and adherence to traditional lifestyles. The internal and external dilemmas faced by the Baduy, particularly the tension between maintaining cultural integrity and adapting to modern pressures, underscore the need for culturally sensitive career guidance that honors indigenous perspectives.

To address these challenges, the following recommendations are proposed (1) Career counselors working with indigenous communities should develop frameworks that integrate traditional values, cultural heritage, and community needs. This includes training counselors to understand and respect the cultural context of their clients, ensuring that guidance aligns with the community's identity and aspirations; (2) Engaging community leaders and elders in the career guidance process can provide valuable insights and foster intergenerational dialogue. Their participation can bridge the gap between traditional practices and modern career opportunities, helping younger generations navigate their choices without losing sight of their cultural roots; (3) Continued research on the career development needs of indigenous communities is vital. Collaborative efforts between academic institutions, local organizations, and indigenous communities can lead to a deeper understanding of these dynamics and the development of effective interventions. By implementing these recommendations, career guidance practices can become more inclusive and effective, supporting the Baduy community in navigating the complexities of modern life while honoring their rich cultural heritage.

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INTERVENSI AMALAN GAYA HIDUP SIHAT DALAM KALANGAN MURID-MURID SEKOLAH RENDAH

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ABSTRAK

Kajian ini bertujuan untuk menilai keberkesanan intervensi amalan gaya hidup sihat dalam kalangan murid sekolah rendah. Kajian telah melibatkan 100 orang murid dari tiga sekolah rendah. Metodologi kajian merangkumi sesi sumbang saran, analisis masalah, dan pemilihan intervensi yang sesuai, diikuti dengan pengumpulan data menggunakan soal selidik pre dan post intervensi. Hasil kajian dianalisis menggunakan ujian statistik t-paired. Hasilnya, kajian menunjukkan peningkatan signifikan dalam kesedaran dan amalan gaya hidup sihat dalam kalangan murid selepas intervensi dijalankan ($p < 0.05$). Dapatan kajian mencadangkan intervensi ini dapat diterapkan secara meluas di sekolah-sekolah untuk meningkatkan kesihatan kanak-kanak.

Kata kunci: *Malaysia sihat sejahtera, sekolah rendah, kesihatan, intervensi*

PENGENALAN

Kunci utama kepada kesejahteraan manusia ialah kesihatan. Masyarakat yang sihat pastinya dapat memainkan peranan aktif terhadap pembangunan agama, bangsa dan negara. Pertubuhan Kesihatan Sedunia (WHO, 1948) mendefinisikan kesihatan sebagai suatu keadaan fizikal, minda dan sosial yang sihat, cergas, cerdas serta bebas dari sebarang penyakit. Definisi ini menegaskan bahawa status kesihatan ditunjangi oleh faktor fizikal, mental dan sosial yang sihat, berfungsi, cergas serta tidak diancam oleh sebarang penyakit yang boleh memudaratkan manusia. Keperluan menjaga kesihatan dan mengamalkan amalan gaya hidup sihat kini adalah satu keperluan yang perlu dititikberatkan sejak dari sekolah rendah lagi. Kementerian Kesihatan mendedahkan Malaysia kini menduduki tempat kedua tertinggi bagi obesiti dalam kalangan kanak-kanak dan remaja di Asia Tenggara. Hasil Kajian Kesihatan dan Morbiditi Kebangsaan (NHMS) menunjukkan peningkatan prevalen berat badan berlebihan dan obesiti dalam kalangan kanak-kanak berumur 13 hingga 17 tahun daripada 24.6 peratus pada 2012 kepada 30.5 peratus pada 2022 (sumber daripada Utusan Online).

Tuntasnya, kepentingan amalan gaya hidup sihat dalam kalangan kanak-kanak telah diketahui umum. Amalan gaya hidup sihat membantu dalam mencegah pelbagai penyakit kronik seperti obesiti, diabetes, dan penyakit jantung, serta meningkatkan kualiti hidup keseluruhan. Menurut laporan Kementerian Kesihatan Malaysia (2023), prevalensi obesiti dalam kalangan kanak-kanak meningkat sebanyak 20% dalam dekad yang lalu. Kanak-kanak yang mengamalkan gaya hidup sihat akan lebih cenderung untuk menjadi individu dewasa yang sihat, namun masih terdapat banyak cabaran dalam memupuk amalan ini di sekolah rendah. Kajian ini bertujuan untuk menilai keberkesanan intervensi amalan gaya hidup sihat dalam meningkatkan kesedaran dan amalan sihat dalam kalangan murid-murid sekolah rendah.

Permasalahan Kajian

Walaupun umum mengetahui kepentingan mengamalkan gaya hidup sihat, namun tahap kesedaran dan amalan murid sekolah rendah masih rendah dalam aspek ini. Faktor-faktor seperti kurangnya pengetahuan, sikap negatif terhadap aktiviti fizikal, dan ketersediaan makanan tidak sihat di kantin sekolah menyumbang kepada masalah ini. Oleh itu, kajian ini dijalankan untuk mengenal pasti keberkesanan program intervensi dalam meningkatkan amalan gaya hidup sihat dalam kalangan murid sekolah rendah.

Objektif Kajian

Objektif kajian ini adalah untuk:

1. Menilai tahap kesedaran murid sekolah rendah terhadap amalan gaya hidup sihat sebelum dan selepas intervensi.
2. Menilai perubahan dalam amalan gaya hidup sihat dalam kalangan murid sekolah rendah selepas intervensi.
3. Mengkaji keberkesanan intervensi dalam meningkatkan pengetahuan dan sikap murid terhadap gaya hidup sihat.

Soalan Kajian

1. Adakah intervensi amalan gaya hidup sihat meningkatkan kesedaran murid sekolah rendah terhadap kepentingan gaya hidup sihat?
2. Adakah terdapat perubahan signifikan dalam amalan gaya hidup sihat murid sekolah rendah selepas intervensi dijalankan?
3. Bagaimana keberkesanan intervensi ini dalam mengubah pengetahuan dan sikap murid terhadap gaya hidup sihat?

Kepentingan Kajian

Dapatan kajian ini membantu warga sekolah meningkatkan pengetahuan, amalan dan tingkah laku yang sihat dalam kalangan murid khasnya dalam mewujudkan iklim sekolah yang sihat di samping melahirkan generasi Malaysia sihat sepanjang hayat.

METODOLOGI

Kajian ini menggunakan pendekatan kuantitatif dan kualitatif. Sebanyak 100 murid dari tiga sekolah rendah dipilih secara rawak untuk menyertai kajian ini. Proses kajian terdiri daripada tiga fasa utama:

1. **Sesi Sumbang Saran:** Melibatkan pentadbir sekolah dan penyelaras unit Hal Ehwal Murid (HEM) untuk mengenalpasti masalah utama berkaitan murid di sekolah rendah.
2. **Analisis Masalah:** Murid-murid diminta untuk mengisi soal selidik pre-intervensi untuk menilai pengetahuan, sikap, dan amalan mereka terhadap gaya hidup sihat.
3. **Intervensi:** Program intervensi dijalankan selama tujuh minggu yang melibatkan aktiviti fizikal, ceramah kesihatan, dan kempen pemakanan sihat.

Data dikumpulkan menggunakan soal selidik pre dan post intervensi yang diadaptasi daripada kajian sebelumnya (Smith et al., 2020). Data dianalisis menggunakan ujian statistik t-paired untuk menentukan keberkesanan intervensi.

Pre & Post / Soal Selidik

Untuk menilai keberkesanan projek ini, maka pre dan post soal selidik telah dijalankan dengan menggunakan pensampelan rawak. Berikut adalah senarai semak soal selidik pre dan post serta kad explore aktiviti kecergasan dan kesihatan yang perlu mereka selesaikan di 5 stesen Karnival.

Jadual 1: Senarai Semak Pre Dan Post

BIL	PEMERHATIAN	YA	TIDAK
1	Saya bersenam sekurang-kurangnya 2 x seminggu.		
2	Saya suka makan sayur.		
3	Saya suka makan makanan ringan.		
4	Saya akan sihat jika saya bersenam.		
5	Saya berasa yakin dengan diri saya.		

Jadual 2: Kad Explorace Aktiviti Kecergasan Dan Kesihatan

CHECK POINT	AKTIVITI	SELESAI	BELUM
Fit On Tuesday	Senam Sihat		
Check Point 1	Roda Wellness (Kuiz Kesihatan bertemakan pemakanan sihat, aktiviti fizikal dan kecerdasan minda)		
Check Point 2	Teng- Teng (Amalan gaya hidup sihat dan amalan gaya tidak sihat)		
Check Point 3	Giant Puzzle (Menguji pengetahuan mengenai 7 langkah basuh tangan)		
Check Point 4	Obstacle Pool (Menguji pengetahuan tentang pemakanan sihat dengan cara yang lebih menyeronokan)		
Check Point 5	Wellness Dart (Aktiviti meningkatkan daya fokus peserta dengan cara bermain dart berunsur kesihatan)		

DAPATAN DAN PERBINCANGAN KAJIAN

Penyataan Masalah – Sumbang Saran

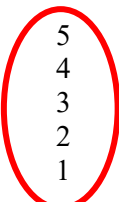
Hasil sumbang saran diperoleh melalui sesi mesyuarat dalam kalangan Pentadbir Sekolah bersama Penyelaras setiap unit Hal Ehwal Murid (HEM) dan mengemukakan enam isu utama berkaitan murid iaitu masalah vape (PPdA), kehadiran (APDM), kecergasan / berlebihan berat badan (Kesihatan), menangani stress (B&K), kawalan disiplin (Unit Disiplin) dan kebersihan tandas (3K). Dapatan tersebut dipaparkan melalui jadual di bawah.

Jadual 3: Sumbang Saran Mengenal Pasti Masalah

Bil	Senarai Masalah HEM	Unit HEM
1.	Peratus Kehadiran Murid Rendah	APDM
2.	Disiplin Murid	Disiplin
3.	Pengurusan Fail	Setiausaha HEM
4.	Berat Badan / Kecergasan	3K (Kesihatan)
5.	Vape	PPDa
6.	Kebersihan Tandas	3K (Kebersihan)

Setiap Penyelaras di unit HEM telah menyenaraikan enam masalah utama yang perlu diberikan perhatian Enam isu utama ini telah dibuat undian sekali lagi untuk menentukan masalah mana yang paling kritikal dan tahap penyelesaian mengikut matriks ranking.

Menggunakan Skala Likert :

1 – Amat Rendah	5	
2 – Rendah	4	
3 – Sederhana	3	
4 – Tinggi	2	
5 – Amat Tinggi	1	

Digunakan untuk kriteria pemilihan no 1
(Disongsangkan nilai)

Jadual 4: Matriks Keputusan

Bil	Masalah	Tahap Kritikal	Tahap Penyelesaian
1.	Peratus Kehadiran Murid Rendah	3	3
2.	Disiplin Murid	3	3
3.	Pengurusan Fail	1	5
4.	Berat Badan Berlebihn / Kecergasan	4	2
5.	Vape	2	4
6.	Kebersihan Tandas	3	3

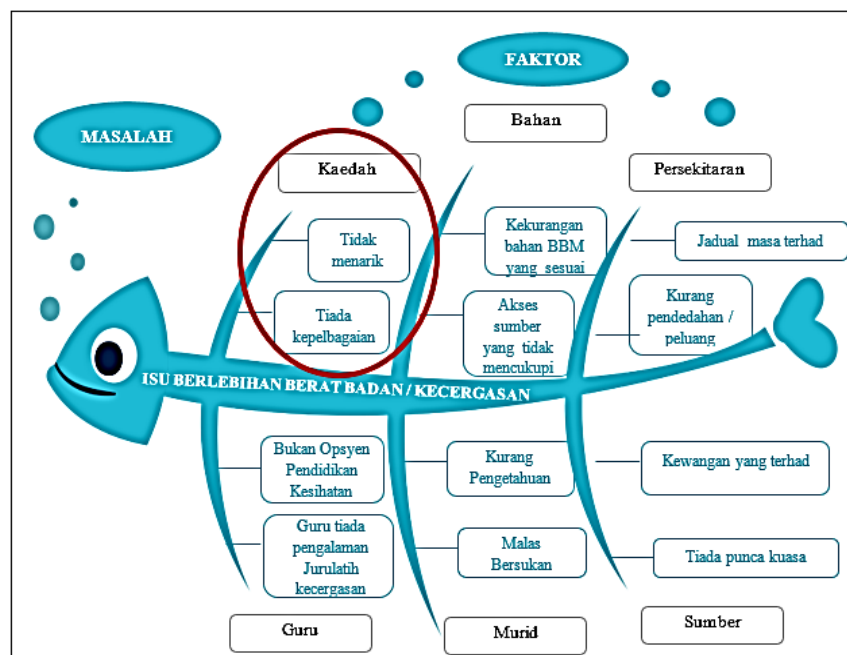
Setelah dianalisis Matriks ranking hasil daripada cadangan masalah-masalah yang diutarakan oleh penyelaras, permasalahan mengikut keutamaan disenaraikan.

Jadual 5: Senarai Permasalahan Mengikut Keutamaan

Ranking	Permasalahan
1	Berat Badan berlebihan / Kecergasan
2	Peratus Kehadiran Murid Rendah
3	Disiplin Murid
4	Kebersihan Tandas
5	Vape
6	Pengurusan Fail

Hasil matriks ranking menunjukkan isu berat badan berlebihan / kecergasan merupakan isu yang utama dan secara realistik boleh dijalankan intervensi dalam tempoh dua bulan. Justeru, kajian memilih isu berlebihan berat badan / kecergasan sebagai projek intervensi.

Mengenalpasti Punca Masalah – Kaedah Ishikawa Fish Bone



Rajah 1: Kaedah Ishikawa Fish Bone

Rajah 1 menunjukkan kaedah yang digunakan untuk mengenal pasti punca masalah kepada isu berlebihan berat badan / kecergasan dalam kalangan murid-murid. Faktor-faktor utama yang dikenalpasti ini hasil daripada pemerhatian yang telah dijalankan. Di antara faktor utama masalah ialah kaedah, bahan, persekitaran, guru, murid dan autonomi. Kajian ini memilih faktor kaedah sebagai punca permasalahan projek. Hasil pemerhatian mendapati kaedah yang digunakan dalam menyampaikan maklumat atau aktiviti kecergasan kepada murid dilihat tidak menarik dan tidak pelbagai. Aktiviti di dalam bilik darjah yang hanya melibatkan *chalk and talk* tidak menarik perhatian murid.

Analisis SWOT

Analisis SWOT dilakukan untuk mengenal pasti kekuatan, kelemahan, peluang, dan ancaman dalam pelaksanaan intervensi ini:

- **Kekuatan:** Sokongan daripada pihak sekolah dan guru-guru, program intervensi yang komprehensif.
- **Kelemahan:** Tempoh intervensi yang singkat, keterbatasan sumber dan fasiliti.
- **Peluang:** Kesedaran yang semakin meningkat tentang pentingnya gaya hidup sihat, kerjasama dengan pakar kesihatan.
- **Ancaman:** Ketersediaan makanan tidak sihat di persekitaran luar sekolah, sikap acuh tak acuh daripada sesetengah murid.

KEKUATAN / STRENGTHS (S)	KELEMAHAN / WEAKNESS (W)
S1. Terdapat 1 orang Jurulatih Utama HePiLI yang terlatih dan berpengalaman.	W1. Dewan terbuka belum siap sepenuhnya (tempat).
S2. Terdapat 1 Pegawai Teknikal Lompat Tali Kebangsaan.	W2. Masalah kewangan.
S3. Guru Besar menyokong projek kemenjadian murid.	W3. Tiada guru Opsyen Pendidikan Kesihatan.
S4. Kerjasama guru-guru sangat baik.	
PELUANG/ OPPORTUNITIES (O)	ANCAMAN / THREATS (T)
O1. Jaringan dan Jalinan yang baik dengan pihak JKN dan PKD.	T1. 25% murid berlebihan berat badan.
O2. Kelab Dr Muda di peringkat daerah dan negeri.	T2. Gaya hidup sihat tidak dijadikan sebagai amalan dalam kehidupan.
O3. Sokongan kewangan daripada PIBG.	T3. Ibu bapa kurang memotivasikan anak ke arah gaya hidup sihat.

Rajah 2: Kaedah SWOT

Kajian menggunakan Strategi (S1 + O1 + T2) sebagai kekuatan untuk merebut peluang dan mengatasi ancaman. Hasil daripada strategi yang telah dipilih, langkah seterusnya adalah cadangan intervensi projek.

<p>S1. Terdapat 1 orang Jurulatih Utama HePiLI yang terlatih dan berpengalaman.</p> <p>O1. Jaringan dan Jalinan yang baik dengan pihak JKN dan PKD Jasin.</p> <p>T2. Gaya hidup sihat tidak dijadikan sebagai amalan dalam kehidupan.</p>
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Kesimpulannya, kajian menggunakan kekuatan Jurulatih Utama HePiLi di sekolah dengan peluang jaringan bersama pihak Jabatan Kesihatan Negeri (JKN) dan Pejabat Kesihatan Daerah (PKD) untuk meningkatkan amalan gaya hidup sihat dalam kalangan murid.

Cadangan Intervensi

Pemilihan projek intervensi adalah berdasarkan kaedah analisis S.W.O.T. Disenaraikan strategi dan beberapa alternatif intervensi projek berdasarkan pernyataan masalah yang telah dikemukakan.

Strategi: Meningkatkan amalan gaya hidup sihat dalam kalangan murid yang diketuai oleh Jurulatih Utama HePiLI dengan sokongan jaringan JKN dan PKD.

Jadual 6: Cadangan Aktiviti Mengikut Matrik Ranking

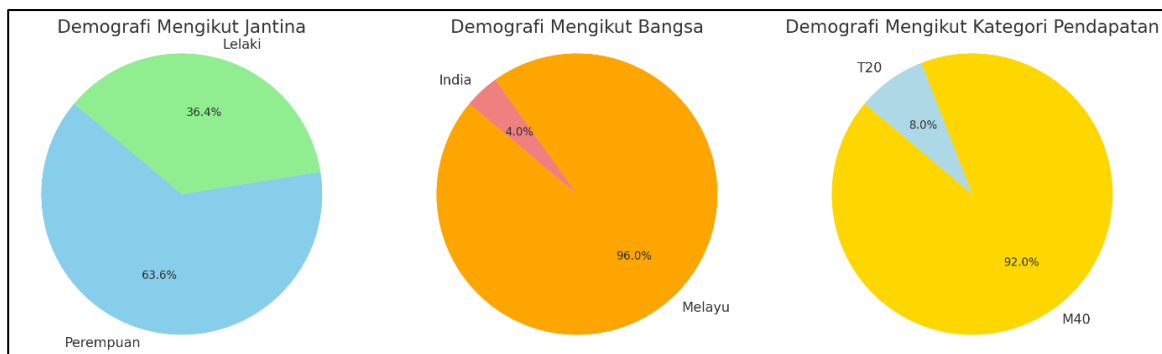
Strategi/ Program	Kos	Masa	Penerimaan	Kepakaran	Kemudahan	Jumlah Skor
Strategi 1: Projek Kembara Bulan Malaysia Sihat Sejahtera	Sumbangan Kementerian Kesihatan Malaysia (KKM) dan Pejabat Kesihatan Daerah (PKD)	Setiap hari Selasa iaitu 7 Hari Selasa selama 2 bulan (bulan September dan Oktober)	Guru dan murid	Jurulatih Utama HePiLI Kelab Doktor Muda	Dewan Sekolah	5
Strategi 2: Aktiviti 5 Minit Bersama Doktor Muda	Tiada	Setiap hari Isnin semasa perhimpunan rasmi, iaitu 7 Hari Isnin selama 2 bulan (bulan September dan Oktober)	Guru dan murid	Kelab Doktor Muda	Dewan Sekolah	4
Strategi 3: Mewujudkan sudut kesihatan di kantin	RM 150 Bahan BBM	Murid boleh membaca info di sudut kesihatan di kantin pada waktu rehat.	Guru dan murid	Kelab Doktor Muda	Kantin Sekolah	3
Strategi 4: Kelas Angkat Dr Muda	RM 150 Bahan BBM	Dr Muda akan membimbing murid pada waktu pagi sebelum PdP mengenai kesihatan di kelas-kelas yang telah ditetapkan.	Guru dan murid	Kelab Doktor Muda	Kelas	2

Kaedah Intervensi: Kaedah yang digunakan ialah senamrobik *Fit On Tuesday* yang diadakan pada setiap hari Selasa, Usahasama dengan Kementerian Kesihatan Malaysia dalam Karnival *Wellness On Wheel* yang merangkumi lima aktiviti kecergasan dan Penganjuran Pertandingan *Jump Rope Challenge* Peringkat Negeri.

Demografi Responden

Jumlah responden dalam kajian ini adalah 100 orang (N=100). Analisis demografi merangkumi jantina, bangsa, dan kategori pendapatan keluarga responden. Berikut dipaparkan carta 1 demografi responden

Carta 1: Demografi Responden

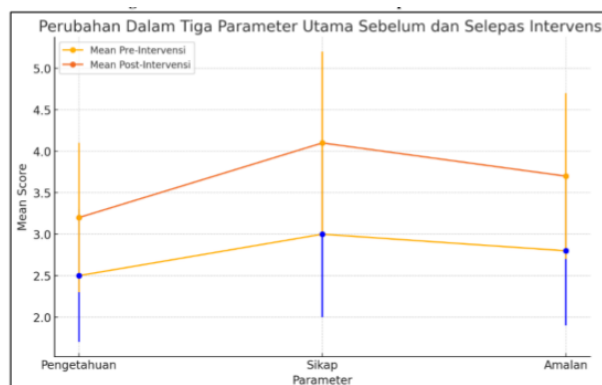


Dapatan kajian ini merangkumi keseluruhan aspek demografi responden (N=100). Daripada responden ini, 63 orang (63%) murid perempuan dan 36 orang (36%) adalah murid lelaki. Ini menunjukkan terdapat lebih ramai murid perempuan berbanding murid lelaki dalam kajian ini. Majoriti murid adalah berbangsa Melayu 96 orang (96%) dan bangsa India seramai 4 orang (4%). Kebanyakan murid adalah daripada kategori M40 seramai 92 orang (92%) dan 8 orang (8%) daripada keluarga T20. Majoriti responden datang dari keluarga dalam kategori M40, dengan hanya sebilangan kecil daripada kategori T20. Kesimpulannya, data demografi menunjukkan bahawa responden dalam kajian ini adalah majoritinya murid perempuan, berbangsa Melayu, dan berasal dari keluarga dalam kategori pendapatan sederhana (M40). Bilangan murid lelaki dan murid daripada bangsa India serta kategori pendapatan tinggi (T20) adalah kecil.

Perbandingan perubahan dalam tiga parameter utama sebelum dan selepas intervensi

Kajian ini ingin melihat keberkesanan intervensi dalam meningkatkan pengetahuan, sikap dan amalan murid terhadap gaya hidup sihat. Jadual 7 dan Rajah 3 memaparkan perbandingan tiga parameter utama sebelum dan selepas intervensi iaitu pengetahuan, sikap dan amalan.

Jadual 7: Perubahan dalam Tiga Parameter Utama Sebelum dan Selepas Intervensi



Parameter	Min Pra-Intervensi	Min Pasca-Intervensi	Sisihan Piawai Pra-Intervensi	Sisihan Piawai Pasca-Intervensi	Nilai t	Nilai p
Pengetahuan	2.5	3.2	0.8	0.9	3.42	0.04
Sikap	3.0	4.1	1.0	1.1	4.15	0.01
Amalan	2.8	3.7	0.9	1.0	3.98	0.01

Rajah 3: Perubahan dalam Tiga Parameter Utama Sebelum dan Selepas Intervensi

Dapatan kajian menunjukkan peningkatan signifikan dalam kesedaran dan amalan gaya hidup sihat dalam kalangan murid selepas intervensi dijalankan. Analisis data pre dan post intervensi menggunakan ujian statistik t-paired menunjukkan peningkatan yang signifikan dalam pengetahuan ($M=2.5$, $SD=0.8$, $t=3.42$, $p<0.05$), sikap ($M=3.0$, $SD=1.0$, $t=4.15$, $p<0.01$), dan amalan ($M=2.8$, $SD=0.9$, $t=3.98$, $p<0.01$) gaya hidup sihat. Konklusinya, Murid-murid menunjukkan peningkatan dalam frekuensi aktiviti fizikal dan pemilihan makanan yang lebih sihat selepas program intervensi.

PERBINCANGAN

Intervensi gaya hidup sihat yang dilaksanakan di sekolah rendah ini telah membawa pelbagai kelebihan yang signifikan kepada murid-murid. Kajian ini berjaya mencipta komuniti sekolah yang mengutamakan gaya hidup sihat. Melalui kesedaran dan usaha bersama, telah terbentuk sebuah komuniti yang prihatin akan kesihatan dan kesejahteraan. Kerjasama dengan agensi luar telah membuka peluang yang bermanfaat dan memberi nilai tambah kepada pihak sekolah. Hubungan yang terjalin dengan agensi luar membantu sekolah meningkatkan kualiti program-program dan sumber daya yang disediakan.

Seterusnya, dengan menjadikan hari Selasa sebagai hari aktiviti kecergasan, kajian ini telah memberikan struktur kepada program kecergasan sekolah. Ini membantu memfokuskan usaha dan menyemarakkan semangat pelajar dan guru untuk berpartisipasi secara konsisten. Peningkatan kehadiran murid pada hari Selasa adalah satu pencapaian yang sangat positif. Ini dapat dilihat melalui peningkatan dalam angka kehadiran murid, yang jelas menunjukkan bahawa kajian ini telah menjadi sumber inspirasi yang kuat.

Selain itu, projek ini berjaya mengintegrasikan budaya bersenam ke dalam kehidupan seharian murid-murid. Signifikannya, mereka memahami pentingnya senaman dalam gaya hidup mereka dan berusaha untuk menjadikannya kebiasaan. Kajian ini juga telah meningkatkan kesedaran dan pemahaman murid-murid mengenai amalan gaya hidup sihat dan aktif. Mereka kini lebih memahami bahawa pemakanan seimbang dan senaman adalah aspek penting dalam hidup sehat.

Selanjutnya, kajian ini memberikan peluang untuk mengilap bakat murid dalam senamrobik, membantu mereka mengembangkan kemahiran pergerakan. Meningkatkan koordinasi kaki, tangan dan mata murid serta meningkatkan keyakinan dalam persembahan mereka. Potensi diri murid semakin menonjol, dengan penampilan yang lebih sihat dan aktif, serta peningkatan rasa keyakinan dalam diri mereka.

CADANGAN DAN KESIMPULAN

Kajian ini mendapati intervensi amalan gaya hidup sihat berkesan dalam meningkatkan kesedaran dan amalan gaya hidup sihat dalam kalangan murid sekolah rendah. Hasil kajian menunjukkan peningkatan signifikan dalam pengetahuan, sikap, dan amalan murid-murid terhadap gaya hidup sihat selepas intervensi dijalankan. Intervensi ini dapat diterapkan di sekolah-sekolah lain untuk meningkatkan kesihatan kanak-kanak secara keseluruhan. Kajian lanjut disarankan untuk menilai keberkesanan jangka panjang intervensi ini dan meneroka faktor-faktor lain yang mungkin mempengaruhi keberkesanan

program ini. Cadangan untuk pelaksanaan masa depan termasuk penglibatan lebih besar daripada pihak ibu bapa dan komuniti dalam usaha mempromosikan gaya hidup sihat dalam kalangan kanak-kanak.

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CONSUMER KNOWLEDGE AND AWARENESS: ITS EFFECT ON STUDENTS' PERCEPTIONS OF COUNTERFEIT SPORTS PRODUCTS

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ABSTRACT

The proliferation of counterfeit goods in the sports industry presents a significant challenge, especially where consumers need help to differentiate between authentic and counterfeit products. This study explores how students' perceptions of counterfeit sports products influence their purchasing intentions within educational settings. A quantitative survey was conducted with 150 undergraduate students from public universities, selected via simple random sampling. The analysis used Pearson correlation and regression techniques to examine relationships between perception factors and purchasing intentions. Results indicate a weak but significant relationship between attention and purchasing intentions ($r=.264$, $p=.001$), a strong and significant relationship between positive attitude and purchasing intentions ($r=.686$, $p=.001$), and an insignificant relationship for utilitarian gratification ($r=.091$, $p=.269$). The regression model showed that perceptions explained 48.9% ($R^2 = .489$) of the variance in purchasing intentions for counterfeit sports products. This highlights that while perceptions are influential, other unexplored factors also impact students' purchasing decisions. Marketers should emphasize authenticity and transparency through these findings to foster consumer trust and deter counterfeit purchases.

Keywords: Counterfeit Sports Products, Perceived Behavioral Control, Attitude, Price-Quality Inference, Purchasing Intentions

INTRODUCTION

Visi Sukan Negara 2030 (VSN2030) is a comprehensive plan aimed at advancing Malaysia's sports sector over the next decade. It emphasizes inclusivity, community involvement, and excellence in sports, targeting a broad range of stakeholders from grassroots participants to elite athletes. The plan aims to transform Malaysia into an international sports hub, emphasizing both professional development and widespread sports participation. The VSN2030's focus on developing high standards and ensuring the integrity of sports can indirectly help combat the proliferation of counterfeit products. By promoting quality assurance and working with legitimate manufacturers and suppliers, the initiative aims to safeguard consumers against low-quality and potentially harmful counterfeit goods.

The growing number of counterfeit goods in the global marketplace poses a serious challenge, particularly in the sports industry, where consumers may blur the distinction between real and counterfeit goods (Staake, Thiesse, & Fleisch, 2009). Counterfeit sports products have been more accessible and affordable in recent years, because of advances in e-commerce and the rise of online marketplaces (Bian, Wang, Smith, and Yannopoulou, 2016). This tendency has had a particular influence on the educational sector, as students, who frequently have limited budgets, may be more likely to purchase counterfeit sports equipment since they are less expensive than real ones (Wilcox, Kim, & Sen, 2009).

Understanding students' perceptions of counterfeit sports products is vital as it can significantly affect their purchasing choices and behaviors. Perception in this context comprises opinions toward the ethical implications, quality, and worth of counterfeit goods (Phau & Teah, 2009). Under research, students' attitudes about counterfeit items are influenced by a variety of factors, including perceived benefits, social effects, and moral considerations (Ha & Lennon, 2006; Penz & Stöttinger, 2005). For example, Bian and Veloutsou (2007) discovered that the perceived functional and financial benefits of counterfeit products frequently exceed ethical concerns among younger consumers.

The purpose of this study is to examine students' perceptions of counterfeit sports products and how they influence purchasing intentions in educational contexts. This study aims to shed light on the underlying motivations and attitudes that shape consumer behavior in this group by investigating the factors that motivate or dissuade students from purchasing counterfeit items. Understanding these dynamics is critical for designing successful methods to fight the spread of counterfeit items and promote ethical consumption among students.

Problem Statement and Research Focus

Counterfeit products pose a significant global challenge, affecting products across all industries and regions. These imitation products, often indistinguishable from genuine items, create confusion among consumers and pose substantial risks to businesses and end-users alike. The prevalence of counterfeits stems from inadequate legal frameworks and enforcement mechanisms, which have yet to be fully developed and implemented worldwide (Smith, 2020; Johnson, 2019).

In the outdoor market, counterfeit products present particularly severe safety concerns. Manufactured using inferior materials and substandard processes, these imitations frequently fail to meet essential safety standards, potentially leading to equipment malfunctions and putting users at considerable risk (Wilcox, 2018). For instance, counterfeit climbing gear lacking proper safety certifications can result in catastrophic failures during use, endangering climbers' lives (Johnson & Smith, 2019). Similarly, poorly constructed counterfeit camping stoves and other equipment may pose fire hazards and additional risks due to inadequate quality control and testing procedures (Brown et al., 2020).

Consumer dissatisfaction with counterfeit outdoor products stems from their inferior quality and potential safety hazards (Wilcox, 2018). These imitation items often fail to perform reliably under stress or adverse conditions, a critical flaw in outdoor gear. Counterfeit climbing ropes and harnesses, for example, may lack the necessary tensile strength, potentially resulting in equipment failure and severe injuries or fatalities (Johnson & Smith, 2019). Moreover, the use of substandard materials in counterfeit camping stoves increases the risk of fire or explosion, further jeopardizing user safety (Brown et al., 2020).

LITERATURE REVIEW

Perceived Behavioral Control

Perceived behavioral control (PBC) is an important concept in the Theory of Planned Behavior (TPB), which holds that individuals' intentions to engage in behavior are impacted by their attitudes, subjective standards, and perceptions of control over the activity (Ajzen, 1991). In the case of purchasing counterfeit products, PBC can have a substantial impact on students' purchasing inclinations. It involves both internal control factors such as skills and knowledge, as well as external control elements like resource availability and opportunities (Ajzen, 1991). High perceived behavioral control suggests that people are confident in their capacity to carry out an activity, which might increase their behavioral intentions (Conner & Armitage, 1998).

Previous studies have looked into the influence of PBC on consumer behavior, specifically on counterfeit products. For example, De Matos, Ituassu, and Rossi (2007) found that buyers who believe they may purchase counterfeit items without encountering significant barriers are more inclined to do so. This research implies that the perceived ease of accessing and purchasing counterfeit commodities may increase the likelihood of counterfeit consumption.

There are so many factors that influence PBC, such as the availability and accessibility of counterfeit products. The wide availability of counterfeit goods in multiple marketplaces and online platforms may minimize perceived barriers to purchase, increasing PBC (Gentry, Putrevu, & Shultz, 2006). Students, who frequently have little financial resources, may find counterfeit products more accessible due to their cheaper pricing and ease of purchasing through informal channels (Wilcox, Kim, & Sen, 2009). Secondly, knowledge and awareness. Consumers' knowledge of counterfeit products and their ability to differentiate them from genuine things influence PBC (Vida, 2007).

Students who are aware of the quality and risks connected with counterfeit products may feel less in control of their purchase decisions if they believe they lack the skills to successfully recognize and avoid fakes (Phau, Teah, & Lee, 2009). The other factors is perceived risk and consequences. The perceived danger of acquiring counterfeit products, including legal consequences and product performance difficulties, can have an impact on PBC (Ang, Cheng, Lim, & Tambyah, 2001). Students' perceived risks may be modified by their awareness of legal penalties and the chance of having problems with counterfeit merchandise, which influences their perceived control over avoiding such risks (Ha & Lennon, 2006).

The link between PBC and purchase intentions for counterfeit products is well established. As stated by Ajzen (1991), higher PBC increases the likelihood of engaging in behavior due to increased confidence in its successful execution. This association is confirmed by studies on counterfeit consumption, which show that higher PBC correlates with stronger inclinations to purchase counterfeit goods (Hieke, 2010; Penz & Stöttinger, 2008). For students, the combination of perceived control over counterfeit products and the perceived benefits of such purchases (for example, cost savings) might have a significant impact on their purchasing intentions (Jiang & Cova, 2012). The ease of access to counterfeit products, as well as the perception of low danger, contribute to a sense of control that encourages the impulse to buy (Eisend & Schuchert-Güler, 2006).

Perceived behavioral control is a critical determinant of students' purchasing intentions toward counterfeit products. Understanding these dynamics provides valuable insights for developing strategies to address counterfeit consumption among students.

Attitude

Attitudes are psychological tendencies indicated by evaluating a certain entity favorably or unfavorably (Eagly & Chaiken, 1993). According to the Theory of Planned activity (TPB), attitudes toward an activity are one of the key predictors of intention to engage in that behavior (Ajzen, 1991). Specifically, attitudes regarding counterfeit items refer to customers' overall evaluations of counterfeit goods, which include opinions about their quality, economic benefits, and ethical implications (Bian & Veloutsou, 2007).

Students' attitudes towards counterfeit products are influenced by their perceptions of quality and performance. Despite the lower cost, some students believe that counterfeit products can provide satisfactory quality or meet their needs (Eisend and Schuchert-Güler, 2006). This view can increase their readiness to buy counterfeits, especially when the perceived differences between real and counterfeit products are small (Ang, Cheng, Lim, & Tambyah 2001). Ethical concerns are also one of the factors in shaping attitudes towards counterfeit products. Students' moral convictions about the legality and fairness of buying counterfeit goods can influence their attitudes and intents. According to Phau and Teah (2009), persons with greater ethical values are less prone to adopt positive sentiments

toward counterfeit items. Younger consumers, notably students, may have more tolerant attitudes regarding counterfeiting, seeing it as a less serious infraction (Ha & Lennon, 2006; Penz & Stöttinger, 2008).

Attitudes toward counterfeit products play a pivotal role in shaping students' purchasing intentions. Factors such as quality perceptions and ethical considerations influence these attitudes, which in turn affect the likelihood of engaging in counterfeit consumption.

Price-Quality Inference

Price-quality inference is the notion that a greater price indicates higher quality and a lower price indicates poorer quality (Monroe and Krishnan, 1985). This approach assists customers in reducing decision-making processes, particularly when dealing with complicated or unfamiliar product categories (Rao & Monroe, 1989). While counterfeits are often less expensive than authentic goods, students may nevertheless assume appropriate quality based on their demands and budget (Grossman & Shapiro, 1988). The perceived value gained from counterfeits frequently compensates for the decreased price, making them an appealing option despite potential quality compromises (Gentry, Putrevu, & Shultz, 2006).

From the economic value perspective, students' limited financial resources make them price-sensitive, influencing their price-quality predilection for counterfeit products. According to Gino, Norton, and Ariely (2010), students may justify purchasing counterfeits by focusing on the financial advantages and considering counterfeits as providing adequate quality for the price. This assumption is backed by research demonstrating that price-sensitive consumers, particularly students, are more likely to rationalize counterfeit purchases based on noticeable savings (Bloch, Bush, and Campbell, 1993). Price-quality inference acts as a heuristic, making purchasing decisions easier for students. According to research, students depend more heavily on this heuristic when they are short on time or lack specific product knowledge (Dodds, Monroe, and Grewal, 1991). If students believe there is a good balance between price and perceived quality, they are more likely to buy counterfeits.

Understanding the role of price-quality inference in counterfeit consumption can help in developing strategies to educate students about the potential risks and ethical implications associated with counterfeit products.

METHODOLOGY

Research Design

This study uses a cross-sectional quantitative survey design. Surveys are useful for gathering data from large populations, allowing researchers to uncover and examine correlations between variables systematically (Creswell, 2014). This strategy will help to quantify the effect of consumer education and awareness on students' views of counterfeit sports products. Quantitative surveys allow researchers to generalize the results to wider populations and assess the data using statistical tests (Bryman, 2012). This approach is especially beneficial for analyzing attitudes and behaviors in a population such as university students.

Population and Sample

The population for this study consists of undergraduate students from public universities. This group is particularly relevant because students frequently encounter counterfeit products and are often targeted due to their sensitivity to price and high demand for branded sports products (De Matos, Ituassu, & Rossi, 2007). A simple random sampling procedure will be used to ensure that all students in the target

population have an equal chance of being chosen (Etikan, Musa, & Alkassim, 2016). This strategy reduces selection bias while increasing the generalizability of the results.

Data Collection Procedure and Analysis

The primary data collection instrument for this study is a structured questionnaire, which will be administered electronically via Google Forms, a widely-used online survey platform. This digital format ensures ease of access and convenience for participants, potentially enhancing response rates (Couper, 2017). The study population comprises university students, who will be invited to participate voluntarily. Prior to participation, all potential respondents will be thoroughly informed about the study's objectives and assured of the confidentiality of their responses. This approach not only facilitates efficient data collection but also adheres to ethical research practices by prioritizing informed consent and data privacy. After data was collected, the data analysis was employed by using IBM SPSS Statistics (Version 27). This software offers comprehensive tools for statistical analysis, ensuring accurate and reliable results (Pallant, 2020).

FINDINGS

Table 1 provides an overview of the demographic characteristics of the participants in this study. A total of 150 undergraduate students took part, comprising 76 male students (50.7%) and 74 female students (49.3%). Among them, 20 were enrolled in a diploma program (13.3%), while 130 were pursuing a bachelor's degree (86.7%). In terms of age, 146 students (97.3%) were between 20 and 30 years old, and 4 students (2.7%) were between 30 and 40 years old. This study involved undergraduate students from Uitm Shah Alam 101 students that contributed to this study (67.3%) meanwhile from Uitm Arau consisted of 49 students (32.7%).

Table 1. Demographic Characteristics

Demography		Frequency	Percentage (%)
Gender	Male	76	50.7
	Female	74	49.3
Age	20-30 years old	146	97.3
	30-40 years old	4	2.7
Level of Education	Diploma	20	13.3
	Degree	130	86.7
Campus	Uitm Shah Alam	101	67.3
	Uitm Arau	49	32.7

Further analysis regarding perceived behavior control, attitude, and price-quality inference towards purchasing intentions. The Pearson Product Moment Correlation Coefficient was used to analyze the relationship between independent variables toward purchasing intention on counterfeit sports products in the educational setting (dependent variable) amongst undergraduate students.

Table 2 shows that there is a significant, positive, and weak relationship between attention towards purchasing intention of counterfeit sports products ($r=.264$, $p=.001$), a significant, positive, and strong relationship between positive attitude emotion towards purchasing intention of counterfeit sports products ($r=.686$, $p=.001$), and an insignificant, positive, and very weak relationship between utilitarian gratification towards purchasing intention of counterfeit sports products ($r=.091$, $p=.269$).

Table 2. Correlation between Perceived behavior control, Attitude, and Price-Quality Inference toward purchasing intentions

		Purchasing Intention
Perceived Behavior Control	Pearson Correlation	.264
	Sig. (2 tailed)	.001
	N	150
Attitude	Pearson Correlation	.686
	Sig. (2 tailed)	.001
	N	150
Price-Quality Inference	Pearson Correlation	.091
	Sig. (2 tailed)	.269
	N	150

Multiple regression was employed as a statistical test to measure the influence of perceived behavior control, attitude, and price-quality inference towards purchasing intentions as the independent variable on the purchasing intention of counterfeit sports products as a dependent variable.

Three independent variables were used in this study. The listed independent variables are attention, perceived behavior control, attitude, and price-quality inference towards purchasing intentions. The table below shows a significant equation ($F(3,146) = 44.914$, $p < .001$, with r^2 of .489). The respondent predicted that purchasing intention of counterfeit sports products was equal to $y = 2.391(\text{constant}) + .065(\text{perceived behavior control}) + .335(\text{attitude}) + .038(\text{price-quality inference})$. This also implies that 48.9% ($R^2 = .489$) of the variance in purchasing intention of counterfeit sports products from the independent variable. Thus, it can be inferred that the remaining 51.1% was due to other factors that were not taken into account in this study.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.693a	.489	.469	1.70083

a. Predictors: (Constant), Price-Quality Inference, Perceived Behaviour Control, Attitude

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	389.788	3	129.929	44.914	<.001b
Residual	422.352	146	2.893		
Total	812.140	149			

a. Dependent Variable: Purchasing Intention

b. Predictors: (Constant), Price-Quality, Perceived Behaviour control, Attitude

Coefficients a

Model		Unstandardized Coefficients		Standard Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.391	1.000		2.391	.018
	Perceived Behaviour control	.065	.046	.087	1.396	.165
	Attitude	.335	.032	.659	10.590	<.001
	Price-Quality Inference	.038	.048	.047	.788	.432

a. Dependent Variable: Purchasing Intention

DISCUSSION AND CONCLUSION

The findings reveal a complex interplay of factors influencing students' decisions to purchase counterfeit products. The Pearson Product Moment Correlation Coefficient analysis demonstrated varying relationships between the independent variables and purchasing intention. A significant, positive, but weak relationship between perceived behavioral control and purchasing intention, suggests that while students feel they have control over their decision to purchase counterfeits, this control only weakly influences their actual intention to buy. It indicates that simply making students aware of their choices may not be sufficient to deter counterfeit purchases (Singh & Gupta, 2023).

The most striking finding was the significant, positive, and strong relationship between attitude and purchasing intention, indicating that students' attitudes toward counterfeit products are a crucial factor in determining their likelihood of purchase (Lee, 2021). The strong influence of attitude suggests that educational efforts to reduce counterfeit purchases should focus on shaping students' attitudes towards these products, perhaps by highlighting ethical concerns or long-term economic impacts (Nguyen et al., 2022).

Surprisingly, there was an insignificant, positive, and very weak relationship between price-quality inference and purchasing intention, appeals to product quality may not be the most effective deterrent against counterfeit purchases (Yoon & Kim, 2021). It is suggested that while students believe in the price-quality relationship, this belief does not significantly impact their intention to purchase counterfeits (Kim & Lee, 2022).

The multiple regression analysis further supported these findings, revealing that the three independent variables collectively explain 49.5% of the variance in purchasing intention. The regression equation highlights the relative importance of each factor, with attitude having the strongest influence (Zhou & Li, 2021). These suggest a more nuanced reality where positive attitudes towards counterfeits are strongly associated with higher purchasing intentions, despite students' awareness of potential quality issues.

In light of the findings from analyzing students' perceptions of counterfeit outdoor products and their impact on purchasing intentions, several avenues for future research emerge that could deepen our understanding and refine strategies to address counterfeit consumption. These recommendations focus on exploring various dimensions of student behavior, educational interventions, and institutional factors.

To advance our understanding of counterfeit product perceptions and purchasing behaviors among students, future research should focus on three key areas: (1) evaluating the effectiveness of various educational program formats (e.g., workshops, seminars, online courses) to determine optimal approaches for raising awareness and influencing attitudes; (2) examining campus-specific factors such as culture, student activities, and group dynamics to tailor interventions more effectively; and (3) conducting longitudinal studies to track the evolution of students' perceptions and purchasing intentions over time, assessing the long-term impact of educational efforts and the sustainability of behavior changes.

This study helps to comprehend the complexity of students' attitudes and purchasing intentions toward counterfeit sports merchandise. While perceptions have a major impact on intentions, our findings indicate the presence of additional influential elements. Thus, combating counterfeit proliferation necessitates a multifaceted approach that includes consumer education, regulatory enforcement, and industry partnership. This study also will enhance consumer education through comprehensive programs to increase awareness about counterfeit products, their risks, and identification methods. It also strengthens regulations and enforcement against counterfeit production and distribution to protect

consumers and legitimate businesses, as well as fosters collaboration among stakeholders to develop and implement effective strategies against counterfeit sports products

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MENGGALI JIWA PENDIDIK: CIRI-CIRI GURU DENGAN *BORDERLINE PERSONALITY DISORDER* (BPD) DAN KEBIMBANGAN (*ANXIETY*)

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ABSTRAK

Masalah kesihatan mental seperti *Borderline Personality Disorder* (BPD) dan kebimbangan (*anxiety*) semakin menjadi perhatian dalam kalangan pendidik, terutamanya guru. Kecenderungan untuk mengalami cabaran psikologi ini boleh memberi impak yang signifikan terhadap kualiti pengajaran, hubungan interpersonal, dan kesejahteraan keseluruhan guru. Kajian ini bertujuan untuk meneroka ciri-ciri, kesan BPD dan kebimbangan (*anxiety*) terhadap pengajaran dan pembelajaran serta mencadangkan intervensi yang boleh membantu guru mengatasi masalah ini. Penemuan menunjukkan bahawa guru yang mengalami BPD dan kebimbangan (*anxiety*) sering berhadapan dengan kesulitan dalam menguruskan hubungan dengan pelajar dan rakan sekerja, mengalami perasaan kekosongan dan ketidakpastian identiti, serta menunjukkan reaksi emosional yang berlebihan. Selain itu, kecemasan yang dialami guru boleh menjejaskan keupayaan mereka untuk menguruskan bilik darjah secara efektif dan memberi kesan kepada kesejahteraan mental dan fizikal mereka. Diharapkan hasil kajian ini dapat meningkatkan kesedaran tentang isu kesihatan mental dalam kalangan pendidik dan membantu dalam penggubalan dasar yang lebih inklusif di institusi pendidikan.

Kata Kunci: *Borderline Personality Disorder* (BPD), kebimbangan (*anxiety*), guru, intervensi

PENGENALAN

Kesihatan mental adalah aspek yang semakin mendapat perhatian dalam bidang pendidikan, khususnya berkaitan dengan guru. Dalam konteks ini, masalah seperti *Borderline Personality Disorder* (BPD) dan kebimbangan (*anxiety*) menjadi isu yang signifikan, mempengaruhi bukan sahaja guru itu sendiri tetapi juga pelajar dan persekitaran pembelajaran secara keseluruhan. Kecenderungan untuk mengalami masalah kesihatan mental ini dalam kalangan pendidik memerlukan perhatian yang lebih, kerana ia berpotensi menjejaskan kualiti pengajaran, hubungan interpersonal, dan kesejahteraan keseluruhan guru (Hofmann et al., 2012; McCormick & Soler, 2019).

Guru juga memainkan peranan yang sangat penting dalam membentuk minda dan watak para pelajar. Mereka bukan sahaja bertanggungjawab untuk menyampaikan ilmu, tetapi juga untuk mencipta persekitaran pembelajaran yang kondusif bagi perkembangan holistik kanak-kanak. Namun, kesihatan mental guru sering kali terabai, walaupun ia mempunyai impak yang besar terhadap proses pengajaran dan pembelajaran. Khususnya, guru yang mengalami BPD dan kebimbangan (*anxiety*) boleh menghadapi cabaran unik yang mempengaruhi interaksi mereka di bilik darjah (Gonzalez et al., 2016). American Psychiatric Association (2013) menyatakan bahawa individu dengan BPD sering mengalami perubahan mood yang mendalam, perasaan kekosongan, dan ketidakpastian dalam identiti. Dalam konteks guru, ciri-ciri ini boleh menyebabkan masalah di dalam bilik darjah. Gonzalez et al. (2016) mendapati bahawa guru yang mempunyai BPD mungkin mengalami kesulitan dalam menjalin hubungan positif dengan pelajar dan rakan sekerja, yang seterusnya mempengaruhi suasana pembelajaran.

Penulisan ini dihasilkan bertujuan untuk meneroka ciri-ciri guru yang mengalami BPD dan kebimbangan (*anxiety*), dan kesan BPD dan kebimbangan (*anxiety*) terhadap pengajaran dan pembelajaran serta mencadangkan intervensi yang boleh membantu guru mengatasi masalah ini

(Gonzalez et al., 2016). Kesedaran tentang isu-isu kesihatan mental juga penting untuk membentuk persekitaran sekolah yang inklusif dan menyokong (Roffey, 2012). Dengan mengenali dan memahami ciri-ciri ini, kita dapat memberikan lebih banyak sokongan dan intervensi yang sesuai kepada mereka, seterusnya dapat meningkatkan kualiti pengajaran dan pembelajaran serta memastikan kesejahteraan dalam kehidupan seharian mereka. Selain itu, kesedaran mengenai isu-isu ini juga penting dalam usaha untuk membentuk persekitaran sekolah yang inklusif dan berfungsi secara optimum demi kepentingan pelajar, guru pihak pentadbir.

KONSEP BORDERLINE PERSONALITY DISORDER (BPD) DAN KECEMASAN (*ANXIETY*)

Konsep BPD pula adalah adalah gangguan personaliti yang dicirikan oleh ketidakstabilan dalam emosi, imej diri, dan hubungan interpersonal. Individu yang mengalami BPD sering mempunyai kesulitan menguruskan emosi mereka, yang boleh mengakibatkan tingkah laku impulsif dan hubungan yang tidak stabil. Mereka mungkin mengalami ketakutan terhadap pengabaian, merasa hampa, dan sering berubah antara idealisasi dan dievaluasi orang di sekeliling mereka.

BPD juga adalah gangguan keperibadian yang dicirikan oleh ketidakstabilan emosi, masalah dalam menguruskan hubungan interpersonal, dan perubahan mood yang mendalam (American Psychiatric Association, 2013). Sementara itu, kebimbangan (*anxiety*) pula dapat membataskan kemampuan individu untuk berfungsi secara efektif dalam situasi sosial dan profesional (Chavira et al., 2004). Gabungan kedua-dua masalah ini boleh memberikan kesan yang signifikan terhadap cara guru berinteraksi dengan pelajar dan rakan sekerja, serta cara mereka merancang dan melaksanakan pengajaran.

Konsep kebimbangan (*anxiety*) ialah reaksi semula jadi tubuh terhadap tekanan, ditambah dengan perasaan takut atau kebimbangan terhadap perkara yang tidak diketahui atau masa depan. Kebimbangan ini biasanya normal dan bersifat adaptif, seperti ketika seseorang menghadapi situasi mencabar misalnya, temu duga pekerjaan atau ujian penting. Walau bagaimanapun, apabila *anxiety* menjadi kronik, berterusan, dan berdepan dengan ancaman yang sebenar, ia mungkin berkembang menjadi gangguan kebimbangan yang serius.

Terdapat beberapa jenis Gangguan kekeimbangan (*anxiety*). Gangguan kebimbangan (*anxiety*) yang pertama ialah *Generalized Anxiety Disorder (GAD)*. **GAD adalah dicirikan oleh kebimbangan yang kronik dan berlebihan mengenai pelbagai perkara sehari-hari, seperti kewangan, kesihatan, kerja, atau hubungan, walaupun tidak ada alasan nyata untuk risau. Orang dengan **GAD** sering merasakan kegelisahan tanpa henti dan sukar untuk mengawalinya. Kedua ialah ***Panic Disorder***. **Gangguan ini akan** melibatkan serangan panik secara tiba-tiba dan berulang. Serangan panik sering dicirikan oleh perasaan ketakutan yang ekstrem, disertai dengan gejala fizikal seperti jantung berdebar, berpeluh, sesak nafas, dan perasaan tercekik. Ketiga iaitu ***Social Anxiety Disorder (SAD)*** **yang mana seseorang individu akan menghadapi** Ketakutan yang berlebihan terhadap situasi sosial atau prestasi, yang menyebabkan individu mengelakkan situasi di mana mereka mungkin dinilai atau diejek oleh orang lain.**

Manakala yang keempat adalah *Phobia*. Individu yang mengalami kebimbangan (*anxiety*) jenis ini akan ketakutan yang melampau terhadap objek atau situasi tertentu, seperti takut pada ketinggian (*acrophobia*), ruang tertutup (*claustrophobia*), atau ular (*ophidiophobia*). Seterusnya adalah ***Obsessive-Compulsive Disorder (OCD)***. Gangguan ini melibatkan obses (fikiran yang berulang dan tidak diingini) dan atau kompulsi (tingkah laku yang dilakukan untuk mengurangkan kebimbangan yang berpunca dari obses). Sebagai contoh, obsesi terhadap kebersihan boleh menyebabkan seseorang kerap mencuci tangan secara berlebihan. Masalah kebimbangan (*anxiety*) yang terkahir adalah ***Post-Traumatic Stress Disorder (PTSD)***. PTSD ini adalah gangguan yang timbul setelah seseorang mengalami atau

menyaksikan peristiwa traumatik. Orang dengan PTSD mungkin mengalami *flashback*, mimpi buruk, atau kebimbangan yang berterusan berkenaan dengan trauma yang dialami.

Tambahan lagi, menurut American Psychological Association (APA, 2013), kebimbangan (*anxiety*) adalah keadaan mental yang ditandai dengan perasaan ketegangan, kebimbangan, dan pemikiran negatif yang berlebihan. Keadaan ini bukan sahaja mempengaruhi kehidupan peribadi individu tetapi juga boleh mengganggu fungsi harian mereka, termasuk dalam konteks profesional seperti pengajaran. Kedua-dua masalah berkaitan mental dalam kalangan guru adalah berpunca daripada beban kerja yang tinggi. Guru terpaksa mengurus pelbagai tanggungjawab termasuk pengajaran, penilaian, dan pengurusan bilik darjah. Beban kerja yang berlebihan ini boleh menyebabkan perasaan tertekan dan cemas, terutama dalam sistem pendidikan yang semakin kompetitif (Kirk & Singh, 2020).

Di samping itu, menurut Abdul Said & Norhayati (2018) menyatakan bidang keguruan merupakan satu proseson yang mencabar kerana tugas dan tanggungjawab yang diterima guru adalah berat. Secara purata, guru-guru di negara ini akan menghabiskan 57 jam dalam seminggu untuk melaksanakan tugas (Kementerian Pelajaran Malaysia, 2012). Seperti yang diketahui umum, purata yang ditunjukkan oleh KPM tersebut merupakan telah melebihi peruntukkan masa yang diberikan kepada guru-guru. Higton et al. (2017) & Alberta Teacher Association (2012) di mana melaporkan bahawa guru-guru di negara luar, iaitu England dan Calgary bekerja sekitar 54.4 dan 55.7 jam seminggu dan mempengaruhi tahap tekanan guru-guru. Hal ini jelas menunjukkan naluri dan keperluan seorang guru juga yang menginginkan kepada kestabilan emosi, mental, dan tenaga dalam menjalankan amanah dan tanggungjawab sebagai seorang pendidik (Siti Nur Ain et. al, 2020).

Selain itu juga, faktor perubahan dalam kurikulum dan teknologi juga menyebabkan guru tertekan untuk menyesuaikan diri ekoran daripada perubahan tersebut. Keperluan untuk terus mengikuti perkembangan terkini dalam pendidikan juga boleh meningkatkan tahap kebimbangan (*anxiety*) (Jansen et al., 2020). Faktor lain yang menjadi penyumbang kepada masalah ini adalah kekurangan sokongan. Kekurangan sokongan yang dimaksudkan adalah dari pihak pentadbiran sekolah, rakan sekerja dan juga keluarga boleh membuatkan guru merasa terasing dan bersendirian. Bowers et al. (2021) mengemukakan bahawa guru yang tidak mendapat sokongan sosial yang mencukupi berisiko tinggi untuk mengalami masalah *anxiety*.

Menurut Othman Zahiruddin & Sivasubramaniam (2019) dalam kajiannya menjelaskan bahawa peratusan guru-guru di Malaysia mengalami masalah mental sebanyak 43.0% bagi kemurungan, 68.0% kebimbangan dan gejala stress sebanyak 32.3%. Di samping itu, sebanyak 25% guru telah menghadapi masalah kesihatan iaitu seperti gangguan gastrousus, insomnia, kemurungan dan hipertensi. Meneliti kepada satu kajian yang telah dijalankan oleh Siti Nur Ain Rembli et. al (2020) menyatakan terdapat punca utama yang lebih mempengaruhi kesihatan mental guru iaitu faktor kebertanggungjawaban terhadap kerja dan juga faktor kerehlah pelajar. Jelaslah disini menunjukkan bahawa cabaran utama bagi guru ketika melaksanakan amanah dan tanggungjawab adalah dari aspek fizikal dan mental. Faktor-faktor desakkan daripada persekitaran seperti kekangan masa, beban tugas, hubungan dengan rakan sekerja, kesihatan fizikal dan sebagainya telah mempengaruhi tahap kesihatan mental dalam kalangan guru-guru.

CIRI-CIRI BPD DALAM KALANGAN GURU

Individu dengan BPD sering mengalami perubahan mood yang mendalam dan tidak terduga. Mereka mungkin berasa sangat gembira pada satu ketika dan kemudian merasa sangat sedih atau marah tanpa sebarang sebab yang jelas. Dalam konteks pengajaran, ketidakstabilan emosi ini boleh menyebabkan guru bertindak secara impulsif, yang boleh menjejaskan suasana kelas dan mempengaruhi hubungan dengan pelajar. Perasaan marah yang tiba-tiba atau kekecewaan dapat mempengaruhi cara guru memberi maklum balas kepada pelajar, sekaligus mengganggu proses pembelajaran. Antara ciri-ciri BPD yang jelas dapat dikenalpasti iaitu:

1. Ketidakstabilan Emosi

Guru yang mengalami BPD sering menunjukkan ciri-ciri yang mencabar dalam konteks pengajaran. Menurut Gunderson (2011), individu dengan BPD cenderung untuk mengalami kesulitan dalam menjalin hubungan yang stabil, terperangkap dalam pola idealisasi dan devaluasi. Hal ini boleh menyebabkan ketidakstabilan emosi dan ketidakpastian dalam interaksi dengan pelajar dan rakan sekerja. Selain itu juga, guru dengan BPD sering mengalami perubahan mood yang mendadak dan seringkali boleh mengganggu prestasi mereka dalam bilik darjah. Perubahan mendadak daripada kegembiraan kepada kemurungan atau kemarahan boleh menjejaskan hubungan mereka dengan pelajar dan rakan sekerja (American Psychiatric Association, 2013).

Ketidakstabilan emosi yang dialami oleh individu dengan BPD dapat menyebabkan perubahan mood yang mendalam dan tidak terduga, mempengaruhi cara mereka bertindak di dalam bilik darjah (American Psychiatric Association, 2013; Linehan, 1993). Perasaan marah yang tiba-tiba atau kekecewaan ini boleh mengganggu proses pengajaran dan pembelajaran serta menjejaskan hubungan dengan pelajar (Gonzalez et al., 2016). Mereka juga mungkin sensitif terhadap kritikan, merasa ditolak atau diabaikan oleh pelajar atau rakan sekerja. Hal ini boleh menyebabkan pergantungan emosi yang tidak sihat, misalnya terhadap pelajar, untuk mencari pengesahan diri (Leichsenring et al., 2011).

2. Kesulitan dalam Menguruskan Hubungan Interpersonal

Guru yang mempunyai BPD berhadapan dengan cabaran dalam menjalin hubungan yang stabil dan positif dengan pelajar, rakan sekerja mahupun masyarakat. Mereka mungkin terjebak dalam pola interaksi yang bercampur antara idealisasi dan devaluasi, di mana mereka merasa sangat dekat dengan seseorang pada satu ketika, tetapi kemudiannya mungkin merasa kecewa dan menjauhi individu tersebut. Gonzalez et al. (2016) menunjukkan bahawa kesulitan ini boleh menghalang guru daripada membina hubungan yang positif, yang merupakan kunci kepada suasana pembelajaran yang efektif. BPD juga sering dikaitkan dengan perasaan kekosongan dan identiti yang tidak stabil (Kernberg, 2016). Guru yang mengalami perasaan ini mungkin sukar untuk mengekalkan konsistensi dalam pendekatan pengajaran dan disiplin, mengakibatkan kecelaruan yang boleh mempengaruhi pembelajaran pelajar disekolah.

3. Perasaan Kekosongan dan Ketidakpastian Identiti

Guru yang mengalami BPD mungkin mengalami perasaan kekosongan dan ketidakpasti dalam identiti. Mereka mungkin berjuang dengan pertanyaan tentang siapa mereka dan bagaimana mereka dilihat oleh orang lain. Ini boleh mengakibatkan kesulitan dalam mengekalkan konsistensi dalam pengajaran dan pendekatan disiplin. Ketidakpastian ini juga boleh mengganggu keyakinan mereka untuk berinteraksi dengan pelajar dan melaksanakan aktiviti pengajaran dengan berkesan.

Perasaan kekosongan dan ketidakpastian identiti adalah ciri utama BPD yang sering dihadapi oleh individu dengan gangguan ini. Mereka mungkin mengalami kesukaran dalam memahami siapa mereka dan bagaimana mereka dilihat oleh orang lain, yang boleh mengakibatkan ketidakstabilan dalam pengajaran dan pendekatan disiplin (American Psychiatric Association, 2013; Linehan, 1993). Ketidakpastian ini seterusnya boleh mengganggu keyakinan mereka untuk berinteraksi dengan pelajar dan melaksanakan aktiviti pengajaran dengan berkesan (Gonzalez et al., 2016).

4. Reaksi Emosional yang Berlebihan

Guru dengan BPD cenderung untuk bertindak balas secara berlebihan terhadap situasi tertentu, termasuk kritikan atau konflik kecil. Reaksi emosional yang kuat ini boleh menyebabkan suasana tegang di bilik darjah, menjejaskan hubungan mereka dengan pelajar, dan mencipta rasa tidak selesa dalam kalangan pelajar lain (American Psychiatric Association, 2013; Linehan, 1993; Gonzalez et al., 2016).

Guru yang mengalami BPD sering kali bertindak balas secara berlebihan terhadap situasi tertentu, seperti kritikan atau konflik kecil. Reaksi emosi mereka yang kuat dan sukar dijangka boleh mencetuskan ketegangan dalam bilik darjah, yang bukan sahaja memberi kesan kepada kesejahteraan guru itu sendiri tetapi juga terhadap persekitaran pembelajaran. Perubahan emosi yang mendadak ini menyebabkan suasana bilik darjah menjadi tegang dan boleh menjejaskan hubungan guru dengan pelajar. Sebagai contoh, guru mungkin merasakan kritikan daripada pelajar atau rakan sekerja sebagai satu serangan peribadi, yang mencetuskan kemarahan atau kesedihan yang berlebihan (American Psychiatric Association, 2013; Linehan, 1993).

Keadaan ini boleh mewujudkan perasaan tidak selesa dalam kalangan pelajar lain, yang mungkin merasa kebimbangan atau terancam oleh reaksi guru yang tidak dapat dijangka. Pelajar juga mungkin sukar untuk mendekati atau berinteraksi secara positif dengan guru tersebut, kerana takut mencetuskan reaksi negatif atau kerana mereka merasakan bahawa guru tidak stabil dari segi emosi. Ini boleh mengganggu suasana pembelajaran yang sihat dan produktif, sekaligus menjejaskan keberkesanan proses pengajaran dan pembelajaran (Gonzalez et al., 2016).

Selain itu, ketidakmampuan untuk menguruskan emosi dengan baik dalam menghadapi cabaran kecil boleh mencetuskan kesukaran untuk mengekalkan hubungan profesional yang stabil dengan rakan sekerja. Hubungan interpersonal yang tidak stabil ini sering membawa kepada konflik yang lebih serius di tempat kerja dan boleh merosakkan dinamika kolaboratif yang diperlukan dalam persekitaran sekolah (Linehan, 1993).

5. Tingkah Laku Impulsif

Tingkah laku impulsif adalah satu lagi ciri BPD yang boleh muncul dalam konteks profesional. Guru dengan BPD mungkin membuat keputusan yang terburu-buru tanpa mempertimbangkan akibat jangka panjangnya. Sebagai contoh, mereka mungkin membuat perubahan drastik terhadap kaedah pengajaran atau pendekatan pengurusan kelas tanpa perancangan yang teliti. Ini boleh menyebabkan kekeliruan dalam kalangan pelajar dan mengurangkan kecekapan dalam bilik darjah (Linehan, 1993).

Selain itu juga, tingkah laku impulsif merupakan salah satu ciri utama BPD yang dapat memberikan kesan signifikan dalam konteks profesional, terutamanya dalam peranan seorang guru. Tingkah laku impulsif ini merujuk kepada keputusan yang diambil secara tergesa-gesa tanpa pemikiran atau pertimbangan yang mendalam tentang akibat jangka panjang. Dalam dunia pendidikan, di mana perancangan dan strategi adalah kunci kepada kejayaan pengajaran dan pembelajaran, tingkah laku ini boleh mencipta cabaran yang besar.

Guru dengan BPD mungkin berhadapan dengan situasi di mana mereka merasa terdesak untuk mengubah pendekatan pengajaran mereka dengan cepat. Sebagai contoh, mereka mungkin mengganti keseluruhan kurikulum atau kaedah pengajaran secara drastik setelah mendengar satu pandangan kritikal daripada pelajar atau rakan sekerja, tanpa memberi ruang untuk mempertimbangkan keberkesanan perubahan tersebut (Linehan, 1993). Keputusan yang terburu-buru ini boleh mengakibatkan kekeliruan dalam kalangan pelajar, yang mungkin tidak memahami perubahan yang tiba-tiba dalam pengajaran mereka. Ketidakstabilan dalam pendekatan pengajaran boleh mengganggu pengalaman pembelajaran pelajar, menyebabkan mereka merasa tidak pasti tentang apa yang diharapkan dalam bilik darjah.

Disamping itu juga, tingkah laku impulsif ini boleh mengurangkan kecekapan dalam bilik darjah. Dengan tiada perancangan yang teliti, pengajaran mungkin menjadi tidak sistematik dan sukar diikuti

oleh pelajar, seterusnya menjejaskan hasil pembelajaran. Dalam situasi yang lebih teruk, guru mungkin kehilangan kepercayaan pelajar dan merasa bahawa mereka tidak dapat bergantung kepada guru untuk memberikan arahan yang konsisten dan jelas. Akibatnya, suasana pembelajaran boleh menjadi tidak produktif, yang seterusnya boleh memberi kesan negatif kepada perkembangan akademik pelajar (Linehan, 1993).

6. Imej Diri yang Tidak Stabil

Guru yang mengalami BPD mungkin mempunyai imej diri yang tidak stabil, yang boleh mengganggu mereka dalam menjalankan tugas sebagai pendidik. Mereka mungkin merasa bahawa mereka bukan pendidik yang baik atau meragui nilai mereka di mata pelajar dan rakan sekerja. Perasaan ini boleh membawa kepada kekosongan emosi dan motivasi yang rendah dalam kerja, sekali gus menjejaskan prestasi mereka sebagai guru (American Psychiatric Association, 2013).

Guru yang mengalami BPD sering menghadapi masalah berkaitan dengan imej diri yang tidak stabil. Keadaan ini boleh mengganggu kemampuan mereka dalam menjalankan tugas sebagai pendidik. Individu dengan BPD cenderung meragui kemampuan dan nilai diri mereka, yang boleh menyebabkan mereka merasa tidak layak atau tidak cukup baik sebagai guru. Mereka mungkin berfikir, "Saya tidak mampu menjadi pendidik yang efektif," atau "Pelajar saya tidak menghargai usaha saya." Keraguan ini bukan sahaja merosakkan imej diri mereka tetapi juga mempengaruhi cara mereka berinteraksi dengan pelajar dan rakan sekerja (American Psychiatric Association, 2013).

Perasaan negatif tentang diri sendiri ini sering kali mengakibatkan kekosongan emosi, di mana individu merasa hampa dan kosong dari segi emosi. Dalam konteks pendidikan, kekosongan ini dapat menyebabkan motivasi yang rendah untuk mengajar. Apabila guru tidak merasakan diri mereka berharga, mereka mungkin tidak berusaha sepenuhnya dalam persiapan dan pelaksanaan pengajaran. Hal ini dapat mengurangkan kualiti pengajaran dan memberi kesan kepada pembelajaran pelajar (Gonzalez et al., 2016).

Selain itu, guru yang berhadapan dengan emosi yang tidak stabil mungkin akan mengalami kesukaran dalam membina hubungan positif dengan pelajar dan rakan sekerja. Rasa tidak berharga dan keraguan terhadap diri sendiri boleh menyebabkan mereka bersikap defensif atau menjauhkan diri dari interaksi sosial dan seterusnya menghalang mereka daripada membina hubungan yang baik dengan pelajar. Hal ini bukan sahaja menjejaskan dinamika bilik darjah tetapi juga mengurangkan kemampuan mereka untuk memberi sokongan kepada pelajar yang memerlukan bimbingan dan perhatian (American Psychiatric Association, 2013).

Oleh itu, penting untuk menyediakan sokongan yang diperlukan bagi guru yang mengalami BPD. Hal ini termasuk menyediakan program sokongan psikologi, latihan untuk meningkatkan kemahiran interpersonal, dan strategi pengurusan stres yang berkesan. Dengan sokongan yang betul, guru-guru ini dapat mengatasi cabaran yang mereka hadapi dan berfungsi dengan lebih baik dalam peranan mereka sebagai pendidik.

7. Tingkah Laku Membahayakan Diri atau Pemikiran Bunuh Diri

Tingkah laku membahayakan diri boleh muncul dalam pelbagai bentuk. Pengasingan diri daripada rakan sekerja dan komuniti sekolah adalah salah satu cara di mana guru yang mempunyai masalah BPD mengatasi akan melakukannya. Dalam situasi ini, mereka mungkin menjauhkan diri dari interaksi sosial yang sihat, menyebabkan mereka berasa terasing dan tidak disokong. Kesan pengasingan ini adalah berbentuk dua hala bukan sahaja guru tersebut merasa kesepian, tetapi pelajar dan rakan sekerja juga mungkin merasakan tidak selesa dalam interaksi mereka dengan guru tersebut (Gunderson, 2011).

Dalam kes yang lebih serius, guru masalah ini mungkin menunjukkan tingkah laku yang merosakkan diri sendiri atau bahkan berniat untuk membunuh diri. Tingkah laku ini boleh muncul dalam bentuk peminggiran sosial atau pengasingan diri daripada komuniti sekolah, atau tingkah laku yang lebih agresif seperti menyakiti diri sendiri (Gunderson, 2011).

Di samping itu, terdapat juga risiko untuk membunuh diri yang lebih serius. Guru yang mengalami BPD mungkin mengalami perasaan kekosongan, kesedihan, atau ketidakberdayaan yang mendalam. Pemikiran untuk membunuh diri mungkin timbul sebagai cara untuk mengatasi kesakitan emosi yang mereka alami. Kajian menunjukkan bahawa individu dengan BPD mempunyai risiko tinggi untuk mengalami pemikiran bunuh diri dan melakukan tingkah laku bunuh diri berbanding dengan individu tanpa gangguan tersebut (Gunderson, 2011). Situasi ini sangat membimbangkan, kerana ia boleh menyebabkan kesan negatif bukan sahaja kepada individu tersebut tetapi juga kepada pelajar yang bergantung kepada mereka sebagai pendidik.

8. Perasaan Kekosongan yang Berterusan

Salah satu ciri utama BPD ialah perasaan kekosongan yang berterusan. Guru yang mengalami BPD mungkin merasa tidak mempunyai tujuan atau kepuasan dalam kerja mereka, yang boleh menyebabkan hilang minat terhadap pengajaran dan menjejaskan hubungan dengan pelajar (Sadler & Church, 2012). Mereka juga mungkin merasa bahawa tiada apa yang dapat mengisi kekosongan ini, sekali gus menimbulkan perasaan putus asa.

Guru juga mungkin mengalami perasaan tidak mempunyai tujuan atau kepuasan dalam kerja mereka. Mereka mungkin merasakan bahawa apa yang mereka lakukan tidak mempunyai makna, menyebabkan mereka hilang minat dalam pengajaran dan aktiviti berkaitan pendidikan. Situasi ini boleh membawa kepada motivasi yang rendah, di mana guru tersebut mungkin tidak berusaha untuk melibatkan pelajar secara aktif dalam pembelajaran. Dalam jangka masa panjang, keadaan ini dapat menyebabkan pengajaran yang kurang berkesan dan pengalaman pembelajaran yang tidak memuaskan bagi pelajar (Sadler & Church, 2012).

Di samping itu, guru yang mengalami perasaan kosong mungkin merasakan bahawa tiada apa yang dapat mengisi kekosongan tersebut, dan seterusnya menimbulkan perasaan putus asa. Mereka mungkin berfikir bahawa usaha untuk mencari kebahagiaan atau kepuasan dalam kerjaya mereka adalah sia-sia, yang mengakibatkan keadaan mental yang semakin merosot. Perasaan putus asa ini boleh memburukkan gejala BPD menyebabkan sikap melarikan diri atau menghindar dari tanggungjawab profesional (Sadler & Church, 2012).

CIRI-CIRI KEBIMBANGAN (*ANXIETY*) DALAM KALANGAN GURU

Kecemasan yang dialami oleh guru boleh memberi kesan negatif terhadap kemampuan mereka untuk menguruskan bilik darjah. Menurut Jansen et al. (2020), tahap kecemasan yang tinggi boleh menyebabkan guru berasa tidak yakin, mengganggu kemampuan mereka untuk menumpukan perhatian kepada pelajar dan mengendalikan situasi kelas yang mencabar. Antara ciri-ciri yang jelas dapat dilihat adalah:

1. Perasaan Tidak Tenang

Menurut McCormick dan Soler (2019), perasaan kebimbangan boleh mengganggu keupayaan guru untuk memberi tumpuan kepada pengajaran dan pengurusan kelas. Ketika guru mengalami kecemasan, mereka mungkin mendapati sukar untuk memfokus pada aktiviti pengajaran, merancang pelajaran, atau mengendalikan situasi dalam bilik darjah. Kecemasan ini dapat menyebabkan guru mengalami

kesukaran untuk berkomunikasi dengan jelas dan berkesan, yang pada akhirnya dapat mengurangkan kualiti pengajaran.

Gelisah dan resah adalah simptom umum yang sering dialami oleh guru dengan kecemasan. Perasaan ini boleh menyebabkan guru kehilangan fokus pada topik yang diajar, dan mereka mungkin terpaksa berjuang untuk menyampaikan maklumat dengan cara yang berkesan. Dalam keadaan ini, guru mungkin mengabaikan beberapa aspek penting dalam proses pengajaran, seperti interaksi pelajar dan pengawasan aktiviti mereka. Sebagai contoh, seorang guru yang kebimbangan mungkin gagal mengenali tanda-tanda pelajar yang memerlukan bantuan, yang boleh menghalang perkembangan pembelajaran pelajar tersebut (McCormick & Soler, 2019).

2. Kerisauan Berlebihan

Kebimbangan (*anxiety*) boleh menyebabkan guru merasa bimbang secara berlebihan mengenai prestasi mereka, hubungan dengan pelajar, hasil pengajaran dan persepsi rakan sebaya mahupun pihak pentadbir. Menurut Skaalvik dan Skaalvik (2015), kekhawatiran ini sering kali menyebabkan guru berasa tidak yakin dan tidak mampu untuk mengendalikan situasi yang mencabar. Kerisauan yang berlebihan ini akan menyebabkan guru tidak dapat melaksanakan tugas hakiki iaitu mengajar, malahan tugas-tugas pentadbiran juga akan terabai. Selain itu juga, guru yang mempunyai masalah kerisauan berlebihan ini akan sentiasa berfikiran negatif. Kerisauan ini sentiasa bermain dalam fikiran sehingga menyebabkan tugas-tugas hakiki dan rutin seharian terganggu. Ramai dalam kalangan guru, mempunyai kebimbangan berlebihan terhadap prestasi ketika di dalam kelas, berurusan dengan rakan sejawat, pentadbir sekolah, hasil pengajaran kepada pelajar sehingga mereka akan memberi tekanan pada diri mereka.

3. Gejala pada Fizikal

Gejala pada fizikal seperti degupan jantung yang cepat, peluh berlebihan, dan keletihan boleh muncul sebagai respons terhadap kebimbangan (*anxiety*). Hal ini turut menyumbang kepada penurunan kualiti pengajaran dan hubungan interpersonal (Pine et al., 2019). Gejala lain juga akan dirasakan oleh mereka yang mempunyai masalah ini iaitu kerap menguap, kelesuan, insomnia, badan menggelatar dan banyak lagi. Hal ini akan menyebabkan ramai guru tidak dapat menjalankan aktiviti pengajaran dan pembelajaran, kerap mengambil cuti sakit dan merujuk kepada pihak hospital untuk mendapatkan kepastian berkenaan dengan tanda-tanda tersebut.

Selain itu, gemetar dan berpeluh juga merupakan salah satu tanda fizikal yang paling ketara bagi guru. Ia boleh berlaku secara tidak sedar dan mungkin berlaku pada tangan, suara, atau seluruh badan. Peluh berlebihan juga boleh menjadi simptom biasa, yang boleh mengganggu interaksi guru dengan pelajar (McCormick & Soler, 2019). Ketegangan otot juga sering dirasakan di bahagian leher, bahu, dan punggung. Ketegangan ini dapat mengakibatkan ketidakselesaan yang berterusan dan mengganggu fokus guru semasa mengajar. Dalam keadaan ini, guru mungkin mengalami kesukaran untuk berdiri tegak atau berinteraksi secara fizikal dengan pelajar (Keller & Tschannen-Moran, 2019).

Perubahan dalam pola tidur dan tabiat pemakanan. Guru mungkin mengalami insomnia atau sukar untuk tidur kerana berfikir tentang tekanan kerja, yang mengakibatkan keletihan dan kurang fokus di dalam kelas. Di samping itu, kecemasan boleh mempengaruhi selera makan mereka, sama ada mengurangkan selera makan atau meningkatkan keinginan untuk makanan tidak sihat (Gonzalez et al., 2016).

4. Kesukaran dalam Mengurus Emosi

Guru yang mengalami kebimbangan (*anxiety*) mungkin mempunyai kesukaran dalam menguruskan emosi mereka, yang boleh mempengaruhi cara mereka berinteraksi dengan pelajar dan rakan sekerja

(Sutton & Wheatley, 2003). Mereka akan lebih cenderung untuk mempunyai emosi yang kerap marah, mudah tersingguh, sentiasa berprasangka buruk terhadap individu disekeliling mereka terutama rakan sekerja. Bahkan, dalam situasi berlainan juga, ia melibatkan pelajar di dalam kelas.

Kemarahan dan ketidakstabilan emosi guru menunjukkan reaksi emosional yang berlebihan ini boleh muncul akibat daripada tekanan yang dialami, yang menyukarkan mereka untuk berkomunikasi dengan baik dan mengurus konflik dengan pelajar atau rakan sekerja. Ketidakstabilan emosi ini boleh menyebabkan suasana yang tegang di dalam bilik darjah, serta mengurangkan keupayaan guru untuk memberikan sokongan yang diperlukan oleh pelajar (Sutton & Wheatley, 2003).

Selain itu, guru yang mengalami kecemasan sering kali mempunyai prasangka buruk terhadap individu di sekeliling mereka, terutama rakan sekerja. Mereka mungkin merasa terancam oleh tindakan atau kata-kata rakan sekerja, dan ini boleh menyebabkan interaksi yang tidak mesra atau defensif. Keadaan ini bukan sahaja memburukkan hubungan antara guru dan rakan sekerja tetapi juga boleh menjejaskan kerjasama dalam kalangan staf sekolah (Sutton & Wheatley, 2003).

KESAN MASALAN BPD DAN KEBIMBANGAN (*ANXIETY*)

Masalah kesihatan mental, khususnya Borderline Personality Disorder (BPD) dan kebimbangan (*anxiety*), telah menjadi isu yang semakin mendapat perhatian dalam kalangan pendidik, terutamanya guru. Situasi ini bukan sahaja menimbulkan kesan terhadap individu yang terlibat, tetapi juga memberi implikasi besar terhadap sistem pendidikan secara keseluruhan. Kesan yang dapat dilihat antaranya adalah:

1. Kesan Terhadap Kualiti Pengajaran

Guru yang mengalami BPD dan kebimbangan (*anxiety*) sering kali berhadapan dengan ketidakstabilan emosi yang boleh mempengaruhi kualiti pengajaran mereka. Ketidakupayaan untuk mengawal emosi dapat menyebabkan perubahan emosi yang mendalam dan tidak dapat diramal, menjadikan sesi pengajaran kurang konsisten dan tidak berstruktur. Ketidakstabilan ini mungkin mengganggu penyampaian kurikulum, menyebabkan guru tidak dapat memberi perhatian yang secukupnya kepada keperluan pelajar. Penemuan menunjukkan bahawa pengalaman negatif dalam mengajar dapat berterusan, mengakibatkan prestasi akademik pelajar terjejas (Gunderson, 2011).

Selain itu, ketidakupayaan untuk mengawal emosi bukan sahaja mengganggu pengalaman pengajaran guru tetapi juga memberi kesan negatif kepada penyampaian kurikulum. Apabila guru tidak dapat mengurus emosi mereka, mereka mungkin tidak dapat memberi perhatian yang secukupnya kepada keperluan pelajar. Hal ini boleh menyebabkan pelajar merasa tidak dihargai dan mengganggu proses pembelajaran. Ketidakstabilan emosi ini mengakibatkan persekitaran pembelajaran yang tidak selamat dan tidak menyokong, yang boleh menghalang perkembangan akademik pelajar.

Kajian menunjukkan bahawa pengalaman negatif dalam pengajaran, yang mungkin berpunca dari ketidakstabilan emosi guru, dapat berterusan dan memberi kesan jangka panjang terhadap prestasi akademik pelajar. Pelajar mungkin mengalami kesukaran dalam memahami dan menghayati kurikulum yang diajar, menyebabkan pencapaian akademik mereka terjejas (Gunderson, 2011). Selain itu, pelajar yang belajar dengan guru yang mempunyai ketidakstabilan emosi mungkin mengalami tekanan tambahan, yang seterusnya mempengaruhi motivasi dan keinginan mereka untuk belajar.

2. Hubungan Interpersonal yang Terganggu

Salah satu ciri utama BPD dan kebimbangan (*anxiety*) adalah kesukaran dalam membina dan mengekalkan hubungan yang stabil. Guru dengan BPD mungkin terjebak dalam pola interaksi yang

bercampur, di mana mereka berasa sangat dekat dengan individu tertentu, tetapi kemudiannya mengalami rasa kecewa yang mendalam, menyebabkan mereka menjauhi individu tersebut. Keadaan ini boleh mengakibatkan hubungan yang tidak sihat dengan pelajar, rakan sekerja, dan ibu bapa yang seterusnya menjejaskan suasana pembelajaran dan kolaborasi dalam persekitaran sekolah (Kernberg, 2016). Guru yang tidak dapat mengekalkan hubungan positif tidak hanya merugikan diri mereka tetapi juga mengganggu perkembangan sosial dan emosional pelajar.

Guru yang mempunyai masalah BPD mempunyai hubungan yang rapat dan baik dengan pelajar, rakan sekerja, dan ibu bapa pada awalnya, tetapi dalam waktu yang sama, mereka mungkin perasaan marah dan kecewa. Emosi ini boleh timbul tanpa sebab yang jelas, menyebabkan mereka menjauhi dari berinteraksi dengan orang-orang sekeliling mereka. Pola interaksi ini bukan sahaja mengganggu hubungan peribadi guru malah boleh menghalang kerjasama dan komunikasi yang berkesan dalam persekitaran sekolah. Hubungan yang tidak sihat ini boleh menjadikan suasana pembelajaran kurang menyokong dan berkesan dan berpotensi memberi kesan negatif kepada semua pihak terlibat.

3. Perasaan Kekosongan dan Ketidakpastian Identiti

Guru yang mempunyai masalah BPD dan kebimbangan (*anxiety*) sering mengalami perasaan kekosongan yang mendalam dan ketidakpastian mengenai identiti mereka. Mereka mungkin berjuang dengan pertanyaan tentang siapa mereka dan bagaimana mereka dilihat oleh orang lain, yang boleh membawa kepada ketidakstabilan dalam pendekatan pengajaran dan disiplin. Ketidakpastian ini tidak hanya menjejaskan kepercayaan diri guru, tetapi juga mengganggu keupayaan mereka untuk mengambil keputusan yang konsisten dalam bilik darjah. Akibatnya, pelajar mungkin merasakan kekurangan kepimpinan dan arah dalam proses pembelajaran (Zanarini et al., 2000).

4. Reaksi Emosional yang Berlebihan

Reaksi emosional yang berlebihan terhadap situasi tertentu juga merupakan ciri yang sering dilihat pada guru dengan BPD dan kebimbangan (*anxiety*). Dalam situasi yang mencabar, mereka mungkin memberi reaksi yang tidak proporsional, contohnya, menjadi sangat marah atau kecewa terhadap kritikan atau situasi kecil. Ini tidak hanya menimbulkan ketegangan di dalam bilik darjah tetapi juga menimbulkan rasa tidak selesa dalam kalangan pelajar lain, menghalang mereka daripada terlibat secara aktif dalam pembelajaran (McCormick & Soler, 2019). Ketidakupayaan untuk mengendalikan emosi ini boleh mengakibatkan perasaan kebimbangandan tidak selamat dalam kalangan pelajar, yang seterusnya menjejaskan pengalaman pembelajaran mereka.

5. Kesan Kecemasan yang Lebih Serius

Kecemasan yang dialami oleh guru juga mempunyai kesan yang signifikan. Guru yang mengalami kecemasan mungkin merasa ragu-ragu dalam pengajaran dan berhadapan dengan kesukaran dalam membuat keputusan, yang mengganggu proses pengajaran yang berkesan dan hubungan dengan rakan sejawat yang lain. Rasa kebimbangan ini boleh menyebabkan mereka menghindari situasi yang memerlukan pengambilan keputusan atau interaksi, seterusnya menjadikan mereka tidak efektif dalam mengurus bilik darjah (Hofmann et al., 2012). Kesan kumulatif daripada kecemasan ini bukan sahaja menjejaskan kualiti pengajaran, tugas-tugas hakiki di sekolah bahkan juga menimbulkan kesan jangka panjang terhadap kesejahteraan mental dan fizikal guru. Selain itu juga, kebimbangan yang berlebihan ini memberi kesan negatif kepada prestasi sepanjang tahun dalam semua tugas yang digalas.

CADANGAN INTERVENSI BAGI BPD DAN KEBIMBANGAN (*ANXIETY*)

Memahami ciri-ciri BPD dan kebimbangan (*anxiety*) adalah penting untuk membangunkan sokongan yang lebih efektif bagi guru yang mengalami masalah tersebut. Sokongan dari aspek psikologi, termasuk terapi kognitif perilaku (CBT), boleh membantu guru mengatasi tingkah laku impulsif dan menguruskan reaksi emosional mereka (Linehan, 1993). Program latihan yang berfokus pada perkembangan kemahiran pengurusan emosi dan pengurusan kelas juga boleh memberikan manfaat kepada guru serta membolehkan mereka melaksanakan tanggungjawab pengajaran dengan lebih konsisten dan efektif. Oleh itu, pelaksanaan intervensi yang berkesan adalah penting untuk membantu mereka mengatasi masalah ini. Kajian ini mencadangkan beberapa cadangan intervensi yang boleh dilaksanakan antaranya adalah:

1. Program Sokongan Psikologi

Terapi individu membolehkan guru berinteraksi secara langsung dengan kaunselor atau terapis untuk membincangkan isu-isu peribadi yang berkaitan dengan kecemasan. Dalam konteks ini, Terapi Kognitif-Perilaku (CBT) merupakan salah satu pendekatan yang paling berkesan. CBT membantu individu memahami hubungan antara pemikiran, emosi, dan tingkah laku. Melalui teknik ini, guru dapat belajar untuk mengenal pasti dan mengubah pola pemikiran negatif yang menyumbang kepada kecemasan mereka (Hofmann et al., 2012).

Terapi kumpulan menawarkan peluang untuk guru berkongsi pengalaman dan mendapatkan sokongan daripada rakan sebaya. Dalam suasana kumpulan, guru dapat Berkongsi Pengalaman dengan membincangkan cabaran yang dihadapi dalam suasana yang selamat dan menyokong. Ini membantu mereka merasa kurang terasing dan lebih difahami. Kedua, guru juga boleh mendapatkan Sokongan Sosial dengan Menjalin hubungan dengan individu yang mengalami situasi serupa, yang boleh meningkatkan rasa sokongan dan mengurangkan perasaan kesepian. Akhir sekali, pembelajaran dari pengalaman lain membolehkan guru mendapatkan perspektif dan strategi yang berbeza dari rakan sebaya yang mungkin telah menghadapi isu yang sama.

2. Latihan Kemahiran Pengurusan Kelas

Bengkel Pengurusan Kelas iaitu mengadakan bengkel yang memberi fokus kepada teknik pengurusan kelas dapat membantu guru merasa lebih yakin dalam mengendalikan situasi yang mencabar di bilik darjah. Latihan ini boleh merangkumi kemahiran berkomunikasi, pengendalian konflik, dan pembinaan hubungan positif dengan pelajar (Emmer & Evertson, 2013). Dengan menguasai kemahiran ini, guru mungkin dapat mengurangkan tahap kecemasan yang dialami.

Dengan menguasai teknik yang diperlukan untuk mengendalikan situasi yang mencabar, guru akan berasa lebih tenang dan berkeyakinan ketika berhadapan dengan pelajar. Hal ini juga akan membolehkan mereka mengurangkan stres. Dengan memahami cara yang berkesan untuk mengurus situasi di bilik darjah, guru mungkin kurang berasa tertekan dan lebih mampu untuk menumpukan perhatian kepada pengajaran. Selain itu, mereka dapat mewujudkan persekitaran pembelajaran yang positif. Pengurusan kelas yang berkesan dapat meningkatkan suasana bilik darjah, yang akan memberi kesan positif terhadap pembelajaran pelajar dan mengurangkan konflik. Akhir sekali, mereka juga dapat meningkatkan kualiti pengajaran. Guru dapat memberi pengajaran yang lebih berkualiti dan berkesan, yang seterusnya meningkatkan prestasi pelajar.

3. Meningkatkan Kesedaran dan Pendidikan

Program Kesedaran Kesihatan Mental iaitu menggalakkan kesedaran mengenai isu kesihatan mental dalam kalangan guru dan pelajar dapat mencipta suasana yang lebih menyokong. Program pendidikan yang memfokuskan kepada tanda-tanda kecemasan dan cara untuk mendapatkan bantuan boleh membantu mengurangkan stigma yang sering dikaitkan dengan masalah mental (Bowers et al., 2021).

Ini termasuk sesi latihan untuk mengenali tanda-tanda awal kecemasan dalam diri sendiri dan orang lain.

Program ini bertujuan untuk meningkatkan kesedaran tentang kesihatan mental dalam kalangan guru dan pelajar. Melalui sesi pendidikan, peserta dapat memahami apa itu kesihatan mental, tanda-tanda awal kecemasan, dan cara untuk mencari bantuan. Selain itu juga dengan memberi pendidikan dan maklumat yang tepat, program ini dapat membantu mengurangkan stigma, menjadikan individu lebih terbuka untuk membincangkan isu kesihatan mental dan mencari bantuan apabila perlu (Bowers et al., 2021).

Selain itu, program ini akan merangkumi sesi latihan yang bertujuan untuk membantu guru dan pelajar mengenali tanda-tanda awal kecemasan dalam diri sendiri dan orang lain. Hal ini termasuk pengenalan kepada simptom kecemasan seperti perubahan tingkah laku, perasaan cemas, dan masalah tidur. Program ini juga akan menyenaraikan sumber yang tersedia untuk mendapatkan bantuan, termasuk perkhidmatan kaunseling dan sokongan kesihatan mental di sekolah. Hal ini membolehkan guru dan pelajar mengetahui tempat untuk mendapatkan bantuan apabila mereka menghadapi masalah.

Dengan mencipta budaya sokongan di sekolah, guru dan pelajar dapat merasa lebih selamat untuk berbincang mengenai isu-isu berkaitan dengan kesihatan mental tanpa rasa takut akan penilaian. Hal ini dapat meningkatkan kesedaran dalam kalangan pelajar tentang pentingnya kesejahteraan mental dan mendorong mereka untuk mencari bantuan jika diperlukan.

4. Pengurusan Beban Kerja

Penilaian beban kerja. Sekolah harus melaksanakan penilaian terhadap beban kerja guru dan mencari cara untuk mengurangkannya. Pengagihan tugas yang lebih seimbang dan sokongan dalam pelaksanaan aktiviti akademik dapat membantu mengurangkan tekanan (Kirk & Singh, 2020). Membuat perubahan dalam struktur kerja dapat memberi guru masa yang lebih untuk berehat dan mendapatkan sokongan yang mereka perlukan. Hal ini termasuk pengajaran, perancangan pelajaran, pengurusan kelas, dan tugas tambahan seperti penglibatan dalam aktiviti kokurikulum. Dengan melakukan penilaian ini, pihak pengurusan sekolah dapat mengenal pasti di mana guru mungkin terbeban dan mencari cara untuk menyusun semula atau mengagihkan tugas dengan lebih berkesan (Kirk & Singh, 2020).

5. Akses kepada Sumber Sokongan

Sekolah perlu memastikan bahawa guru mempunyai akses mudah kepada perkhidmatan kaunseling. Dengan adanya perkhidmatan ini, guru dapat bercakap secara terbuka mengenai isu-isu yang mereka hadapi, sama ada berkaitan dengan kerja atau aspek peribadi. Ruang ini membolehkan mereka untuk meluahkan perasaan dan mendapatkan pandangan yang objektif mengenai situasi yang dihadapi (McCormick & Soler, 2019). Kesedaran tentang pentingnya menguruskan tekanan dan emosi adalah langkah awal dalam meningkatkan kesejahteraan mental. Kaunseling yang mudah diakses dapat memberikan ruang bagi guru untuk bercakap mengenai isu-isu yang mereka hadapi dan mendapatkan strategi untuk mengatasinya (McCormick & Soler, 2019).

Selain memberikan ruang untuk berkongsi masalah, kaunseling juga menyediakan strategi dan alat yang boleh membantu guru mengatasi masalah yang mereka hadapi. Kaunselor berpengalaman boleh membantu guru mengenal pasti sumber tekanan dan memberikan teknik pengurusan stres yang berkesan. Sebagai contoh teknik pengendalian diri, latihan relaksasi, dan pengurusan masa yang baik boleh membantu guru mengimbangi tugas pengajaran dengan keperluan peribadi mereka (McCormick & Soler, 2019).

RUMUSAN

Secara keseluruhannya, penulisan ini menekankan bahawa masalah kesihatan mental seperti BPD dan kebimbangan (*anxiety*) adalah isu yang serius dalam kalangan pendidik, terutamanya guru. Kecenderungan guru untuk mengalami cabaran psikologi ini mempunyai kesan yang mendalam terhadap kualiti pengajaran, hubungan interpersonal, dan kesejahteraan keseluruhan mereka. Penemuan menunjukkan bahawa guru dengan BPD dan kebimbangan (*anxiety*) sering menghadapi kesulitan dalam menjalin dan mengekalkan hubungan yang stabil, berhadapan dengan perasaan kekosongan dan ketidakpastian identiti, serta menunjukkan reaksi emosional yang berlebihan.

Kecemasan yang dialami oleh guru pula mengganggu kemampuan mereka untuk menguruskan bilik darjah secara efektif, mencipta suasana yang tidak kondusif untuk pembelajaran. Oleh itu, adalah penting untuk mengembangkan dan melaksanakan intervensi yang efektif, seperti program sokongan psikologi dan latihan kemahiran pengurusan kelas. Inisiatif kesedaran kesihatan mental juga perlu dipertingkatkan dalam institusi pendidikan untuk menyokong guru dan mempromosikan kesejahteraan mental.

Diharapkan hasil penulisan ini dapat meningkatkan kesedaran tentang isu kesihatan mental dalam kalangan pendidik dan mendorong penggubalan dasar yang lebih inklusif dan sokongan yang lebih baik untuk guru, yang seterusnya dapat meningkatkan kualiti pendidikan dan pengalaman pembelajaran bagi pelajar.

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UNDERSTANDING FACTORS ASSOCIATED WITH SUICIDAL BEHAVIOR AMONG ADOLESCENT WITH UNWANTED PREGNANCY AND THE USE OF ACT IN HANDLING SUICIDAL BEHAVIOR: A CASE STUDY

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ABSTRACT

Introduction: Unwanted pregnancy among adolescent is a global issue that always has been discussed worldwide. These incidents give big impact to them and can be traumatic event for them. They can trigger variety of feelings, including dread, worry, bewilderment, and even humiliation. Unwanted pregnancy can cause severe emotional pain, which can sometimes lead to extreme results like suicidal thoughts or behaviors, however, it is critical to note that suicide is a complicated issue with many contributing elements. **Objective:** This study aims to understand and explore the factor associated to suicidal thought or behavior among adolescents with unwanted pregnancy and to see the effectiveness of Acceptance and Commitment Therapy (ACT) in handling suicidal behavior. **Methodology:** This is mix mode research where researcher used Inventori Kecenderungan Bunuh Diri (IKBD) to measure the level of suicide attempts in pre, continues and post session. Nine sessions were conducted to explore the factors which contributed to suicidal behavior, the participant was selected using purposive sampling consist of one pregnant adolescent. Thematic analysis was used because it is provided purely qualitative, detailed, and nuanced account of data. **Result:** 5 themes were emerged from this study 1) Loneliness, 2) Unappreciated, 3) Lacking purpose in life, 4) Lack of support system, 5) Feel useless. All themes are significant in influencing the adolescent to commit suicidal behavior. **Conclusion:** This study provide insight about the root cause that influencing the adolescent to had suicidal behavior and the effectiveness of ACT in helping suicidal behavior. Understanding those features can help build comprehensive suicide prevention programs that are customized to the particular needs of adolescents struggling unexpected pregnancies. Interventions should target early identification of at-risk persons, mental health assistance, reproductive healthcare stigma reduction, and the promotion of effective methods of coping.

Keywords: Suicidal Behavior, Adolescent Pregnancy, ACT, Unwanted Pregnancy

INTRODUCTION

Suicide is a complex and multifaceted phenomenon that arises from the interplay of biological, social, and psychological factors. Individuals who consider or attempt suicide frequently experience profound feelings of worthlessness, hopelessness, and psychological suffering. People of all ages are affected by suicide, which was the third most prevalent cause of death globally for those between the ages of 15 and 29 in 2021 (WHO, 2024). Suicide is one of the leading causes of death for teenage girls. Based on an analysis of mental health and suicidal behavior from 2011 to 2021, the Centers for Disease Control and Prevention (CDC) estimated that 13% of female high school students had attempted suicide (Pappas, 2023).

This research looks at the several factors—loneliness, feeling unappreciated, lack of purpose in life, lack of support system, and feeling useless—that contribute to adolescent girls who become pregnant unintendedly. Through an exploration of these factors, this study aims to provide a comprehensive understanding of the risk factors and potential interventions in acceptance and commitment therapy

(ACT), where use several techniques like mindfulness, and developing psychological flexibility, that can help reduce the incidence of suicide among this vulnerable demographic.

LITERATURE REVIEW

The present study canters on pregnant adolescents, however there have been many prior researches on suicide among adolescents. Despite the rarity of completed suicides among pregnant women, the limited literature in this area suggests that adolescent moms may be more prone to suicidal ideation. Adolescents between the ages of 15 and 19 reported thinking about suicide in roughly 19% of cases, and about 9% actually attempted suicide. Suicide rates range from 11% to 30%, according to the scant data on adolescent moms and suicide that is currently available (Hodgkinson et al., 2014).

A meta-analysis of 38 papers with a total sample size of 9,044,991 was carried out by Karaçam et al. (2024). This meta-analysis study found that 5.1% of expectant and new mothers engaged in suicidal behavior, 7.8% had suicidal thoughts, 1% attempted suicide, and 7.8% had suicidal plans. Suicidal behavior, ideas, and attempts increased during the COVID-19 epidemic as a result of more stressful circumstances. The postpartum period, when the adolescent mothers' conditions are frail, was associated with a higher prevalence of suicide behavior, ideation, attempts, and plans compared to pregnancy (Karaçam et al., 2024).

According to Li et al. (2021), 6.5% of the individuals in their study attempted suicide in the 12 months prior to the study, with the majority of those attempts (88.5%) occurring within a year of the pregnancy. There was a significant age gap between people who attempted suicide and those who did not. In contrast to those who had not attempted suicide, more female participants reported feeling unemployed and having bad health (Li et al., 2021). According to Goueslard et al. (2023), compared to non-pregnant adolescents, pregnant adolescents had a higher chance of being hospitalized for non-lethal self-harm following readjustment.

According to Mittendorfer-Rutz et al. (2004), adolescent motherhood and limited fetal growth were associated with both the completion and attempt of suicide in adolescents, while multiparity and low maternal education were predictive of suicide attempt. Not just adolescents, but other expectant mothers also experience recurrent suicidal thoughts and attempts, which raises the likelihood that they will succeed in their suicide and has detrimental repercussions on the mother and the fetus. Pregnant women have a high risk of suicide thoughts and attempts. Intervention strategies for suicide ideation and attempts should include enhancing social support and addressing prevalent mental problems connected to pregnancy, with a primary focus on women with unplanned pregnancies and a history of suicidal ideation (Belete et al., 2021).

Adolescents who are pregnant unintentionally may attempt suicide or engage in other suicidal behaviors due to a variety of reasons and circumstances. Soto-Chavarría et al. (2023) studied the suicidal behavior and quality of life of Mexican teenage pregnancies. They discovered that pregnancy among adolescents has a detrimental effect on the lives of adolescents and that it may be impacted by or connected to social support or depressed symptoms. Additionally, they discovered that family support mitigated the negative effects of depressive symptoms on one's physical health, emotional state, mood, parent-child connections, and social rejection. Furthermore, Soto-Chavarría et al. (2023) found that the presence of a partner's support mitigated the effect of depressive symptoms on suicidal behavior and the majority of quality-of-life dimensions, with the exception of physical well-being.

There a study revealed that poverty, long-term physical sickness, a lack of community and family support, and intimate partner abuse increase the risk of suicidal behavior among adolescent moms. The community needs to find ways to offer youth-friendly healthcare in order to address issues like intimate partner violence, economic empowerment, and the chronic physical ailments of adolescent moms (Musyimi et al., 2020).

Social support systems, mental health, and socioeconomic circumstances all play a role in the multifaceted problem of teenage suicide during pregnancy. In addition to integrating ACT therapy techniques with suicide prevention strategies, this study aims to highlight and address the reasons that lead teenage suicide during pregnancy.

The Value of Acceptance and Commitment Therapy to Address Suicidal Behavior

A type of mindful psychotherapy called acceptance and commitment therapy (ACT) encourages patients to accept their thoughts and feelings without passing judgment. It starts with the fundamental understanding that all forms of pain, loss, despair, disappointment, illness, fear, and anxiety are part and parcel of life. The goal of ACT is not to eliminate or repress these experiences. In contrast, even in the face of these traumatic events, ACT places a high emphasis on pursuing key life objectives and areas including intimate relationships, rewarding job, and personal development (Dindo et al., 2017).

Research from the past has demonstrated how well ACT works to lower suicidal thoughts and actions. It has been demonstrated that students with suicidal thoughts benefit greatly from Bagheri-Sheykhangafshe et al.'s (2022) study on Guilan University students in terms of their self-esteem, optimism, resilience, self-efficacy, cognitive reappraisal, and expressive suppression. According to the findings, ACT can enhance psychological capital and emotion regulation in those who are contemplating suicide, hence improving psychological health. Thus, to reduce suicidal ideation, this type of intervention is recommended (Bagheri-Sheykhangafshe et al., 2022).

When ACT was compared to standard of care alone, El-Sayed et al. (2023) found that ACT significantly decreased suicidal ideation and improved impulse control in bipolar clients. This is because the major goal of ACT treatment is to help patients experience avoidance, which is the inclination to repress difficult thoughts or emotions in an effort to increase psychological flexibility. According to El-Sayed et al. (2023), it helps patients discover hope, live fully, and practice mindfulness.

Statistics showed that there were statistically significant drops in suicidal ideation and suicide risk variables. Reduced suicidal thoughts and increased psychological flexibility were found to be statistically significantly correlated by Ortas-Barajas and Manchón (2024). As to Ortas-Barajas and Manchón (2024), further experimental study is necessary to have a comprehensive understanding of suicidal behavior and its underlying change processes, despite the evidence suggesting that ACT could be beneficial in reducing suicidal ideation. Based on these findings, ACT may be able to improve life purpose and general well-being in kids who are thinking about suicide. Further investigations may look into the long-term impacts of ACT as well as how it induces these changes (Pirfalak et al., 2024).

METHODOLOGY

Combining two approaches could be preferable than using just one since it will likely produce profound insights into the research issue that are impossible to fully comprehend when using either qualitative or quantitative methodology. A mixed-methods strategy can aid in the exploration of complex problems by integrating and syncing several data sources (Poth & Munce, 2020). In order to have a comprehensive knowledge of their topic, researchers might analyze a phenomenon from multiple angles and through a range of research lenses by purposefully consolidating data, as stated by Shorten and Smith (2017). For this reason, diverse approaches were used in this investigation.

Purposive sampling was used in this study for selecting participants, and one pregnant adolescent was recruited. The subject of this study was selected based on a number of criteria, including being an adolescent, having tried suicide, and being an unintended pregnancy. Purposive sampling procedures differ from random sampling in that they ensure that particular types of cases of those who may be included are included in the final sample of the research study. The grounds for employing a purposive technique are founded on the concept that, given the aims and objectives of the study, various sorts of

people may hold diverse and relevant viewpoints about the ideas and issues at hand, and hence need to be included in the sample. (Robinson, 2014).

Adopting a quantitative approach, the researchers in this study assessed the number of pre-, continuing, and post-session suicide attempts using the Inventori Kecenderungan Bunuh Diri (IKBD). The researchers employed a qualitative research approach, examining suicidal behavior over 9 treatment sessions in order to obtain findings from an emic perspective. Based on her IKBD results, the participant scored 9 after the test, compared to 18 before. A decline in the post-result is shown after the nine sessions.

During the sessions, the researchers implemented a few techniques from the ACT in order to delve deeper and understand the participant's situation and phenomenon. One of the techniques is Mindfulness which is it make being totally present and engaged in the moment without passing judgment is what mindfulness in ACT refers to. This is letting ideas and emotions come to you and not attempting to alter them. The second technique is Acceptance whereas letting go of resistance to one's thoughts and emotions. It entails accepting uncomfortable feelings or situations and letting them be without trying to stop them. Emotional well-being increases as a result of less resistance to interior events. Moving toward important life goals while facing challenging thoughts and emotions is known as Committed Action in Acceptance and Commitment Therapy (ACT). This strategy has three steps: value identification, which is figuring out what matters most to you; goal setting, which is coming up with concrete, doable actions that are in line with those values; and perseverance, which is deciding to keep going in the face of setbacks. Next technique is developing the ability to adjust to shifting conditions and effectively deal with emotions and thoughts is referred to as psychological flexibility. Following technique is social support system, which consists of interacting with others and building connections that offer emotional support. For example, creating community by participating in organizations or events that support shared experiences and are consistent with your ideals whereas the resilience and mental health depend heavily on social support.

Data Analysis

The theme analysis method was employed to analyze the data in the present study. Finding and analyzing themes or patterns in a collection of data is done through a research technique called thematic analysis, which frequently produces new insights and understanding (Elliot, 2018). The researchers might focus on idiographic and inductive approaches rather than nomothetic and deductive ones by using thematic analysis on the data (Braun & Clarke, 2006). A data set's patterns are identified and reported, and these patterns are then interpreted for their inherent meaning. These basic principles of the thematic analysis technique include coding the data, looking for themes, honing the themes, and reporting the findings (Braun & Clarke, 2006; Flick, 2022). The results of data analysis can be more reliably interpreted by including a variety of meanings and interpretations through the use of several data collection methods and sources. This is referred to as triangulation, according to Flick (2014). In general, triangulation serves as a verification technique when sources, interpretations, or even perceptions converge; this verifies the validity of the study (Hammersley, 2008), ensures a version of the truth (Guenzi & Storbacka, 2015), or confirms the repeatability of an observation or interpretation (Stake, 2004).

RESULT

The Inventory Kecenderungan Bunuh Diri (IKBD) was used to assess the participant's level of suicide attempts. The pre-test score for IKBD is 19, while the post-test score is 9. This demonstrates a deterioration in the post-treatment result. The subject received a total of nine therapy sessions. The treatment sessions used a total of six ACT approaches. These included mindfulness, acceptance, dedicated activity, psychological flexibility development, social support, and safety training. In each session, a different technique was utilized to assess its efficiency. The core principle of ACT is that suffering, loss, disappointment, sadness, disease, fear, and anxiety are all normal components of life. In

light of these traumatic circumstances, ACT encourages people to pursue key life goals such as intimate relationships, rewarding employment, and personal development. 5 themes emerged from the data. The themes are: 1) loneliness, 2) feeling unappreciated, 3) lacking purpose in life, 5) lack of support, and 5) feeling useless. The findings revealed that certain elements contribute to suicidal behavior among adolescents with unwanted pregnancy, and the number of suicide attempts decreased after 9 counselling sessions.

Loneliness

In this study, the participant claimed that she felt lonely since she didn't have a good relationship with her parents and she didn't trust them because she had a crisis with her family. The participant struggled to articulate her emotions to her parents, which made her feel isolated or misunderstood. Her parents showed little true attention, did not listen empathetically to her concerns, and made assumptions about her. They also did not acknowledge her sentiments or experiences. Her emotions and worries have previously been rejected or downplayed. As a result, she believed her parents were untrustworthy, lacking empathy, and not understanding.

Saya terlibat dengan semua masalah ni sebab saya sangat kesunyian dalam hidup saya. Saya tidak percaya sesiapaupun termasuk ibu bapa saya.

Feeling unappreciated

Throughout the sessions, the participant stated that she felt unappreciated. She experienced emotional and psychological distress after being raped by her own sibling. She had withdrawn from family connections and avoided discussing her accomplishments and challenges because she felt unappreciated. She voiced her irritation and outrage at her parents for ignoring her when she notified them of the incident. She didn't have any friends because she had stopped attending school owing to her pregnancy. When she met her lover, she felt more valued. She could speak with her partner since she believed he was more understanding.

Hidup saya dah lama tidak dihargai. Jadi bila saya bersama boyfriend saya, saya sangat happy, release semua hal, sebab dia je yang memahami saya.

Lacking purpose in life

A lack of purpose in life might be a significant risk factor for suicidal ideation and behavior. A lack of sense of purpose can worsen feelings of pessimism and despair since it provides people with direction, motivation, and meaning in their life. The participant in this study struggled to picture a meaningful future because she lacked a sense of purpose. This may have prompted her to become pessimistic about her life and believe that nothing would ever improve. When she went through an existential crisis in her family and was molested and raped by her own family members, she began to question the purpose and meaning of her life, which can be exacerbated by a lack of guidance. She had an unintended pregnancy because of her biological brother. This experience has aggravated psychological distress and worsened depressive symptoms. She suffered from low self-esteem and feelings of worthlessness after losing her dignity. She felt unworthy and that her life was meaningless.

Saya memang tiada tujuan hidup sebab bagi saya hidup saya ni tidak pernah bermakna.

Lack of support system

Suicidal thoughts and actions may be considerably intensified in the absence of a support system. Friends, family, mentors, and community ties are all important sources of practical, social, and emotional support. The participant believed and felt that she did not have these relationships, which

made her more vulnerable to feelings of loneliness, helplessness, and despair. Her mother did not pay attention to, love, or support her in terms of her challenges and life circumstances. She felt helpless and overwhelmed as a result of her inability to face life's challenges. Her close family did not seem to hear or care about her, so she was hesitant to seek professional help or express her problems for fear of being rejected or believing that no one would be interested. Notably, support systems offer recognition and encouragement, which are critical for maintaining self-esteem.

Sepanjang saya hidup, saya tak pernah harapkan sesiapa sebab tu saya kurang sistem sokongan. Lagipun sebab saya memang orang yang susah percayakan orang... jadi saya tak suka bercerita dengan sesiapa.

Feeling useless

Suicidal thoughts and actions may be much more common among those who feel unworthy or useless. This state of mind is commonly triggered by a variety of core reasons, including mental health conditions, past experiences, and external events. The participant internalised her helplessness and perceived it for a personal flaw or defect, making her feel horrible and guilty about herself. She had placed an overwhelming amount of responsibility on herself for what had occurred to her. She felt helpless and futile since she believed she couldn't make things better or change her situation. She believed she was unable to get forgiveness from others or the Creator.

Saya selalu merasakan hidup saya tidak berguna sebab saya dah banyak kali termengandung luar nikah dan saya rasa, orang seperti saya ni tiada tempat di sisi Allah.

Several notable themes emerged from this study, including loneliness, feeling unappreciated, a lack of purpose in life, lacking purpose in life, and feeling useless. All themes have a substantial impact on the adolescent's suicidal behavior.

DISCUSSION

In this study, a participant stated that loneliness is linked to suicide behaviour. Similarly, Shoib et al. (2023) identified 18 research that offered quantitative data on the link between suicide ideation and feelings of loneliness. Shoib et al. (2023) discovered that individual, societal, and cultural factors all have an impact on the link between suicide and loneliness. This is consistent with research by Alothman et al. (2024), which found that the probability of suicide death increased fivefold in those who experienced loneliness and social isolation; this risk was much higher in younger people.

Being unappreciated can have a severe impact on one's emotions and self-esteem, resulting in bad moods and relationship issues. According to Leary and Baumeister (2000), self-esteem is a person's subjective appraisal of their own worth as a person, taking into consideration characteristics such as self-acceptance, self-satisfaction, and self-respect. The participant in this study reported feeling unappreciated for a long time, which contributed to her low self-esteem. Low self-esteem has been linked to suicide ideation and attempts (Buecker et al., 2023; Soto-Sanz et al., 2019), and it is common in clinical samples (Silverstone & Salsali, 2003). Suicidal ideation and self-esteem were completely mediated by self-burdensomeness (Teisman & Joiner, 2024).

The study participant stated that she did not feel like she had a purpose in life as a result of the stressors and traumatic situations she had encountered. It reveals her loss of control over her life, which is one of the most important factors in improving life and discouraging suicide. According to McKnight and Kashdan (2009), purpose is similar to a compass in that it provides a broad purpose for living those influences decisions, directs desires, and distributes scarce human resources. It can be asserted that the ability to maintain a sense of purpose in life through the ability to set objectives, make sense of everyday acts, and feel in control of one's life are all key characteristics that improve overall quality of life and

hence guard against suicide attempts. According to Błażek et al. (2015), a sense of purpose in life has a considerable impact on satisfaction, well-being, and self-efficacy.

Throughout the treatment sessions, the participant repeatedly stated that she lacked a strong support system to whom she could turn for quick assistance. She tried suicide because she didn't want to rely on her family and had a bad relationship with them. Individuals without a support structure are unmotivated and incapable of preventing suicide. According to Kleiman and Liu (2013), who conducted a study on two continents that included a sample from the United States and one from England, social network support is related with a lower likelihood of subsequent suicide attempts. Incorporating social support, a highly flexible component, into global suicide prevention campaigns can improve their effectiveness.

Feeling useless can have a substantial detrimental impact on an individual's mental health and outlook on life. It is often triggered by thoughts of worthlessness or inadequacy. The participant stated that she feels helpless and that there is nothing she can do to improve matters. She blamed herself, felt she didn't belong anywhere, and believed God couldn't forgive her. Self-blame often leads to strong feelings of guilt and humiliation. Feelings of pessimism and unworthiness may be heightened when people believe they are to blame for their problems or failures. A recent study found that recognizing 'worthlessness' in depression symptoms is critical for preventing teenage suicide with attention-deficit hyperactivity disorder (ADHD), as these feelings are strongly linked to suicidal thoughts and plans (Katzenmajer-Pump et al., 2022).

ACT, with its emphasis on acceptance, safety planning, mindfulness, social support, psychological flexibility, and committed action, is an effective technique for dealing with suicidal ideation. Rather than attempting to ignore or suppress unpleasant thoughts and sensations, ACT helps the individual embrace and make space for oneself. This lessens the fight, which frequently exacerbates depressed feelings. By introducing the acceptance notion, the participant learned to accept herself as a normal reaction to her surroundings. Acceptance is the recognition of reality without unnecessary effort, not approval.

CONCLUSION

This study provides insight into the underlying factors that contributed to the adolescent's suicidal behavior, as well as the efficacy of ACT in reducing suicidal behavior, revealing five themes that emerged from the data, namely loneliness, feeling unappreciated, lacking purpose in life, lack of support system, and feeling useless, all of which contribute to an increased risk of suicidal attempts and behavior. Our findings emphasize the importance of ACT methods in managing and navigating the participant's suicidal behaviour. Particularly, having strong social support appeared as a critical protective factor, especially from close family, emphasizing the importance for fostering supportive settings at home and in school.

Adolescent suicide prevention treatments must be comprehensive, addressing both the individual's mental health needs and the broader social context. The findings suggest that essential approaches to reducing the risk of suicide should include mental health education in school curriculum, emphasizing and diagnosing signs in the community, improving access to counseling services, and strengthening family participation. Furthermore, early detection and intervention for at-risk young people is required to provide immediate support and reduce the likelihood that suicide ideas will escalate and necessitate more catastrophic repercussions.

To acquire a better understanding of the long-term impact of various intervention approaches as well as the dynamic dynamics of risk variables across time, future research should focus on longitudinal data. Our mission is to reduce the rate of suicide among teenagers and improve young people's mental health

through the development and refinement of targeted prevention programs. To create a safer and more supportive environment for young people, future research must address this issue with empathy, comprehensive help, and evidence-based solutions.

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BILINGUAL AR BOOK DESIGN BASED ON AUGMENTED REALITY TECHNOLOGY USING CANVA AND WORLDCAST FOR HEARING-IMPAIRED STUDENTS

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ABSTRACT

Case studies in several Special Schools in Tasikmalaya show that hearing-impaired students in grade VII generally experience several obstacles in learning English such as difficulty understanding vocabulary and grammar. However, in the process, teachers have not applied yet the right media. Rapid technological developments such as Augmented Reality (AR) can be utilized to support learning for hearing-impaired students. This study aims to describe the design process of a Bilingual Augmented Reality (AR) Book using Canva and worldCAST technology to improve understanding and facilitate more interactive English learning. The media is designed by combining 3D visualization and bilingual text (English and Indonesian). In designing the media, the Luther version of the multimedia development method is used, which includes concepts, design, material collection, assembly, testing, and distribution. The design was carried out following a user-centered approach, considering the learning needs of hearing-impaired students, including accessibility, ease of use, and pedagogical effectiveness. Based on the test results, it can be concluded that the AR application system can run well, as evidenced by the results of 100% code scanning running according to its function, 3D AR object markers and videos are detected by 97.5% by the system. In addition, the validation results of the material and media expert team with a percentage of 86.6% and 82.5% indicate that the Bilingual AR Book media is good and suitable for use. It can be accessed in both e-book and printed book forms. For optimal access to 3D AR objects, it is recommended to use a device with a minimum of 1.5 GB of RAM and a 1.4 GHz Quad-core processor. Through the use of the resulting Bilingual AR Book, it is hoped that hearing-impaired students can experience more interactive and enjoyable learning and be able to understand vocabulary and grammar more comprehensively.

Keywords: *Bilingual AR Book, Augmented Reality Technology, Canva, WorldCAST, Hearing-Impaired Students*

INTRODUCTION

English language learning for hearing-impaired students has its own challenges. At SLBN Tasikmalaya, seventh-grade hearing-impaired students face significant difficulties in mastering English vocabulary and grammar, especially when dealing with abstract concepts such as adjectives and adverbs that are widely used and important to describe an object or situation. In English learning, vocabulary mastery is very important. However, in the process, teachers have not applied the right learning model or media (Fathiasari, S.,2024). Despite implementing various teaching methods, such as a bilingual approach and the use of visual aids, student learning outcomes remain suboptimal, because these methods are not sufficient to meet the various learning needs of hearing-impaired students in the class.

Seventh-grade hearing impaired students at SLBN Tasikmalaya are already skilled in using an English-Indonesian dictionary to support learning activities, but in some situations they still misinterpret and

understand the meaning of vocabulary and the texts they read. One of the main problems is understanding the meaning of vocabulary, grammar and students' inability to visualize objects that they have never seen or experienced directly. Hearing-impaired students experience hearing limitations. These limitations cause language ability constraints, which have an impact on the difficulty in understanding the concept of correct English. This situation is the basis for the need for visual learning media that can make it easier for deaf students to learn. (Ramadhani, R. S., 2020). This lack of visual references makes it difficult for them to understand abstract descriptions, thus hindering vocabulary acquisition and comprehension. Furthermore, conventional learning media used, such as static images, have not succeeded in fully engaging students or providing them with the interactive experiences needed to strengthen their understanding. As a result, students struggle to connect English language materials to real-world concepts, significantly limiting their progress.

Parmaxi, A., & Demetriou, A. A. (2020), conducting analysis of various studies on the application of AR in language learning conducted in 2014-2019. Research suggests that integrating technology into educational practices, particularly Augmented Reality (AR), offers a potential solution to this challenge. AR technology allows users to interact with three-dimensional (3D) digital representations of objects, creating a more immersive and engaging learning environment. For hearing-impaired students, this technology can help bridge the gap between abstract vocabulary and concrete understanding by visualizing objects in real-time. Herdianty, R. S., et al. (2019) in their research "Bilingual/Bicultural Education for Children with Hearing Impairment", explained the impact of bilingual/bicultural education for deaf students. In addition, combining AR with bilingual texts, presented in both English and Indonesian, further aids grammar comprehension and supports language skill development in a more accessible and meaningful way.

Given the challenges faced by hearing-impaired students at SLBN Tasikmalaya, this study focuses on designing a Bilingual AR Book using the Canva and WorldCAST as English learning media. The Bilingual AR Book aims to meet the specific needs of students by providing an interactive platform where they can visualize descriptive vocabulary in 3D while simultaneously engaging with bilingual textual information. By allowing students to experience language learning in an interactive and multisensory way, this AR-based bilingual book is expected to enhance their understanding of abstract concepts and improve their overall English language skills.

This paper details the design process of the Bilingual AR Book, including the educational needs analysis, the rationale behind the selection of AR technology, and the stages involved in developing the prototype. The goal is to create a learning medium that effectively combines AR with bilingual language support to improve English language comprehension and learning outcomes for hearing-impaired students.

LITERATURE REVIEW

Technology integration in education has been widely researched and applied as a means to meet a variety of learning needs, particularly for students with disabilities. For students who are hearing-impaired, language learning, especially learning a third language such as English, presents significant challenges. Research on this group shows that they often struggle with abstract vocabulary and grammar due to their limited exposure to spoken language (Marschark & Hauser, 2012). These students rely heavily on visual aids, but traditional methods such as images or statistical texts do not fully support their learning needs (Trezek & Wang, 2017).

Research has shown that students who are hearing-impaired have difficulty acquiring knowledge, especially when it involves abstract concepts that do not have a visual representation (Elsie, N. U., 2014). This gap in understanding abstract concepts leads to poor comprehension of descriptive texts, where adjectives play a major role. Most teaching approaches rely on printed or visual materials, but lack the dynamic and interactive nature needed to help students gain full comprehension. Elsie, N. U.

(2014) stresses that language learning for hearing-impaired students should incorporate a multisensory approach to balance their reliance on visual input.

A bilingual approach in education has been shown to be effective for hearing-impaired students. A study by Mayer and Leigh (2010) showed that the use of students' mother tongue (in this case, Bahasa Indonesia) along with the target language (English) allows them to build on their existing linguistic knowledge, leading to better understanding. Therefore, bilingual learning materials provide an important role in bridging between known and unknown understanding. In addition, the use of visual aids in bilingual education helps support understanding by connecting images with words in both languages (Mayer & Leigh, 2010).

Augmented Reality (AR) is an emerging technology that is attracting attention in educational research because of its ability to overlay digital content onto the real world, creating an interactive and immersive learning experience. Research shows that AR increases student engagement, motivation, and learning outcomes by giving students the opportunity to interact with digital objects in a three-dimensional space (Billinghurst & Duenser, 2012). For hearing-impaired students, AR offers a unique advantage by meeting the requirements of auditory input with highly visual and interactive elements (Akçayır & Akçayır, 2017).

According to Chen, C. P., & Wang, C. H. (2015), AR-based learning tools are particularly effective in teaching subjects that involve abstract or difficult-to-visualize concepts, such as language acquisition. The ability to manipulate 3D objects in real-time helps learners better understand the meaning of words and the relationships between concepts, which is critical for mastering descriptive text in a foreign language. Additionally, AR allows students to learn at their own pace, which is beneficial for hearing-impaired students who may need more time to process visual information.

Canva is a widely used web-based design platform for creating visually engaging educational materials. Educators are increasingly using Canva to develop interactive lesson plans, digital books, and multimedia learning resources due to its ease of use and customizable features (Kocaarslan, G. E., & Eryaman, M. R. (2024)). Canva's drag-and-drop interface makes it a versatile tool for designing the layout and structure of AR books, especially for creating visually rich bilingual content that can be used by hearing-impaired students.

On the other hand, WorldCAST is an AR platform that allows educators and developers to embed 3D models, animations, and other interactive elements into physical or digital books (Dunleavy & Dede, 2014). WorldCAST technology facilitates the integration of AR into educational content. It enables the creation of AR environments that can be accessed via mobile devices or tablets, providing students with an interactive learning experience. Several studies have shown that AR platforms such as WorldCAST are effective in increasing learning engagement and cognitive retention (Chaivisit, S., et al, 2024). When used in language learning, WorldCAST can help bridge the gap between abstract and concrete understanding by projecting 3D models that hearing-impaired students can visualize and interact with directly.

Combining AR technology with a bilingual approach holds great promise for hearing-impaired students. The visual power of AR aligns with the needs of these students, while the bilingual aspect supports their language development by providing a structured learning experience. According to Ruiz, G. R. (2023), bilingual AR-based learning tools have been shown to be effective in language acquisition by allowing students to associate words with 3D objects while strengthening their understanding in both languages.

This literature suggests that AR, when integrated with bilingual content, has the potential to significantly improve the educational outcomes of hearing-impaired students, particularly in the context of English language learning. The design of the Bilingual AR Book using WorldCAST technology is based on

these findings, as it aims to address the unique learning challenges that hearing-impaired students face in mastering abstract vocabulary and descriptive texts.

RESEARCH METHODOLOGY

We use Luther's version of the multimedia development method in designing this learning media. Luther's Multimedia Application Development method is a structured framework for developing multimedia applications. This model is commonly used in instructional design and multimedia development due to its systematic and iterative approach. As seen in Figure 1, There are six stages that each step does not must be completed in order, though it is possible to work in parallel. However, the idea and design phases of the planning process have to start initially.

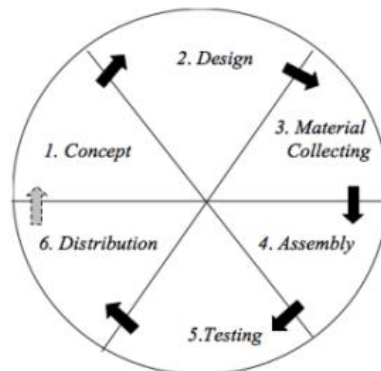


Figure 1. Multimedia Application Development Cycle

Concept

At this stage, the goal of developing the Bilingual AR Book is to provide an interactive and engaging learning tool specifically designed to help hearing-impaired students improve their vocabulary, grammar and comprehension of the simple English texts presented. The application integrates Augmented Reality (AR) in a bilingual book made with Canva to facilitate a better understanding of abstract concepts and also support interactive and fun learning activities in their English learning process.

Table 2 Object On Descriptive Text Materials in Every Book Series

Series (Theme)	Wildlife (Series 1)	Job (Series 2)	Public Places (Series 3)
Objects	Bear	Architect	Airport
	Buffalo	Artist	Cinema
	Bull	Astronaut	Department Store
	Camel	Athlete	Gym
	Crocodile	Chef	Harbor
	Dog	Dentist	Hospital
	Elephant	Doctor	Hotel
	Giraffe	Engineer	Traditional Market
	Gorilla	Farmer	Pharmacy
	Lion	Firefighter	Police Office
	Monkey	Hairdresser	Railway Station
	Rhinoceros	Judge	Rest Area
	Snake	Lawyer	Restaurant
	Tiger	Pilot	Zoo
	Wild Boar	Police	
	Zebra	Scientist	

Design

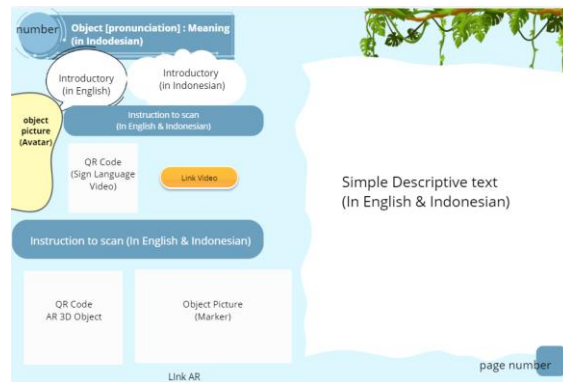


Figure 2. Outline of the Bilingual AR Book

At this stage, the sketch and layout of the bilingual text, object images (markers) and QR codes for calling Sign Language videos and 3D AR Objects used are drawn. This sketch will be applied later to the bilingual book that will be created using Canva. Figure 2 is an outline of the design or appearance of the Bilingual AR Book that was created.

Material Collecting

At this stage, we create a list of book materials based on previous design and sketch results consisting of bilingual text, markers (object images) and 3D objects used. Some of our markers are downloaded from several different sources, considering that markers require a high level of accuracy so that they can call objects accurately. While the 3D objects used are created using paint 3D and uploaded to the sketchfab 3D asset website. Then each a material is inserted into the book design template that has been created in Canva. The table 2 is the material collecting checklist, while the result of canva can be seen on figure 3.

Table 2 Material Collecting Checklist

Series (Theme)	Bilingual Text	Marker	3D Object
Wildlife (Series 1)	✓	✓	✓
Job (Series 2)	✓	✓	✓
Public Places (Series 3)	✓	✓	✓



Figure 3. Material book inserted on Bilingual AR Book design

In addition to preparing materials for the book, we also produced a demonstration video of Indonesian Sign Language (SIBI) related to the objects presented. This video involved teachers as models. The video recording was done using a cellphone camera and tripod. The video production process includes the stages of storyboarding, video recording, and video editing, such as Figures 4 and 5.



Figure 4. Video recording Process

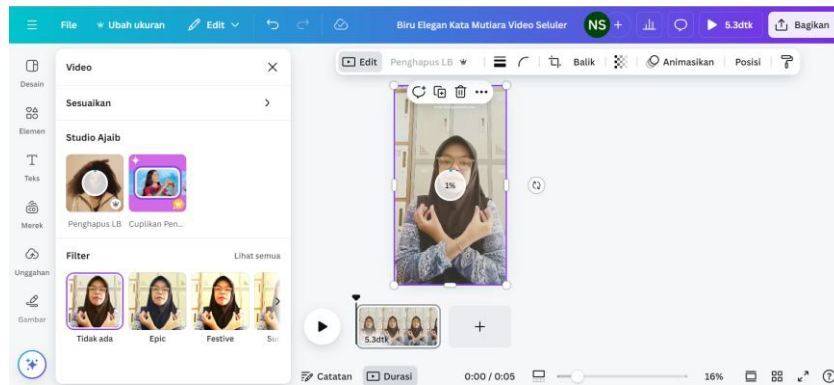


Figure 5. Video editing Process

Assembly

At this stage, the material in the form of 3D objects that have been uploaded in sketchfab and the videos that have been made are integrated into the AR application using the WorldCAST platform. In this case the option chosen is print cast (AR with marker), as in figure 6. To call a 3D augmented reality object, a marker is needed, namely an image of the object that has been provided and inserted into the book page design. The application will scan the accuracy of the image's suitability to be used as a marker, after the marker is received, the object can be called from sktechfab.

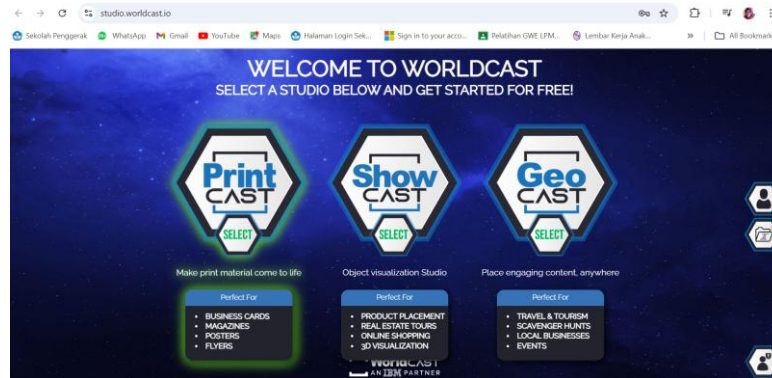


Figure 6. Using PrintCAST on WorldCAST

After the object is successfully integrated into the marker, we can add effects, movements, other images, text, sound, video and adjust the position of the 3D object according to what we want. Next, we can preview the object. Once it is deemed appropriate, the object can be saved and published so that it can be presented at any time, through scanning the QR code and marker.

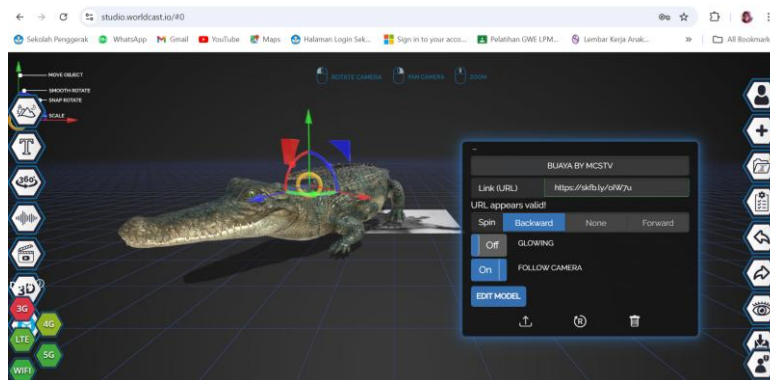


Figure 7. 3D object integrating process

After the 3D objects and videos are integrated into the marker and published, we will get various information, object integration time and can edit the object whenever desired. The QR code and link obtained are then inserted into the bilingual book design that was created. Figure 8 is a display of 3D objects that have been successfully saved and published, while Figure 9 is a display of the bilingual AR book, after all the materials in the book are integrated.



Figure 8. 3D object information in WorlCAST

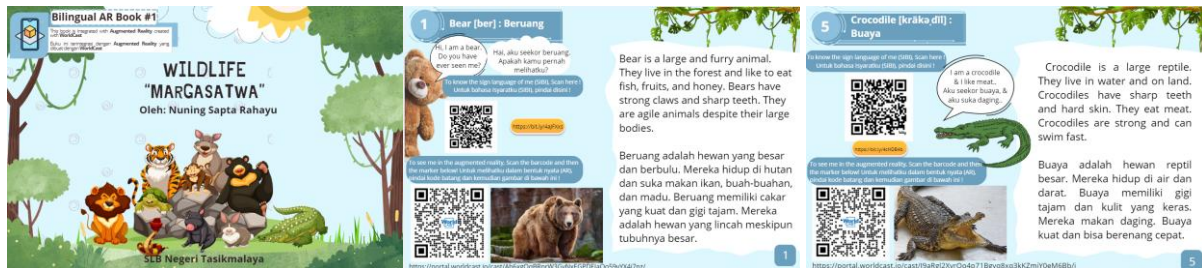


Figure 9. Bilingual AR Book complete design

Here's how Augmented Reality works in media. First, the camera scans the QR Code on the book, or you can click on the link below the QR code on the e-book. Next, there will be instructions to direct the smart phone camera lens towards the marker and match it. After the marker is successfully recognized, the object will appear on the surface of the marker. Then students can observe the movement of the object, see the object from various angles, zoom in and out of the object to make detailed observations and present it to a large space by pointing the camera to the desired location.

The sign language QR code is presented separately to provide flexibility in observing the object and matching its characteristics or descriptions with the bilingual text presented. To access the sign language video, students can scan the QR code provided and watch a video of how to pronounce and sign the object presented in the text. The working system of using AR technology in the media is depicted in the flow diagram in Figure 10 below:

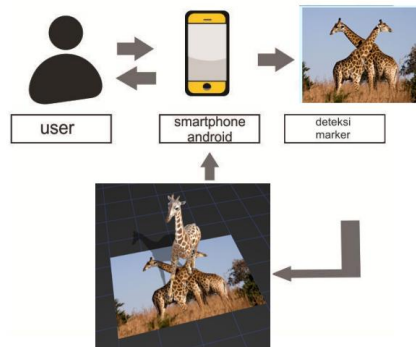


Figure 10. AR Work System Flowchart

Testing

After Bilingual AR Book created, The media testing is carried out which includes system functionality testing, marker testing, and device testing.

Distribution

Bilingual AR Book media that has been created is then printed and made into an e-book in PDF format so that it is easy to use and distribute.

OBJECTIVES

In general, the objectives of this study is to produce a bilingual book media integrated with Augmented Reality technology as a follow-up to the problems of English learning found in class VII of SLBN Tasikmalaya. Specifically, the objectives of this study are as follows:

1. Describe the design process of the Bilingual Augmented Reality (AR) Book made by utilizing Canva and worldCAST technology, which was developed as an English learning media for hearing-impaired students
2. Explain how to use media to support English learning activities for hearing-impaired students
3. Explain the results of system functionality tests, marker tests, and device tests carried out on the media

FINDINGS

System Functionality Testing

Functionality testing aims to determine which QR codes and buttons (links) on the media should function according to their functions. The QR codes and buttons (links) tested on the media include the following parts:

- QR Code 3D AR object
- Button (link) 3D AR object
- QR Code Sign Language Video
- Button (link) Sign Language Video

The test results in Table V show that each QR code and button(link) in each section is running according to its function without any errors.

Table 3: System Functionality Testing Results

Interfaces	Testing Material	Expected Result	Test Result
Main Pages	QR Code AR 3D Object	The WorldCAST lens to scan marker appears	√
	Button (link) AR 3D Object	The WorldCAST lens to scan marker appears	√

QR Code Sign Language Video	The sign language video appears	√
Button (link) Sign Language Video	The sign language video appears	√

The results of the system functionality test show that 100% or all QR codes and buttons (links) on the media function according to their functions. There are no QR codes, buttons or links that are exchanged or do not work. Therefore, no corrections are made regarding the functionality of the system and testing will be continued on testing each marker used.

Marker Testing

Each marker used in the book is tested to ensure the system detects each marker, and integrates it into the appropriate 3D AR object and video display. This marker testing is done by pointing the camera to scan the QR Code that has been provided, then continuing by pointing the lens towards the marker (object image) in the book and matching its position. The parameter for the success of this marker testing is that the system successfully displays an interactive 3D AR object or Indonesian sign language video according to the marker in the book. This testing uses a device with specifications, as in Table 4, while the results of the marker testing are presented in Table 5.

Table 4 Device Specification

Specification	Description
Android Version	ColorOS 7.2 based on Android 10
CPU	Octa-core up to 2.2GHz
RAM	8.00 GB
Internal Storage	128 GB

Table 5 Marker Testing Results

Testing Material	Expected Result	Test Result	Testing Material	Expected Result	Test Result	Testing Material	Expected Result	Test Result
Marker on bear object	Bear object and video appears	√	Marker on Architect object	Architect object and video appears	√	Marker on Airport object	Airport object and video appears	√
Marker on buffalo object	Buffalo object and video appears	√	Marker on artist object	Artist object and video appears	√	Marker on Cinema object	Cinema object and video appears	√
Marker on bull object	Bull object and video appears	√	Marker on astronaut object	Astronaut object and video appears	√	Marker on Department Store object	Department Store object and video appears	√
Marker on camel object	Camel object and video appears	√	Marker on athlete object	Athlete object and video appears	√	Marker on Gym object	Gym object and video appears	√
Marker on crocodile object	Crocodile object and video appears	√	Marker on chef object	Chef object and video appears	√	Marker on Harbor object	Harbor object and video appears	√
Marker on dog object	Dog object and video appears	√	Marker on dentist object	Dentist object and video appears	√	Marker on Hospital Object	Hospital object and video appears	√
Marker on elephant object	Elephant object and video appears	√	Marker on doctor Object	Doctor object and video appears	√	Marker on Hotel Object	Hotel object and video appears	√
Marker on giraffe object	Giraffe object and video appears	√	Marker on engineer object	Engineer object and video appears	√	Marker on Traditional Market Object	Traditional Market object and video appears	√
Marker on gorilla object	Gorilla object and video appears	√	Marker on farmer object	Farmer object and video appears	√	Marker on Pharmacy Station object	Pharmacy object and video appears	X
Marker on lion object	Lion object and video appears	√	Marker on firefighter object	Firefighter object and video appears	√	Marker on Police Office object	Police Office object and video appears	√
Marker on monkey object	Monkey object and video appears	√	Marker on hairdresser object	Hairdresser object and video appears	√	Marker on Railway Station object	Railway Station object and video appears	√
Marker on rhinoceros object	Rhinoceros object and video appears	√	Marker on judge object	Judge object and video appears	√	Marker on Rest Area object	Rest Area object and video appears	√
Marker on snake object	Snake object and video appears	√	Marker on lawyer object	Lawyer object and video appears	√	Marker on Restaurant object	Restaurant object and video appears	√
Marker on tiger object	Tiger object and video appears	√	Marker on pilot object	Pilot object and video appears	√	Marker on Zoo object	Zoo object and video appears	√
Marker on wild	Wild boar object and	√	Marker on police object	Police	√			

boar object	video appears		object and video appears
Marker on zebra object	Zebra object and video appears	√	Marker on scientist object
			Scientist object and video appears
			√

The test results show that 97.5% of the markers are correctly detected by the system, and the system is successfully integrated into the right video. There is one marker that has not been identified correctly, namely the marker for the pharmacy object which is detected as a department store. Therefore, the marker was repaired and re-uploaded to WorldCAST.

Device Testing

This testing was conducted on devices that have different specifications from the devices in table 4. This aims to determine the minimum device specifications so that 3D AR objects and videos can be accessed properly.

Table 6 Device Specification List

No	Specification		
	Android Version	Processor	RAM
1	4.2.2 (Jeli)	Quad-inti 1.3GHz	1 GB
2	7.1.1 (Nougat)	Quad-core 1,4 GHz	1.5 GB
3	7.1.2 (Nougat)	Quad-core 1,4 GHz	2 GB
4	6.0.1 (Marshmallow)	Okta-inti Maksimal 1,4 GHz	3 GB
5	8.1.0 (Oreo)	Okta-Core Maksimal 1,80GHz	4 GB

Table 7 Device Testing Results

Device	Duration of Opening WorldCAST Scan Page	Marker Scanning Process Period	Video Opening Period
1	20 s	-	12 s
2	11.7 s	3 s	2 s
3	12 s	4.5	2 s
4	10 s	2 s	2 s
5	5 s	1 s	2 s

Based on the test results in table 7, it can be concluded that this WorldCAST scan can be accessed by Android version 4.2.2 and above. However, in order for the system to display 3D AR objects optimally, it is recommended to use a device with a minimum of 1.5 GB RAM and a 1.4 GHz Quad-core processor. In this case, the phone should not only run 1 work program. RAM and processor capacity greatly affect the success and speed of the marker detection process and the process of accessing 3D AR objects and videos.

Validation by Material and Media Experts

Bilingual AR Book is a learning media created based on problems commonly found in English learning for hearing-impaired students, but in this case it focuses on improving vocabulary and understanding of grammar (simple present tense) used in descriptive text materials. Its creation is based on the analysis of the Merdeka Pendidikan curriculum for special English language phase D and considering the unique characteristics and learning needs of hearing-impaired students. Before the Bilingual AR Book is used as a supporting learning media, it is first validated by a team of material and media experts who are English teachers and lecturers in Special Education at Universitas Pendidikan Indonesia.

Validation by material and media experts aims to obtain information, criticism and suggestions so that the media created can be of quality and suitable for use. The results of validation by material and media experts can be described as follows:

Table 8 Material Expert Validation Results

No	Aspect	Indicators	Score
1		Suitability of material in media with Phase	4
2		Suitability of material in media with learning objectives	5
3		The truth of the concept in the material in the media	4
4		Materials increase students' motivation to learn	4
5		The material stimulates students to think critically	4
6	Content Quality	The material presented is interesting for students	4
7		The material can be used by students in independent learning	4
8		Material according to student characteristics	4
9		Suitability of material in media	4
10		Clarity of material in the media	4
11		Media named according to material	4
12		Bilingual text can be read clearly	4
13	Technical Quality	Objects are accessible	5
14		Objects can be used interactively	5
15		Video is accessible	5
16		Media can be used in print and e-book form	5
Total Score (Σx)			78
Percentage			86,6 %
Score Interval			74<x<92
Average Score			4,3
Category			Fine

Table 9 Media Expert validation results

No	Aspect	Indicators	Score
1		Accuracy of media information delivery	4
2		In accordance with correct English grammar	5
3		Conformity of object to material	4
4	Media Presentation & Language	Appropriateness of the bilingual text presented	4
5		Suitability of Sign Language to the Material	4
6		Conformity of spelling and pronunciation (vocabulary)	4
7		Presentation of sentences (does not contain ambiguity)	4
8		The language used is communicative	4
9		Attractive media design	4
10		Ease of using media	4
11	Media Quality	Completeness of media presented	4
12		Interactive 3D objects can be used	4
13		Objects can help understanding	4
14		Access Sign Language videos	4
15		Video conformity to material	4
16		The usefulness of media	5
Total Score (Σx)			66
Percentage			82,5 %
Score Interval			74<x<92
Average Score			4,12
Category			Fine

Based on the results of the validation of material and media experts, each consisting of 16 indicators to measure the quality of content, technical quality, presentation and language, and media quality, the results of the validation of materials and media were obtained with a percentage of 86.6, and 82.5 or in the good category and suitable for use as supporting learning media. Comments from material experts in general, it can be concluded that the scope of the choice of objects and bilingual texts in the media is good and represents the learning material to be given, but there needs to be improvement in several parts including the arrangement of objects presented more alphabetically. The suggestions were then directly implemented in improving the media.

DISCUSSIONS

The findings in the study show that the creation of Bilingual AR Book media as a learning media for hearing-impaired students was carried out through several stages, starting from conceptual design to testing. The tools used in creating this media are Canva for book graphic design and worldCAST to insert Augmented Reality (AR) elements such as 3D objects and sign language videos. Web-based augmented reality (AR) systems have many benefits and opportunities in product visualization, Education. (McNally, K. F. et al., 2024).

The Bilingual AR Book was designed by combining 3D visualization and bilingual text (English and Indonesian) using Luther's version of multimedia development that includes concept, design, material collection, assembly, testing, and distribution. Starting with the design of bilingual content (English and Sign Language) using Canva. The bilingual content is focused on English vocabulary and simple descriptive sentences that are aligned with the curriculum for hearing-impaired students in Phase D (Grade VII). Canva was used to design the visual pages of the book, which contain text, images, and QR codes that will serve as markers for AR elements. The visual design aims to make the book visually appealing and accessible to hearing-impaired students, ensuring that the layout is clear, and that the content of each page is aligned with the AR features. This is in line with what was stated by Alias, A., Harun, A., & Kamaruddin, N. (2023) in their research that interactive multimedia teaching aids are one of the effective tools for enhancing the learning experiences of students with disabilities.

Once the visual content of the book was completed, worldCAST was used to integrate the AR features into the book. 3D models and animated sign language interpretation videos for each vocabulary item were linked to markers (QR codes) in the book. This AR feature allows students to interact with the content by scanning the markers using a smartphone or tablet, which triggers 3D objects and videos that help students visualize the vocabulary and sign language associated with it. Binhomran, K., & Altalhab, S. (2021) showed various positive impacts of implementing Augmented Reality-based media in improving and maintaining students' vocabulary mastery. This is in line with the results of research conducted by Belda-Medina, J., & Marrahi-Gomez, V. (2023).

After initial development, the system underwent functionality testing to ensure that the AR features were working properly. Testing was done by scanning QR code markers to check whether the codes and buttons or links available in the book could operate properly according to their functions. The results showed that 100% or all QR codes could operate according to their functions. Then, testing was carried out on markers to determine whether the system could detect markers and display 3D objects and videos properly. The results showed that 97.5% of markers were detected accurately by the system, meaning that most of the AR elements were working as they should. According to Basiratzadeh, S. et al., (2020) there are many things that can cause AR marker detection errors such as poor lighting quality, marker position and orientation, and the quality of the marker recognition algorithm. However, the remaining 2.5% of markers experienced detection delays or failed to trigger AR content due to various factors such as lighting and the similarity of the marker to other object markers. To overcome this, markers were

replaced and camera lens placement was adjusted to improve the detection rate. After these adjustments, the system consistently detected markers, with minimal functionality errors.

To ensure the quality of the Bilingual AR Book in supporting learning, the media was validated by a team of material experts and media experts. The content was reviewed to determine its alignment with the curriculum and its relevance for hearing-impaired students in Grade VII, while the media experts evaluated the usability, functionality, and effectiveness of the media features. Based on the validation by the material experts, there was relevance and accuracy of the vocabulary and content of the bilingual AR Book media that was created. The material experts found the material appropriate and in line with the learning objectives for descriptive texts. They noted that the inclusion of sign language videos significantly increased the accessibility of the content for hearing-impaired students. Meanwhile, the media expert team assessed the technical aspects of the AR integration, focusing on the functionality of the QR code markers, the quality of the 3D objects, and the clarity of the sign language videos. They concluded that the media was well developed and the AR elements functioned smoothly. They also highlighted that the system was user-friendly and easily accessible to students and teachers. Both the content and media were considered very effective and suitable for use in classes with hearing-impaired students, as the AR elements provided an interactive and visually engaging learning experience that improved students' understanding of English vocabulary and descriptive texts.

Findings from the expert testing and validation phases indicated that the Bilingual AR Book is a highly functional and effective learning tool for hearing-impaired students. A signer detection rate of 97.5% demonstrated the reliability of the AR system, with only minor issues related to environmental factors. The AR features, including 3D objects and sign language videos, were well received by students and teachers, as they provided a new and interactive way for students to engage with the material. In addition to its functional success, the medium was found to align with the curriculum, making it a practical tool for everyday classroom use. According to Shidende, D., et.al (2024) the integration of Augmented Reality (AR) in learning environments has revolutionized traditional learning approaches by providing immersive and interactive experiences. The interactive nature of the AR features allowed hearing-impaired students to learn English vocabulary in a more immersive and meaningful way, enhancing their ability to visualize abstract concepts and improving their overall comprehension.

CONCLUSION

Based on the test results, it can be concluded that the Bilingual AR Book Media can be accessed and used properly, as evidenced by the QR code and buttons and links that can be scanned and accessed 100% according to their functions. The markers on the flashcards are 97.5% detected by the system and integrated with the appropriate sign language video display. The validation results of the material and media expert team with a percentage of 86.6% and 82.5% indicate that the Bilingual AR Book media is good and suitable for use in supporting English learning for hearing-impaired students. Bilingual AR book media can be presented in print or in the form of an e-book in PDF format that can be accessed offline. In this case, calling 3D AR objects and access can only be done online using the available internet network. The process of scanning and calling objects requires adequate devices. In this case, the RAM and processor capacity greatly affect the success and speed of marker detection and access in displaying videos. Therefore, for optimal use, users are advised to use a device with a minimum of 1.5 GB of RAM and a 1.4 GHz Quad-core processor. Based on the overall test, the Bilingual AR Book media is good and suitable for use to support English learning for hearing-impaired students, especially in descriptive text materials. However, to determine its effectiveness, further implementation and research are needed.

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DEVELOPMENT OF INTERACTIVE TECHNOLOGY-BASED LEARNING MEDIA FOR STUDENTS WITH EARLY READING DIFFICULTIES

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ABSTRAK

Early reading is a necessary foundation for developing more complex reading skills. Students who master early reading will find it easier to continue to higher levels of reading, including understanding more difficult texts and concluding information from reading. Having early reading skills is very important, but students often have difficulty learning to read early. Learning difficulties can be caused by several external factors, such as a less supportive learning environment, limited learning facilities at home or at school so that students experience learning difficulties that affect learning achievement. This study aims to develop technology-based interactive learning media for students who have difficulty learning to read. The research method used in this study is design-based research (DBR) to obtain comprehensive information regarding the analysis of learning difficulties experienced by students and the development of technology-based learning media. The subjects in this study were students who had difficulty learning to read early. The results of this study are the development of technology-based interactive media on early reading materials. The content contained in this technology-based interactive learning media has been adjusted to the needs of students who have difficulty learning to read early. Material that is adjusted to needs will be very appropriate for the development of learning for students who have difficulty learning to read early. The results of this study are interactive learning media using technology can improve learning needs in the aspect of early reading. In addition to being useful for students who have difficulty learning to read at the beginning, this technology-based interactive learning media is also expected to be used for other students who are learning to read at the beginning of the material on reading syllables and words.

Kata Kunci: *Early reading difficulties, Interactive Learning Media, Technology*

INTRODUCTION

The advancement of science and technology (IPTEK) is currently growing rapidly. The development of IPTEK will continue to grow rapidly and will have an impact on life (Munti & Syaifuddin, 2020). The development of IPTEK that has had an impact on life cannot be avoided in life, the presence of IPTEK is very useful in today's life (Mulyani & Haliza, 2021). The development of IPTEK has an influence on every generation, in the 21st century generation, IPTEK, one of its influences is learning that can be accessed outside school hours or the school environment (Anwar et al, 2020). The development of technology in the 21st century has experienced quite significant changes from year to year (Muhammed 2023; Ibrahim et al., 2024; Gatta et al., 2023; Pablo et al, 2022; Hasan et al., 2023; Bantilan, 2024). The development of IPTEK needs to be developed and utilized in the world of education. The development of science and technology in the world of education can be done through the development of the learning process. The teaching and learning process is often unsuccessful due to learning difficulties experienced by students. Student learning difficulties that are often found are caused by minimal learning motivation. Low student learning motivation has an impact on students' lack of enthusiasm in teaching and learning activities, causing learning difficulties (Utari, et al., 2019). Student learning motivation

can be developed, one of which is with appropriate and interesting interactive learning media for students (Febrita & Ulfah, 2019). interactive learning media based on science and technology can be developed based on technology. Currently, technological advances have an impact on many things, including education. The technology that is developing in the world of education provides many benefits for educators. Developing technology allows educators to teach more easily today. The development of technology that has undergone significant changes has an impact on the world of education which is required to follow its developments, one of which is in learning media.

Learning media is a tool for transferring messages and information used in the classroom (Zahwa & Syafi'I, 2022). interactive learning media needs to be designed as optimally as possible to accommodate various student learning needs. interactive learning media is a determinant in determining the success of the teaching and learning process (Sungkono, et al. 2022). interactive learning media using technology can be used as an alternative to increase student interest and learning outcomes (Myori, et al. 2019). One of them is the Android or PC operating system which is currently also starting to be used in the world of education. The use of gadgets in learning creates innovation in learning. Technology as a learning medium can make learning more interesting. Students will learn more interactively, and they can learn anytime and anywhere without having to meet the teacher directly.

Media can foster students' positive attitudes towards the material and the learning process. The learning process becomes more interesting if the right media is used so that students are motivated to love the knowledge they are studying. A teacher can be effective and efficient in presenting learning materials if they can utilize the media properly and appropriately (Firmadani, 2020). Media is essentially one component of the learning system. As a component, media should be an integral part and must be in accordance with the overall learning process. Training and simulation through educational games can trigger certain skills, knowledge and attitudes for students (Ritzhaupt; Van Eck in Pan et al, 2022). Vanbecelaere et al (2020) assume that digital educational games can have a positive impact and have a good impact on students' academic knowledge, for example in reading and mathematics.

Reading is a process carried out and used by readers to obtain messages, which the author wants to convey through the media of words/written language (Hardiyanti, 2022; Lubihs et al., 2023). Reading is one of the language skills that must be mastered by students, especially in elementary schools (Sarika et al., 2021; Oktavianti et al., 2022). Reading is divided into two skills, namely beginning reading skills and advanced reading skills. Beginning reading aims to introduce letters in the alphabet as symbols of sound or sound (Rahayu et al., 2022). This is the first step in understanding how writing functions. However, students often experience difficulties in beginning reading, including (1) not being able to read diphthongs, double vowels, and double consonants, (2) not being able to read sentences, (3) reading haltingly, (4) not being able to say several consonants, (5) not being able to spell, (6) reading carelessly, (7) quickly forgetting words that have been spelled, (8) adding and substituting words, (9) taking a long time to spell, and (10) not being able to read completely (Pratiwi & Ariawan, 2017: Oktadiana, 2019).

Students face several major difficulties in understanding conventional classroom learning. These include repeated explanations of the material taught by the teacher, students are not ready to understand the material, and difficulties in using interactive learning media during the learning process (Al Hakim et al., 2020). One of the learning difficulties is often found in initial reading which is caused by physiological, intellectual, environmental, and motivational factors (Rahim in Soleha et al, 2022). interactive learning media can increase students' learning motivation and foster positive attitudes towards the material and the learning process. The learning process becomes more interesting if the right media is used so that students are motivated to love the knowledge they are studying. In this problem, interactive learning media needs to apply technology to facilitate the learning process (Dila & Zanthly, 2020). Technology-based interactive learning media that are adjusted to students' learning needs will make it easier for teachers to teach and make it easier for students to access learning anywhere and anytime.

Currently, several studies have developed learning media, as a preliminary study we analyze several studies. Table 1 shows the results of the analysis of preliminary studies from several research articles. However, until now there have been no researchers who have developed technology-based interactive learning media for students with learning difficulties in early reading. The novelty in this study is the content or learning material that focuses on early reading and the development of this interactive learning media based on the results of the analysis of student learning need.

Table 1. Previous studies on technology-based learning media

No	Title	Authors
1	Gamified learning experience based on digital media and the application of virtual teaching robots in dance teaching	Zhenyu, S
2	Research on digital entertainment media in English writing e-learning system based on interactive game learning method	Tianyi, L.
3	The development of articulate storyline interactive interactive learning media based on case methods to train student's problem-solving ability	Daryanes et al
4	The development of an Augmented Reality (AR) technology-based interactive learning media in metal structure concept	Irwansyah et al
5	The use of augmented reality-based interactive learning media to develop the technology literacy of chemistry teachers in the 21st century	Astuti et al
6	Analytical Study: The Use of Digital Technology-Based interactive learning media at Alam Surya Mentari Elementary School	Metasari & Amalia
7	Android-Based Technology: Development of Game-Based interactive learning media Based on the Results of Analysis of Arithmetic Learning Difficulties	Juhanaini et al
8	Development of powerpoint-based interactive learning media in integrated thematic instruction of elementary school	Putra et al
9	Game based interactive learning media on system of units' material based on assessment analysis results for student with mathematics learning difficulties	Juhanaini et al
10	Technology-Based Media Innovation for Students with Special Needs	Maryanti et al
11	Training Children's Character Education Through Technology-based Learning Media	Kuntadi & Hidayat
12	E-Learning as Information Technology-Based interactive learning media For Students	Sumitra et al
13	Development of interactive learning media based on mobile learning applications	Sinaga et al
14	Development of History interactive learning media Based on TPACK Assisted by Ms. PowerPoint Integrated with Ispring Suite	Kurniawan & Sumargono
15	The innovation of learning plan designer based mobile web to improve quality of interactive learning media in vocational technology for education 4.0	Mukhadis et al

By developing technology-based interactive learning media on the aspect of early reading (vocabulary material), this study aims to develop and test effective technology-based interactive learning media for students who have difficulty in learning to read early. To obtain comprehensive information, this study uses a design based research (DBR) approach. A student who has difficulty learning to read early became the subject of this study. This study found that the development of technology-based interactive learning media can be designed for students who have difficulty in reading early, especially in vocabulary material. The content in this interactive learning media has been adjusted to the needs of students who have difficulty learning to read early on vocabulary material. Material that is adjusted to needs will be ideal for student learning development. The results of this study indicate that the development of technology-based media can improve students' skills in reading early. It is hoped that this game interactive learning media can also be beneficial for students who have difficulty in reading early. They can also be beneficial for other students who are learning to read early.

LITERATURE REVIEW

Currently, the role of interactive learning media is very urgent, important in increasing the effectiveness of learning. The teaching and learning process in schools always has the goal of achieving certain expectations. To achieve certain expectations, the teaching and learning process needs to be meaningful for students. According to Milawati (2021), interactive learning media is anything that is used as an intermediary or link from the information provider, namely the teacher, to the recipient of information or students, which aims to stimulate students to be motivated and can follow the learning process in a complete and meaningful way.

In choosing media, teachers need to analyze the criteria of learning media. The criteria that must be considered in selecting media must be in accordance with the objectives or learning competencies that will be achieved during the learning that will be carried out by students (Novita, et., al 2019). The use of interactive learning media in addition to making it easier for educators to convey material to students, the use of interactive learning media helps to increase student motivation to learn more interactively and more actively in the classroom so that there is feedback to educators and students. The use of interactive learning media is also very helpful in the effectiveness of the learning process during the teaching and learning process (Audie, 2019).

At present, the use of ICT/ICT is increasingly widespread in the fields of education, administration, economics, business, and so on. Likewise in the world of education, the use of ICT/ICT has become an initiative to facilitate the implementation of learning and at the same time as an effort to disseminate or obtain information more widely. Mastery of ICT/ICT has become an effort by educational personnel as a form of awareness to optimize the use of technology in assisting the learning process. The progress of ICT/ICT has currently had a positive impact on the world of education, teachers, students and educational personnel can obtain information related to learning more easily.

Interactive interactive learning media can be defined as a form of media that allows students to interact directly with learning materials through various multimedia elements such as text, images, audio, video, animation, and/or a combination of two or more (Alghani & Andrian, 2024; Ningsih et al., 2022). Interactive interactive learning media is a tool or means used in the learning process that allows interaction between teachers, students, and learning materials (Murtado et al., 20203; Wulandari et al., 2023; Wijaya et al., 2021). The concept of interactivity in this media refers to the ability of users to be actively involved in the learning process, not just as passive recipients of information (Azmi et al., 2024; Yuningsih & Haerudin, 2024).

Irawan stated that reading is a very important position in the context of human life, especially in the current era of information and communication. Reading is also a bridge for anyone and anywhere who wants to achieve progress and success, both in the school environment and the work environment (Harsono, Fuady, & Saddhono, 2012). Reading skills are divided into two large stages, namely the pre-reading stage and advanced reading stage.

Pre-reading skills are the first step in developing children's literacy skills. In this stage, children begin to recognize letters, words, and sentences, and understand simple language structures. This helps children build a strong foundation for more complex reading skills in the future (Riding & Simmons, 1989; Kenari, 2018). There are five steps in beginning reading, namely recognizing sentence elements, recognizing word elements, recognizing letter elements, arranging letters into syllables, arranging syllables into words. Beginning reading teaching is more emphasized on developing basic reading skills (Munthe & Sitinjak, 2018; Saputra & Noviyanti, (2022).

RESEACRH METHODOLOGY

This research was designed using a Design-Based Research (DBR) approach or research-based design to develop technology-based media. Figure 1 contains procedures in this research containing four research stages including problem identification and analysis, designing media, developing learning media, and reflection to obtain technology-based media.

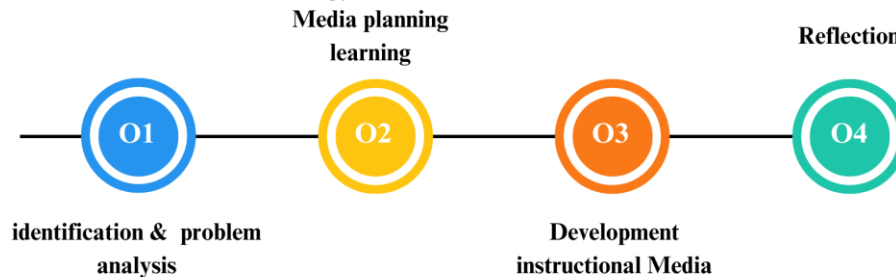


Figure 1. research flow

The first stage contains problem identification and analysis based on the students' objective conditions obtained based on the results of the assessment which contains a profile of the students' abilities, obstacles, and needs. Analysis of the results of interviews and observations of student, parents, and teachers as a complement thus the data obtained is comprehensive. The first stage is equipped with analysis for solutions to overcome student learning obstacles and analysis of student potential. The second stage contains the design of interactive learning media as a solution to student learning obstacles and the student potential. The design of this interactive learning media is based on the results of an analysis of problems and opportunities to overcome obstacles to student learning. The third stage is the stage of developing interactive learning media based on the designs in the second stage. This stage develops the interactive learning media design into a technology-based interactive learning media to overcome learning obstacles for students as the final goal of this research. The fourth stage is the reflection stage to improve technology-based interactive learning media which has been designed through discussions with experts in the field of learning and learning media.

Student demography and location

This study was conducted in an elementary school that provides inclusive education in Bandung City, West Java. The subjects in this study were 3rd grade elementary school students. The subjects in this study had learning disabilities in early reading. Mastering early reading skills is important for students to master to learn to understand reading.

RESULTS DAN DISCUSSION

This study was conducted in schools that provide inclusive education in Bandung City. The assessment results concluded that the subjects experienced student obstacles in beginning reading. Indicators of beginning reading difficulties in students are that students do not master the skills of reading syllables, reading words, and reading simple sentences. This is in accordance with the assessment results which show that there are still many numeracy learning achievements in grade 3 that have not been mastered by the subjects. Learning obstacles can be divided into two types, namely those caused by internal factors (including IQ, student attitudes towards learning, learning motivation, physical health, and sensory abilities) and external factors (including teacher variations in teaching, use of learning media, school facilities and infrastructure, and family environment) (Utari et al., 2019).

Results of Problem Identification and Analysis

Student characteristics can be explored through the assessment stage. Assessment of student with Special Needs is a systematic (or regular) as well as comprehensive process for studying problems further to determine problems, obstacles, advantages, and individual needs (Dewi, 2018). The assessment was carried out to obtain a profile of abilities, obstacles, and needs as well as how the intervention will support student development optimally (Kurniawan et al., 2018; Rusyani et al., 2021). Assessment of the subject is carried out on three components of academic learning, namely reading, writing, and arithmetic with material at each level of elementary school education (Class I, II, and III). Based on the results of reading identification in class III, it was found that several students experienced obstacles. Table 2 explains the results of reading identification in class III. Identification is given by using practice questions according to the curriculum and textbooks used by the teacher.

Table 2: classical identification results

No	Name	Score
1	M.N	6
2	RI	11
3	R	11
4	AY	12
5	AZ	11
6	NAY	15
7	RH	12
8	MH	67
9	RT	71
10	BDP	50
11	PA	60
12	SSJ	50
13	AJR	95
14	MRW	75
15	LAP	80
16	MSW	67
17	AM	80
18	SP	50
19	TIF	50
20	RR	90
21	MDR	87
22	NK	50
23	ILS	85

Based on the results of classical identification, it was found that there were 7 students who were included in the frustration level group, namely students with the initials MN, RI, R, AY, AZ, NAY, RH. 7 students who were identified as experiencing learning disabilities were subjected to in-depth analysis through the assessment process to obtain a profile of their learning needs. Based on the assessment results, it was found that the student with the initials MN experienced obstacles in beginning reading. Table 3 is the result of a quantitative assessment on MN with a final score of MN's beginning reading ability mastered by 45% and Table 4 explains MN's beginning reading ability profile which contains MN's potential, obstacles, and learning needs.

Table 3: Quantitative Analysis of Beginning Reading Assessment

No	Indicator	Score
1	Ability to read vowel symbols	100
2	Ability to read consonant symbols	100
3	Ability to read syllables	0
4	Ability to read words	0
5	Ability to read simple sentences	0
Total		40%

Table 4: NM reading ability profile

Potential	Obstacles	Learning needs
The subject has mastered the skills of reading vowels, both capitalized and non-capitalized vowels.		
The subject has mastered the skills of reading consonants, both capitalized and non-capitalized consonants.		
the subject has not yet mastered the skills to read vocabulary	the subject experienced difficulties in reading the syllable patterns C-V, V-C, CV-CV, CK-VC	The subject needs intervention in the learning process to master the skills of reading syllables to sentences.
Subject has not mastered word reading skills	The subject experienced difficulties in reading syllable patterns which caused the student to not yet master word reading skills.	
The subject has not yet mastered the skill of reading simple sentences	The subject experienced difficulties in reading syllable and word patterns which caused the student to not yet master the skill of reading simple sentences.	

Interactive learning media design

Learning media needs to be developed and refined according to students' needs with the aim that the media as a learning aid becomes appropriate. Early reading interactive learning media can be developed based on technology as an effort to keep up with the times. Media can foster positive attitudes in students towards learning materials and processes. The learning process becomes more interesting if the right media is used so that students are motivated to love the knowledge they are studying. A teacher can be effective and efficient in presenting learning materials if he can utilize the media properly and appropriately (Firmadani, 2020). Evaluation in this interactive learning media is designed to be used by students together with their companions, either teachers or parents.

The development of interactive learning media developed in this research is based on the results of student assessments and analysis of their potential. This interactive learning media is designed using technology with procedures for its use as shown in Figure 2 interactive learning media design based on the results of needs analysis and the results of theoretical analysis. Besides that, when technology develops rapidly in this era, the use of android-based technology in everyday life is inevitable (Myori et al., 2019).

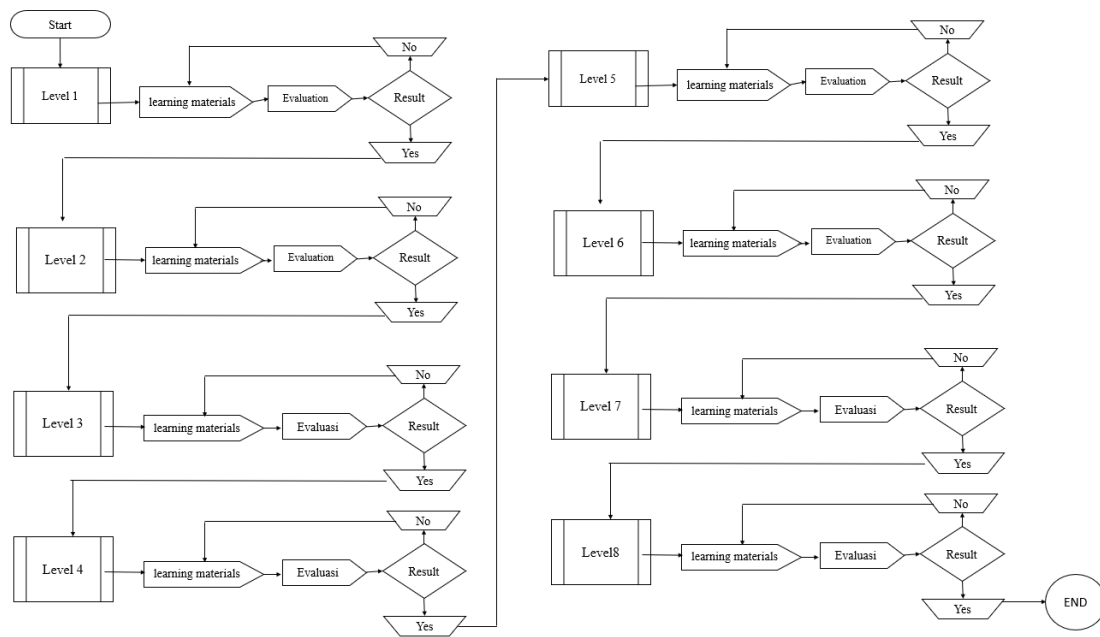


Figure 2: Flow of technology-based learning media

This interactive learning media can be accessed via the web and requires internet access. This interactive learning media contains vocabulary reading learning materials that are equipped with evaluations at each level. Table 5 explains the materials and evaluations that students will receive to learn to read vocabulary with vowel (V) and consonant (C) sounds.

Table 5: syllable material


Level	syllable material
1	C-V
2	V-C
3	CV-CV
4	VC-VC
5	CV-CVC
6	VC-VCV
7	V-CVC
8	C-VCV

The syllable material consists of eight levels and one final evaluation at each level. Each level contains an explanation of the material and an evaluation. If the student can complete the evaluation with a minimum score of 80, the student can access the next level. If the student score is less than 70, the student will repeat the learning material and do a re-evaluation. To access the number operation material, the student is required to meet the minimum criteria, namely a score of 70.

Development of learning media

The development of interactive learning media is developed from the results of the analysis of students' learning needs. Table 6 explains interactive learning media with the theme of marine biota. This theme is used in the development of media based on the results of interviews with students' high interest in marine biota. This theme can also trigger students' motivation to learn. Students need to complete challenges from each level to access challenges at the next level. This rationale is in accordance with the concept of the initial reading stage. This game has a storyline of a boy and a nemo fish as a tutor to learn to read.

Table 6: Development of learning media

Media	Description
	<p>initial display of learning media. The naming of this ICT interactive learning media was inspired by the needs of the research subjects. "REWINA" which means "READ WITH NAbil".</p> <p>After the initial display has finished loading, 8 levels will appear to learn to read syllables. These eight levels are named using the depths of the sea according to the students' interest in marine life.</p> <p>When you select a level, an animated learning video will appear that can be played to learn to read syllables. After completing the learning video material, you will be directed to the next objective, namely evaluation.</p> <p>At this evaluation stage, students need to be accompanied by parents and/or teachers as tessees. This evaluation stage is integrated with gform to facilitate the collection of data on the development of students' learning to read word. The evaluation consists of 10 word reading exercises at each level. Likewise, the stages at levels 2 to 8. If the student can complete the evaluation with a minimum score of 80, the studen can access the next level. If the student score is less than 70, the student will repeat the learning material and do a re-evaluation. To access the number operation material, the student is required to meet the minimum criteria, namely a score of 70.</p>

Reflections on Media Development

Reflection of the results of the development of technology-based media found that students' skills in beginning reading increased. Table 7 explains the increase in Student skills before and after using technology-based interactive learning media that has been developed.

Table 7: Student skills before and after using technology-based interactive learning media

No	Media use	Skill								Total
		CV	VC	CV-CV	VC-VC	CV-CVC	VC-VCV	V-CVC	C-VCV	
1	Before	30%	40%	10%	20%	0%	0%	0%	0%	12,5%
2	After	60%	70%	50%	50%	60%	60%	50%	50%	56,2%
	Skill Improvement	30%	30%	40%	30%	60%	60%	50%	50%	43,7%

Data on students' reading skills before using interactive learning media were 30% (CV), 40% (VC), 10% (CV-CV), 20% (VC-VC), 0% (CV-CVC), 0% (VC-VCV), 0% (V-CVC), 0% (C-VCV). data on the results of students' reading skills after using interactive learning media of 60% (CV), 70% (VC), 50% (CV-CV), 50% (VC-VC), 60% (CV-CVC), 60% (VC-VCV), 50% (V-CVC), 50% (C-VCV). The results of the study showed an increase in students' reading skills after intervention using interactive learning media with a skill increase score of 43.7%. In addition to the results of improving students' abilities in place value and arithmetic, there were several obstacles in the trial of this media, namely that students often experienced external interference (interference from peers).

CONCLUSION

This study aims to develop interactive technology-based interactive learning media on reading syllables for students with early reading difficulties. This study uses a design research (DBR) to collect comprehensive data on the analysis of students' learning difficulties and the creation of interactive technology-based learning media. This study reveals that interactive technology-based media in the 21st century can be utilized and used to develop for students with early reading difficulties. The content contained in the interactive technology-based interactive learning media has been adjusted to the needs of students. Materials that are adjusted to the needs will be very suitable for developing learning for students who have difficulty learning to read. The results of this study indicate that interactive technology-based media can increase students' interest in learning materials, namely learning to read syllables to words. This interactive technology-based interactive learning media is expected to be beneficial for students with learning difficulties and can also be beneficial for students with other learning difficulties.

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AN INTEGRATION OF DIGITAL GAME-BASED LEARNING USING ART EDUCATION FOR AUTISM SPECTRUM DISORDER STUDENTS

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ABSTRAK

This paper explores the integration of art education through digital game-based learning (DGBL) for students with Autism Spectrum Disorder (ASD). The primary objectives are to see the significance of DGBL in enhancing educational outcomes, assess the effects of integrating DGBL into the educational framework for ASD students, and examine the specific role of DGBL in art education. By utilizing a qualitative research approach, this study employs Design and Development Research (DDR) to systematically design, develop, and evaluate DGBL tools tailored for ASD students. The research includes an in-depth review of existing and recent literature, along with interviews and case study analyses, to understand how digital games can be customized to address the unique cognitive and emotional needs of ASD students. The findings underscore the potential of DGBL to not only enhance educational outcomes but also create a more inclusive and effective learning environment, particularly within art education. The integration of digital games into art education is shown to support skill acquisition, foster creativity, and encourage self-expression among ASD students. These insights provide a compelling argument for the broader adoption of DGBL in special education curricula, highlighting its role as a transformative tool in bridging educational gaps and supporting the holistic development of students with ASD.

Key Words: Digital game-based learning, autism spectrum disorder, art education

INTRODUCTION

Nowadays, digital games are very popular medium among children not only as a source of entertainment, but also used in the teaching and learning process. Digital games are growing technique to be applied in the world of technology in this day and age. The integration between learning based on digital games and academics makes the learning process more developed and easier to attract students, especially among special children such as students with autism spectrum disorder. Learning based on digital games is seen to play a very significant role in the teaching and learning process because it is able to help students to be more engaged academically compared to using traditional methods.

In the writing titled *Peranan Multimedia Di Dalam Pembelajaran Kanak-Kanak* (2007) states that based on cognitive theory in teaching, game techniques applied in the process of learning elements can increase focus, recognition and observational skills compared to existing techniques such as the use of books and boards write in class. The role of digital games-based learning is able to help students not only through teaching and learning but at the same time to ensure especially special students to interact, give feedback and develop their mental and social skills throughout the learning process (Aayeshah, W. 2012).

Digital Game-Based Learning

Digital game-based learning (DGBL) is a technique that plays an important role along with academic development in the country. It is not only an integration in academic theory, but it is included in the process of constructivism, situated learning and cognitive development. Theophylactos Anastasiadis et al. (2018) stated that digital games have been accepted globally in society and it has become part of the social and cultural environment. With the existence of digital game-based learning, it becomes a link between experience and learning. Meanwhile, based on constructivist theory, those who are involved

in the learning process such as students will develop knowledge gained through experience and active engagement (Piaget, 1954).

In a writing entitled *What Video Games Have to Teach Us About Learning and Literacy* (2003) explains that digital game-based learning is a very interesting technique. The writing states that the use of DGBL provides many immersive environments as well as providing rich support for students in the learning process. It is also able to provide opportunities for students to further explore everything taught. In addition, students are also able to solve problems in the learning process in contextually meaningful ways. This DGBL is seen to be very attractive to children especially those with special needs because learning through DGBL uses real-world scenario simulation. By applying the real-world environment in the game, it can help improve skills and knowledge in accordance with real practice in the learning process. It can simultaneously improve the process of knowledge exchange in teaching through the integration between learning and digital games. In the learning process, the use of DGBL is seen as a very important element. Connolly (2011) in his writing stated that DGBL not only brings entertainment elements in learning, but it can integrate with Educational Techniques to promote critical thinking, collaboration and domain specific skills to students throughout the learning process.

To look at DGBL as a whole significant process in education system, it needs to be known that it involves several elements that must be known to ensure that it is effective as a tool in learning. These elements include game mechanics, storytelling, feedback system, adaptability and social interaction.

Game Mechanics

Game mechanics is a very important element in the game development process. It allows players to be able to play a game by following the process and techniques that have been set to achieve the final goal of the game. Hamari et al. (2020) explained that the element of game mechanics is very necessary in DGBL because it creates a process of challenges, rewards and also levels that can motivate students. Not only that, this element also includes technical parts that go along with the game process in learning such as point scoring, leaderboards and also progress tracking. This DGBL elements is able to raise and increase the motivation and involvement of students in the learning process through games (Plass, Homer and Kinzer. 2021)

Storytelling

Based on Earp, Dagnino and Ott (2020), they explain that storytelling elements also play an important role in DGBL. This element is able to affect the cognitive and emotional aspects of the player. The integration between the game and the narrative journey of a story in the game improves the cognitive process of the students in learning. In addition, it can attract students' emotions to follow the journey of interesting stories in addition to learning. This can also add academic value to students. In the writing titled *Storytelling and Gamification to Promote Collaboration in Online Learning Environments* (2022) explains that storytelling in games can provide a very useful context for students in the aspect of problem solving and also the critical thinking process in learning.

Feedback Systems

The feedback systems is an element that can help players and students to improve the quality of the game in learning. With feedback, students can find out what needs to be improved to get good results in learning process. This can be seen through the writing by Van der Kleij et al. (2021) who explained in his study that the feedback system in digital games can help students who use the game to identify their strengths and weaknesses after playing the game. It leads to promoting self-regulation and adaptive learning which makes them constantly improve their learning process through DGBL. Recent studies in *The Power of Feedback Revisited* (2021) emphasize the role of adaptive feedback that can adjust to the learner level and offering personalized support to enhance understanding and mastery of content for students (Hattie & Timperley, 2021).

Adaptability

Among the technologies used in DGBL elements is adaptive learning. Adaptability helps students to continue to follow digital games and familiarize themselves with the existing game system so that the learning process can be followed easily. Adaptability based on Howard-Jones et al (2022) states that it uses algorithms to tailor educational experiences to students. It's ensuring the challenges that students are going through are appropriately matched with the skill level of students and players. Kocaman-Karoglu and Yilmaz (2023) also stated in their research that it can be seen that this adaptive element is very necessary in educational digital games because it can help to improve learning outcomes by providing customized learning paths.

Social Interaction

Without refusing to carry out social activities, the element of social interaction is a way in digital games that can make students and players to always be in touch with the environment even if not in real life. Zheng et al. (2021) found that social elements in digital educational games such as cooperative tasks and shared goals while playing digital games will contribute to higher engagement levels and better learning outcomes. If we talk about social interaction, it will involve two-way communication between every student who enters the class in learning. It will cause discomfort for autistic students. But with the use of digital games, this social interaction only involves digitally in the game world. Multiplayer games and features that enable peer interaction can enhance social learning and teamwork skills (Schaaf, Kapp, & Negash, 2022).

Art Education

Looking at the integration between DGBL and Art Education, it is a process that is seen as a very effective method in helping students in their learning, especially for special needs students. This Art Education subject is a subject that can be applied and used to ensure that special students such as ASD students can focus and achieve goals in the field of Education. Martin (2009) in his writing explain art is very important in the learning process of ASD students because this group relies heavily on visual, concrete and hand on therapies. This shows that this art subject is very helpful for ASD students not only in terms of learning, but in fact it helps students physically. In fact, this art subject is also able to help these special students in building personality and skills in thinking creatively. The subject of art is become the basis for other subjects which involves the process of producing works to create interest, personality, creativity and sensitivity to the environment (Sharulnizam Ramli, Syed Abu Bakar & Sabzali Musa Khan, 2017).

Art education is a subject that gives ASD students the opportunity to learn many things. From learning about thinking creatively as a form of therapy in the learning process, the subject of art education is seen as a main medium in providing educational opportunities parallel to ASD students. Quadri & Oluwasegun (2014) stated that visual art is a very effective and versatile therapy for people with problems such as ASD. It can provide the peace and can have an impact on their academic development. This art education not only help ASD students to gain knowledge in learning, but it can also help teachers to ensure that they give the best in the teaching and learning process. By taking the main approach of making art education as the main subject in the process for special students' education, teachers can see the progress of students' knowledge on a regular and consistent basis. Teachers can use art subjects to monitor non-verbal communication processes, emotional expressivity, social connectivity, intellectual acuity and content mastery (Amanda Newman-Godfrey & Lauren Stichter, 2017).

Autism Spectrum Disorder

Autism in the writing of Vidya Bhushan Gupta (2005) states that it is a term taken from the Greek language which means "*living in self*" which was found by the Swiss psychiatrist, Eugen Bleuler in 1911 where it can be expressed as someone who isolates himself as a result of poor social relatedness in schizophrenia. People with Autism syndrome will experience brain development disorders focused on

problems in social relationships, communication between people around them, emotions, lack of imagination and limited behaviour (Chandramogan Ramaiah & Mohd Zuri Ghani, 2018).

Autism Spectrum Disorder (ASD) is a group found in those with autism syndrome. Most of these Autistic people have ASD syndrome. The Centres for Disease Control and Prevention states that ASD is often associated with disabilities in individual development caused by differences in the brain's thinking system. ASD is also called a neurodevelopmental disorder that is characterized by a lack of social communication and is also limited in an interest and often has repetitive behaviour (Holy Hodges et. al, 2020).

Problem Statement

The number of patients with ASD is a growing number in society. ASD children who are included in the circle of students with learning problems are seen to be the highest class in special education schools. Report by the Special Education Data in year 2022 released by the Malaysian Ministry of Education shows that Special Needs Students in the category of learning problems increased from 79,921 people in 2021 to 88,118 people in 2022. This shows that there is an increase case from year to year and at the same time makes a matter that needs to be observed more carefully (<https://www.moe.gov.my/en/muat-turun/pendidikankhas/buku-data-pendidikan-khas/5570-buku-data-pendidikan-khas-tahun-2022/file>).

With the number increasing from year to year, ASD children need to be given adequate educational exposure. There should be no exceptions for students of this group to get a quality education system in this country. In the writing title of Autism Spectrum Disorders and Schools (2008) states that children or students with autism problems defined as "disabled" have the right to obtain special education resources specifically for them under the Individual with Disabilities Education Act (IDEA). ASD students have differences because of their ability to accept the learning process differently from the normal students. ASD students need to go through different ways in the learning process because in the writing entitled A Framework for Developing Culture-Based Multi-Modal Mind Games: Improving Social Interaction Skills of Autistic Children (2015) states that children with ASD experience problems for eye-to-eye social interaction, facial expressions, body posture and also communication problems. The problems in the process of social interaction by ASD students can be clearly seen in the writings of Jeremy Sarachan (2012) who stated that ASD children have problems in the sensory system, problems with social behaviour, inflexibility, attention problems, problems in understanding the perspective of the surrounding community and also pragmatic difficulties. With all the constraints and problems faced by these ASD students, the integration of DGBL and subjects in academics is very necessary.

Because of that problem, the emphasis on producing a more effective learning technique by using DGBL needs to be applied. This group needs to be given special education technique to help them get knowledge that is in line with their needs and should be given attention because they are worried about missing out on getting a perfect education for their lives. Tamara R. Meredith (2016) states that teachers and educators need to focus on using non-traditional approach methods while teaching special needs such as ASD students. In ensuring that the use of DGBL can be used to the maximum in the special education process, the integration of DGBL together with specific and selected subjects capable of helping these ASD students to obtain excellent results in education should be emphasized. **Integrated** education is something that has several levels and it needs to be applied through a learning process (Abu Bakar Nordin & Ikhsan Othman, 2008).

Because ASD children are a group that has problems in communicating and getting along, there needs to be a suitable learning technique. In writing by Muneeb Imtiaz Ahmad et.al (2011) explains that children with ASD often face communication problems, emotional and social disorders. Muneeb Imtiaz Ahmad also explained that if it can be seen nowadays, games are not only seen to be directed towards elements that have interactive, engaging features and also as entertainment but it is seen more for its use either from education, learning and also as a material to help those in need such as ASD. With the integration of DGBL and also special subjects that are used to be used as material for students to play

with, ASD students are more able to succeed and are more motivated in academic learning when using games compared to normal learning techniques (Whyte, Smyth & Scherff, 2015).

If we can observe in nowadays situation, the application used in education technology such as DGBL is a learning process that is very helpful for students, especially those with special needs. As Madhya Zhagan et. al (2017) stated that technology especially computers and digital games are very important in helping need students to communicate for their education purpose. Aksoy (2005) stated in his writing title Create a Button Science Education Scientific Method Process-based Learning Products that with the help of technology as a tool in the learning process, it can simultaneously develop and improve students' creative thinking talent.

If we look at these ASD students, they show more of their strengths in creative things where it involves art education. They will be more focused on things like art because it can give them the opportunity to release what they feel. Based on the writings of Fitzgerald (2003), creative here means the ability to produce or develop an original work that is assisted by either theory, technique or even a way of thinking. ASD students are a difficult group to use verbal communication in their daily lives. This is a problem that ASD students often go through and at the same time makes their learning process difficult. They usually will use the medium of art to communicate. This can be seen through writing by Spivey (2008) stated that children with ASD will use non-verbal communication in describing their feelings and this is illustrated through the process of producing art. Indirectly, the communication problems of these ASD students in following the learning session can be reduced through the art process. Creative process in the learning of arts can increase the level of flexibility of students, especially ASD students in thinking process. It can make ASD students to develop their self-esteem, more focus in education and more creative in generate ideas (Carabine, 2013).

Objective dan Research Question

Based on the focus of research which is to see the integration between digital game-based learning by using the subject of art education in the learning process of autism spectrum disorder students, it focuses on the outcome that will be obtained not only for students and for teachers, but it will align with learning outcome. The research question will focus on the iterative development, design and evaluation process of DGBL in art education.

The objective for this research is as follows:

- i. To see the significance of digital game based-learning in enhancing educational outcomes.
- ii. To assess the effects of integrating DGBL into the educational framework for ASD students.
- iii. To examine the specific role of DGBL in art education.

Based on the research objectives listed, three research questions have been state as follows:

- i. What are the significant educational outcomes achieved through the iterative design and development of digital game-based learning for autism spectrum disorder students?
- ii. How does the integration of digital game-based learning, through a design and development approach, affect the learning and engagement of autism spectrum disorder students in the educational framework?
- iii. How can digital game-based learning tools be designed to specifically support the learning needs of autism spectrum disorder students in art education, and what effects do these tools have on their creativity and emotional expression?

METHODOLOGY

This research employs a Design and Development Research (DDR) approach to explore the integration of digital game-based learning in enhancing educational outcomes for students with autism spectrum disorder, particularly in art education. The DDR methodology was selected due to its iterative nature, allowing for the systematic design, development, and evaluation of DGBL tools in real-world educational settings. This approach emphasizes the practical application of research through continuous

refinement, ensuring that the educational tools developed are both effective and responsive to the unique needs of ASD students. The study followed a structured process, including the identification of specific educational challenges, the design and prototyping of DGBL solutions, and iterative testing and evaluation with ASD learners in art education contexts.

Research Framework

For the study design process, the research uses Design and Development Research (DDR) which is also known as Development Research (Richey, Klein & Nelson, 2004). In using this research design, it will focus on the process and impact of the specific teaching and learning design in the research development effort. Next is a study of the situation of doing learning activities, development and or evaluation and studying the process at the same time. In writing by Seels & Richey (1994) has given a definition to development studies as a systematic study to design, develop and evaluate program instructions, processes and products in the form of learning technique. Richey & Klein (2007) have stated that the study of design and development as a more systematic evaluation study with the aim for this research will be integrate digital game-based learning in art education for autism spectrum disorder.

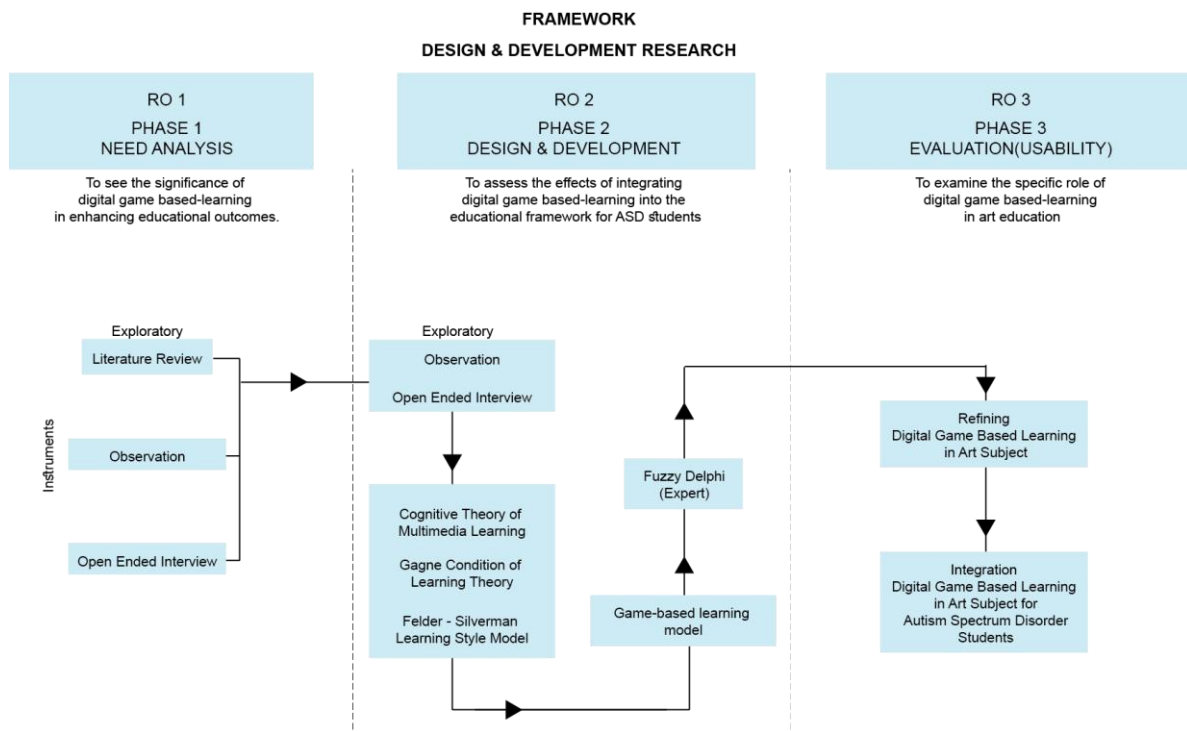


Figure 1: Design and Development Research Framework

In conducting research to achieve the objective, the researcher will use the research framework that can be seen in figure 1 above. Based on the research framework, there are three phases that will be passed to obtain the overall findings. The framework that will use this DDR starts with phase 1 which is need analysis. For this phase, the researcher will use the exploratory instrument as a means for the first objective stage which is to see the significance of the research. The use of literature review is a technique that will be used in the early stages and will be explained in detail in this writing. Writing materials and previous studies related to DGBL, art education and ASD will be used to ensure that this research has a solid and accurate source. Observation techniques will also be used where researchers will conduct research on the respondents who are ASD students in special schools around Johor Bahru. Through observation, the researcher will observe how the respondents go through the learning process in the

classroom for the subject of Art Education. The researcher will see the extent to which the students receive the instructions and perform the tasks given by using DGBL. Meanwhile, an open-ended interview will be conducted on teachers and parents to get detailed feedback related to the integration of DGBL in the learning process.

For phase 2, which is the design and development stage, an evaluation will be made regarding the effect of DGBL integration in the learning process of ASD students. In this phase, the use of the Cognitive Theory of Multimedia Learning will be used to ensure that this DGBL is compatible with the learning system practiced for special students. In addition, Gagne's Condition of Learning Theory will also be used to see and evaluate learning techniques that are able to help students throughout the period in an academic subject. Felder - Silverman Learning Style Model will also be practiced in this phase 2 to achieve the second objective of the research. After using the learning model, the researcher will include the Game-Based Learning Model as an aid to evaluate the effect of DGBL in teaching. This model will be used by including the Fuzzy Delphi Technique. This technique will use information that will be provided by experts in ASD learning and also DGBL Development experts to see how far this integration can go well and at the same time have a positive impact on ASD students.

For the last phase which is evaluation, the researcher will do complete research based on the previous phase in looking at the integration of DGBL. At this stage, the researcher will carry out a refining process where all the information from the assessment that has been made can be screened in order to obtain the final findings that clearly see the impact of the integration of DGBL in the subject of Art Education for ASD students. By completing these three phases, this research is able to provide results that can see the extent of the development of these ASD students in learning the subject of Art Education through a different integration that is by using the DGBL method during the learning process at school.

Research Respondents

Respondents will be selected based on their status as students in special schools with autism spectrum disorder. These students will be selected based on the criteria set by the National Autism Society of Malaysia (NASOM), which is a body that oversees autism in the country. The number of students will also be determined based on student capacity in special schools around Johor Bahru. This district was chosen because based on the *Data Pendidikan Khas 2022* module it states that the Johor Bahru district is the area with the most special schools in Malaysia.

Research Instrument

In the data collection process, there are instruments that will be used to ensure the process of obtaining appropriate and accurate information. Data will be collected through exploratory instruments. This exploratory process is a method of data collection through literature review instruments, observation and open-ended interviews. This literature review material will use literature materials and previous studies publication through the production of reading materials and research papers. The observation instrument is the process of the researcher's observe of the respondents to get feedback and the data they want to obtain. Meanwhile, open-ended interviews will be conducted to the respondents involved, namely students, instructors and also experts in both the academic field and the field of digital games industry.

FINDING

Findings of data and information for this research can be stated at just early stage. This is because at the time this writing was made, the researcher was at the stage of phase 1, which is to obtain complete information for first objective. At this stage of need analysis, the researcher could only focus on the information and findings obtained from the literature review material. This finding is seen as very helpful for this research to continue through phase 2 and 3. Even without initial findings through the process of observation and open-ended interview, the researcher was able to gather detailed findings related to the integration of DGBL in the learning process of these ASD students.

Looking at the initial findings related to DGBL in the academic process, it should be known that it will involve gamification techniques. This technique is used in practicing DGBL because the gamification element supports the entire game process in learning. With this gamification element, teachers and students can work together to implement the teaching and learning process perfectly. This can be seen through the titled writing *Gamification Teaching Technique During the Pandemic: A Review* (2023) which state that using Game Based Learning through this gamification technique can help teachers and students follow the learning process more easily, efficiently, and creatively. Besides, in the learning process, what is more important is how students can understand everything presented by the teachers. When looking at the significance of this DGBL to get an outcome in the learning process of ASD students, it shows the development not only to the results from the aspect of Education, but it is more than that. In a study by Wouters et al. (2013) explained that DGBL is significantly able to improve cognitive and psychomotor aspects compared to the old way of instruction. In other words, it shows an impactful outcome that can be translated to these ASD students through DGBL. This is supported by a study conducted by Annete et al. (2009) on school students where when they use a science-based digital game, it's demonstrated higher achievement and engagement levels than those who received traditional instruction. While in the latest writing from Clark et al. (2021) as well found that DGBL significantly improves student motivation, engagement, and academic performance compared to traditional teaching methods. Similarly, Chen et al. (2023) demonstrated that digital games can enhance critical thinking and problem-solving skills, particularly in STEM education.

DISCUSSION

This study aimed to explore the significance of integrating into the educational framework for students with ASD, with a specific focus on art education. The findings highlight the potential of DGBL to enhance educational outcomes, contribute to an inclusive learning environment, and foster creativity in ASD students. The significance of DGBL in enhancing educational outcomes was evident. DGBL provides an interactive and immersive learning experience that holds the attention of ASD students, who often struggle with traditional methods of instruction. Previous research supports this finding, suggesting that digital games can help ASD students by promoting engagement, improving cognitive functions, and developing problem-solving skills (Ke & Im, 2013).

Khowaja et al. (2020) state the structured nature of game-based learning, coupled with its ability to offer individualized pacing, allows students to learn at their own speed, a critical factor for ASD students who have diverse learning needs. By facilitating sustained attention and reducing distractions, DGBL offers a more adaptive learning experience, leading to improved academic performance. Additionally, the integration of DGBL into the broader educational framework for ASD students demonstrated significant effects on both academic and social outcomes. The flexible nature of DGBL allows educators to tailor instruction to individual needs, promoting a sense of inclusion in the learning environment. This is consistent with findings by Parsons et al. (2019), who emphasize that DGBL fosters greater engagement and active participation among ASD students by addressing their unique challenges. The design and development process of the digital games used in this study also showed that DGBL could enhance social interaction and communication skills, which are often areas of difficulty for ASD students while learn art education. The collaborative and repetitive nature of certain games encouraged peer interaction, helping students develop these crucial life skills. However, it is important to note that the successful implementation of DGBL requires adequate teacher training and technical support, as teachers must be able to navigate these digital tools effectively to maximize their impact (Moore et al., 2018).

Furthermore, this study found that DGBL plays a pivotal role in art education for ASD students. By providing a non-judgmental, interactive platform, digital games encourage ASD students to express themselves creatively and emotionally, areas that can be challenging for them to access in traditional art classrooms. The visual and interactive design of these games by using art subject helped students

grasp abstract concepts more easily, promoting greater confidence in their creative abilities. This is supported by research indicating that digital tools allow ASD students to explore different modes of expression, enhancing their engagement with the creative process (Burton et al., 2016).

Additionally, the ability of these games to adapt to the student's emotional state—by offering calm, structured environments—helped students manage anxiety and frustration, thereby improving emotional regulation. This suggests that DGBL not only improves artistic skills but also contributes to emotional and social development. The integration of DGBL into the educational framework, particularly in art education, highlights both opportunities and challenges. While DGBL offers a promising solution for enhancing learning outcomes and addressing the diverse needs of ASD students, its implementation requires careful planning. Educators must be provided with sufficient resources, training, and ongoing support to effectively integrate these tools into their classrooms. Furthermore, the long-term impact of DGBL on student development remains an area for future research, particularly regarding its sustained effects on creativity, social skills, and emotional regulation. DGBL has proven to be a significant tool in enhancing educational outcomes, fostering inclusion, and promoting creativity in ASD students. Its ability to provide tailored, interactive learning experiences makes it a valuable resource in the field of ASD education, particularly in the arts. As technology continues to evolve, it will be essential for future research to explore how DGBL can be further refined and optimized to meet the growing needs of ASD students.

CONCLUSION

The integration of art education through digital game-based learning presents a promising approach to supporting the educational needs of students with autism spectrum disorder. Although this writing cannot be carried out in detail through a complete research process as in the framework, nevertheless the results that can be seen through literature review material from previous writings and studies show that the integration between DGBL and art education for ASD students is very helpful in the development their learning. This study provides compelling evidence for the broader adoption of DGBL in special education curricula, highlighting its role as a transformative tool in bridging educational gaps and supporting the holistic development of students with ASD.

The findings underscore the potential of DGBL to not only enhance educational outcomes but also create a more inclusive and effective learning environment, particularly within art education. By supporting skill acquisition, fostering creativity, and encouraging self-expression, DGBL in art education can play a crucial role in the cognitive, social, and emotional development of ASD students.

Future Research

Future research should focus on long-term studies to assess the sustained impact of DGBL in art education for ASD students, as well as the development of standardized guidelines for implementing DGBL in special education settings. As technology continues to advance, the potential for innovative DGBL applications in art education for ASD students remains an exciting area for further exploration and development.

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SEEING BEYOND STIGMA: THE FIGHT FOR SEXUAL EDUCATION ACCESS FOR VISUALLY IMPAIRED INDIVIDUALS

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ABSTRACT

Individuals with disabilities, including those who are visually impaired, often become the subject of sexual stigma, which hinders their access to adequate sexual education. This stigma, although universal, is often influenced by the social norms prevailing in a society, which can vary between countries and cultures. This study aims to explore whether visually impaired individuals in Indonesia experience sexual stigma similar to that commonly found in Western countries, and to identify the impact of such stigma on their access to sexual education from their families. This study involved 11 visually impaired participants aged between 20 and 31 years, who were asked to complete a questionnaire regarding their experiences of sexual stigma and discrimination in the context of sexual education. The results showed that although only a small proportion of participants had directly experienced sexual stigma, there was a discrepancy between the low incidence of stigma and the limited access they had to sexual education. In other words, despite the relatively low level of sexual stigma, participants still faced significant barriers in obtaining comprehensive sexual education from their families. This research provides important insights into the dynamics of sexual stigma in Indonesia and highlights the need for greater intervention to ensure that visually impaired individuals have equal access to sexual education, regardless of the stigma they may face. The findings can be used as a basis for designing more inclusive sexual education programs that support the specific needs of individuals with disabilities.

Keywords: *sexual stigma, sexual education, visually impaired*

INTRODUCTION

The number of visually impaired individuals worldwide continues to be a global concern, particularly in the context of health, education, and social welfare. According to a 2010 WHO report, an estimated 285 million people globally experience vision impairment, with 39 millions of them being completely blind (Pascolini & Mariotti, 2012). In Indonesia, data from the Indonesian Blind Association (Pertuni) shows that around 1.5% of the population is blind or visually impaired. With Indonesia's population exceeding 282 million, more than 63,000 people are estimated to have severe vision impairment or total blindness. Despite the significant number, the visually impaired still constitute a minority group in society and often face various forms of complex discrimination and stigma.

Stigma is a fundamental issue commonly faced by individuals with disabilities, including the visually impaired. Stigma can be defined as a negative label given by society to individuals or groups considered different from the dominant social norms (Goffman, 1963). For individuals with disabilities, this stigma

often becomes a major barrier in various aspects of life, including education, employment, social relationships, and sexual health (Susman, 1994; Rohwerder, 2018).

Previous research has revealed that individuals with disabilities, including those who are visually impaired, often become subjects of stigma (Susman, 1994; Rohwerder, 2018; Gill et al., 2016; Kuper, 2021). This stigma is often multilayered and affects various aspects of the lives of individuals with disabilities. Some of the main types of stigma frequently faced by people with disabilities include:

1. **Social stigma.** It refers to the societal perception that individuals with disabilities are incapable of living independently or actively participating in social life (Schomerus et al., 2011). Visually impaired individuals are often seen as burdens on their families or communities, reinforcing their social isolation. Furthermore, they are frequently treated with paternalistic attitudes, which imply that they are incapable of making decisions for themselves. The impact of this social stigma is profound, particularly in the context of their social integration and opportunities to build healthy social relationships.
2. **Workplace stigma.** In the workforce, stigma against individuals with disabilities, including the visually impaired, is also prevalent. They are often perceived as unproductive and more expensive to employ due to the need for special accommodations or adjustments in the workplace (Schrader et al., 2013). This perception negatively affects the job opportunities available to visually impaired individuals, even though many possess the skills and capabilities necessary to work in various fields. This stigma also creates barriers for them to access the training or education required to improve their employment prospects.
3. **Educational stigma.** In the context of education, stigma toward individuals with disabilities is evident in the assumption that they are difficult to teach or even incapable of learning (Lindsay & McPherson, 2012). This leads to many children with disabilities, including those who are visually impaired, not having adequate access to education. Many schools are not yet inclusive and lack facilities that support the learning needs of students with disabilities. As a result, they often fall behind academically and socially, which further perpetuates the cycle of discrimination and isolation.
4. **Sexual Stigma.** In addition to the stigmas mentioned above, sexual stigma poses a significant challenge for individuals with disabilities, including the visually impaired. Much of society questions their ability to form romantic or sexual relationships. Some even regard individuals with disabilities as asexual, meaning they are perceived as lacking the desire or ability to engage in sexual relationships (Lund & Johnson, 2015; Kim, 2011; Corrigan & Watson, 2002). Such views not only restrict their freedom to express themselves in intimate relationships but also negatively impact their sexual identity development and mental health. This sexual stigma also affects their access to sexual education. Many believe that individuals with disabilities, including the visually impaired, do not need sexual education because they are assumed to never engage in romantic or sexual relationships. This assumption is misguided, as all individuals, including those with disabilities, have the right to receive comprehensive sexual education (Wade, 2002). Without adequate access to sexual education, individuals with disabilities are more vulnerable to sexual exploitation and reproductive health issues.
5. **Social Norms and Sexual Stigma.** The relationship between stigma and social norms also plays a crucial role in the discrimination experienced by individuals with disabilities. The social norms adopted by a society greatly influence its perception of individuals with disabilities, especially in terms of sexuality (Makleff et al., 2019). In some societies, sexuality is considered taboo, making sexual education less of a priority, especially for individuals with disabilities. On the other hand, social norms in Western countries may be more open to discussions on sexuality, although stigma

against disability remains strong. In the Indonesian context, where social norms are still heavily influenced by traditional and religious values, sexual stigma against the visually impaired may differ from that in Western countries. Thus, it is essential to explore how sexual stigma is experienced by visually impaired individuals in Indonesia and whether this stigma affects their access to adequate sexual education.

There is a close relationship between stigma and the social norms adopted by a particular environment, whether within the family or broader society. These social norms can shape society's perceptions and attitudes toward individuals with disabilities, including the visually impaired (Makleff et al., 2019). Thus, the form and degree of stigma experienced by individuals with disabilities can vary in environments with different social norms. This study aims to explore whether the sexual stigma experienced by visually impaired individuals in Indonesia mirrors the stigma commonly found in Western countries. Additionally, this study seeks to determine whether sexual stigma impacts the visually impaired's access to adequate sexual education from their families. By understanding the dynamics of sexual stigma in Indonesia, the results of this research are expected to provide a foundation for designing more inclusive interventions and promoting equal access to sexual education for individuals with disabilities.

LITERATURE REVIEW

Access to sexual education is a fundamental right for all individuals, yet those with disabilities, particularly visually impaired individuals, often face significant barriers. This literature review examines the existing research on the stigma surrounding sexuality for visually impaired individuals and explores how these stigmas impact their access to sexual education. It highlights the intersection of societal attitudes, the need for inclusive education, and the importance of tailored sexual health resources. Stigma, as defined by Goffman (1963), is a negative label assigned to individuals or groups that are perceived as deviating from societal norms. Individuals with disabilities, including those with visual impairments, often face multiple forms of stigma, including physical, social, and sexual stigma (Susman, 1994; Rohwerder, 2018). These stigmas can manifest in negative attitudes from society, leading to discrimination and reduced opportunities for social engagement (Schomerus et al., 2011).

Sexual stigma specifically pertains to the societal perception that individuals with disabilities lack sexual agency, desire, or ability to engage in intimate relationships (Corrigan & Watson, 2002; Lund & Johnson, 2015). Research indicates that many individuals perceive visually impaired individuals as asexual or incapable of forming romantic relationships, which limits their opportunities to receive appropriate sexual education (Kim, 2011). This misconception creates barriers to healthy relationship development and sexual expression.

Despite the importance of sexual education, visually impaired individuals often find themselves excluded from these discussions. A study by Lindsay & McPherson (2012) highlights that children with disabilities frequently lack access to appropriate sexual education due to assumptions about their learning capabilities. This exclusion leads to a lack of understanding about their bodies, relationships, and sexual health.

Family dynamics play a crucial role in providing sexual education. However, stigma can lead families to avoid discussing sexual health topics altogether, fearing that they may reinforce societal stereotypes or cause embarrassment (Wade, 2002). This avoidance not only perpetuates ignorance but also denies visually impaired individuals the necessary tools to navigate their sexual health and relationships. Research has shown that when families are open to discussing these topics, individuals with disabilities feel more empowered to explore their sexuality (Makleff et al., 2019).

RESEARCH METHODOLOGY

This study is qualitative research aimed at understanding the sexual stigma experienced by individuals and their opportunities to access sexual education among visually impaired individuals. The research involves 11 participants with disabilities aged 20 to 31, consisting of 5 males and 6 females. Data was collected through questionnaires that included various questions covering: 1) whether they have ever experienced sexual stigma; 2) who inflicted this stigma—whether it was from immediate family, extended family, close acquaintances, or from school/university environments; and 3) their opportunities to receive sexual education.

The obtained data will be processed using qualitative analysis for the questionnaire data, which involves several steps derived from qualitative data processing according to Sgier (2012): 1) coding, in which each item of the questionnaire is coded; 2) thematic analysis, including identifying the types of data, naming, and identifying themes; 3) validity checks conducted through member checking techniques; and 4) reporting, which will be presented in a narrative form according to the discussed themes. The following is the data of the respondents in this study:

Table 1. Respondent Data

Respondent	Gender	Age (Years)	Region	Education
1	Male	20	Bekasi	Bachelor's
2	Male	21	Malalengka	Bachelor's
3	Male	31	Bandung	Bachelor's
4	Male	20	Bandung	Bachelor's
5	Female	29	Bekasi	Bachelor's
6	Female	23	Cirebon	Bachelor's
7	Female	22	Subang	Bachelor's
8	Female	21	Lubuk Linggau	Bachelor's
9	Female	20	Bandung	Bachelor's
10	Female	21	Bandung	Bachelor's
11	Male	21	Bandung	Bachelor's

OBJECTIVES

In general, this study aims to address various aspects of sexual education access for visually impaired individuals, considering the complex interplay of stigma, societal norms, and educational practices. Specifically, this study examines the stages of stigma in the following objectives:

1. **To Identify Sexual Stigmas:** Investigate and identify the various forms of sexual stigma faced by visually impaired individuals in different contexts, including family, educational institutions, and social environments.
2. **To Assess Awareness:** Evaluate the awareness and understanding of sexual education needs among visually impaired individuals, their families, and educators.
3. **To Explore Barriers:** Examine the barriers that visually impaired individuals encounter in accessing comprehensive sexual education, including societal perceptions, institutional limitations, and familial attitudes.

FINDINGS

Based on the data from the questionnaires provided to 11 respondents regarding stigma related to physical conditions, the findings are as follows: 1) Only 3 respondents (1 female and 2 males) reported receiving stigma from their immediate family; 2) A total of 5 respondents (2 females and 3 males) experienced negative stigma from their extended family; 3) Six respondents (4 females and 2 males) experienced stigma from their neighborhood; and 4) Only 3 respondents (1 female and 2 males) received stigma at school.

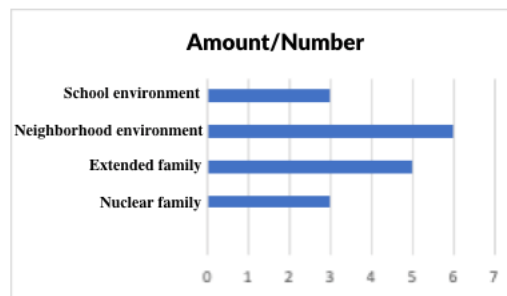


Figure 1. Physical stigma and sources of stigma

From this data, although the overall comparison between males and females receiving stigma is not significantly different, males were more likely to experience stigma from their immediate and extended families. In Indonesian culture, males are often seen as the family's hope and pride (Demartoto, 2010; Uyun, 2002), and having a family member with a disability can have a profound impact on the family (Reichman, Corman, & Noonan, 2008). This may sometimes lead to parental rejection (Gusrianti, Winarni, & Faradz, 2018). Several factors might explain why male children tend to experience more stigma than females.

On the other hand, in social settings around the home, females were more likely to encounter stigma compared to males. This could be attributed to previous research by Ahmad & Smith (2022), which found that females are more vulnerable to verbal bullying in social circles. Another study by Rivers & Smith (1994) indicated that direct bullying is more common among females than males. This suggests that stigma in social environments is more likely to affect females than males.

Regarding sexual stigma, only a few respondents out of the 11 experienced this, and none reported being viewed as asexual. Two individuals (1 female and 1 male) were told by their immediate family that they were unlikely to find a sexual partner, 2 males experienced similar stigma from their immediate family, 3 respondents (2 females and 1 male) from the neighborhood, and 2 males at school. The low incidence of sexual stigma among respondents may be due to the fact that discussions around sexuality are still considered taboo in Indonesia (Yusuf, 2020; Billah & Erfantinni, 2021), making sexual stigma less likely to be openly expressed.

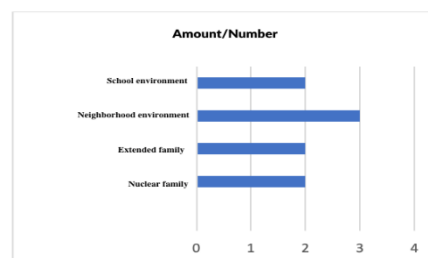


Figure 2. Sexual stigma and the individuals who impose it

In terms of self-actualization, only one respondent (female) did not believe she would find a partner that met her criteria. The rest of the respondents were confident they would find a suitable partner. All respondents believed that if they did find a partner, they would be able to make them happy, including in sexual matters. Jacobs (2002) noted that stigma can hinder individuals from achieving self-actualization by lowering their hopes and self-confidence. However, individuals with strong faith in God may be more accepting of all aspects of themselves, including their disabilities and the stigma they face (Sayyidah et al., 2022). Since all the respondents believed in God, their self-acceptance might have been strong enough that the stigma they encountered did not significantly impact their self-actualization.

DISCUSSIONS

The findings underscore the urgent need to confront the stigma surrounding the sexuality of visually impaired individuals. Raising awareness among families, educators, and the broader community is essential for challenging misconceptions and fostering acceptance. As noted by Earle (2005), promoting understanding can help combat the negative stereotypes that contribute to stigma, ultimately creating a more inclusive environment for visually impaired individuals to discuss their sexual health. It indicates a pressing need for tailored sexual education programs that address the unique needs of visually impaired individuals. Participants expressed a desire for more inclusive curricula that utilize accessible formats, such as braille, audio materials, and interactive workshops. This highlights the importance of developing educational resources that engage visually impaired students and empower them to take charge of their sexual health.

Educators play a pivotal role in shaping the sexual education experiences of visually impaired individuals. The study reveals that many educators lack the training necessary to effectively teach sexual education to this demographic. By investing in professional development and training programs, educational institutions can equip teachers with the skills needed to create inclusive learning environments. This is crucial for ensuring that visually impaired students receive the comprehensive sexual education they deserve. Given the cultural barriers identified in the research, it is vital to develop culturally responsive approaches to sexual education for visually impaired individuals. This involves engaging with local communities to understand their values and beliefs surrounding sexuality, and incorporating these insights into the design of educational programs. By fostering dialogue around sexual health that respects cultural norms, educators can create more effective and inclusive learning experiences. Cultural norms significantly impact the access visually impaired individuals have to sexual education. In many communities, discussing sexual matters remains taboo, particularly concerning individuals with disabilities. Participants indicated that cultural attitudes often perpetuate silence around sexual topics, further isolating visually impaired individuals from critical information. These findings are consistent with Makleff et al. (2019), who emphasize the influence of cultural stigma on the sexual rights of individuals with disabilities.

The study identified several key barriers preventing visually impaired individuals from accessing comprehensive sexual education. Participants noted a lack of inclusive educational resources, inadequate training for educators, and societal misconceptions about their sexual capabilities. Many expressed frustration over the limited availability of accessible materials, which hindered their ability to learn about their sexual health and rights. This aligns with the findings of Alimoradi et al. (2020), who highlighted the gaps in educational practices for individuals with disabilities. Empowering visually impaired individuals to advocate for their sexual rights is a critical component of improving access to sexual education. The findings indicate that many participants are eager to learn and engage in discussions about their sexual health, yet face barriers that inhibit their participation. Programs that encourage self-advocacy and peer support can help visually impaired individuals navigate their sexual rights and seek out the information they need.

CONCLUSION

This study shows that among the 11 respondents with disabilities, more than half have experienced stigma related to their physical conditions, while only a quarter have faced sexual stigma. This is likely due to the fact that discussions about sexuality in Indonesia are still considered taboo, making such stigma less frequently expressed by people in their environment. Males are more vulnerable to experiencing stigma from family, while females are more likely to face stigma from their social circles. Although there is a theoretical relationship between self-actualization and the stigma one encounters, this research did not show a significant impact of the stigma experienced on self-actualization. Therefore, further investigation is needed. Given that this study involved a very small number of respondents, these conclusions apply only to those participants. More extensive research involving a larger number of individuals with disabilities from various educational levels, ethnic backgrounds, religions, and potentially different parenting styles is necessary to better understand the relationship between stigma and self-actualization.

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PERSEPSI DAN PENGETAHUAN GURU TADIKA SWASTA TERHADAP PENDIDIKAN INKLUSIF

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ABSTRAK

Di Malaysia, pendidikan inklusif di prasekolah bertujuan untuk mewujudkan pendidikan yang sesuai dan adil di mana kanak-kanak berkeperluan khas dapat belajar bersama rakan sebaya mereka. Pendekatan ini menggalakkan penyesuaian strategi pengajaran, persekitaran bilik darjah, dan bahan pengajaran untuk kebaikan setiap murid. Ia memupuk sosialisasi dan mengurangkan stigma dengan memasukkan kanak-kanak berkeperluan khas ke dalam institusi prasekolah biasa, membolehkan setiap kanak-kanak merasakan bahawa mereka adalah sebahagian daripada komuniti tersebut. Namun begitu, pelaksanaannya masih menghadapi beberapa cabaran, terutamanya kepada guru-guru yang mungkin tidak mempunyai latihan khusus dalam pendidikan khas. Penyelidikan ini bertujuan untuk menilai sikap dan kesedaran guru tadika swasta terhadap pendidikan inklusif serta kesediaan mereka untuk melaksanakan program ini. Selaras dengan objektif ini, kajian ini direka untuk mendapatkan maklumat asas mengenai pemahaman guru terhadap pendidikan inklusif, cara ia diambil, serta isu-isu yang mungkin timbul dalam pembentukan persekitaran inklusif. Hasil kajian menunjukkan kesan latar belakang pendidikan guru serta pengalaman mengajar terhadap kemampuan guru untuk memahami dan mengamalkan aspek pendidikan inklusif. Selain itu, faktor persekitaran dan sokongan ibu bapa juga merupakan faktor penting bagi pelaksanaan program yang berkesan. Cadangan kajian ini menekankan di mana sekolah dan penyedia latihan boleh memberi tumpuan untuk meningkatkan keberkesanan program latihan guru dalam bidang pendidikan inklusif.

Kata Kunci: *pendidikan inklusif, tadika, pengetahuan guru, cabaran, sokongan ibu bapa*

PENGENALAN

Menurut Fox (2021), kanak-kanak berkeperluan khas mungkin mengalami masalah sama ada dengan kerja dan aktiviti sekolah, komunikasi ataupun tingkah laku. Ketidakupayaan ini menyebabkan ibu bapa perlu mendapatkan bantuan dan nasihat daripada pakar serta guru yang berkemahiran dalam intervensi dan pendidikan khas. Terdapat 13 jenis keperluan khas yang ditakrifkan oleh Individuals with Disabilities Education Act (IDEA) atau Akta Pendidikan Orang Kurang Upaya, iaitu merangkumi autism, pekak, pekak dan buta, gangguan emosi, masalah pendengaran, kecacatan intelek, kecacatan berbilang, kerosakan ortopedik, masalah kesihatan, kurang upaya, pembelajaran khusus, kecacatan pertuturan atau bahasa, kecacatan otak serta masalah penglihatan (Wilmshurst & Brue 2018).

Menurut Hannell (2018) dan Fox (2021), berpandukan 13 keperluan khas tersebut, terdapat 4 kategori kanak-kanak berkeperluan khas iaitu kanak-kanak yang memiliki kekangan dan masalah pancaindera, mengalami kecacatan fizikal, mempunyai masalah pembelajaran yang spesifik dan perkembangan lewat. Bagi kategori masalah pancaindera, ia terbahagi kepada 3 iaitu masalah pendengaran di mana kanak-kanak kategori ini hilang keupayaan mendengar secara normal. Tetapi mereka berupaya menerima pendidikan sama ada menggunakan bantuan alat pendengaran atau menggunakan sensori yang lain seperti mata; kedua, masalah pertuturan sama ada dari segi sebutan, suara, bahasa ataupun gagap; dan ketiga, masalah penglihatan, sama ada cacat separuh atau kurang nampak, tetapi keterbatasan ini tidak menjejaskan keupayaan motor secara maksimum.

Kategori kedua, kanak-kanak yang mengalami kecacatan fizikal pula adalah kanak-kanak yang memiliki ketidakupayaan dari segi fizikal serta perlukan sokongan peralatan khas untuk melakukan rutin seperti kanak-kanak normal yang sebaya, termasuklah masalah, spina bifida, Muscular Dystrophy, Cerebral Palsy, epilepsy dan limb deficiencies. Kategori kanak-kanak yang memiliki masalah dalam pembelajaran yang spesifik pula adalah kanak-kanak yang memiliki masalah dalam pembelajaran atau digelar slow learner seperti lembam, autistik, Syndrome Down, terencat akal ringan atau sederhana, hiperaktif atau disleksia serta disahkan oleh pakar perubatan yang diiktiraf. Manakala, kanak-kanak dalam kategori perkembangan lewat pula merujuk kepada kanak-kanak yang tidak mencapai tahap perkembangan seperti rakan sebaya yang normal sama ada lewat dari segi bahasa dan komunikasi, fizikal, kognitif, sosioemosi mahupun sosial.

Ketidakupayaan tersebut menyebabkan kanak-kanak berkeperluan khas memerlukan pendidikan khas bagi memastikan mereka mendapat akses pendidikan yang dapat membantu mereka berkembang dengan baik (Wilmschurst & Brue 2018). Berbeza dengan institusi pendidikan awal kanak-kanak, institusi yang menawarkan pendidikan khas bertujuan membantu kanak-kanak berkeperluan khas mengikut ketidakupayaan kanak-kanak tersebut. Biasanya institusi ini memberikan sokongan dengan menggunakan khidmat pakar yang berkemahiran dalam bidang intervensi dan pendidikan khas. Dengan menggunakan bantuan khidmat pakar, kanak-kanak berkeperluan khas akan dibantu dalam kemahiran membaca, menulis, mengenal nombor, memahami persekitaran, bersosialisasi dan berkomunikasi dengan baik, pengurusan diri dan tingkah laku serta perkembangan dari aspek emosi, jasmani, intelek, sosial dan rohani.

Dari segi tenaga pakar yang terlibat bagi pendidikan khas pula, ianya melibatkan guru yang telah dilatih khusus dengan teori dan pendekatan yang tersendiri untuk mendidik kanak-kanak yang berkeperluan khas. Guru-guru ini mendapat latihan khusus berkaitan pendekatan dan teknik mengajar dan penilaian, psikologi serta lain-lain ilmu yang berkaitan. Mereka turut dibantu oleh pakar lain seperti kaunselor, jurupulih carakkerja dan ahli terapi pertuturan. Pihak pakar berfungsi membantu guru pendidikan khas mengenalpasti dan menjalankan jenis intervensi yang bersesuaian dengan keperluan kanak-kanak secara optimum.

Persekitaran pembelajaran yang menyeronokkan memiliki pengaruh yang sangat besar terhadap proses perkembangan kanak-kanak yang sihat dan menyeluruh. Selari dengan tujuan penggubalan Dokumen Standard Prasekolah Kebangsaan (DSKP), semakan 2017 yang bertujuan untuk memastikan kanak-kanak berumur antara 4-6 tahun dapat berkembang dengan optimum dari aspek rohani, jasmani, intelek, sosial dan emosi (Kementerian Pendidikan Malaysia 2017). Analisa dari kajian-kajian lepas mendapati bahawa banyak kajian menekankan kepentingan susunan pembelajaran yang memberi ruang kepada kanak-kanak berkeperluan khas bergaul dengan kanak-kanak tipikal yang lain dalam persekitaran terhadap yang minimum (Muhammad Farhan et al. 2020).

Selain itu, kebanyakan guru yang terlibat dengan pendidikan inklusif juga menyatakan bahawa berhadapan dengan kanak-kanak yang berkeperluan khas sangat memerlukan kemampuan mereka untuk mengenal, menghadapi dan memahami keperluan kanak-kanak yang berbeza dan pelbagai (Hannah Aqilah Amran, Rosadah Abd Majid & Manisah Mohd Ali 2019). Dapatan dari kajian lepas mendapati bahawa antara cabaran yang perlu dihadapi oleh guru yang terlibat dengan pendidikan khas ialah tahap kompetensi dan pembangunan profesionalisme guru yang rendah serta sokongan dan kerjasama dari ibu bapa yang rendah (Gee & Gonsier-Gerdin 2018; Hannah Aqilah Amran, Aswaniza Shamsudin & Rosadah Abd Majid 2018). Guru yang terlibat dalam intervensi ini perlulah kompeten dan sentiasa bersedia untuk memenuhi semua aspirasi murid. Namun demikian, tidak banyak kajian yang menekankan tentang peranan ibu bapa dalam menyokong proses pembelajaran kanak-kanak terutama semasa di rumah bagi memastikan proses pembelajaran berlaku secara berterusan (Ngan et al. 2018).

KAJIAN LITERATUR

Pembelajaran merupakan proses menerapkan atau mengintegrasikan maklumat dalam struktur kognitif dalaman kanak-kanak. Persekitaran pembelajaran kanak-kanak pula meliputi semua faktor yang terlibat dalam aspek pembelajaran sama ada secara psikologi, fizikal, mahupun sosial. Ianya merujuk kepada suatu keadaan persekitaran kanak-kanak di mana mereka akan dirangsang untuk melibatkan diri secara langsung dalam proses pembelajaran, membantu membentuk dan meningkatkan kemahiran kanak-kanak serta mampu mempengaruhi tingkah laku mereka. Untuk itu, bagi memaksimumkan pemerolehan ilmu pengetahuan kanak-kanak, kefahaman dan pengetahuan para pendidik terhadap teknik, pendekatan pengajaran dan keperluan setiap murid adalah sangat penting (Nair, Nachaiappan & Teck 2017).

Di Malaysia, terdapat beberapa inisiatif dan program yang telah dilaksanakan oleh Kementerian Pendidikan Malaysia dengan Kerjasama Kementerian Pembangunan Wanita, Keluarga dan Masyarakat bagi membantu kanak-kanak berkeperluan khas. Walaupun matlamat dua organisasi ini adalah sama, skop bantuan yang disediakan agak berbeza di mana Kementerian Pendidikan Malaysia berfungsi menyediakan akses pendidikan untuk kanak-kanak pemulihan khas dan berkeperluan khas. Manakala, Kementerian Pembangunan Wanita, Keluarga dan Masyarakat pula menyediakan khidmat intervensi bagi membantu kanak-kanak yang menghadapi keterencatan akal, kecacatan fizikal yang teruk dan lain-lain kecacatan yang menghalang mereka belajar di tadika atau sekolah yang disediakan oleh Kementerian Pendidikan Malaysia.

Selain itu, kurikulum pendidikan yang digariskan di dalam Dokumen Standard Prasekolah Kebangsaan (DSKP) adalah bertujuan membantu perkembangan kanak-kanak secara optimum dari segi emosi, intelek, rohani dan jasmani (Kementerian Pendidikan Malaysia 2017). Berbeza dengan kurikulum yang dibentuk bagi pendidikan khas, yang mana ia bertujuan menyokong perkembangan kanak-kanak yang optimum dengan keperluan pendidikan yang khusus supaya kanak-kanak boleh berfungsi dengan baik sebagai individu yang berdikari, berkemahiran, merancang, berhaluan, mengurus kehidupan sendiri serta mampu menyesuaikan diri dalam masyarakat (Zabeli & Gjelaj 2020).

Pendidikan khas di Malaysia merupakan salah satu langkah proaktif dan usaha berterusan bagi mewujudkan insan yang berhaluan, beriman, berkemahiran, menguruskan kehidupan, mampu merancang serta berdikari di samping sedar akan potensi diri sebagai seorang yang produktif selari dengan Falsafah Pendidikan Kebangsaan (Kementerian Pendidikan Malaysia 2020). Terdapat 3 program yang disediakan bagi membantu kanak-kanak berkeperluan khas memperoleh akses pendidikan di Malaysia iaitu Sekolah Pendidikan Khas (SPK), Pendidikan Khas Integrasi dan program pendidikan inklusif. Program pendidikan inklusif disediakan bagi membolehkan kanak-kanak berkeperluan khas turut sama dalam pembelajaran kelas arus perdana bersama murid seusia normal yang lain.

Menurut Azman Ab Rahman et al. (2021), penerimaan guru terhadap pendidikan inklusif adalah negative kerana kekurangan pengetahuan dan latihan yang diterima sepanjang perkhidmatan mereka sebagai guru tadika. Guru yang mempunyai pengetahuan yang terhad berkaitan masalah pembelajaran dan ketidakupayaan murid berkeperluan khas tidak akan mempunyai ilmu berkaitan Tindakan atau langkah yang mereka perlu ambil untuk menghadapi murid berkeperluan khas. Oleh itu, mereka cenderung untuk bersikap berat sebelah dalam penilaian, layanan dan kasih sayang mereka. Menurut Nurul Izzah Yusof dan Hazhari Ismail (2020), kunci kejayaan pendidikan inklusif bergantung kepada kompetensi guru dalam bekerja dengan kanak-kanak pendidikan khas.

METODOLOGI

Dalam kajian kualitatif ini, persoalan kajian diwujudkan dan digunakan untuk mengetahui pengetahuan, batasan dan cabaran guru tadika swasta dalam menerima kanak-kanak pendidikan khas yang menjurus kepada objektif kajian ini. Di dalam kajian ini, sampel adalah guru tadika yang bertanggungjawab mengajar kanak-kanak berumur 4-6 tahun di tadika swasta. Penetapan jumlah responden ditetapkan dari awal bagi memudahkan proses pengumpulan dan pentadbiran data dilakukan. Kesemua sampel kajian adalah kenalan dan rakan pengkaji yang bertugas di tadika swasta dan mempunyai murid berkeperluan khas. Faktor pemilihan responden dalam kalangan guru yang mempunyai murid berkeperluan khas adalah kerana pengkaji ingin melihat sejauh mana pengetahuan guru tersebut terhadap pendidikan inklusif. Selain itu, faktor yang mempengaruhi pengetahuan dan kesediaan mereka dalam menerima pendidikan inklusif juga direkodkan pengkaji.

Data kajian kualitatif ini diperoleh melalui maklum balas sampel kajian menggunakan borang soal selidik dan temu bual melalui panggilan telefon. Bentuk pemerolehan data adalah dari sumber data primer, di mana maklum balas responden dikumpul secara langsung dari borang soal selidik yang diedarkan. Soal selidik adalah satu set borang yang mengandungi struktur soalan yang disusun oleh pengkaji bagi tujuan mendapatkan maklumat tentang beberapa persoalan yang berkaitan dengan kajian. Bagi menjawab persoalan berkaitan pengetahuan, cabaran dan perspektif sampel, pengkaji membuat transkrip bertulis hasil daripada temu bual yang dijalankan ke atas ketiga-tiga sampel kajian.

Dengan menggunakan temu bual, soalan soal selidik diadaptasi dan diubahsuai menggunakan soalan kajian yang pernah digunakan oleh Zabeli dan Gjelaj (2020) dalam kajian mereka. Bahagian A adalah berkaitan dengan latar belakang atau demografi responden, melalui borang soal selidik dalam talian. Bertujuan untuk memastikan bahawa responden yang terlibat menepati kumpulan sasaran kajian, iaitu dalam kalangan guru tadika swasta yang mempunyai murid berkeperluan khas sahaja. Profil responden yang diperoleh dari Bahagian A ialah umur, jantina responden dan latar belakang pendidikan. Bahagian B mengandungi pengalaman mengajar, jumlah bilangan kanak-kanak tipikal dalam kelas mereka, jumlah bilangan kanak-kanak berkeperluan khas dan jenis tadika. Bahagian C pula berkaitan dengan penglibatan guru dalam sebarang latihan perkhidmatan seperti seminar, kursus, bengkel dan lain-lain yang berkaitan.

Manakala bahagian keempat, iaitu Bahagian D pula bertujuan untuk melihat pengetahuan responden mengenai pendidikan inklusif. Hal ini kerana, guru yang tidak mempunyai pengetahuan yang mapan terhadap program pendidikan inklusif akan mengalami kesukaran dalam mengendalikan pembelajaran yang seimbang kepada murid berkeperluan khas (MBK) dan murid tipikal (Azman Ab Rahman et al. 2021). Sebanyak 3 konstruk dibina di dalam Bahagian E untuk melihat cabaran, persediaan dan perspektif responden dalam mengajar kanak-kanak berkeperluan khas, sekaligus melaksanakan pendidikan inklusif di dalam kelas arus perdana. Bagi Bahagian D dan E, data direkodkan daripada kaedah temu bual melalui panggilan telefon antara pengkaji dengan responden. Kaedah temu bual dalam penyelidikan kualitatif memberi peluang kepada responden untuk menerangkan perasaan mereka tentang topik yang dibincangkan. Temu bual dalam kajian ini dirakam dan sebelum rakaman dan temu bual dilakukan, saya terlebih dahulu mendapatkan kebenaran peserta untuk meyakinkan mereka bahawa maklumat yang dikongsi sepanjang temu bual adalah sulit. Memandangkan temu bual dilakukan secara panggilan telefon, pengkaji telah membuat rakaman audio temu bual, yang kemudiannya ditranskripkan ke dalam bentuk dokumen bertulis.

Analisis Faktor Demografi Terpilih Responden

Bahagian ini melaporkan analisis latar belakang responden yang terdiri daripada umur, tempoh pengalaman mengajar, kelayakan akademik, penglibatan 3 tahun ke belakang dalam Latihan berkaitan Pendidikan Khas dan Pendidikan Awal Kanak-kanak serta penglibatan 3 tahun ke belakang dalam bidang berkaitan. Analisis data latar belakang kajian adalah seperti yang ditunjukkan dalam Jadual 1.

Jadual 1 :Profil Demografi Responden

Responden	Umur	Pengalaman Mengajar (Bilangan Tahun)
Responden 1 (R1)	36	12
Responden 2 (R2)	28	5
Responden 3 (R3)	33	7

Jadual 1 menunjukkan profil demografi responden dari aspek umur dan pengalaman mengajar. Seramai 3 orang responden dipilih dan diberi pautan borang soal selidik untuk diisi dalam talian. Jumlah bilangan responden adalah 3 orang. Dari jumlah ini seramai 2 orang (67%) adalah guru yang berumur 30 tahun dan ke atas manakala seorang daripadanya (33%) adalah terdiri daripada guru yang berumur bawah 30 tahun.

Jadual 2: Penglibatan dalam Kursus atau Latihan yang Berkaitan dalam Tempoh 3 Tahun ke Belakang

Kursus	Bilangan	Peratus (%)
Pendidikan Khas	2	67
Pendidikan Awal Kanak-kanak	3	100

Jadual 2 menunjukkan taburan bilangan responden yang terlibat dalam kursus dan latihan berkaitan Pendidikan Khas dan Pendidikan Awal Kanak-kanak dalam tempoh 3 tahun dan ke belakang. Kesemua responden pernah terlibat dalam kursus dan latihan berkaitan dalam Pendidikan Awal Kanak-kanak dalam tempoh 3 tahun dan ke belakang manakala hanya 67% daripadanya terlibat dalam kursus dan latihan yang berkaitan dalam Pendidikan Khas dalam tempoh 3 tahun dan ke belakang.

OBJEKTIF KAJIAN

Secara umum, kajian ini melihat cabaran, isu, persediaan dan persepektif guru tadika swasta terhadap pendidikan inklusif. Secara spesifik, kajian ini persepsi dan pengetahuan guru tadika swasta terhadap pendidikan inklusif daripada aspek berikut:

1. Melihat sejauhmana kefahaman guru arus perdana terhadap program pendidikan inklusif.
2. Mengenal pasti cabaran yang dihadapi guru arus perdana dalam melaksanakan pendidikan inklusif.
3. Mengenal pasti persediaan yang diambil oleh guru arus perdana dalam melaksanakan pendekatan inklusif di dalam bilik darjah?
4. Melihat persepektif guru arus perdana terhadap pelaksanaan program pendidikan inklusif dengan mendalam.

DAPATAN KAJIAN

Responden bagi kajian ini adalah terbatas kepada guru tadika swasta yang terlibat dengan pengajaran murid berkeperluan khas sahaja. Jadual 3 menunjukkan maklumat responden yang terlibat dalam kajian ini berdasarkan profil umur, jantina dan latar belakang pendidikan.

Jadual 3: Maklumat Latar Belakang Responden yang Terlibat Sebagai Peserta Kajian

	Responden 1	Responden 2	Responden 3
Jantina	Perempuan	Perempuan	Perempuan
Umur	36	33	28
Latar Belakang Pendidikan	Diploma PAKK	Diploma PAKK	Diploma PAKK

Berdasarkan jadual di atas, daripada 3 orang responden yang terlibat, 2 daripadanya adalah guru yang berumur lebih 30 tahun. Kesemua responden mempunyai latar belakang dalam Pendidikan Awal Kanak-kanak dari IPTA / IPTS yang diiktiraf. Menurut Kementerian Pendidikan Malaysia (2021), tempoh percubaan perkhidmatan bagi seorang guru adalah 3 tahun pertama. Jadual 2 menunjukkan maklumat responden dari segi pengalaman mengajar, jumlah murid di dalam kelas (murid tipikal & MBK) dan jenis tadika.

Jadual 4: Maklumat Profil Perkhidmatan Responden

	Responden 1	Responden 2	Responden 3
Pengalaman Mengajar	12	7	5
Jumlah Murid Tipikal/Kelas	18	15	18
Jumlah MBK/Kelas	2	2	1
Tahun Terkini Mengajar MBK	2021	2019	2021
Jenis Tadika	Swasta	Swasta	Swasta

Berdasarkan jadual di atas, didapati kesemua responden mempunyai pengalaman lebih 3 tahun dalam pendidikan awal kanak-kanak. Responden 1 mempunyai pengalaman mengajar selama 12 tahun, manakala responden 2 berpengalaman selama 7 tahun. Bagi responden 3 pula, telah terlibat dalam profesion guru pendidikan awal kanak-kanak selama 5 tahun. Jumlah murid di dalam bilik darjah yang diajar responden juga menepati syarat jumlah kapasiti murid/kelas yang ditetapkan Kementerian Pendidikan Malaysia. Manakala, Jadual 3 pula mengandungi maklumat penglibatan responden dalam latihan perkhidmatan, sama ada dari segi kursus jangka masa panjang/pendek, seminar, bengkel, mahupun lain-lain yang berkaitan.

Jadual 5: Penglibatan responden dalam latihan perkhidmatan 3 tahun kebelakang (2021-2019)

Fokus Latihan Perkhidmatan	Responden 1	Responden 2	Responden 3
Pendidikan Khas	√	√	X
Pendidikan Awal Kanak-kanak	√	√	√
Kanak-kanak	√	√	√
MBK/Kanak-kanak Berkeperluan Khas	√	√	X

Berdasarkan Jadual 5, didapati bahawa responden 3 tidak menerima sebarang latihan perkhidmatan, sama ada dari segi kursus, seminar mahupun bengkel berkaitan kanak-kanak berkeperluan khas/MBK dan pendidikan khas dalam tempoh 3 tahun kebelakang dari tahun data kajian ini dijalankan. Berbeza dengan 2 responden yang lain iaitu responden 1 dan 2, dalam tempoh 3 tahun kebelakang, mereka ada menerima latihan perkhidmatan sama ada berkaitan pendidikan khas, Pendidikan Awal Kanak-kanak (PAKK), kanak-kanak mahupun kanak-kanak berkeperluan khas.

Dapatan analisis data yang dijalankan melalui kaedah temu bual dengan 3 guru tadika swasta sebagai responden kajian adalah seperti berikut:

Apakah yang difahami tentang program pendidikan inklusif?:

Dapatan temu bual menunjukkan bahawa guru mampu memberikan maklumat asas berkaitan pendidikan inklusif dan sedar yang mereka melaksanakan program berkenaan. Walau bagaimanapun, responden 3 didapati kurang memahami konsep pelaksanaan pendidikan inklusif walaupun mempunyai murid berkeperluan khas di dalam bilik darjah yang diajar. Hasil temu bual menunjukkan bahawa:

“...pendidikan inklusif ini adalah dalam konteks pendidikan khas. Ia adalah pendidikan yang diberikan kepada murid berkeperluan khas untuk belajar bersama-sama murid normal di dalam kelas yang sama dan diajar oleh guru biasa, bukan dari guru yang dilatih untuk ajar kanak-kanak berkeperluan khas. Jadi, pendidikan inklusif ini ada dua bentuk iaitu separa inklusif dan inklusif penuh...” (*responden 1*)

“...ada dua, inklusif separa dan inklusif penuh yang mana inklusif penuh, murid berkeperluan khas yang terpilih akan mengikuti semua mata pelajaran di dalam kelas biasa bersama murid normal. Satu lagi, inklusif separa, murid yang berkeperluan khas yang terpilih akan mengikuti aktiviti pembelajaran dalam kelas biasa bagi mata pelajaran tertentu sahaja. Macam tadika saya, lebih kepada inklusif penuh...” (*responden 2*)

“...pendidikan inklusif melibatkan pendidikan umum yang dilaksanakan di sekolah pendidikan khas. Merangkumi semua pelajar, arus perdana dan ada murid berkeperluan khas...” (*responden 3*)

Apakah cabaran dalam melaksanakan pendidikan inklusif / mengajar kanak-kanak berkeperluan khas?:

Dapatan temu bual mendapati kebanyakan responden menekankan sikap ibu bapa dalam memberikan kerjasama yang baik menjadi cabaran untuk mereka. Hasil temu bual adalah seperti berikut:

“...ibu bapa sendiri kadang-kadang tidak dapat mengesan masalah anak mereka. Jadi, apabila anak tidak pandai membaca, tidak pandai menulis, mereka mengharapkan kita sebagai guru ajar anak mereka untuk pandai sepenuhnya. Kadang-kadang, boleh salahkan pihak sekolah, sedangkan masalah datang dari anak itu sendiri. Misalnya kan, murid hiperaktif, kadang-kadang kita susah nak kawal dia semasa dalam kelas. Dia boleh mengganggu kawan-kawan, jadi cikgu tak dapat bagi tumpuan penuh sampai ada murid terabai...” (*responden 1*)

“...biasanya ibu bapa ni mereka pandang remeh dengan kemampuan guru untuk kawal murid berkeperluan khas. Mereka anggap kanak-kanak berkeperluan khas ni sepatutnya dihantar ke tadika atau kelas khas...” (*responden 2*)

“...ibu bapa dia tidak maklumkan kepada guru keadaan anak dia. Ada tu, kita dapat kesan masalah kanak-kanak lepas 3 bulan dia belajar. Mungkin sebab kita kurang pengetahuanlah, kita jadi lambat boleh kesan masalah murid...” (*responden 3*)

Apakah persediaan dalam melaksanakan pendidikan inklusif / mengajar kanak-kanak berkeperluan khas?:

Hasil temu bual menunjukkan kebanyakan responden membuat pengubahsuaian terhadap bahan bantu mengajar, pendekatan dan teknik pengajaran dengan berpandukan Kurikulum Standard Prasekolah Kebangsaan (KSPK). Ia diubahsuai supaya ianya sesuai dengan keperluan dan kemampuan kesemua murid di dalam kelas, termasuklah murid berkeperluan khas. Dapatan temu bual bersama responden kajian adakah seperti berikut:

“...ubahsuai kaedah atau teknik pengajaran masa dalam kelas. Ubah aktiviti dia, bentuk aktiviti mata pelajaran dan bahan bantu mengajar yang digunakan. Dan, untuk capai tujuan dan matlamat PdP, saya

banyak buat belajar sambil bermain..kelas saya banyakkkan warna sebab kadang-kadang murid lebih tertumpu kepada benda-benda berwarna..” (*responden 1*)

“...banyak ambil kaedah pengajaran dan pembelajaran yang guna pendekatan bercerita dan pengajaran bersama. Kita juga buat perbincangan bersama dengan guru pendidikan khas mengenai topik yang diajar sebab perbincangan perlu dilakukan terlebih dahulu sebelum mengajar..” (*responden 2*)

“...kita ada pendokumentasian bertulis. Jadi bila kita nak mengajar, kita akan rujuk balik dokumen tersebut supaya kita dapat rancang aktiviti pembelajaran yang sesuai dengan apa yang kanak-kanak tu perlukan...” (*responden 3*)

Perspektif terhadap pelaksanaan program pendidikan inklusif:

Temu bual mendapati responden menerima baik pelaksanaan program pendidikan inklusif di Malaysia kerana mereka percaya ianya mampu mendatangkan manfaat, bukan sahaja terhadap murid berkeperluan khas, tetapi juga terhadap murid tipikal. Namun, kegusaran mereka adalah dari segi kesediaan guru dari aspek pengetahuan dan kemahiran dalam mengendalikan pembelajaran kanak-kanak berkeperluan khas. Hasil temu bual adalah seperti berikut:

“...saya rasa pelaksanaan pendidikan inklusif ini sangat penting dan baik. Sebab dia sesuai dengan konsep pendidikan untuk semua...” (*responden 1*)

“...bagus dan sesuai dilaksanakan. Tapi rasanya susah kerana guru arus perdana ni ramai tidak mempunyai ilmu dalam pendidikan khas. Jadinya, guru perlu ambil terlebih dahulu kursus supaya guru dapat mengendalikan kanak-kanak berkeperluan khas...” (*responden 2*)

“...boleh dilaksanakan...sangat sesuaiilah terutama di zaman sekarang. Sebab kita tidak mahu wujudkan perbezaan antara individu. Cumanya, perlu disesuaikan dengan kemampuan murid bersaing sebab kanak-kanak cacat fizikal tangan tidak sama cara pengajarannya dengan yang cacat pendengaran...” (*responden 3*)

PERBINCANGAN

Berdasarkan maklum balas dari borang soal selidik, didapati bahawa majoriti responden mempunyai pengetahuan asas berkaitan pendidikan inklusif. Ini berkemungkinan disebabkan oleh faktor latar belakang pendidikan responden. Menurut Hannah Aqilah Amran, Rosadah Abd Majid dan Manisah Mohd Ali (2019), faktor demografik guru mampu memberikan pengaruh terhadap pengetahuan dan sikap guru. Selain itu, pengalaman mengajar MBK mampu meningkatkan pengetahuan dan efikasi guru dalam melaksanakan PdP (Nur Azira Hamzah 2021). Berbeza dengan hasil kajian yang dijalankan oleh Majoko (2019) mengemukakan bahawa kebanyakan guru di prasekolah masih kurang pengetahuan dan kemahiran dalam pendidikan khas. Seorang guru mestilah memiliki pengetahuan yang tinggi terutamanya dalam bidang pendidikan awal kanak-kanak. Bukan sahaja guru-guru mesti tahu pelajaran dan persediaan mengajar, mereka juga mesti tahu mengenal pasti kanak-kanak yang menghadapi kesukaran dalam pembelajaran. Menurut Nurul Farahah Derapa & Suziyani Mohamed (2018), tahap pengetahuan seseorang merangkumi kebolehan mengimbas sesuatu yang telah berlaku serta mengingat secara am atau khusus dengan kaedah pemprosesan dan penstrukturan semula maklumat. Dalam kajian ini, tumpuan ilmu adalah kepada pengetahuan guru tadika berkenaan bidang pendidikan inklusif.

Antara cabaran yang dihadapi oleh responden dalam mengajar kanak-kanak khas ialah sikap ibu bapa yang tidak memberi kerjasama yang baik serta bersikap lepas tangan dengan meletakkan dengan meletakkan sepenuh tanggungjawab pembelajaran kanak-kanak kepada guru. Malah, kegagalan ibu bapa memberi maklumat awal kepada guru mengenai ketidakupayaan kanak-kanak menyebabkan

intervensi lewat dilakukan. Intervensi lewat mengakibatkan kanak-kanak berkeperluan khas memiliki tahap keyakinan yang diri yang rendah dan ketinggalan (Skrypyk et al. 2020). Selain itu, responden juga menyatakan kesukaran yang dihadapi mereka dalam merangka aktiviti pengajaran yang bersesuaian kerana mereka tidak mempunyai kemahiran dalam mengendalikan pembelajaran kanak-kanak berkeperluan khas. Menurut Sira, Maine dan McNeil (2017), faktor kurangnya guru terlatih menyebabkan ibu bapa tidak yakin dengan kemampuan keberkesanan pendidikan inklusif.

Kajian juga mendapati bahawa responden menerima baik pelaksanaan program inklusif di dalam pendidikan awal kanak-kanak di Malaysia. Hal ini demikian kerana, mereka menyedari bahawa pelaksanaan pendidikan inklusif mampu meyokong pembelajaran murid berkeperluan khas secara optimum dan memperkembangkan potensi murid tipikal secara maksimum. Bertentangan dengan kajian yang dijalankan Ewing, Monsen dan Kielblock (2018), penerimaan guru terhadap pendidikan inklusif adalah negatif kerana kekurangan pengetahuan dan latihan yang disediakan untuk mereka. Ia disokong oleh Saloviita (2018) di mana guru yang mempunyai pengetahuan yang terhad berkaitan masalah pembelajaran kanak-kanak tidak mengetahui tindakan lanjut yang perlu diambil apabila menghadapi masalah tersebut. Oleh itu, mereka cenderung untuk bersikap berat sebelah dalam penilaian mereka. Kurangnya pendedahan dalam kalangan guru dalam perkara tertentu akan menyebabkan kurang pengetahuan dan kemahiran yang diperolehi, dan mengganggu kanak-kanak dalam mencapai objektif mereka (Nurul Farahah Derapa & Suziyani Mohamed 2018).

Walaupun kesemua responden menyambut baik pelaksanaan pendidikan inklusif, responden berpendapat bahawa kunci kejayaan program ini adalah ilmu dan kemahiran guru. Menurut Nurul Izzah Yusof dan Hazhari Ismail (2020), kecekapan guru adalah elemen penting dalam menentukan kualiti pengajaran dan sokongan pendidikan. Ini disokong oleh Saloviita (2018) yang mana penulis menyatakan bahawa pelaksanaan pendidikan inklusif yang berjaya bergantung kepada sikap dan kesediaan guru dalam mengajara kanak-kanak pendidikan khas di dalam bilik darjah.

RUMUSAN

Sebagai kesimpulan, guru perlulah memiliki ilmu yang mapan dalam hal yang berkaitan pendidikan khas, termasuklah berkaitan dengan perkembangan dan psikologi serta keperluan kanak-kanak berkeperluan khas. Selain itu, sebagai guru pendidikan khas, guru perlulah sentiasa berusaha membangunkan profesionalisme diri secara berterusan. Guru seharusnya menimba ilmu serta mendapatkan pengetahuan baru yang sebanyak mungkin dengan memanfaatkan kemudahan capaian maklumat di hujung jari menggunakan variasi kemudahan teknologi yang semakin canggih. Kemudahan teknologi yang pelbagai memudahkan guru mendapatkan pengetahuan baru melalui carian laman sesawang, mengikuti seminar dan bengkel yang disediakan oleh mereka yang pakar. Latihan melalui seminar dan bengkel ini berupaya meningkatkan kesediaan guru dalam merancang pengajaran yang berimpak tinggi dan bermakna kepada setiap individu kanak-kanak

Selain itu, ibu bapa juga memainkan peranan yang penting dalam membentuk dan melahirkan jati diri kanak-kanak berkeperluan khas. Tambahan pula, kejayaan dalam membuat pengesanan awal pada diri kanak-kanak membantu guru dan pihak pakar melaksanakan intervensi awal yang akan banyak mempengaruhi tahap penguasaan dan perkembangan kanak-kanak. Selain itu, ibu bapa juga memainkan peranan yang besar dalam membantu menyokong perkembangan anak-anak dengan mendapatkan pemeriksaan awal sekiranya mereka mendapati anak di bawah jagaan mereka mempunyai masalah berbanding kanak-kanak seusia yang lain. Ibu bapa juga perlulah mempunyai pengetahuan tentang khidmat dan bantuan yang sesuai dengan masalah yang dihadapi di samping memastikan kaedah interaksi dan pembelajaran yang digunakan di rumah sesuai dengan keperluan anak mereka.

Ha ini demikian kerana, apabila kanak-kanak mampu menguasai kemahiran asas dalam kehidupan mereka, mereka tidak akan mengalami masalah keciciran dan pembelajaran yang berlaku, sama ada di rumah mahupun di tadika. Dengan menguasai kemahiran asas juga, ianya dapat memberi peluang kepada kanak-kanak untuk meneroka alam sekeliling serta mampu mewujudkan kepuasan dan keseronokan dalam kehidupan seharian mereka.

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CIRCUS ARTS AND ACTIVITIES AFFECT FOR CHILDREN WITH AUTISM TO IMPROVE ART THERAPY

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ABSTRACT

This project is concerned with how circus training can benefit children diagnosed on the autistic spectrum and, in turn, their families. Many “special needs” children spend a great deal of time in physiotherapy, speech therapy, osteopathic therapy, occupational therapy and behavioural therapy. This research explores how circus can open up a new world to such children, enabling them to take risks, physically and emotionally; to stretch the capacities of their bodies in an environment that enriches their social development. Not only do they gain in strength, coordination and physical awareness, they can also gain confidence, opportunities for creative expression and a sense of “fitting in”. The results offer insights into how their circus rehearsal influences their wellbeing. These findings highlight that artistic expression, physical abilities, and personal growth collectively contribute to the comprehensive development of young individuals during this crucial life phase.

Keyword: *Circus, Training, Autism, Social Development, Wellbeing,*

INTRODUCTION

Using the tools of circus training to ‘un - lock the body’ can also open up new social and emotional worlds to such children. Not only do they develop strength, coordination, and physical awareness, they also gain confidence, opportunities for creative expression, and a sense of ‘fitting in’ somewhere. Many ‘special needs’ children have spent much time in their young lives involved in physiotherapy, speech therapy, osteopathic therapy, and behavioural therapy.

It is possible to use circus training to develop the same motor skills and muscle memory outcomes that are most often targeted in occupational therapy and physiotherapy, with the important difference that there is another especially creative and playful layer that is more likely to enable children to enjoy the therapeutic process.

Physically they are challenging themselves, developing body awareness and fitness. Mentally they are achieving feats that at first, they regard as impossible, gaining confidence in themselves and learning to trust their bodies to hold them up and so learning to balance themselves safely.

Circus, also by definition, is a group activity. Whether it is a troupe of professional acrobats learning to trust each other with their creative ideas and bodily safety, or a group of amateurs learning tricks for fitness and fun, circus sets up a creative space that is chaotic and inclusive, relying at once on individual talent and group cohesion.

Although similar in movement and technique, the practice philosophy of circus differs significantly from gymnastics, athletics, and even ballet. These latter strive for perfection or excellence in individual

performance, producing elite athletes or dancers, even when there is a troupe involved. Circus is an inclusive, non-competitive, pluralistic and quirky, multi-sided art form in which any individual can become part of the group, no matter their size, shape, or age, as long as they have or develop skills that contribute to the creative potentials of the whole.

Because of how the practice philosophy contributes to the 'energy' that circus generates, the art form tends to attract people who may not feel a sense of identity with the 'creative worlds' produced by more mainstream performance arts.

Circus adopts performance processes, narrative devices, and conceptual frames in which all kinds of people can sit comfortably, without compromising their sense of themselves. Their idiosyncrasies, quirks, and eccentricities seem to be welcomed by the art form and its practices.

For children with autism, this highly sensory experience of embodiment is often a crucial contribution to their physical therapy. To be able to 'locate' their bodies in the space; to feel their hands grip the ropes on a trapeze; coordinating their left from right when they are upside down – all of these embodied practices can activate the brain in specific ways that aid their development. The bonus is the confidence and joy that the children express, and the joy that their parents and siblings can experience from seeing them enjoying the sensory embodiment characteristic of the circus.

In terms of children on the autistic spectrum, the latter includes, of course, variations in sensory preoccupations, physical limits, and self-perceived boundaries in relation to both. People begin from their own embodied self-perception to discover how they might contribute to the social circus community. For autistic children, however, we simply need to remain aware that their beginning points are more highly individualized than most people's.

In becoming comfortable in the circus community, children with autism come to be participants in a community of other outsiders, and to understand that they are in a space and a community where their belonging, such as it is, can belong. Momentum, timing, trust, athleticism, and a consciously embodied awareness of distance and gravity all work together in a complicated balance in order to make a somersault to the catcher look apparently effortless. For an aerialist, momentum, body, and thought work together as s/he flies, in what needs to be recognized as embodied cognition – that is, understanding action that does not acknowledge any mind–body split. Juggling, while less dangerous, holds even more imminent chaos than flying trapeze: patterns and numbers and momentum and timing and, once again, gravity all connect the body to the art, making jugglers look as though they could 'do it in their sleep

LITERATURE REVIEW

This is particularly the case for children with autism whose behaviour is often monitored closely in the classroom, the playground, indeed in most aspects of their lives. They have frequently become hypersensitive to the 'need' to monitor their own behaviour, especially in public, quickly learning that their own bodies and actions are 'not to be trusted' among 'normal' people. In strong contrast, as participants in a circus workshop they are encouraged to let quirky behaviours and excesses of energy 'out' while learning how to control and harness them in positive ways towards creative ends.

Circus needs both to suggest and utilize a chaotic process in order to deliver the expected experience, or – when professionally conceived – the required product. Underneath the creative chaos is a structure. It is a matter of looking more acutely in order to see it. As an art form circus is not, of course, out of control, despite the persistence of the cliché 'the place is like a three-ring circus' that is used to suggest unproductive chaos overseen by unprofessional people. In an actual circus, there is an astutely devised and carefully managed overall plan: a structure, a formula.

It could be said that many children with autism live in an almost perpetual state of controlled chaos (that from time to time can tip out of control). They tend to be chaotic beings in the sense that they 'bounce' through their days, often swinging from being very active and highly strung to being quiet and completely reclusive. So, working against these feelings of personal disorder, they will frequently find ways to order themselves, such as only eating green food today, only walking in straight lines this morning, 'windmilling' in the backyard or playground for the next two hours, or refusing to walk on carpets this week.

Suppose we place these children in a circus class that is, in effect, a parallel controlled state of chaos? They find themselves in a situation in which, for example, in preparation for walking on the tight-wire they are encouraged only to walk on the one rope stretched out on the floor, over and over. Training exercises like this obviously allow children with autism to utilize their techniques of control in ways that also help them to focus their bodies on balancing, on connecting left and right brain, and concentrating on a task devised by someone else. Training for a circus trick in such a way invites them to make positive uses of embodied needs, actions, habits and expressions that in other situations appear odd or compulsive. Thus, in a circus class they are encouraged to spend extensive periods embracing their desire for repetitive actions and movements, which in turn enhances a comfortable sense of embodiment.

The creative energy that circus culture produces, along with the physical risk it promises, provide a unique environment for many special needs children to grow and embrace their particular ways of being in the world: their singularity; their difference.

Autistic children participating in circus training have the opportunity to step into a world where risk and defiance of the 'norm' are encouraged; where imagination and aspiration are expected to be operating at full force – almost 'out of control'; and where idiosyncratic, repetitive bodily expressions may well be recognized as providing a basis for new skills and new ideas. To enter this world, even just for an hour a day, can bring a beneficial change of pace and an experience of affective engagement for autistic children and their families

RESEARCH METHODOLOGY

This study uses a qualitative research approach, employing various methods such as observation in a familiar environment, solicited journals, and interviews. Qualitative research focuses on understanding subjective experiences, perspectives, and meanings attributed to phenomena rather than relying on numerical measurements or statistics (Jackson et al., 2077).

This study will delve into the realm of contemporary circus rehearsals and performances. More specifically, I will observe how participants involved in a circus performance will affect them, from its inception and rehearsals to the final presentation.

The primary objective of the study is to explore if circus performances can have a positive impact on the lives of adolescents. It will be an opportunity to study closely what generates these benefits

This study also helps us better understand the reasons and mechanisms through which the practice of circus arts positively impacts adolescents, leading them to desire to continue the circus as a regular activity, even if they don't make a career out of it. This study also addresses a recurring question in various educational circus performance settings: Why does it offer such significant benefits to its participants? As well as trying to uncover new insights and establish a deeper understanding of the subject matter (Nelson, 2013).

As mentioned, this study aims to understand if, how, and why circus performance and its practice have an impact on adolescent wellbeing. Part of my observation focused on the positive interactions and actions that adolescents engaged in during rehearsal. Furthermore, the study aimed to identify any underlying negative issues and examine how participants learned from those challenges. In this context, wellbeing refers to a stable state of mind, a healthy physical body (De Borja et al., 2022), and strong

relationships (Thomas et al., 2017), ultimately leading to deep-rooted happiness. The study identifies three key elements of circus practice that may be critical for adolescent development: risky play, attachment, and social interactions.

Direct observation offered a firsthand understanding of the participants' behaviours, movements, nonverbal cues, and social dynamics within the context of the circus school. It provided an opportunity to witness the authenticity and genuine expressions of the performers as they engaged in various circus arts activities. This direct observation of their actions, emotions, and interactions offered valuable insights into their wellbeing, skill development, and the overall impact of the performance process.

OBJECTIVES

This study asked the following question: How does adding circus arts to an art therapy program affect a child's emotional regulation? It was anticipated that if circus arts were added to an art therapy program, then there would be a positive increase in kinesthetic awareness, emotional regulation, and sense of self in the client. The research participant was asked to complete body map directives and answer questions about how his experience of the circus arts made him feel.

Circus activities. At the start of the session, the instructor and Ian began with a warmup, including some light cardio and stretching. This lasted approximately 15 minutes. During this time, Ian was very resistant to participating. The instructor was informed by his mother that he was not in a good mood when he came to the studio that day and would tell her that he "didn't want to do aerial today". However, after the warm up, he began to engage. He started working on handstands and tumbles on the mats, before moving on to the aerial apparatuses. He started with the single-point trapeze. He practiced getting up into the trapeze, hanging from the bar, and performing a trick called candlestick, wherein he hooked one leg on the bar and the other on one of the ropes and hung upside down. He then proceeded to move on to the aerial silks. More specifically, he was drawn to the aerial sling, an aerial silk that was rigged like a hammock. He stated that he enjoyed stretching out in the sling and inverting. At the end of the session, he and the instructor cooled down with some stretching.

This study sought to examine how the addition of circus arts to an art therapy directive affected a child's emotional regulation. It was anticipated that if circus arts were added to an art therapy program, then there would be a positive increase in kinesthetic awareness, emotional regulation, and sense of self in the participant. The participant was asked to complete two body map directives, with one of those body maps happening directly after engaging in some circus arts activities.

FINDINGS

Through the body maps and post-art interviews with the participant, it was found that there was some evidence to support the presence of the circus arts components leading to increased kinesthetic awareness, emotional regulation skills, and sense of self.

When Ian spoke about his feelings towards circus arts and how he physically engaged with the circus arts equipment, the word choice, length of sentence, and inflection in his voice indicated a shift in mood. During the first session, Ian was short with his responses, using "yes" and "no" a lot to answer a majority of the questions. The research facilitator implemented some motivational interviewing techniques to get him to answer the questions more in depth. This could be due to the amount of rapport established prior to the research session. During the second research session, Ian was more forthcoming with his answers. He was more relaxed in general, through his open body language and the presence of laughter. He spoke at length about his previous experiences in with circus arts

activities and boasted about some of his physical achievements. This ability to communicate and express his emotional states may have been stimulated from the use of the creative coping strategies examined here (Zeman et. al, 2006).

However, after the warm up, he started to join in with the activities. When given the chance to demonstrate his physical skills, his demeanor changed overall, including his body language and tone of voice. By the end of the physical activities, his mood and behavior had shifted significantly. He was more cheerful and social with the research facilitator, the circus instructors, and his mother. Ian confirmed this change in his attitude with his body maps, and the large presence of the feelings of “excited” and “happy” on his human figure outline.

Another reason for working with children for this study was due to the development of emotional regulation skills. The development of coping skills was necessary for successfully navigating the world and interacting with others, and this learning process was seen to begin at an early age. The development of emotional regulation skills was influenced by family influence and the emotional climate surrounding the individual (Gross, 2015). Opening the channels of communication with the participant about his coping skills helped to continue to develop more refined emotional regulation techniques that may be implemented in the future.

DISCUSSIONS

The roll-on results of circus training that can lead autistic children to enjoying the physical adventures of childhood, such as using playground equipment, and can also see them being able to achieve ordinary tasks such as doing up their own buttons or tying their own shoelaces. Surely these small but significant achievements bring a ray of hope and a new perception of what is possible not only for the child, but also their parents.

For children with autism, circus can provide an opportunity to have the kind of childhood experiences that they may have come to understand that they cannot have – experiences that hold risk, adventure and magic. Circus can allow them to share in the “normal” rites of passage that other children can take for granted: to play in increasingly risky ways and develop increasingly competent skills; to connect their bodies with those of other children in an adventurous and creative activity; to achieve things together that build their confidence and encourage them to grow physically and emotionally; and to help them cope with change

The participants offered diverse definitions of wellbeing, encompassing multiple dimensions. They articulated four distinct aspects of wellbeing. Firstly, they emphasized that wellbeing is experienced when their needs were met, underscoring the significance of fulfilling their fundamental necessities. Secondly, they highlighted the importance of feeling safe, both physically and emotionally. Thirdly, they underscored the role of relationships in wellbeing, emphasizing the value of social connections and supportive networks. Lastly, they identified the pursuit and attainment of goals as integral to wellbeing, suggesting that a sense of purpose and 93 achievements contributed to overall wellbeing. These varied perspectives illuminated wellbeing’s intricate and multidimensional nature, demonstrating that it can be understood and experienced in diverse ways.

Creating healthy relationships played a crucial role in fostering various aspects of development among participants, including autonomy (Deci et al., 2006), receiving support (Furman & Rose, 2015), and enhancing social development (Molden and Dweck, 2006). During the interviews, participants expressed the significance of relationships in their lives, particularly friendships and connections with

authority figures. Graham et al. (2022) noted that relationships with peers were perceived as essential for feeling safe and well at school.

The participants in the study identified four key aspects that contributed to their wellbeing: meeting their needs, experiencing safety, cultivating relationships, and achieving goals. Remarkably, these aspects closely aligned with the elements found in circus performance. 97 This demonstrated how circus performance encompasses these crucial aspects that positively impacted the wellbeing of adolescents. It highlighted the potential of circus performance to promote happiness, fulfillment, and overall wellbeing among participants.

The performance practice provided adolescents with a space to build trust and rely on each other, fostering a sense of security and enhancing their wellbeing. Members of the group automatically stepped in to offer support without needing to be asked, creating a safe and supportive environment. In turn, offering help to their peers contributed to their own wellbeing and learning. Children often learn more effectively when they can apply what they have by doing 108 it, or in other words, they need to be “hands-on” (Dewey, 1938). In this very physicalized case, they practiced with and learn from others. Participants understood the importance of being there for each other, whether catching them during performances or simply being supportive. This empathetic and supportive environment ensured the participants’ safety and overall wellbeing

Circus performance shares similarities with everyday life in various aspects. Children or students were taught skills and were expected to apply what they learned during their performances. Just as in life, having the ability to rely on a parent or coach for guidance is essential in circus performance. By establishing an emotional connection between the student and coach, a symbiotic relationship started to develop, fostering mutual support and collaboration. Both the coach and student produced behaviours that aimed at the wellbeing of each other (Poczwardowski et al., 2002).

CONCLUSION

Circus can bring the entire family unit together in a creative experience that supports them emotionally and connects them to a community that celebrates their difference. With its magic and mayhem, it breaks down the barriers that the social has placed upon them and makes it okay for them to sit outside the square.

For children with autism, circus can provide an opportunity to have the kind of childhood experiences that they may have come to understand that they cannot have – experiences that hold risk, adventure and magic. Circus can allow them to share in the “normal” rites of passage that other children can take for granted: to play in increasingly risky ways and develop increasingly competent skills; to connect their bodies with those of other children in an adventurous and creative activity; to achieve things together that build their confidence and encourage them to grow physically and emotionally; and to help them cope with change.

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THE IMPACT OF BASIC MOVEMENT INTERVENTIONS ON EARLY CHILDHOOD WITH SPASTIC QUADRIPLEGIC CEREBRAL PALSY: A QUALITATIVE APPROACH

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ABSTRACT

This study aims to explore the effects of basic movement interventions on young children with spastic quadriplegic cerebral palsy using a qualitative approach. Through ten intervention sessions, the study successfully recorded significant improvements in the children's motor abilities, particularly in areas such as neck control, rolling, and sitting skills. The qualitative case study design used as the methodology in this research was grounded in several methods, including intensive observation, interviews with parents or caregivers, and medical record analysis, all of which were utilized to gain in-depth insights into individual experiences and changes in daily functioning. The results revealed that the children demonstrated significant improvements in neck control, indicating a positive adaptation to basic movement stimuli. Moreover, remarkable progress was also observed in the children's ability to roll and sit, which became more coordinated and independent following the intervention. These findings support previous research claims that early-stage movement interventions can stimulate positive changes in motor abilities in children with cerebral palsy. The qualitative approach proved effective in capturing the changes and challenges experienced by the children throughout the intervention. These positive outcomes provide a strong foundation for the further development and enhancement of appropriate and effective basic movement intervention methods to support the development of children with spastic quadriplegic cerebral palsy. The implications of these findings include the potential for increased independence and improved quality of life for children with this condition.

Keywords: *Spastic quadriplegic cerebral palsy, Early childhood, Intervention, Basic movement exercises, Qualitative*

INTRODUCTION

Cerebral palsy (CP) is a group of permanent disorders that affect the development of movement and posture, caused by non-progressive damage to the developing brain (Rosenbaum et al., 2007). CP is the most common motor disability in childhood, significantly affecting the motor functions needed to perform daily activities (Cantero et al., 2021). This condition varies in each individual, with differences in the type and severity of motor impairments (Stavsky et al., 2017). One of the most common forms of CP is spastic cerebral palsy, characterized by increased muscle tone and stiffness, which limits a child's ability to move and control their muscles effectively (Barrett and Lichtwark, 2010).

Spastic quadriplegic cerebral palsy is the most severe form of spastic CP, where the disorder affects all four limbs, as well as the trunk and face (Ayala et al., 2021; Barrett and Lichtwark, 2010; Lee et al., 2010). Children with spastic quadriplegia often have difficulty controlling their head and neck, making basic postural control and movement a significant challenge (Wahyuni, 2023). These motor impairments result in substantial limitations in their ability to perform fundamental tasks, such as sitting,

rolling, or maintaining balance (Barrett and Lichtwark, 2010; Wahyuni, 2023). Therefore, interventions are crucial to optimizing the functional abilities of children with spastic quadriplegia.

Movement interventions are critical for children with CP, especially those with spastic quadriplegia, as they aim to enhance muscle control and independence in daily activities (Sharma et al., 2023; Taş and Çankaya, 2024). Hadders-Algra et al. (2017) stated that early intervention provides significant benefits, as it can improve cognitive and motor development in children. By focusing on movement therapy from an early age, children with CP have a better chance of improving their motor skills and functional abilities (Byrne et al., 2017; Fang et al., 2023; Lucas et al., 2024). These interventions must be tailored to the specific needs of each child, particularly targeting essential movement patterns.

Goodway et al., (2019), in their book titled *Understanding Motor Development: Infants, Children, Adolescents, Adults*, highlighted one of the widely used frameworks for understanding and improving motor skills in children, known as Rudimentary Movement Abilities. This framework emphasizes the basic movements necessary for more complex motor tasks. According to this framework, rudimentary movements include basic motor functions such as neck control, rolling, and sitting, all of which are critical for children with spastic quadriplegia (Goodway et al., 2019). These movements form the foundation for more advanced postural control and movement, making them a crucial focus in early intervention strategies.

In this study, the focus is on three fundamental movement abilities—neck control, rolling, and sitting—due to their vital role in the motor development of children with spastic quadriplegia (Bossavit and Arnedillo-Sánchez, 2023). By improving these basic movements, children are expected to experience enhanced postural stability and better functional outcomes, which are the primary goals of early intervention programs for cerebral palsy (Lucas et al., 2024; Park and Kim, 2014; Sharma et al., 2023; Toohey et al., 2024). This qualitative study aims to explore the effects of targeted movement interventions in young children with spastic quadriplegia, as well as provide insights into the benefits of this approach from an early age.

LITERATURE REVIEW

According to the research conducted by Heryati et al. (2024), it was found that a well-planned program is crucial in interventions for children with cerebral palsy. The case study presented in the research specifically highlights the importance of a structured and regular intervention program aimed at training toilet training skills in children with the condition. A well-designed program not only helps children develop basic skills but also contributes to improving their independence and overall quality of life.

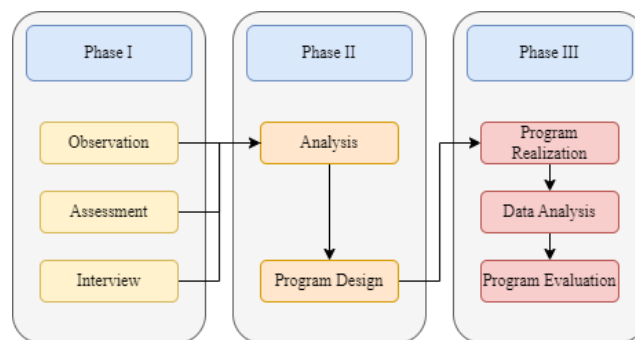
Furthermore, in the study conducted by Park and Kim (2014), it was revealed that the consistent implementation of intervention routines has a significant positive effect on increasing muscle strength in individuals with cerebral palsy. The study showed that the ideal duration of each intervention session is around 40 to 50 minutes, with a frequency of three times per week, resulting in substantial muscle strength improvements. Moreover, the study found that children who received interventions at an early age, specifically those under 7 years old, showed much more significant muscle development compared to older groups who received interventions after the age of 7. These findings emphasize the importance of starting physical interventions as early as possible to optimize outcomes in terms of muscle strength and mobility for children with cerebral palsy.

Based on the findings from the studies by Heryati et al. (2024) and Park and Kim (2014), it can be concluded that well-planned programs and the consistent and regular implementation of interventions are crucial factors in improving the skills and independence of children with cerebral palsy. Both studies highlight the importance of starting interventions at an early age, considering the significant benefits for physical development, particularly in terms of muscle strength and basic skills like toilet training.

These results underline the need for a structured approach tailored to the child’s needs to optimize their motor development and quality of life in the long term.

RESEARCH METHODOLOGY

This study employs a case study design with a qualitative approach. The qualitative approach was chosen because it allows for a comprehensive and in-depth understanding of phenomena, as explained by Rukin (2019). In the context of this research, what will be explored and understood is the motor abilities of young children with cerebral palsy (CP), specifically those with the spastic quadriplegia type, who experience stiffness in all their limbs. Early intervention, especially in the form of basic movement exercises, is crucial for these children. The qualitative approach is suitable for understanding how regular and consistent early intervention impacts the motor development of children with spastic quadriplegic CP. This study includes several phases, such as data collection, data analysis, interpretation and elaboration, refocusing on the research objectives, and identifying and processing the data that emerged during the study (Maxwell, 2013). The aim of this research is to gather comprehensive and in-depth data to understand the phenomena occurring. The data analysis in this study is interpretative, aiming to explain the phenomena and minimize misinterpretation when analysing the research subject in this study



The qualitative case study approach in this research focuses on interventions related to basic movement exercises for young children with spastic quadriplegic cerebral palsy, offering a window into a deep understanding of individual experiences, the challenges faced, and the changes that occur. The qualitative method involves intensive observation, interviews with parents or caregivers, and analysis of medical records and the child’s development. The various phases of the process are illustrated in Figure 1, and the explanations for each stage are as follows:

Phase 1:

In Phase 1, observations, assessments, and interviews are conducted to gather initial data for the study. The researcher carries out several regular observations by visiting the child's home to conduct assessments and interviews.

Phase 2:

In Phase 2, the researcher analyses the results from phase 1 and proceeds to design the intervention program, which will then be implemented in the following phases.

Phase 3:

Finally, in Phase 3, the intervention program designed in the previous phase is implemented, followed by ongoing analysis of the program's implementation results to evaluate the program for future improvements.

OBJECTIVES

In general, this research focuses on several observation processes leading to the implementation of a basic movement intervention program to assess its impact. Specifically, this study aims to address the following points:

1. The researcher conducts assessments to determine the level of motor skill delays in children with spastic quadriplegic cerebral palsy.
2. The researcher carries out a scheduled intervention of 10 sessions to observe the motor development of children with spastic quadriplegic cerebral palsy.
3. The researcher examines and analyses the effects of the 10 interventions using the cephalocaudal movement training method (Ledesma, 2021) on the motor development of children with spastic quadriplegic cerebral palsy.
4. The researcher aims to demonstrate that regular early intervention can positively impact the motor skills of children with spastic quadriplegic cerebral palsy.

FINDINGS

The assessment results used by the researcher to measure the children's motor abilities were derived from the GMFM-88 (Gross Motor Function Measure Version 88) and GMFCS (Gross Motor Function Classification System) scores, which were tested during the assessment. GMFM-88 and GMFCS are reliable tools for measuring children's motor skill levels (Compagnone et al., 2014; Salavati et al., 2015).

The assessment revealed that the child was classified at Level V of the GMFCS. At Level V, children lack independent mobility and are typically transported. Some children achieve self-mobility using powered wheelchairs with extensive adaptations. In the GMFM-88 evaluation, the child scored a total of 3.6%, with 18% in Dimension A (lying and rolling), and 0% in Dimensions B, C, D, and E, which include sitting, crawling and kneeling, standing, walking, running, and jumping.

Based on these results, and supported by interviews with the child's parents, the researcher formulated an intervention program using the cephalocaudal basic movement training method to improve the child's most fundamental motor abilities. The cephalocaudal basic movement training focuses on developing motor control from head to toe, including controlling the head and neck while lying down, coordinating hand and foot movements while crawling, improving stability while kneeling, controlling the trunk to sit upright, and strengthening muscles and balance for standing and walking (Ledesma, 2021). In this program, the researcher narrowed the focus to achieving responses in neck control, rolling, and sitting. These movements represent the first stages of basic motor development in children (Goodway et al., 2019).

The following table presents the results of the intervention program implementation conducted by the researcher:

No	Session	Response	Neck Control	Rolling	Sitting
1	1 st Session (Assessment)	Not yet familiar with the assessor but able to respond using eye glances	Unable to lift neck at all	Unable to roll at all	Unable to sit at all
2	2 nd Session (Individual Program Planning)		Program Design		
3	3 rd Session	<ul style="list-style-type: none"> • Able to respond to sound • Able to follow the movement direction of an object • Responsive in receiving objects 	The child is not yet able to maintain neck control independently while seated or in the tummy time position, only lasting 2-3 seconds after receiving support to hold the neck	The child is not yet able to roll sideways independently	The child is not yet able to sit with assistance and is very weak
4	4 th Session	<p>New improvements from the previous session:</p> <ul style="list-style-type: none"> • Understands when called by name • Able to call their mother, saying "bu, bu" 	The child can now maintain neck control independently for about 5 seconds after receiving assistance from the interventionist's hand to support the neck and then gradually releasing it while seated. However, in the tummy time position, the child is still unable to lift their head	The child has shown progress in rolling to the left independently with slight assistance during this intervention. This was observed when positioned ready to roll to the left, with a slight push on the pelvis, the child was gradually able to engage shoulder and pelvic muscles	The child continues to be trained to sit in a cross-legged position with hands in front, but it is evident that the child is still unable to support their body while sitting, requiring support from the interventionist from behind
5	5 th Session	Still the same as the previous session	The child experienced a regression in maintaining	The child did not show progress from the previous session and remains stuck	Still the same as the previous session

			independent neck control, now only lasting about 3 seconds, compared to 5 seconds in the previous session, after being assisted by the interventionist's hand and slowly released	with the ability to roll to the left with assistance	
6	6 th Session	Still the same as the previous session	The child showed progress from the previous session, now able to maintain independent neck control for approximately 10 seconds, up from 3-5 seconds, after being assisted by the interventionist's hand and gradually released while seated. However, in the tummy time position, the child is still unable to lift their head. The child also needs assistance to turn their head up, down, left, and right while seated, in a repetitive manner. However, there has been significant improvement, as the child can now turn in those directions with relatively strong neck control	Still maintaining the same ability to roll to the left, although the child is not yet able to return to the starting position or roll independently	Still the same as the previous session
7	7 th Session	Still the same as the previous session	The child showed progress from the previous session, now able to maintain independent neck control for approximately 10 seconds. An interesting finding was noted when we used a gym ball to assist the child's balance—while in a prone position on	Still the same as the previous session	There was an improvement when sitting on the gym ball as opposed to on the floor; the child was able to support their body for 3 seconds

			the gym ball, the child was able to gradually lift their head		
8	8 th Session	More expressive	Able to maintain independent neck control for 10-13 seconds without support	Able to return from a left side-lying position to a supine position with minimal assistance	Improved ability to sit on the gym ball, able to support the body for approximately 5 seconds
9	9 th Session	Same as the previous session	Improved neck control, maintaining it for 14 seconds in a seated position, but still unable to lift the head independently during tummy time	Same as the previous session	Improved ability to sit on the gym ball, able to support the body for approximately 10 seconds but still unable to sit independently in a cross-legged position on the floor, requiring support from behind
10	10 th Session	Same as the previous session	Improved neck control, maintaining it for 20 seconds in a seated position, and a 2-second improvement in neck control during tummy time	Same as the previous session	In the cross-legged sitting position with hands in front, the child is still unable to support their own body while sitting, requiring support from the interventionist from behind. However, the support needed from the interventionist is less intensive, indicating that the child has improved strength in supporting their own body

In this study, the researcher conducted a 10-session intervention with a child diagnosed with spastic quadriplegic cerebral palsy. The results of the observations and analysis showed a significant positive change in the child's condition after undergoing these interventions. The first assessment indicated that the child's abilities were limited to responding with eye movements and experiencing stiffness in all limbs, with no ability to control the neck, roll, or sit as part of basic motor functions.

In sessions 1-4, some improvements in basic motor functions were observed, particularly in neck control. Initially, the child was unable to lift the neck, but after four intervention sessions, the child was able to hold neck control for 3-5 seconds. However, no significant improvement was noted in rolling or sitting abilities at this stage.

Unfortunately, in session 5, there was a longer gap between meetings, resulting in a regression in neck control, from previously holding for 5 seconds to only 3 seconds. This was due to the child's health condition, which deteriorated, delaying the intervention for a week before resuming the following week. This highlights that inconsistency or delays in the intervention schedule can lead to a significant decline

in motor abilities. However, the obstacles faced by the researcher did not prevent the continuation of the subsequent sessions.

After passing week 5, the researcher resumed the program for session 6. In this session, the child gradually regained the progress achieved in session 4 and even showed significant improvement, now able to hold neck control for 10 seconds. Not only was there progress in neck control, but rolling ability also showed stability, with the child able to roll to the left independently, though still unable to return to the starting supine position. Unfortunately, there was still no progress in sitting ability, as the child could not sit independently or with assistance. In week 7, the child demonstrated new progress in sitting by modifying the exercise to use a gym ball instead of the floor. When seated on the gym ball and supported by the researcher, the child was able to hold their body for 3 seconds, marking a new finding in this session.

In sessions 8 through 10, the child continued to show significant improvements in all aspects. A striking comparison is seen between the first session, where the child could not achieve any basic motor skills (neck control, rolling, or sitting), and after 10 interventions, where the child showed motor development progress, such as maintaining neck control for 20 seconds, rolling independently to the left and back to a supine position, and holding their body in a sitting position on the gym ball for 10 seconds, as well as displaying more expressive responses.

These changes include improvements in motor control, reduced muscle stiffness, and enhanced functional abilities in daily activities. Through interventions using the cephalocaudal basic movement method over a relatively short period, it was found that the child was able to show increased adaptability and positive responses to the intervention stimuli. This demonstrates that the approach taken by the researcher in designing the intervention had a tangible impact on the well-being of the child with spastic quadriplegic cerebral palsy. The success of this intervention underscores the importance of the therapist's or researcher's role in designing appropriate and effective intervention programs for individuals with conditions such as spastic quadriplegic cerebral palsy. This study contributes positively to our understanding of the potential for motor function improvement and overall well-being for individuals with movement disorders like cerebral palsy. It proves the success of basic movement interventions for early childhood cerebral palsy spastic quadriplegia in significantly influencing the development of neck control, rolling, and sitting abilities.

Through intensive observation during the 10 intervention sessions, clear improvements in the child's motor abilities were observed. With proper guidance during the interventions, the child overcame muscle stiffness challenges, gained confidence, and developed better rolling skills. These results align with previous research findings that early-stage movement interventions can stimulate positive changes in motor skills for children with cerebral palsy (Heryati et al., 2024). This success strongly supports the importance of a qualitative approach in evaluating the impact of interventions, as it can capture in detail the changes and challenges the child faces during the process.

DISCUSSION

With the significant improvements in neck control and rolling ability in the child, this study highlights the positive potential of basic movement interventions in young children with spastic quadriplegic cerebral palsy. These changes not only have a major impact on the child's motor abilities but also carry broader implications, including increased independence and overall quality of life. As children begin to master basic movements, such as controlling their head and rolling, they become more capable of participating in daily activities, which directly contributes to their future independence. This also creates opportunities for children to explore their surroundings more freely, which is an important aspect of psychological and social development.

The success of this intervention provides a strong foundation for the continued development and implementation of more effective and sustainable basic movement interventions. The findings of this study indicate that when interventions are carried out at an early age and in a structured manner, the results can be very significant in supporting the development of children with spastic quadriplegic cerebral palsy. Interventions focused on basic motor skills help create an essential foundation for the development of more complex motor skills in the future, such as walking or performing tasks with the hands. Furthermore, the significant progress observed over the course of the 10 therapy sessions indicates that the continuity of the intervention program is a crucial factor in ensuring that the child's progress remains consistent. In other words, interventions should not be short-term but need to be ongoing and regular to maintain and improve the progress that has already been achieved. Motor development in children with cerebral palsy often requires intensive and consistent training, and these findings reinforce that regular interventions can produce long-lasting positive effects.

Therefore, it is hoped that this intervention will continue, given its proven effectiveness in improving the child's basic motor skills. A regularly conducted program not only yields more optimal results but also helps the child retain the abilities they have learned while preparing them for the development of more advanced motor skills. Based on all the data analyzed in this study, the research emphasizes the importance of continuous intervention programs and recommends that similar interventions be sustained to provide long-term benefits for the development of children with spastic quadriplegic cerebral palsy.

CONCLUSION

From the entire series of 10 intervention sessions described, it can be concluded that the researcher successfully implemented a specially designed intervention program for a child with spastic quadriplegic cerebral palsy. Throughout the implementation, various challenges arose, including initial resistance from the child and a setback in progress due to the child's deteriorating health condition. Nevertheless, the final results showed significant positive changes in the child's development, particularly in neck control, rolling, and sitting—three basic motor skills that were the focus of the intervention.

The most noticeable progress involved the child's ability to maintain more stable head control, improve the ability to roll from one position to another, and sit more independently. These skills are key to developing the child's future mobility and independence. The improvements were not only significant in terms of physical abilities but also in the child's attitude towards the therapy sessions. After a period of recovery, the child showed more active engagement in each session, indicating that the intervention successfully created a positive therapeutic environment and encouraged the child's sustained participation.

It is also important to note that family support played a crucial role in the success of this program. The involvement of the family, both in accompanying the therapy sessions and in practicing exercises at home, helped maintain the continuity of the intervention process and enhanced the results achieved. This support ensured that the exercises provided during therapy sessions were integrated into the child's daily life, leading to more optimal outcomes.

The conclusions drawn from this study affirm that structured and consistent intervention programs can bring about significant improvements in the motor skills of children with spastic quadriplegic cerebral palsy. These positive results also demonstrate that an approach designed with the child's specific needs in mind can have a lasting, significant impact. With the child's increased ability to move and actively participate, this research provides a strong foundation for the future development of similar interventions. It also offers practical guidance for healthcare professionals, such as physiotherapists and occupational therapists, in designing more appropriate and effective interventions. By continuously

improving existing methods and tailoring them to individual conditions, these intervention programs can be optimized to better assist children with similar conditions. Furthermore, this study opens the door for further exploration into how factors such as therapy duration, exercise intensity, and the use of assistive devices can influence the success of interventions for children with cerebral palsy. In this way, the outcomes achieved through interventions can be continuously improved to provide maximum benefits for the development and quality of life of the children undergoing these programs.

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PENGURUSAN DINAMIK, MOTIVASI GURU TERBAIK: KAJIAN DI SEKOLAH YAYASAN ISLAM KELANTAN (YIK)

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ABSTRAK

Dalam sebuah organisasi seperti sekolah, amalan kepimpinan pengurus sekolah (pengetua dan pentadbir sekolah) yang berwibawa dan berkesan adalah kunci kepada pengurusan kerja yang cekap, penetapan hala tuju yang jelas, serta pembinaan persekitaran yang kondusif untuk pembelajaran. Aspek pengurusan kerja yang efisien oleh pengurus sekolah ini berupaya memupuk motivasi kerja guru-guru, yang seterusnya akan memberi inspirasi kepada mereka untuk melaksanakan tugas dengan penuh dedikasi, meningkatkan prestasi pengajaran, dan menyumbang ke arah mencapai aspirasi serta objektif sekolah yang telah ditetapkan. Kajian ini dijalankan bertujuan untuk mengenalpasti hubungan amalan pengurusan pengurus sekolah terhadap motivasi kerja guru sekolah Yayasan Islam Kelantan (YIK). Responden kajian adalah seramai 315 orang yang terdiri daripada 111 orang guru lelaki dan 204 orang guru perempuan yang sedang berkhidmat di sekolah-sekolah YIK dalam 9 buah daerah di Kelantan. Analisis deskriptif dan inferensi telah digunakan untuk menguji persoalan kajian menggunakan perisian Statistical Package for social Sciences (SPSS) versi 21.0. Hasil kajian mendapati amalan pengurusan pengetua dan pentadbir sekolah berada pada tahap tinggi dengan nilai min masing-masing 4.068 dan 4.051. Tahap motivasi kerja guru juga berada pada tahap tinggi dengan nilai min 4.162. Selain itu, kajian juga menunjukkan wujud hubungan positif yang signifikan antara amalan pengurusan pengetua dan pentadbir sekolah dengan motivasi kerja guru dengan nilai pekali korelasi (r) masing-masing 0.680 dan 0.757. Dapatan kajian ini menjadi panduan kepada para pengurus sekolah dalam merancang dan melaksana tadbir urus hal ehwal sekolah yang mana akan memberi impak langsung kepada motivasi kerja guru dan warga sekolah yang lain umumnya.

Kata Kunci: *Kepimpinan, Amalan Pengurusan, Motivasi Kerja.*

PENGENALAN

Amalan pengurusan pengurus sekolah merujuk kepada semua aktiviti dan peranan yang dimainkan oleh pengetua dan pentadbir sekolah yang lain termasuk penolong kanan semasa mereka menjalankan tugas-tugas pengurusan sekolah. Amalan bermaksud strategi atau proses yang dilakukan sebagai satu kebiasaan dan dilaksanakan secara konsisten dan berterusan, manakala pengurusan pula ialah satu proses tindakan yang merangkumi proses menentukan tujuan-tujuan atau matlamat yang telah ditetapkan. Pengurus sekolah pula merujuk kepada pengetua dan penolong kanan yang bertanggungjawab melaksanakan 'proses tindakan', 'menentukan matlamat', dan 'menggerakkan anggota' bagi memastikan operasi harian di sekolah dapat berjalan lancar dan berkesan (Bragg, 2000; Sergiovanni, 1995).

Amalan Pengurusan Pengurus Sekolah

Dalam konteks amalan pengurusan di sekolah, pengurus sekolah iaitu pengetua dan pentadbir merupakan individu yang berpengaruh kuat sebagai 'key player' untuk menggerakkan subordinat bagi memastikan kelestarian sekolah tercapai (Hoy & Miskel, 2001; Fullan, 1991). Pentadbir atau pemimpin sekolah sesebuah organisasi bertanggungjawab sepenuhnya terhadap keputusan dan pilihan yang akan

dilaksanakan bersesuaian dengan matlamat dan objektif semasa organisasi untuk menempuh kejayaan. Pandangan tokoh-tokoh akademik seperti Sergiovanni (1995), Hoy dan Miskel (2001) dan Fullan (1991) mengesahkan bahawa pengetua sebagai pengurus sekolah merupakan satu-satunya individu yang bertanggungjawab sepenuhnya dalam menentukan atau kegagalan sesebuah sekolah. Pentingnya juga kesedaran pengurus sekolah menyesuaikan pengurusan dengan arus perubahan masa kini seperti isu globalisasi dan pembangunan teknologi digital dan komunikasi bagi memastikan pengurusan sekolah berjalan lancar dan sistematik seterusnya memastikan aktiviti pengajaran dan pembelajaran pelajar lebih berkesan dan terkehadapan.

Pentadbir sekolah bertanggungjawab sepenuhnya terhadap keputusan yang dilaksanakan, bersesuaian dengan matlamat dan objektif semasa organisasi (Bragg, 2000). Hal ini memberi kesan terhadap kualiti kerja guru, keberkesanan kepimpinan dan pengurusan pentadbiran serta prestasi, komitmen dan kepuasan kerja guru itu sendiri. Oleh itu, kepimpinan dan pengurusan yang mantap daripada pengurus sekolah memainkan peranan penting dalam mempengaruhi ciri-ciri organisasi guru, membentuk nilai dan kepercayaan serta sikap dan komitmen guru terhadap institusi pendidikan di sekolah. Kegagalan jalinan hubungan yang mampan antara pengurus sekolah dan guru mempengaruhi kecemerlangan sesebuah sekolah dan sebab utamanya ialah ketidakupayaan untuk membina keselarasan dan hasil daripada gabungan dua pihak (pengurus sekolah dan guru). Kajian menunjukkan bahawa budaya sekolah yang positif membawa kepada kejayaan, sementara kepimpinan yang tidak efektif boleh menjejaskan keberkesanan sekolah (Fadhlah et al., 2019).

Motivasi Kerja Guru

Kajian Ishak (2001) menunjukkan bahawa motivasi dan kepuasan kerja guru mempunyai hubungan langsung dengan kecemerlangan sesebuah sekolah. Menurut Pinder (2008), motivasi dianggap sebagai kuasa pendorong yang membantu seseorang menjalankan tugas dalam kerjaya atau kehidupan. Pemimpin atau pentadbir sekolah harus peka terhadap keperluan guru dan pelajar agar dapat memilih pendekatan kepimpinan yang sesuai dan mengaplikasikannya dalam menyediakan iklim sekolah yang kondusif dimana ia dapat meningkatkan motivasi guru-guru. Kajian oleh Rufini et al. (2012) juga menunjukkan bahawa motivasi guru memainkan peranan penting dalam mencipta fungsi sekolah yang berkesan dan efektif dalam abad ke-21. Para pengurus sekolah juga perlu menimbulkan motivasi dalaman di kalangan guru dengan menerangkan kepentingan tugas seharian mereka terhadap masyarakat dan negara. Secara keseluruhannya, motivasi guru turut berperanan dalam menggalakkan kualiti pengajaran dan pembelajaran dan lebih cenderung untuk memberi motivasi kepada pelajar. Selain itu, Samuel dan Chipunza (2009) menegaskan bahawa motivasi guru adalah asas dalam pengurusan sekolah dan memainkan peranan penting dalam mencipta iklim sekolah yang kondusif.

PERNYATAAN MASALAH DAN FOKUS KAJIAN

Pengurus sekolah yang mempunyai kompetensi yang tinggi adalah mereka dapat menghayati dan menguasai standard kompetensi kepimpinan apabila mereka mempunyai pengetahuan, memiliki nilai profesional dan melakukan amalan terbaik dalam sembilan bidang melalui Standard Kompetensi Kepengetuaan Sekolah Malaysia (SKKSM). Sembilan bidang pengurusan tersebut merangkumi pengurusan dan kepimpinan organisasi, pengurusan kurikulum, pengurusan kokurikulum, pengurusan hal ehwal murid, pengurusan kewangan, pengurusan pentadbiran pejabat, pengurusan persekitaran dan kemudahan fizikal, pengurusan dan pembangunan sumber manusia, dan pengurusan perhubungan luar (IAB, KPM2006). SKKSM ini yang digubal pada 2006 oleh Institut Aminuddin Baki (IAB) yang merupakan institusi latihan kepimpinan dan pengurusan pendidikan bagi membangunkan keupayaan pengurus dan pemimpin pendidikan.

Beberapa kajian (Hamid., 2020; Komarudin & Hashim, 2024; May Chen & Abdul Wahab, 2021) telah membuktikan pengurus sekolah di bawah Kementerian Pelajaran Malaysia (KPM) mempunyai kompetensi kepimpinan yang tinggi dan didedahkan dengan latihan kepimpinan yang lengkap dan komprehensif mengikut piawaian SKKSM sepanjang kerjaya sebagai pengurus sekolah. Hal ini cukup berbeza dengan situasi yang berlaku kepada pengurus sekolah di sekolah menengah Yayasan Islam

Kelantan (YIK). Kekurangan kursus latihan kepimpinan secara berkala dan bersistem kepada pengurus sekolah sebagai '*key player*' organisasi sekolah menjadi satu cabaran kepada mereka dalam memimpin dan mentadbir urus sekolah seterusnya membawa kepada isu-isu lebih kritikal seperti sejauh mana tahap pengurusan strategik, tahap kemahiran membuat keputusan dan teknik menangani perubahan mereka. Hal ini secara tidak langsung memberi impak negatif kepada motivasi kerja guru di sekolah-sekolah YIK.

Beberapa kajian oleh Bhargavi dan Yaseen (2016), Bass dan Riggio (2006) dan Luftman (2004) menunjukkan bahawa para pemimpin membantu dan memotivasikan guru di sekolah dengan menggunakan gaya kepimpinan yang berkesan agar guru-guru dapat bersaing demi menjayakan sekolah. Kegagalan pengurus sekolah memimpin dan mengurus sekolah dengan baik akan memberi kesan negatif kepada motivasi kerja guru sekolah. Friedman (2004) menegaskan bahawa pemimpin memainkan peranan kritikal dalam mencipta persekitaran positif di sekolah, sementara kajian oleh Duo et al. (2016), Ling dan Ling (2012), serta Raman et al. (2015) mengesahkan hubungan antara gaya kepimpinan dan komitmen guru terhadap kerja mereka. Menurut Ghazala et al. (2015) pula, gaya kepimpinan dan pengurusan sangat berpengaruh terhadap motivasi guru dan kepuasan kerja guru di sekolah.

Kajian ini bertujuan untuk mengenalpasti tahap amalan pengurusan pengurus sekolah Yayasan Islam Kelantan YIK dan hubungan dengan motivasi kerja guru-guru sekolah YIK. Secara khususnya kajian akan memfokuskan aspek:

- i) Mengetahui tahap amalan pengurusan pengetua sekolah-sekolah Yayasan Islam Kelantan YIK.
- ii) Mengetahui tahap amalan pengurusan pentadbir sekolah-sekolah Yayasan Islam Kelantan YIK.
- iii) Mengetahui hubungan amalan pengurusan pengetua dan motivasi kerja guru sekolah-sekolah Yayasan Islam Kelantan YIK.
- iv) Mengetahui hubungan amalan pengurusan pentadbir dan motivasi kerja guru sekolah-sekolah Yayasan Islam Kelantan YIK.

METODOLOGI

Reka bentuk kajian ini ialah kajian deskriptif dengan kaedah tinjauan rentas menggunakan data kuantitatif. Soal selidik digunakan untuk mengumpul data daripada guru-guru sekolah menengah di bawah naungan Yayasan Islam Kelantan (YIK), yang melibatkan 41 buah sekolah di sembilan daerah. Saiz sampel sebanyak 315 orang guru telah ditentukan berdasarkan Krejcie dan Morgan (1970).

Data dan kesahan keseluruhan item dalam kajian rintis mendapati nilai pekali kebolehpercayaan Alpha Cronbach bagi keseluruhan instrumen adalah tinggi iaitu konstruk amalan pengurusan pengetua ialah 0.987, amalan pengurusan pentadbir sekolah ialah 0.995 dan konstruk motivasi kerja guru iaitu 0.993. Data dianalisis menggunakan perisian Statistical Package for Social Science (SPSS) versi 21 dan dilaporkan dalam bentuk pengukuran frekuensi nilai min, sisihan piawai dan peratusan. Analisis statistik deskriptif digunakan untuk mendapatkan nilai min dan sisihan piawai. Korelasi Pearson digunakan untuk mengenal pasti sama ada terdapat hubungan antara amalan pengurusan pengurus sekolah dan motivasi kerja guru.

DAPATAN KAJIAN

Analisis Demografi Responden

Ujian dijalankan untuk mengenalpasti taburan demografi responden seperti yang ditunjukkan dalam Jadual 1.

Jadual 1 : Demografi Responden (n=315 orang)

Pembolehubah	Kekerapan (f)	Peratus (%)
Jantina		
Lelaki	111	35.2
Perempuan	204	64.8
Umur		
Kurang dari 25 tahun	4	1.3
25-35 tahun	158	50.2
36-35 tahun	100	31.7
Lebih dari 45 tahun	53	16.8
Kelayakan Akademik		
Diploma	21	6.7
Sarjana Muda	271	86.0
Sarjana	10	3.2
Doktor Falsafah	1	0.3
Lain-lain	12	3.8
Pengalaman Mengajar		
1-8 tahun	174	55.2
9-16 tahun	75	23.8
17-24 tahun	43	13.7
25 tahun ke atas	23	7.3
Kategori Sekolah		
Maahad Kawalan	51	16.2
Maahad Pilihan	54	17.1
Maahad Kerajaan	17	5.4
SMU (A)	127	40.3
SABK	66	21.0

Jadual 1 menunjukkan keseluruhan responden adalah berjumlah 315 orang yang mana terdiri daripada 111 orang guru lelaki (35.2 %) dan 204 orang guru perempuan (64.8%). Dari segi umur, majoriti responden yang mengambil bahagian dalam kajian ini daripada kategori umur 25 hingga 35 tahun iaitu seramai 158 orang (50.2%). Dari segi kelayakan akademik pula, bilangan responden tertinggi berkelayakan sarjana muda iaitu seramai 271 orang (86.0%). Manakala responden yang memiliki pengalaman mengajar selama 1 hingga 8 tahun adalah paling ramai terlibat iaitu 174 orang (55.2%) dan ramai daripada kalangan responden pula dari kategori sekolah SMU (A) iaitu seramai 127 orang (40.3%).

Jadual 2 : Interpretasi Skor Min

Skala	Interprestasi Skor Min
4.21 – 5.00	Sangat tinggi
3.41 – 4.20	Tinggi
2.61 – 3.40	Sederhana
1.71 – 2.60	Rendah
1.00 – 1.70	Sangat rendah

Jadual 2 menunjukkan interpretasi skor min yang digunakan bagi analisis statistik deskriptif. Skor min 1.00 hingga 1.70 menunjukkan nilai min pada tahap sangat rendah, skor 1.71 hingga 2.60 adalah nilai min pada tahap rendah, manakala skor 2.61 hingga 3.40 adalah pada tahap sederhana, skor 3.41 hingga 4.20 pula pada tahap tinggi dan seterusnya skor 4.21 hingga 5.00 pada tahap sangat tinggi.

Jadual 3 : Skor Min dan Sisihan Piawai Item soal selidik pengurusan kerja pengetua

Item	Min	Sisihan piawai
Pengetua mempunyai kelayakan dalam pengurusan Pendidikan	4.10	0.745
Pengetua mempunyai kemahiran dalam pengurusan Pendidikan	4.05	0.737
Pengetua dapat mengurus kewangan sekolah dengan baik	4.00	0.762
Pengetua dapat mengurus sumber manusia sekolah dengan baik	4.00	0.748
Pengetua dapat merancang program sekolah dengan baik	4.04	0.741
Pengetua dapat melaksanakan program yang dirancang	4.04	0.683
Pengetua dapat memantau pelaksanaan program sekolah	4.05	0.694
Pengetua dapat melakukan penilaian prestasi tahunan dengan baik	4.08	0.745
Pengetua mengajar dalam jumlah jam yang bersesuaian	4.05	0.744
Pengetua menetapkan halatuju (visi dan misi) sekolah	4.05	0.766
Pengetua memberikan motivasi kepada warga sekolah	4.11	0.751
Pengetua memberikan inspirasi kepada guru-guru dalam melaksanakan tugas	4.10	0.736
Pengetua menjaga kebajikan guru-guru di sekolah	4.06	0.805
Pengetua berani dalam membuat keputusan yang berisiko tinggi untuk kecemerlangan sekolah	4.05	0.757
Pengetua bertanggungjawab menjaga kebajikan murid-murid	4.13	0.696
Pengetua mengambil kira pandangan guru dalam membuat keputusan	4.04	0.793
Pengetua dapat menyampaikan prestasi sekolah kepada masyarakat	4.07	0.717
Pengetua dapat membuat keputusan bagi menjaga kepentingan sekolah	4.10	0.730
Pengetua dapat melaporkan perkembangan sekolah kepada pengurusan YIK	4.17	0.726
Skor Pengurusan Kerja Pengetua (Purata)	4.07	0.645

Jadual 4 : Skor Min dan Sisihan Piawai Item soal selidik pengurusan kerja pentadbir

Item	Min	Sisihan piawai
Pentadbir mempunyai kelayakan dalam pengurusan Pendidikan	4.05	0.687
Pentadbir mempunyai kemahiran dalam pengurusan Pendidikan	4.02	0.709
Pentadbir dapat mengurus kewangan sekolah dengan baik	4.04	0.708
Pentadbir dapat mengurus sumber manusia sekolah dengan baik	4.00	0.718
Pentadbir dapat merancang program sekolah dengan baik	4.06	0.712
Pentadbir dapat melaksanakan program yang dirancang	4.08	0.687
Pentadbir dapat memantau pelaksanaan program sekolah	4.05	0.687
Pentadbir dapat melakukan penilaian prestasi tahunan dengan baik	4.06	0.682
Pentadbir mengajar dalam jumlah jam yang bersesuaian	4.01	0.734
Pentadbir menetapkan halatuju (visi dan misi) sekolah	4.05	0.718
Pentadbir memberikan motivasi kepada warga sekolah	4.03	0.731
Pentadbir memberikan inspirasi kepada guru-guru dalam melaksanakan tugas	4.05	0.725
Pentadbir menjaga kebajikan guru-guru di sekolah	4.05	0.720
Pentadbir berani dalam membuat keputusan yang berisiko tinggi untuk kecemerlangan sekolah	4.03	0.706
Pentadbir bertanggungjawab menjaga kebajikan murid-murid	4.09	0.669
Pentadbir mengambil kira pandangan guru dalam membuat keputusan	4.04	0.756
Pentadbir menyampaikan prestasi sekolah kepada masyarakat	4.04	0.680

Pentadbir dapat membuat keputusan bagi menjaga kepentingan sekolah	4.10	0.641
Pentadbir dapat melaporkan perkembangan sekolah kepada pengurusan YIK	4.13	0.667
Skor Pengurusan Kerja Pentadbir (Purata)	4.05	0.622

Jadual 5 : Skor Min dan Sisihan Piawai Item soal selidik motivasi kerja guru

Item	Min	Sisihan piawai
Saya memberikan layanan secara saksama kepada semua murid	4.17	0.661
Saya mempunyai sifat keprihatinan dalam menyelesaikan masalah murid	4.19	0.621
Saya sanggup mengorbankan masa dan tenaga demi kesejahteraan murid	4.19	0.690
Saya cekal menghadapi cabaran dalam mendidik murid-murid	4.19	0.664
Saya menjalankan tugas dengan penuh tanggungjawab	4.18	0.680
Saya menggunakan masa untuk kepentingan tugas	4.09	0.699
Saya menggunakan kuasa yang diamanahkan dengan betul	4.13	0.676
Saya menepati waktu dalam menjalankan tugas	4.04	0.717
Saya menjalankan tugas dengan jujur	4.15	0.668
Saya menjalankan tugas dengan dedikasi	4.15	0.671
Saya mengutamakan kesempurnaan kerja	4.12	0.664
Saya meningkatkan kecekapan diri	4.11	0.695
Saya menjaga kebajikan guru-guru di sekolah	4.21	0.636
Saya berani dalam membuat keputusan yang berisiko tinggi untuk kecemerlangan sekolah	4.21	0.642
Saya bertanggungjawab menjaga kebajikan murid-murid	4.25	0.642
Saya mesra dan mudah didekati	4.17	0.668
Saya mempunyai sifat empati	4.17	0.653
Saya menjaga maruah diri	4.12	0.674
Saya bersedia mendengar masalah secara terbuka	4.16	0.670
Saya sanggup memaafkan orang lain	4.18	0.648
Saya mampu mengawal emosi ketika menghadapi masalah	4.23	0.659
Saya menjaga tutur kata	4.18	0.637
Saya menjaga tingkah laku	4.16	0.702
Saya menggunakan bahasa sapaan yang sesuai	4.19	0.645
Saya berhemah dan bersopan dalam kehidupan seharian	4.09	0.629
Skor Motivasi Kerja Guru (Purata)	4.16	0.563

Tahap Amalan Pengurusan Pengetua

Jadual 3 menunjukkan analisis taburan min dan sisihan piawai pengurusan kerja pengetua. Secara keseluruhan skor min bagi amalan pengurusan kerja pengetua ialah 4.07 dan sisihan piawai 0.645. Dapatan ini menunjukkan tahap pengurusan pengetua adalah tinggi dan dibuktikan dengan 19 item yang diuji berada pada tahap tinggi. Dapatan ini menunjukkan responden bersetuju dengan amalan pengurusan pengetua di sekolah menengah YIK.

Tahap Amalan Pengurusan Pentadbir

Jadual 4 menunjukkan analisis taburan min dan sisihan piawai pengurusan kerja pentadbir. Hasil analisis menunjukkan pengurusan kerja pentadbir juga berada pada tahap tinggi dengan nilai min 4.05 dan sisihan piawai 0.62. Ini dibuktikan dengan sebanyak 19 item yang diuji berada pada tahap tinggi. Ini menunjukkan bahawa responden memberi maklum balas positif terhadap pengurusan kerja pentadbir sekolah.

Tahap Motivasi Kerja Guru

Hasil analisis terhadap tahap motivasi kerja guru ditunjukkan dalam Jadual 5. Sebanyak 25 item yang diajukan kepada responden bagi mengukur tahap motivasi kerja guru. Daripada hasil analisis tersebut didapati motivasi kerja guru berada pada tahap min yang tinggi dengan nilai min 4.16 dan sisihan piawai 0.563. Di samping itu juga, terdapat 4 item di dalam konstruk motivasi kerja guru yang mencapai tahap

sangat tinggi iaitu guru menjaga kebajikan pelajar dan guru-guru lain, berani membuat keputusan berisiko tinggi untuk kecemerlangan dan mampu mengawal emosi dengan baik. Hal ini menunjukkan bahawa responden bersetuju bahawa motivasi kerja mereka adalah tinggi dan mereka memberi maklum balas yang sangat positif.

Hubungan Amalan Pengurusan Pengetua dengan Motivasi Kerja Guru

Analisa terhadap hubungan pengurusan kerja pengetua dengan motivasi kerja guru dibuat dengan menggunakan ujian korelasi Pearson. Berdasarkan keputusan ujian korelasi Pearson pada Jadual 5, adalah terbukti bahawa amalan pengurusan kerja pengetua mempunyai hubungan yang signifikan positif yang kuat dengan tahap motivasi kerja guru dengan nilai pekali ($r=0.680^{**}$, $p<0.00$). Hubungan positif menunjukkan semakin baik pengurusan kerja yang diamalkan oleh pengetua, maka semakin tinggi motivasi kerja guru di sekolah menengah YIK.

Jadual 6 : Analisis Korelasi Amalan Pengurusan Pengetua dengan Motivasi Kerja Guru

			Pengurusan Pengetua	Kerja	Motivasi Kerja Guru
Pengurusan Pengetua	Kerja	<i>Pearson Correlation</i>	1		0.680**
		<i>Sig. (2-tailed)</i>			0.000
		<i>N</i>	315		315
Motivasi Kerja Guru		<i>Pearson Correlation</i>	0.680**		1
		<i>Sig. (2-tailed)</i>	0.000		
		<i>N</i>	315		315

** Signifikan pada aras 0.01 (2-hujung).

Hubungan Amalan Pengurusan Pentadbir dengan Motivasi Kerja Guru

Jadual 6 pula menunjukkan keputusan ujian korelasi Pearson pengurusan kerja pentadbir dengan motivasi kerja guru. Hasil analisis korelasi Pearson mendapati hubungan pengurusan kerja pentadbir dengan motivasi kerja guru juga positif. Hubungan tersebut adalah signifikan positif yang kuat dengan nilai pekali ($r=0.757^{**}$, $p<0.000$). Dapatan ini menggambarkan bahawa semakin baik pengurusan kerja yang diamalkan oleh pentadbir sekolah, semakin tinggi motivasi kerja guru.

Jadual 7 : Analisis Korelasi Amalan Pengurusan Pentadbir dengan Motivasi Kerja Guru

			Pengurusan Pentadbir	Kerja	Motivasi Kerja Guru
Pengurusan Pentadbir	Kerja	<i>Pearson Correlation</i>	1		0.757**
		<i>Sig. (2-tailed)</i>			0.000
		<i>N</i>	315		315
Motivasi Kerja Guru		<i>Pearson Correlation</i>	0.757**		1
		<i>Sig. (2-tailed)</i>	.000		
		<i>N</i>	315		315

** Signifikan pada aras 0.01 (2-hujung).

PERBINCANGAN

Hasil penyelidikan menunjukkan bahawa guru sekolah menengah Yayasan Islam Kelantan (YIK) menilai tindakan pengurus sekolah dengan sangat baik, dengan nilai purata skor min yang tinggi iaitu 4.07 (pengetua) dan 4.05 (pentadbir sekolah). Selain itu, dapatan juga menunjukkan bahawa pentadbiran sekolah menengah YIK menggunakan kaedah pengurusan yang baik secara keseluruhan, dengan nilai min minimum 4.00. Dalam penilaian item amalan pengurusan pengurus sekolah, antara item dengan nilai skor min tinggi adalah dalam aspek tanggungjawab kepada pelajar, motivasi kepada warga sekolah, dan aspirasi kepada guru.

Dapatan penyelidikan ini bersesuaian dengan kajian Taylor et al. (2015), Haider et al. (2017), serta Woo et al. (2018), yang membuktikan bahawa amalan pengurusan pentadbir sekolah memberi kesan signifikan kepada pekerja dari segi tingkah laku, kepuasan kerja, dan motivasi mereka terhadap organisasi. Pelaksanaan peranan pengurusan adalah sangat penting bagi pengetua dan pentadbir sekolah sebagai pengurus kerana hanya mereka yang berupaya memainkan peranan ini selaras dengan tugas sebagai pemimpin, pentadbir, dan pengurus, terutamanya pengetua.

Penilaian daripada responden penyelidikan membuktikan bahawa penglibatan guru dalam pengurusan dan pentadbiran sekolah memainkan peranan penting dalam meningkatkan motivasi kerja guru. Dapatan ini menunjukkan bahawa guru sekolah menengah YIK mempunyai motivasi kerja yang sangat baik dan komitmen yang tinggi dalam mencapai matlamat sekolah. Terdapat empat item yang menerima nilai min sangat tinggi: "Saya bertanggungjawab menjaga kebajikan murid-murid" dengan nilai min 4.25, "Saya mampu mengawal emosi ketika menghadapi masalah" dengan nilai min 4.23, "Saya menjaga kebajikan guru-guru di sekolah", dan "Saya berani membuat keputusan berisiko tinggi untuk kecemerlangan sekolah" dengan nilai min 4.21. Penglibatan guru dalam proses pengurusan dan pentadbiran sekolah memberikan mereka keyakinan serta meningkatkan komitmen dan kepuasan kerja, sekaligus mencapai kata sepakat dalam arahan dan perancangan pengurus sekolah untuk mencapai matlamat pendidikan sekolah.

Menurut Billy dan Taat (2020), budaya dan sokongan daripada pengurus sekolah merupakan faktor penting yang menyumbang kepada komitmen guru dalam menunaikan tanggungjawab mereka. Apabila pekerja berpuas hati dengan pekerjaan mereka, mereka lebih cenderung untuk terus bekerja dan setia kepada organisasi. Jika pelbagai aspek pekerjaan selaras dengan keperluan dan keinginan peribadi mereka, guru akan memberi komitmen sepenuhnya kepada tugas mereka, dengan kepercayaan bahawa selagi keperluan dan harapan mereka dipenuhi, tiada sebab untuk mencari pekerjaan di tempat lain.

Justeru itu, amalan pengurusan pengurus sekolah adalah peneraju utama dalam mentransformasikan budaya dan pencapaian organisasi sekolah. Pentadbir sekolah juga memerlukan kerjasama serta sokongan daripada guru dan pelajar untuk mencapai matlamat pendidikan dan visi organisasi. Kejayaan sesebuah sekolah bukan sahaja dinilai melalui pencapaian akademik, tetapi juga kecemerlangan dalam sektor bukan akademik, akhlak, dan dalam melahirkan modal insan yang bertanggungjawab terhadap agama, bangsa, dan negara.

KESIMPULAN

Secara keseluruhannya hasil kajian menunjukkan tahap amalan pengurusan pengurus sekolah dan tahap kepuasan kerja guru di sekolah menengah Yayasan Islam Kelantan (YIK) berada pada tahap yang tinggi. Hasil kajian juga menunjukkan terdapat hubungan yang signifikan antara amalan kepimpinan dinamik pengurus sekolah dengan motivasi kerja guru di sekolah menengah YIK. Kajian ini memperlihatkan gaya kepimpinan pengetua dan pentadbir sekolah menengah YIK yang dinamik dan berpengalaman luas dalam tadbir urus bersesuaian dengan persekitaran sekolah. Keadaan ini membolehkan tahap motivasi kerja guru berada pada tahap yang tinggi. Walaupun kajian ini memberikan gambaran kasar sahaja, bagi penambahbaikan dan peningkatan mutu amalan pengurusan pengurus sekolah khususnya di sekolah menengah YIK, kajian ini dilihat mampu dijadikan rujukan dan panduan.

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ESL FAMILY LITERACY PROGRAMS: A SYSTEMATIC LITERATURE REVIEW OF PARTICIPANT PROFILES, FEEDBACK INSTRUMENTS, AND THEORETICAL UNDERPINNINGS

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ABSTRACT

The aim of this study is to describe the general flow of reconstructionist philosophy education in Indonesia. As it is known that the flow of reconstructionism has the belief that the task of improving education is the duty of all citizens. Therefore, rebuilding humans by instilling and equipping them with the correct values and norms for the sustainability of future generations, especially in Indonesia, by giving color to education. The research method used in this study involves a descriptive-analytical approach and the application of hermeneutic methods. Based on the results of the research and discussion, it was found that Indonesia had implemented the philosophy of reconstructionism in education, namely as an overhaul of the education system and overhaul of the structure in education which had been implemented by both students and educators for the betterment of Indonesian people's lives in the next future.

Keyword: reconstructionist philosophy, education, teacher, and student.

INTRODUCTION

Family literacy programs are designed to improve the literacy skills of both parents and children through a variety of integrated activities. These programs typically encompass adult education components, such as English classes, alongside activities that promote children's literacy, such as story time and reading sessions (Becker et al., 2020). The holistic strategy behind these programs aims to create a supportive environment where both parents and children actively engage in literacy development together. Central to the success of family literacy programs is the active involvement of parents in their children's ESL learning. As Johnson and Wu (2021) underscore, effective programs equip parents with the necessary skills and knowledge to support their children's literacy at home. This includes training parents in reading strategies and enhancing their understanding of literacy development, which in turn helps create a literacy-rich home environment where parents become effective facilitators of literacy.

Recent studies have also highlighted the importance of integrating language enhancement with literacy activities. According to Mitchell et al. (2022), successful family literacy programs often include activities that promote both communication skills and literacy among children. These activities are designed to improve vocabulary, comprehension, and narrative skills, providing a strong foundation for reading and writing.

Furthermore, research by Baker and Thompson (2023) has shown that programs combining cultural relevance with community involvement are particularly effective. Such programs often adapt culturally relevant books, materials, and activities that resonate with the families' experiences, thereby increasing engagement and participation among parents and children. Family literacy programs can vary widely, with each designed to focus on different aspects of literacy development for both children and parents.

For instance, Parent-Child Reading Programs, which emphasize shared reading experiences, have been shown to improve children's reading skills and foster a love for reading (Zhao et al., 2020). Activities such as reading aloud, discussing books, and engaging in related exercises promote comprehension and vocabulary development in children.

Moreover, a meta-analysis by Lee et al. (2024) emphasized that children participating in family literacy programs show significant improvements in reading skills and vocabulary, which contributes to their overall academic achievement. Parents involved in these programs also benefit, developing stronger literacy skills and greater confidence in supporting their children's ESL learning, which increases their involvement in their children's schooling. Adult education and ESL classes, which integrate adult literacy and English language instruction with children's literacy activities, further enhance both parents' and children's literacy skills (Kumar and Li, 2021), providing dual benefits that support the entire family's literacy development.

In addition, home-based literacy activities play a vital role in these programs. Zhang et al. (2022) noted that providing parents with books, educational games, and literacy activity kits significantly boosts children's literacy development. Some family literacy programs also leverage technology to enhance learning through digital storytelling, educational apps, and online resources. Such technology-enhanced programs have been found to increase parental interaction and improve literacy outcomes for both children and parents (Morrison & Brown, 2023).

Given the critical role that family literacy programs play in supporting ESL learning, this study aims to systematically review the existing literature on these programs to understand their impact better. Specifically, this review addresses the following research questions:

1. What are the typical participant profiles involved in family literacy programs for ESL families?
2. What instruments are commonly used for collecting feedback in these programs?
3. What theoretical frameworks guide the implementation of family literacy programs for ESL families?

By answering these questions, this review seeks to provide a comprehensive understanding of how family literacy programs function, the factors that contribute to their success, and areas where further research and program development are needed.

LITERATURE REVIEW

This literature review explains how ESL family literacy programs enhance both children's and parents' literacy skills. The review also delves into how these programs foster greater family involvement in learning activities. Additionally, the theoretical frameworks guiding these programs are examined, highlighting their role in shaping the design and effectiveness of family literacy interventions.

ESL family literacy programs have been shown to significantly boost children's literacy skills. Martinez et al. (2020) demonstrated that children who participate in these programs experience progressive improvements in vocabulary, reading comprehension, and writing skills. The engagement fostered by these programs, which often includes activities like storytelling, reading sessions, and ESL games, not only strengthens foundational literacy skills but also ignites a passion for reading among children. In addition to benefiting children, these programs also enhance parents' literacy skills and their confidence in supporting their children's ESL learning. Kim and Lee (2021) reported that parents who participated in ESL family literacy programs showed marked improvements in their own literacy abilities and gained a better understanding of how to engage in their children's ESL learning at home. This increased parental involvement is crucial, as it creates a home environment that supports and reinforces the child's learning.

Moreover, ESL family literacy programs promote greater family involvement in learning activities. Wu and Chen (2022) found that these programs create conducive home-learning environments that encourage families to engage in literacy activities together. Families that participate in these programs often demonstrate improved communication skills, stronger family bonds, and more positive behaviors towards ESL learning, all of which are essential for creating a supportive home environment that is conducive to learning. The long-term impact of ESL family literacy programs is also significant. Johnson et al. (2024) found that children who participate in these programs are more likely to perform better academically and remain engaged in school. The focus on building strong literacy foundations, coupled with sustained parental support, leads to lasting academic achievement, particularly in ESL learning. Current research consistently shows that family literacy programs yield positive outcomes for both children and parents, making them a vital component of early literacy education.

Several theories have been employed to frame Family Literacy Programs (FLPs), with one of the most prevalent being the social constructivist theories of learning, rooted in the work of Vygotsky (1978). Vygotsky argued that cognitive abilities are deeply intertwined with the social environment, positing that cognitive development is driven by social interactions. This theory emphasizes the role of more knowledgeable individuals in guiding less experienced learners through cultural practices (Vygotsky, 1978; Wertsch, 1998). In the context of FLPs, this means that early language and literacy development are integral to the broader socialization process, with interactions between children and their parents or other caregivers playing a pivotal role in skill acquisition.

Vygotsky's theory highlights the importance of social interaction and cultural context in shaping children's cognitive development, particularly in relation to their English literacy skills. According to Mahmoodi (2019), children learn best through collaboration with more knowledgeable individuals, such as parents. This collaboration is often facilitated by FLPs, where parents engage in collaborative dialogue and provide scaffolding during literacy-related activities (Cullin, 2021). Thus, Vygotsky's sociocultural theory underscores the significant contribution of FLPs to children's English literacy development.

In addition to Vygotsky's theory, Bronfenbrenner's ecological model of human development (1979) offers a holistic perspective on how FLPs, connected with various environmental systems and the child's characteristics, contribute to literacy development. The home literacy environment, a crucial part of the child's microsystem, plays a vital role through proximal processes, such as shared storybook reading, which directly shape the child's language and literacy skills. The mesosystem, encompassing the interactions between the child's microsystems (e.g., home and school), also influences literacy development (Navarro & Tudge, 2022). Bronfenbrenner's ecological approach provides practical insights for creating improved educational environments that support literacy.

Furthermore, Fullan's Theory of Change (2006) highlights the critical interaction between school culture and successful educational reforms. Fullan argues that school culture, shaped by shared beliefs and expectations, significantly influences the implementation and sustainability of educational reforms, including FLPs. His theory emphasizes the need for collaboration between parents, educators, and administrators to foster a supportive school culture that enhances the effectiveness of FLPs. By involving parents and educators in the change process, FLPs can better address literacy challenges and promote continuous improvement in student learning outcomes (Bolman & Deal, 2010; Deal & Peterson, 1999).

Finally, Krashen's Affective Filter Hypothesis (1985) is highly relevant to FLPs, as it posits that emotional factors can significantly hinder language acquisition. According to Krashen, emotional states such as motivation and self-belief play a crucial role in literacy learning. Positive affective filters enhance the learning experience, while negative emotions can act as barriers to comprehension and language development (Zhen Yaoqing, 2021). This theory underscores the importance of creating a supportive and encouraging atmosphere in FLPs to lower learning barriers and improve literacy

outcomes. Research suggests that strategies to reduce negative affective filters can facilitate better information intake and cognitive processing, thereby enhancing children’s linguistic development in FLPs (Chureson, 2012; Hamouda, 2013; Takahashi, 2019; Wu, 2019).

In summary, the integration of these theoretical frameworks into FLPs highlights the complex interplay of social, cultural, and emotional factors in literacy development. By understanding and applying these theories, educators and program developers can design more effective FLPs that cater to the diverse needs of ESL families, ultimately fostering better literacy outcomes for both children and parents.

METHODOLOGY

This systematic literature review (SLR) utilises the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (BMJ, 2021), which incorporate recent updates in review methodologies and terminology to simplify the review process. PRISMA aims to guide reviewers in clearly reporting the rationale for the review, the methods employed, and the findings (Page et al., 2021).

Upon conducting a search on five databases (Scopus, Taylor & Francis, ERIC, ScienceDirect, and ResearchGate) using keywords such as 'family literacy programme', 'family literacy programme for ESL', and other related terms, an initial set of 2,551 results was obtained. To ensure the relevance of the data, the search was narrowed down to articles published between 2015 and 2024, focusing on recent and up-to-date information. Additionally, the search was limited to articles and review papers written in English, resulting in 2,551 documents that met the specified criteria.

After removing 100 duplicate records, 2,451 documents remained for screening. In the screening phase, abstracts and titles were reviewed to exclude articles that did not meet the inclusion criteria. This process led to the exclusion of 2,269 articles, leaving 182 documents for further assessment. These 182 reports were sought for retrieval, but 125 reports could not be accessed. Therefore, 57 documents were retrieved and assessed for eligibility.

During the eligibility assessment, the full-text articles of the 57 retrieved reports were carefully evaluated against the predefined eligibility criteria. This evaluation resulted in the exclusion of 50 publications for various reasons: lack of clarity (4), full text not accessible (7), not related to the topic (28), and not answering the research question (11). Consequently, 7 articles were deemed suitable for inclusion in this systematic literature review (SLR).

The article selection process adheres to the PRISMA guidelines, which are summarised in Figure 1.

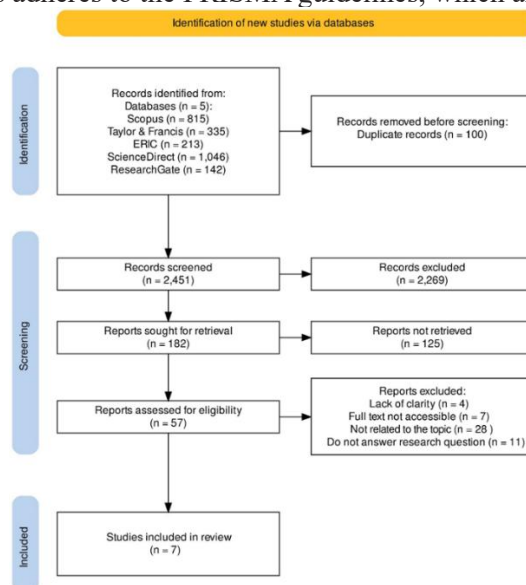


Figure 1: The Article Selection Process

The articles included in the systematic literature review were sourced from five online databases: Scopus, Taylor & Francis, ERIC, ScienceDirect, and ResearchGate. These databases were chosen for their widespread recognition and comprehensive collections of articles across various fields and topics. The "advanced search" feature in these databases was utilized to conduct the search. Keywords related to the specific research question were entered, and search strings were created using logical operators (AND, OR). Articles published within the last ten years (2015-2024) were specifically selected. Table 1 lists the combinations of search terms used in databases.

Table 1. Search strings by database

Database	Search suggestion
Scopus, Taylor & Francis, ERIC and ScienceDirect	(TITLE (“FAMILY LITERACY PROGRAMME”) OR ABS (‘FAMILY LITERACY PROGRAMME’) OR KEY (“FAMILY LITERACY PROGRAMME”)) AND (TITLE (ESL OR EFL OR EAL) OR ABS (E ESL OR EFL OR EAL) OR KEY (ESL OR EFL OR EAL)) AND (TITLE (PRIMARY SCHOOL OR PRIMARY SCHOOL CHILDREN OR CHILDREN OR PRESCHOOL OR PRESCHOOLER) OR ABS ((PRIMARY SCHOOL OR PRIMARY SCHOOL CHILDREN OR CHILDREN OR PRESCHOOL OR PRESCHOOLER) OR KEY ((PRIMARY SCHOOL OR PRIMARY SCHOOL CHILDREN OR CHILDREN OR PRESCHOOL OR PRESCHOOLER))
ResearchGate	Family literacy programme, family language programme, family literacy, English as a Second Language (ESL), English as a Foreign Language (EFL), English as an Additional Language (EAL), primary school, children, preschool, preschooler

As shown in Table 2, inclusion criteria adapted from Lim and Yunus (2021) were applied to this process. By determining which records to include and exclude, the process yielded a total of 7 documents.

Table 2. Inclusion and exclusion criteria

Criterion	Inclusion	Exclusion
Type of article	Journal articles	Book, book chapter, conference paper, thesis
Year of publication	2015-2024	<2015
Peer-review	Peer-reviewed	Non-peer-reviewed
Context	Preschool	Secondary school, higher education
Setting	Worldwide	None
Text	A full text	Not a full text

ANALYSIS AND FINDINGS

Research Question 1: The participant profiles

Table 5 presents an overview of theoretical foundations of ESL family literacy programmes. From the analysis it has been evidenced that the theoretical frameworks underpinning family literacy programmes play a crucial role in their design and effectiveness. Theories provide a lens through which the dynamics of these programmes can be understood and evaluated.

Table 3: Instruments for feedback collection

Author	Participants	Background of the participant	Number of participants
Aerila, J., et al (2023)	Parents and teachers	Finnish families recruited from early childhood education	122 Parents 263 children

Choi, Y., et al. (2023)	Parents and children	(ECE) and primary schools in Finland. Latino parent-child dyads from low-income backgrounds, specifically targeting families with children entering kindergarten	35 parents-children,
Derby, M. (2023)	Parents, children and the centre manager	Māori families with preschool children who spoke some level of Te Reo Māori and English	8 parents-children
Harji, M. B., et al (2016)	Parents, children, and teacher	Families with diverse ethnic backgrounds (Mandarin, Malay, Tamil, and English). All children were non-readers before the project, with limited English language proficiency.	25 parents-children 1 class teacher
Incognito, O. & Pinto, G. (2023)	Parents and children	Italian families with varied socio-economic statuses, including low, medium, and high levels of parental education and home literacy environments.	193 children and their parents
Le Roux, S. G. (2021)	Parents, volunteer teachers, school principal	Families with children enrolled in Grade R to Grade 2, diverse in terms of race, culture, ethnic groups, and language	7 Parents, 5 teachers 1 school principal
Tong, F. et al (2021)	Parents, children and teachers	Chinese families, primarily low-SES, with first grade children, limited exposure to English.	86 students and their parents, 2 teachers

The study by Aerila et al. (2023) involved parents and teachers from Finnish families recruited from early childhood education (ECE) centers and primary schools in Finland. Specifically, 122 parents and 263 children participated in the Bedtime Story Shelf programme. The inclusion of a large number of parents and children highlights the programme's extensive reach and its ability to engage families with diverse literacy practices, enhancing its impact on family literacy programme. Choi et al. (2023) focused on Latino parent-child dyads from low-income backgrounds, specifically targeting families with children entering kindergarten. The study included 35 parent-child pairs, emphasising the need to address socio-economic challenges in early childhood education. This demographic focus is critical as it sheds light on the literacy development of dual language learners in underprivileged communities, thereby offering insights into the effectiveness of literacy interventions in similar contexts.

Derby (2023) conducted a study with parents, children, and the center manager from Māori families who spoke some level of Te Reo Māori and English. The study involved 8 parent-child pairs, providing a culturally rich perspective on family literacy practices. This inclusion of indigenous language speakers offers valuable insights into how bilingualism and cultural context can influence literacy development, underscoring the importance of culturally relevant literacy programmes. In Harji et al. (2016), the participants included 25 parents, their children, and 1 class teacher from families with diverse ethnic

backgrounds, including Mandarin, Malay, Tamil, and English. All children were non-readers before the project, with limited English language proficiency. This diverse participant group highlights the challenges and opportunities in implementing literacy programmes for non-native English speakers, demonstrating the programme's role in bridging language gaps and fostering literacy in multi-ethnic settings. The study by Incognito & Pinto (2021) involved 193 children and their parents from Italian families with varied socio-economic statuses. The study included participants from low, medium, and high levels of parental education and home literacy environments. This broad socio-economic representation provides a comprehensive understanding of how different backgrounds influence literacy outcomes, making the findings relevant to a wide range of socio-economic contexts.

Le Roux (2021) involved 7 parents, 5 volunteer teachers, and 1 school principal, focusing on families with children enrolled in Grade R to Grade 2. The participants were diverse in terms of race, culture, ethnic groups, and language. This diversity within the participant group highlights the programme's adaptability and its potential to address the literacy needs of children from varied cultural and linguistic backgrounds, fostering inclusive educational practices. Tong et al. (2021) included 86 students and their parents, as well as 2 teachers, focusing on Chinese families, primarily from low socio-economic status (SES) backgrounds with first-grade children who had limited exposure to English. This demographic focus underscores the challenges faced by low-SES families in accessing quality literacy education and the programme's role in providing equitable learning opportunities to underprivileged populations.

Research Question 2: Instruments for feedback collection

Table 4: Instruments for feedback collection

Author	Instruments for feedback collection
Aerila, J., et al (2023)	Questionnaire Interview Observation
Choi, Y., et al. (2023)	Interview Survey Focus Group Discussion Assessment
Derby, M. (2023)	Questionnaire Interview Observation
Harji, M. B., et al (2016)	Interview Home visit Meeting Informal conference
Incognito, O. & Pinto, G. (2023)	Questionnaire Parental Diaries Child Assessment
Le Roux, S. G. (2021)	Interview Parent-Teacher Meeting Family Journal
Tong, F. et al (2021)	Online post-survey Interview Educational Assessment

The use of interviews as a research instrument emerged as a significant method, utilised in 6 out of the 7 studies reviewed (Aerila et al., 2023; Choi et al., 2023; Derby, 2023; Harji et al., 2016; Le Roux, 2021; Tong et al., 2021). This frequent application underscores the critical role of interviews in capturing detailed qualitative insights into participants' experiences and perceptions. Aerila et al. (2023) employed interviews to delve into parents' and children's responses to the Bedtime Story Shelf programme, revealing deep personal insights into family reading routines and challenges. Choi et al. (2023) used

interviews to explore parents' and children's perspectives on literacy improvements, providing a rich understanding of the programme's impact on family literacy practices. Derby (2023) highlighted how interviews with parents and children uncovered specific changes in literacy behaviours and engagement levels, offering nuanced data that quantitative measures alone could not capture. Harji et al. (2016) utilised interviews during home visits to gain an intimate view of the literacy environment and the programme's effect on daily practices. Le Roux (2021) found that interviews with parents and teachers were pivotal in assessing the programme's influence on home-school partnerships and literacy engagement. Tong et al. (2021) reported that interviews provided valuable feedback on the programme's effectiveness and areas for improvement, highlighting the instrument's role in continuous programme refinement. The consistent use of interviews across these studies highlights their effectiveness in gathering in-depth, qualitative data that enriches the understanding of family literacy programme impacts, contributing to a comprehensive evaluation of these interventions.

Questionnaires emerged as the second most significant research tool, utilised in 3 out of the 7 studies reviewed (Aerila et al., 2023; Derby, 2023; Incognito & Pinto, 2021). This method's frequent use highlights its importance in collecting structured, quantitative data on participants' experiences and perceptions. Aerila et al. (2023) used questionnaires to gather data from parents about their reading habits and their children's engagement with the Bedtime Story Shelf programme, providing clear, numerical insights into how often families read and the types of books they preferred. Derby (2023) employed questionnaires to collect information on the frequency and nature of literacy activities at home, helping to quantify changes in family reading behaviors as a result of the programme. Incognito & Pinto (2021) used questionnaires to understand parents' views on the literacy programme's impact and to measure changes in their and their children's literacy activities over time. These questionnaires provided valuable data that helped to assess the effectiveness of the programme in a measurable way. The consistent use of questionnaires across these studies underscores their effectiveness in gathering comprehensive data that can be easily analysed to identify trends and measure the impact of family literacy programmes.

Observation was utilised in two studies reviewed (Aerila et al., 2023; Derby, 2023). This method's application highlights its value in capturing real-time interactions and behaviors within the literacy programmes. Aerila et al. (2023) utilised observations to directly assess how parents and children interacted during the Bedtime Story Shelf programme, providing an authentic view of participant engagement and the practical application of literacy activities. This approach allowed researchers to see firsthand how the programme influenced family reading habits and dynamics. Similarly, Derby (2023) used observations to gather real-time data on participant engagement during literacy sessions. By watching these interactions, researchers could validate and enrich the findings from other data collection methods, such as interviews and questionnaires. The use of observations across these studies underscores their effectiveness in providing a deeper understanding of how family literacy programmes operate in practice. This method allows researchers to capture detailed and immediate insights into participant behaviours and interactions, which are crucial for assessing the practical impact and effectiveness of literacy programmes.

Besides that, several unique instruments were employed across the studies, each providing specific insights and data collection benefits. Choi et al. (2023) employed multiple instruments, including surveys, focus group discussions, and assessments. Surveys were used to collect quantitative data on literacy improvements and parental involvement, providing a statistical overview of the program's effectiveness. Focus group discussions enabled interactive dialogues among participants, enriching the qualitative data with diverse perspectives. Assessments measured children's literacy skills before and after the programme, offering clear, data-driven evidence of the programme's impact on children's literacy development. Harji et al. (2016) incorporated home visits, meetings, and informal conferences in their study. Home visits allowed researchers to observe the literacy environment and practices in a natural setting, providing an intimate view of how the programme was integrated into daily family life. Meetings facilitated ongoing communication and support between researchers, teachers, and families,

fostering a collaborative approach to literacy development. Informal conferences offered a relaxed setting for discussions, encouraging open communication and immediate feedback, enhancing the programme's responsiveness to participants' needs. Moreover, Incognito & Pinto (2021) used parental diaries and child assessments to gather comprehensive data. Parental diaries captured detailed, daily records of literacy activities and interactions, providing rich qualitative data on the continuous impact of the literacy programme on family practices. Child assessments measured literacy skills development, providing objective data on the programme's effectiveness in enhancing children's literacy abilities.

Le Roux (2021) utilised parent-teacher meetings and family journals in their study. Parent-teacher meetings provided a structured forum for discussing children's progress and addressing any challenges, facilitating collaboration between home and school. Family journals encouraged parents to record their thoughts and observations, offering continuous reflective data on the day-to-day implementation of literacy practices. Furthermore, Tong et al. (2021) employed online post-surveys and educational assessments. Online post-surveys collected quantitative data on parents' and children's experiences with the literacy programme, allowing for efficient data collection from a large number of participants. Educational assessments objectively measured children's literacy skills, providing clear evidence of the programme's impact on their learning. Each of these instruments provided unique contributions to the studies, ensuring comprehensive data collection and a thorough evaluation of the family literacy programmes.

Research Question 3: The theoretical frameworks used to guide the family literacy programme

Table 5 presents an overview of theoretical foundations of ESL family literacy programmes. From the analysis it has been evidenced that the theoretical frameworks underpinning family literacy programmes play a crucial role in their design and effectiveness. Theories provide a lens through which the dynamics of these programmes can be understood and evaluated.

Table 5. Theoretical foundations of ESL family literacy programme

Author	Theories employed
Aerila, J., et al (2023)	<ul style="list-style-type: none"> • Zone of Proximal Development (ZPD) by Vygotsky • Social Constructivism by Vygotsky • Sociocultural Learning by Vygotsky
Choi, Y., et al. (2023)	<ul style="list-style-type: none"> • Ecological System by Urie Bronfenbrenner
Derby, M. (2023)	<ul style="list-style-type: none"> • Sociocultural Learning by Vygotsky
Harji, M. B., et al (2016)	<ul style="list-style-type: none"> • Sociocultural Learning by Vygotsky
Incognito, O. & Pinto, G. (2023)	<ul style="list-style-type: none"> • Zone of Proximal Development (ZPD) by Vygotsky
Le Roux, S. G. (2021)	<ul style="list-style-type: none"> • Ecological System by Urie Bronfenbrenner • Theory of Change by Michael Fullan
Tong, F. et al (2021)	<ul style="list-style-type: none"> • Affective Filter by Krashen (1982)

Moreover, theories utilised in the seven studies of family literacy programmes reveal a prevalent reliance on Vygotsky's theories, particularly the Sociocultural Learning and Zone of Proximal Development (ZPD). Aerila et al. (2023) prominently employ three theories by Vygotsky, emphasising the significance of these frameworks in understanding the dynamics of family literacy programmes. These theories highlight the importance of social interactions and cultural contexts in literacy

development, suggesting that children learn best when they engage in collaborative activities within their zone of proximal development, guided by more knowledgeable individuals.

Additionally, Derby (2023), Harji (2016), and Incognito and Pinto (2023) also draw upon Vygotsky's theories, further underscoring their relevance in this context. For instance, these studies often reference the role of scaffolding provided by parents and educators to support children's literacy development, demonstrating the practical application of Vygotskian principles in family literacy settings.

Other than Vygotsky's theories, other frameworks such as cross-sector partnership, ecological systems theory by Urie Bronfenbrenner, and the Theory of Change by Michael Fullan are also utilised across the studies. Bronfenbrenner's ecological systems theory, as employed by Choi et al. (2023) and Le Roux (2021), emphasises the multiple layers of environmental influences on a child's development, from immediate family interactions to broader societal factors. This perspective helps in understanding how various environmental contexts interact to influence literacy outcomes.

The Theory of Change by Michael Fullan, referenced by Le Roux (2021), provides a strategic approach to implementing educational reforms, focusing on the processes and conditions necessary for achieving desired changes in literacy practices and outcomes. This framework is particularly useful in guiding the development and evaluation of family literacy programmes, ensuring they are responsive to the needs of diverse families and communities.

These diverse theoretical perspectives contribute to a multifaceted understanding of family literacy programmes, highlighting the complex interplay of social, cultural, and environmental factors in shaping literacy outcomes. The results and discoveries made by researchers in a study are guided and explained by theories. It was observed that in this finding, there was a noticeable emphasis on Vygotsky's theories, especially Sociocultural Learning and the Zone of Proximal Development (ZPD). Other studies corroborating this finding are Edwards et al., (2022) and Barratt-Pugh, (2020). These studies agree Vygotsky's theories are especially pertinent for family literacy programmes that serve diverse populations because they can be adapted to a variety of cultural and linguistic backgrounds. Through recognition and integration of families' cultural and linguistic resources, these programmes can support literacy development in a manner that is respectful and reflective of the learners' identities.

DISCUSSION

The findings of this SLR highlight the critical role that FLPs play in enhancing English literacy among both children and parents, particularly within ESL contexts. The evidence consistently demonstrates that FLPs, when grounded in robust theoretical frameworks such as Vygotsky's sociocultural theory and Bronfenbrenner's ecological systems theory, effectively foster language development through social interactions and environmental contexts. One of the key insights from this review is the importance of culturally relevant and community-integrated approaches in FLP design. As seen in studies by Choi et al. (2023), Derby (2023) and Le Roux (2021) FLPs that adapt to the cultural and linguistic backgrounds of the participants tend to achieve better engagement and educational outcomes. This finding is particularly relevant in multicultural settings where linguistic diversity is prevalent, reinforcing the idea that FLPs must be tailored to the specific needs and contexts of the families they aim to support.

However, while the positive impacts of FLPs are well-documented, the review also highlights several challenges that need to be addressed. For instance, the reliance on traditional feedback mechanisms like questionnaires and interviews may limit the scope of data collected, potentially overlooking nuanced aspects of participant experiences. Moreover, the varying effectiveness of these programs across different socio-economic backgrounds, as discussed in studies like those by Incognito & Pinto (2023), suggests that further research is needed to identify the specific factors that contribute to these discrepancies. Another critical issue is the sustainability of FLP outcomes. While many studies report immediate gains in literacy skills, the long-term retention of these skills remains less clear. This raises questions about the durability of the literacy foundations established through FLPs and the extent to

which ongoing support is necessary to maintain these gains. This aspect of sustainability, particularly in relation to socio-economic and cultural factors, warrants further investigation to develop strategies that ensure the enduring success of these programs.

CONCLUSION

This systematic literature review has yielded important insights into the effectiveness of FLPs within ESL contexts, focusing on participant profiles, feedback collection instruments, and theoretical underpinnings. The review revealed that FLPs generally involve a diverse range of participants, including parents, children, and educators, from various socio-economic and cultural backgrounds. Engaging parents as active participants is crucial, as it creates a supportive home environment that significantly enhances children's literacy development. Moreover, the findings underscore the importance of designing FLPs that are culturally and linguistically relevant to the participants, which can lead to higher engagement and more positive outcomes. In terms of feedback collection, the review identified that interviews and questionnaires are the predominant instruments used to gather insights into participant experiences and program effectiveness.

However, the review suggests that while these tools are valuable, there is a need for innovative approaches to capture the full spectrum of participant experiences. The review also highlighted the significant role of theoretical frameworks in guiding the design and implementation of FLPs. The consistent reliance on Vygotsky's sociocultural theory, among others, illustrates the importance of grounding these programs in well-established educational theories. These frameworks help to explain the dynamics of how FLPs influence literacy development, particularly through social interactions and cultural contexts. In essence, family literacy programs hold significant potential for empowering both parents and children in ESL settings, but their success hinges on the ability to adapt to and address the unique challenges of each family. Future efforts should focus on refining these programs to ensure they provide lasting benefits and contribute meaningfully to closing the literacy gap in diverse communities.

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PELAKSANAAN MOLIB DALAM PENGAJARAN DAN PEMBELAJARAN GURU MATEMATIK PPD PEKAN

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ABSTRAK

Kajian ini dilaksanakan bertujuan meneroka keberkesanan Modul Latihan Intervensi Berfokus dan Terbeza (MoLIB) dalam membantu pengajaran guru Matematik dari segi kemahiran perancangan dan pelaksanaan khususnya murid Tahun 2 di sekolah rendah. Reka bentuk kajian kualitatif Dua orang guru dipilih secara persampelan bertujuan bagi memenuhi skop kajian telah dilaksanakan dalam kajian ini. Program Kunjung Bantu MoLIB telah dilaksanakan terhadap dua buah sekolah iaitu Sekolah Murid Orang Asli (SMOA) dan Sekolah Rendah Kebangsaan terpilih sebagai lokasi kajian. Protokol temu bual secara semi-berstruktur telah digunakan sebagai instrumen dalam kajian ini. Data dianalisis secara kualitatif iaitu melalui proses transkripsi, reduksi dan paparan data. Dapatan kajian mendapati sampel kajian dapat merancang dan melaksanakan PdPBT-n berdasarkan keperluan dan aras kebolehan murid. Pendekatan pengajaran berfokus dan terbeza ini relevan diaplikasikan dalam PdP Matematik bagi memenuhi keperluan murid yang pelbagai profil pembelajaran serta meningkatkan penguasaan murid mengikut gaya pembelajaran murid secara holistik. Beberapa cadangan kajian telah digariskan bagi meningkatkan kualiti MoLIB di samping usaha menyebarluaskan penggunaan MoLIB khususnya dalam pengajaran Matematik terhadap guru-guru sekolah rendah.

Kata kunci: MoLIB, Perancangan PdPBT-n, Pelaksanaan PdPBT-n, Guru Sekolah Murid Orang Asli (SMOA) dan Sekolah Rendah Kebangsaan, Matematik

PENGENALAN

Pendidikan di Malaysia semakin maju seiring dengan perkembangan globalisasi masa kini. Kementerian Pendidikan Malaysia (KPM) mengambil berat terhadap perubahan pandangan terhadap sistem pendidikan negara untuk memastikan perkembangan murid secara menyeluruh. 11 anjakan utama yang menjadi inti pati dalam Pelan Pembangunan Pendidikan Malaysia (PPPM 2023-2025) menjadi panduan sebagai penggerak sistem pendidikan negara demi meningkatkan kualiti pendidikan bertaraf dunia. Antara implikasi utama pelaksanaan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 telah menyasarkan murid boleh belajar dan berjaya tanpa mengira latar belakang atau pencapaian sebelumnya (KPM, 2013).

Bermula pada tahun 2019, pengasingan kelas mengikut tahap pencapaian akademik murid telah dimansuhkan oleh KPM. Hal ini telah memberikan satu cabaran kepada dunia pendidikan yang telah sekian lama mengamalkan budaya pengasingan kelas. Walau bagaimanapun, setiap individu berhak untuk mendapat peluang pendidikan yang sama walaupun mereka mempunyai minat, profil pembelajaran dan kecerdasan yang berbeza. Maka pendekatan Pengajaran dan Pembelajaran (PdP) berfokus dan terbeza diperkenalkan dalam sistem pendidikan negara sebagai satu pendekatan atau

kaedah PdP bagi meningkatkan penguasaan murid dalam sesuatu mata pelajaran. Pendekatan pengajaran terbeza atau dikenali sebagai *Differentiated Instruction* atau *Differentiated Learning* ialah pendekatan yang merujuk kepada gaya pembelajaran murid dan hak belajar secara adil dan sama rata (Zamri Mahamod, Ruslin Amir & Mohamed Amin, 2018). Menurut Abd. Khahar Saprani et al. (2018), pengajaran terbeza sangat sesuai diimplementasikan dalam kalangan guru kerana guru dapat mengubah suai kandungan pelajaran bergantung kepada gaya belajar murid. Hal ini demikian kerana sesebuah bilik darjah terdiri daripada jumlah murid yang besar dan berbeza dari pelbagai aspek misalnya budaya, jantina serta tempat tinggal (Abdul Razaq et al., 2010). Selain merancang pengajaran mengikut kepelbagaian latar belakang murid, guru dapat mencapai objektif pembelajaran semasa PdP dijalankan.

Bagi meningkatkan kualiti pengajaran Matematik terutamanya di peringkat sekolah rendah, KPM melaksanakan satu program iaitu Program Literasi dan Numerasi Sekolah Rendah (PLaN) mulai tahun 2020. Dengan demikian, MoLIB dibina untuk membantu para guru Matematik di sekolah rendah bagi mencapai tujuan PLaN. Institut Pendidikan Guru Malaysia (IPGM) menjadi penggerak PLaN yang bertunjangan pendekatan PdP Berfokus dan Terbeza (PdPBT) bagi membantu para guru mencapai kemenjadian dalam kalangan kumpulan sasaran iaitu murid Tahun 2 dan murid Tahun 3 (IPGM, 2020).

PERNYATAAN MASALAH

Pemansuhan sistem peperiksaan bagi murid sekolah rendah telah diumumkan oleh Kementerian Pendidikan Malaysia berdasarkan surat siaran Bilangan 14 Tahun 2018 (Kementerian Pendidikan Malaysia, 2018b) yang menyatakan murid tidak akan dinilai melalui peperiksaan tetapi akan dinilai secara holistik oleh guru. Oleh itu kelas pengasingan (*streaming class*) tidak lagi digunakan di sekolah (KPM, 2018a) dan murid yang pelbagai aras sikap, minat dan kepelbagaian akan berada di dalam bilik darjah yang sama. Hal ini memberi kesan kepada pemilihan pedagogi guru di mana guru perlu menyediakan perancangan pengajaran yang meraikan kepelbagaian murid di dalam bilik darjah yang sama dan ia memberi kesan yang positif kepada hubungan guru dan murid (Nur Hanani, Mohd Aderi & Ab Halim, 2013).

Pelbagai masalah yang dihadapi oleh guru bagi memenuhi hasrat Falasafah Pendidikan Kebangsaan. Antara masalah yang utama yang menjurus kepada kewujudan kajian ini adalah pelaksanaan guru dalam PdP di dalam bilik darjah yang mempunyai kepelbagaian aras pembelajaran murid. Pernyataan ini disokong oleh Danial Arif (2020) dan Ain Nur Atika (2021) yang menyatakan bahawa guru yang tidak bersedia dalam pengajaran bilik darjah yang pelbagai keupayaan murid akan memberi impak terhadap kualiti PdP. Masalah yang seterusnya ialah terhadnya ilmu pedagogi berkaitan pendekatan pengajaran terbeza dalam kalangan guru. Hujah ini disokong oleh kajian Mohd Izani Hashim dan Wan Muna Ruzanna (2020) yang menyatakan guru-guru tidak mendapat latihan yang secukupnya berkaitan kelas bercampur aras pembelajaran murid.

Sekiranya masalah ini tidak diatasi, maka kualiti pengajaran guru turut terkesan (Nurahimah Mohd, Mohd Izam dan Mohd Isha, 2017). Selain itu, guru kurang mahir dalam melaksanakan pendekatan PdPBT juga menjadi sebahagian masalah yang menjurus kepada adanya kajian ini. Menurut Dixon et al. (2014), guru yang kurang cekap tidak akan melaksanakan pendekatan PdP dengan cara yang berkesan. Sekiranya pengajaran guru tidak dapat memenuhi keperluan pembelajaran murid, tumpuan murid semasa PdP akan berkurangan kerana murid berasa bosan dan tidak bermotivasi untuk belajar (Safiek Mokhlis, 2021). Maka, guru memerlukan panduan dalam pengendalian kepelbagaian murid dalam sesebuah bilik darjah supaya guru lebih cakna akan keperluan perbezaan murid (Ziernwald et al., 2022; Santangelo & Tomlinson, 2009).

Peranan guru dalam memupuk amalan kerja pengajaran berfokus dan berbeza ini merupakan satu usaha penting yang perlu diterapkan dalam proses PdP di dalam bilik darjah lebih-lebih lagi amalan *streaming classroom* tidak lagi digunakan dalam sistem pendidikan di Malaysia. Justeru, guru masa kini perlu serba boleh dalam melaksanakan pelbagai pedagogi bagi menyesuaikan dengan kemampuan

murid. Justeru itu, keperluan PdPBT yang merupakan bentuk pengajaran yang baharu perlu diketengahkan bagi meraikan dan memenuhi keperluan pembelajaran murid mengikut aras kognitif murid yang pelbagai. MoLIB menjadi panduan bagi guru merancang dan melaksanakan PdP yang berkesan dan bermakna bagi subjek Matematik Tahun 2 dan 3 di sekolah rendah. MoLIB mencadangkan tiga aspek pengajaran guru iaitu terbeza proses, terbeza produk dan terbeza kandungan yang juga sejajar dengan konsep model pengajaran terbeza oleh Tomlinson (1999). Aspek terbeza kandungan merujuk kepada perkara yang sepatutnya dipelajari oleh murid atau pengetahuan, idea dan kemahiran yang perlu dicapai oleh murid berdasarkan tahap penguasaan murid. Manakala, aspek terbeza proses merujuk kepada cara murid menguasai dan memiliki pengetahuan, idea dan kemahiran. Seterusnya, aspek terbeza produk merujuk kepada bagaimana murid boleh menunjukkan apa yang mereka telah pelajari. Oleh itu, pendekatan pengajaran terbeza perlu dititikberatkan dan diterapkan dalam PdP Matematik bagi meningkatkan penglibatan semua murid serta memenuhi keperluan pembelajaran murid.

KAJIAN LITERATUR

Pendidikan merupakan asas dalam kecemerlangan hidup dan dapat mengubah taraf kehidupan kepada yang lebih baik. Pendidikan sangat penting kepada semua tanpa mengira agama, bangsa dan tahap penguasaan murid dalam pelajaran, namun kerancakan sistem pendidikan yang berkembang pesat telah menyebabkan terdapat keciciran murid dalam pembelajaran di mana tidak semua murid mampu untuk menguasai dan memahami isi pembelajaran memandangkan mereka mempunyai keupayaan yang pelbagai. Cara pembelajaran murid adalah tidak sama. Setiap murid mempunyai kecenderungan dan gaya tersendiri dalam mendalami sesuatu maklumat yang disampaikan oleh guru semasa pengajaran berlangsung.

PdPBT merupakan kaedah pendekatan pengajaran yang memenuhi keperluan pembelajaran dan memberi peluang pembelajaran yang sama kepada setiap murid agar mereka mampu belajar secara optimum mengikut aras kognitif dan situasi pembelajaran mereka (Zamri et al. 2018). Tomlinson dan Imbeau (2010) menyatakan bahawa kesediaan murid, minat dan peribadi pembelajaran merupakan kunci utama yang perlu diambil berat dan dipertimbangkan oleh guru dalam melaksanakan pengajaran berbeza ini. Guru perlu belajar mengembangkan rutin pengajaran di dalam bilik darjah tanpa mengabaikan kepelbagaian murid dalam kesediaan mereka, minat dan keperibadian murid (Zamri et al. 2015). Rutin pengajaran yang dimaksudkan adalah membezakan kurikulum dengan pengajaran murid melalui satu atau lebih perkara seperti kandungan yang dipelajari murid, proses bagaimana murid tersebut belajar, hasil penguasaan pengetahuan atau kemahiran mereka dan aspek persekitaran.

Menurut Eka Putri, Ernawati dan Gita (2018) murid mempunyai gaya belajar yang berbeza, oleh itu guru perlu merancang pengajaran harian mengikut kepelbagaian murid di bilik darjah untuk meraikan kemampuan murid yang pelbagai. Impak kepelbagaian murid yang berada di bilik darjah yang sama memerlukan guru bersiap siaga dengan mempelbagaikan kaedah pengajaran bagi memberi hak kepada murid untuk memahami dan menguasai isi pelajaran dan bukannya menghabiskan silibus pelajaran semata-mata. Oleh itu, meraikan kepelbagaian murid di bilik darjah merupakan satu kewajipan kepada guru, hal ini selari dengan kajian Hamir dan Mohamad Hilmi (2019) yang menyatakan guru perlu meraikan kepelbagaian murid kerana dengan meraikan kepelbagaian ini, murid akan terlibat aktif dalam proses pengajaran dan pembelajaran seterusnya matlamat pembelajaran akan tercapai.

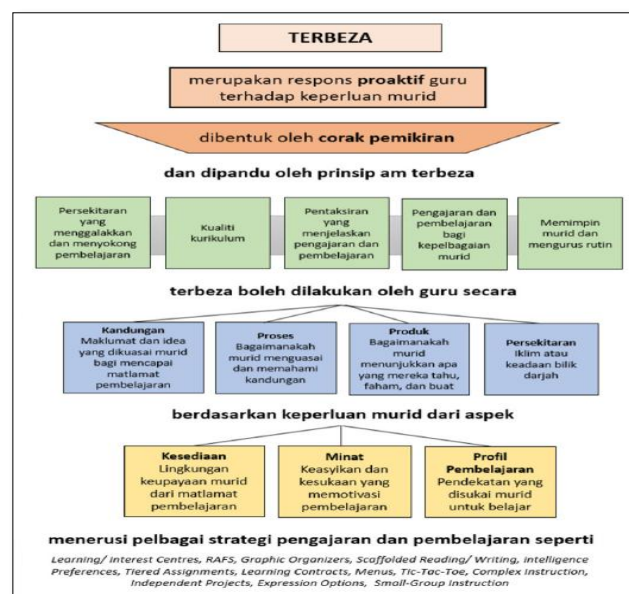
Persekitaran juga merujuk kepada iklim pembelajaran yang kondusif sama ada di dalam bilik darjah atau pun di luar bilik darjah yang memberi fungsi kepada murid (Zurina et al., 2021b). Guru secara fleksibel bebas menentukan kedudukan murid di dalam kelas selagi mana persekitaran itu kondusif untuk melaksanakan pembelajaran. Di samping empat elemen ini, dalam merancang pengubahsuaian pengajaran, guru perlulah mengambil kira tiga aspek kepelbagaian murid iaitu kesediaan murid, minat

dan profil pembelajaran (Tomlinson, 2017). Kesiapan murid merangkumi pengetahuan, pemahaman dan kemahiran terhadap isi pelajaran. Minat pula merujuk kepada semangat dan perasaan ingin tahu dalam diri murid terhadap sesuatu pelajaran manakala profil pembelajaran ialah gaya belajar, kecerdasan, jantina dan budaya yang diamalkan murid.

Maka PdPBT merupakan satu pendekatan yang menerima persamaan dalam kalangan murid dan menggunakan perbezaan murid sebagai elemen yang penting dalam pengajaran dan pembelajaran (Tomlinson, 2001). Pendekatan ini mengenalpasti dan menyokong perbezaan individu dalam proses pembelajaran (Nguvava & Meremo, 2021; Melek & Enisa, 2022)

Pengajaran dan Pembelajaran Berfokus dan Terbeza Numerasi (PdPBT-n)

Konsep Pedagogi Terbeza (*Differentiated Pedagogy*) mula diperkenalkan oleh Carol Ann Tomlinson pada tahun 1995 di United States of America (USA), konsep ini melibatkan pengajaran guru yang kreatif dan proaktif dalam mengubahsuai kandungan dalam kurikulum seperti mengubah suai sumber-sumber pengajaran, kaedah-kaedah pengajaran, penilaian hasil pembelajaran murid yang pelbagai untuk memenuhi dan meraikan kepelbagaian murid di dalam bilik darjah (Tomlinson, 1999). Konsep pengajaran Pedagogi Terbeza digambarkan melalui paparan grafik seperti rajah 1 di bawah.



Rajah 1. Kerangka Teori Elemen Keberkesanan PdP Berfokus dan Terbeza.

Sumber: Tomlinson (2014)

Rajah 1 di atas menerangkan tentang konsep PdPBT yang diperkenalkan oleh Carol Ann Tomlinson pada tahun 1995, kaedah Pedagogi Terbeza adalah guru mengubah suai salah satu elemen atau ke empat-empat elemen Pedagogi Terbeza iaitu kandungan merujuk kepada kandungan kurikulum yang diubah dari segi sumber-sumber kandungan seperti bahan teks pembelajaran yang berbeza yang mengikut keperluan murid, guru juga boleh mengubah suai proses iaitu kaedah pengajaran yang bersesuaian dengan keperluan murid, manakala elemen produk pula merujuk kepada hasil kemahiran

murid yang diperoleh dan ditonjolkan oleh murid serta guru menilainya dan persekitaran merujuk kepada mana-mana tempat pembelajaran yang kondusif serta mendatangkan keselesaan kepada murid, elemen-elemen yang diubah suai oleh guru adalah berdasarkan kepada tiga aspek kepelbagaian murid iaitu kesediaan murid seperti kesediaan dari sudut pengetahuan sedia ada dan pengalaman, minta murid merujuk kepada minat murid tentang konsep isi kandungan pelajaran yang diajar murid dan profil pembelajaran pula merujuk kepada gaya belajar murid, kecerdasan, jantina, latar belakang, budaya dan sebagainya (Rasheed & Wahid, 2018; Tomlinson, 2017). Manakala Kerangka Konsep bagi PdPBT dibentuk dengan mengambil kira dua komponen utama, iaitu Kerangka Kurikulum Matematik Sekolah Rendah dan tiga elemen PdPBT-n seperti Rajah 2.



Rajah 2: Kerangka Konsep PdPBT-n

OBJEKTIF KAJIAN

- i. Meneroka amalan PdPBT-n dalam kalangan guru Matematik Tahun 2 dalam PdP Matematik.
- ii. Meneroka persepsi guru terhadap isu yang dihadapi oleh guru Matematik Tahun 2 dalam pelaksanaan PdPBT-n.

PERSOALAN KAJIAN

- i. Bagaimanakah amalan PdPBT-n dalam kalangan guru Matematik Tahun 2 dalam PdP Matematik?
- ii. Apakah persepsi guru terhadap isu yang dihadapi oleh guru Matematik Tahun 2 dalam pelaksanaan PdPBT-n.

METODOLOGI

Reka Bentuk Kajian

Reka bentuk kajian ini ialah kajian kes secara kualitatif dengan pensampelan secara bertujuan. Penetapan kaedah kualitatif dalam kajian ini bagi meneroka secara mendalam terhadap amalan PdPBT-n dan masalah yang dihadapi oleh guru Matematik Tahun 2 Sekolah Murid Orang Asli (SMOA) dan Sekolah Rendah Kebangsaan. Kajian yang dijalankan adalah berbentuk kualitatif dengan menggunakan temu bual bersama peserta kajian. Temu bual ini dijalankan semasa Kunjung Bantu MOLIB semasa dan selepas PdPBT-n. Reka bentuk kualitatif sesuai digunakan apabila pengkaji ingin meneroka sesuatu konsep atau elemen-elemen dalam bidang yang hendak dikaji. Pengkaji memilih untuk mengaplikasikan reka bentuk kualitatif dalam kajian bagi membolehkan pengkaji mengesan dan

meneroka pengajaran oleh guru dan meneroka cabaran-cabaran yang dihadapi oleh guru sepanjang melaksanakan PdpBT-n di sekolah.

Persampelan kajian dipilih daripada kalangan guru-guru sekolah rendah daripada 2 buah sekolah di Pekan, Pahang. Sampel kajian dipilih menggunakan kaedah persampela bertujuan atau *purposive sampling* dengan memilih guru yang melaksanakan PdpBT-n. Seramai 2 orang guru sekolah rendah telah ditemu bual dan hasil temu bual telah direkod. Temu bual telah dilakukan secara dua peningkat iaitu secara maya melalui Google Meet sebelum pelaksanaan PdpBT-n dan temu bual telah dilaksanakan secara bersemuka selepas pelaksanaan PdpBT-n mengikut persetujuan peserta kajian. Kesemua sesi temu bual telah dirakam secara rakaman audio dengan izin peserta kajian bagi memudahkan pengkaji untuk membuat transkrip temu bual. Merriam (2009) mengatakan temu bual penting kerana kita tidak dapat mengetahui kelakuan, perasaan dan bagaimana seseorang menginterpretasikan dunia di sekeliling mereka melalui pemerhatian.

Kaedah pengumpulan data yang digunakan dalam kajian ini ialah temu bual. Soalan temu bual yang disediakan terbahagi kepada 2 instrumen iaitu sebelum dan semasa Kunjung Bantu Molib. Sebelum temu bual dijalankan, pengkaji telah mendapatkan persetujuan guru-guru yang peserta kajian untuk ditemu bual. Pengkaji dan peserta kajian telah menetapkan masa temu janji untuk menjalankan sesi temu bual mengikut kesesuaian masa dan tempat kedua-dua belah pihak. Pengkaji juga memaklumkan peserta-peserta kajian bahawa audio sepanjang proses temu bual yang dijalankan akan direkodkan.

Berdasarkan hasil temu bual yang dijalankan, rekod audio temu bual akan dijadikan transkrip secara verbatim. Kemudian, data yang telah ditranskripkan akan dianalisis bagi membolehkan pengkaji untuk menentukan pengkategorian dan tema-tema dalam transkrip temu bual tersebut. Dalam menganalisis data dan tema, pengkaji perlu bersifat neutral dan tidak bias terhadap tema-tema tertentu.. Hal ini bagi menjamin kualiti hasil dapatan kajian yang dijalankan.

Lokasi Kajian

Kajian ini dijalankan di satu buah sekolah rendah kebangsaan dan sebuah Sekolah Murid Orang Asli (SMOA) di daerah Pekan, Pahang. Sekolah-sekolah rendah ini terletak di kawasan kawasan luar bandar. Kajian ini melibatkan guru-guru Matematik yang mengajar murid Tahun 2. Pemilihan sekolah-sekolah rendah di daerah Pekan, Pahang ini telah ditetapkan oleh IPGM dalam rangka Kunjung Bantu Molib bagi tahun 2023. Di mana sasaran sekolah ditetapkan berdasarkan pencapaian prestasi Matematik tidak melepasi Tahap Penguasaan (TP) 3.

Sampel Kajian

Dalam kajian ini, kaedah pensampelan bertujuan digunakan dalam pemilihan peserta kajian. Peserta-peserta kajian terdiri daripada dua orang guru Matematik Tahun 2 dari dua buah sekolah rendah kategori luar bandar di Pekan, Pahang. Sebagai memenuhi ciri kerahsiaan peserta kajian yang terlibat, peserta-peserta kajian dilabelkan sebagai PK1 dan PK2. Pengekodan ini bertujuan untuk memenuhi prinsip *nonmaleficence*.

Kaedah Kajian dan Pengumpulan Data

Kajian ini merupakan kajian kes berbentuk kualitatif. Tujuan penyelidikan ini adalah untuk meneroka amalan pelaksanaan pendekatan pengajaran terbeza berpandukan Modul Latihan Intervensi Berfokus dan Terbeza (MoLIB) dan isu yang dihadapi oleh guru Matematik di sekolah rendah terpilih. Temu bual dilaksanakan bagi mengumpul data peserta-peserta kajian. Dua orang guru Matematik ditemu bual untuk mendapatkan maklumat yang relevan berkaitan dengan kajian.

Instrumen Kajian

Instrumen temu bual telah dibina oleh pihak IPGM bagi meneroka amalan PdPBT-n guru Matematik yang mengajar murid-murid Tahun 2 serta isu-isu yang dihadapi oleh guru. Instrumen temu bual yang disediakan terbahagi kepada 2 instrumen iaitu sebelum Kunjung Bantu Molib terdiri daripada demografi, persepsi guru terhadap pelaksanaan PdPBT-n (perancangan, pembinaan bahan, pengaplikasian PdPBT-n dan pembinaan instrumen PBD) dan instrumen selepas terdiri daripada persepsi guru terhadap isu PdPBT-n dan cadangan penambahbaikan). Kaedah temu bual terhadap dua orang guru Matematik sekolah rendah dijalankan bagi meneroka pengetahuan dan pelaksanaan pendekatan pengajaran terbeza dalam PdP Matematik Tahap 1. Selain itu, temu bual ini juga memberi peluang kepada peserta-peserta kajian untuk memberi cadangan penambahbaikan terhadap MoLIB dan sebagainya demi meningkatkan mutu penggunaan MoLIB dalam PdP Matematik. Bagi kajian ini, temu bual secara semi struktur digunakan bagi menemu bual kedua-dua peserta kajian.

DAPATAN KAJIAN

Demografi Peserta Kajian

Berdasarkan Jadual 1, dua orang peserta kajian (PK) merupakan guru-guru Matematik yang mengajar murid Tahun 2. Seramai seorang guru perempuan dan seorang guru lelaki Matematik yang dipilih untuk menjadi peserta kajian. Seramai seorang guru matematik Tahun 2 mengajar di sekolah rendah kebangsaan, manakala seorang guru mengajar di Sekolah Murid Orang Asli (SMOA). Kedua-dua sekolah adalah kategori luar bandar.

Jadual 1. Profil Peserta Kajian

Peserta Kajian (PK)	Jantina	Pengalaman Mengajar Matematik	Opsyen	Kawasan Sekolah	Tahun Diajar
PK1	Perempuan	17 Tahun	Opsyen	Luar Bandar	Tahun 2
PK2	Lelaki	1 Tahun 6 Bulan	Bukan Opsyen	Luar Bandar	Tahun 2

Meneroka amalan PdPBT-n dalam kalangan guru Matematik Tahun 2 dalam PdP Matematik.

Pendekatan merujuk kepada cara bagaimana guru menyampaikan isi pembelajaran kepada murid-murid agar objektif pembelajaran dapat dicapai. Hal ini demikian kerana guru adalah jentera utama dalam memastikan proses pendidikan berjalan mengikut hala tuju yang diimpikan (Mohd Asnorhisham, 2017). Oleh sebab itu, temu bual dijalankan untuk meneroka amalan pendekatan pengajaran terbeza berpandukan MoLIB dalam kalangan guru Matematik.

Dapatan Soalan Kajian 1

Hasil analisis data temu bual kedua-dua peserta kajian, 4 tema utama berkaitan amalan pendekatan PdPBT-n dalam kalangan guru Matematik Tahun 2 dapat diperincikan melalui transkrip temubual sebelum Kunjung Bantu MOLIB dijalankan di sekolah seperti dipaparkan pada Jadual 2. Peserta kajian yang terlibat telah menyertai Bengkel Penyebaran MOLIB yang dijalankan oleh IPGM. Dapatan kajian ini diperolehi daripada Kunjung Bantu MOLIB untuk memberi bimbingan kepada guru dan melihat pelaksanaan PdPBT-n di sekolah.

Jadual 2. Temu Bual Sebelum Pelaksanaan PdPBT-n

Tema	Peserta	Transkrip Peserta
Perancangan PdPBT-n (S1)	PK1	<p>Dalam RPH, aktiviti yang dirancang itu saya buat berbeza mengikut kumpulan dan berdasarkan aras keupayaan murid-murid saya lah. Tapi kebanyakannya sampai dah aras tiga. Kebanyakannya yang dalam dalam kelas saya itu dah sampai tahap tiga dah. Pemulihan itu belum lagilah. Masih di aras satu.</p> <p>Kekangan: Saya selalu kekurangan idea untuk merancang aktiviti-aktiviti yang berbeza mengikut aras murid-murid.</p> <p>Mengatasi: Kebiasaannya saya akan berbincang dengan cikgu-cikgu yang lebih berpengalaman untuk merancang.</p>
	PK2	<p>Untuk RPH ni saya akan tengok apa kesesuaian dan akan rujuk di DSKP lepas itu tengok untuk aktiviti ikut kesesuaian pelajar sayalah.</p> <p>Kekangan: Saya guru baharu lagi dan pengalaman mengajar saya kurang daripada setahun jadu maksudnya saya nak cari, nak rujuk rujukan kurang dan rujukan saya itu daripada cikgu-cikgu lamalah.</p> <p>Mengatasi: Buat masa sekarang untuk atasi kekangan itu saya pun ada dapatkan buku secara online dan buku MOLIB.</p>
Pembinaan Bahan (S2)	PK1	<p>Biasanya saya guna bahan yang sama kecuali untuk tajuk-tajuk tertentu, jika memerlukan perbezaan aras saya akan gunakan bahan yang berbeza.</p> <p>Kekangan: Ada kekangan masa membina BBM ni. Kalau BBM memang yang telah ada di sekolah, saya akan gunakan sahaja. Cuma jika tidak cukup sya perlu buat sendiri.</p> <p>Mengatasi: Aktiviti perlu padankan dengan bahan yang sedia ada</p>
	PK2	<p>Sebelum ini saya buat bahan bantu mengajar sama saja untuk semua pelajar. Cuma sekarang ni bila dah ada MOLIB, saya tahu pelajar saya dalam kelas tu, walaupun kelas yang sama tapi tahap berbeza.</p> <p>Kekangan: Sebab kita ada tiga aras. Tiga aktiviti kan? Menggunakan bahan bantu mengajar yang berlainanlah. Sebab ikut aras kebolehan pelajar kan? Jadi ada kekangan masa pembinaan bahan mengajar.</p> <p>Mengatasi: Saya rujuk mentor iaitu cikgu-cikgu lama di sekolah. Mereka banyak membantu saya.</p>
Pengaplikasian PdPBT-n (S3)	PK1	<p>Apabila saya melaksanakan MOLIB penglibatan murid-murid agak memberangsangkan. Biasanya murid menunjukkan minat dan dia akan lebih bersemangat kalau berada dalam kumpulan untuk menyelesaikan tugas-tugas yang diberi.</p> <p>Kekangan:</p>

		<p>Murid-murid yang agak pasif kerana murid pemulihan. Murid-murid tidak yakin bila duduk dengan kawan-kawan yang lain dalam kumpulan. Apabila berada dalam kumpulan murid masih pasif dan tidak melibatkan diri dalam aktiviti.</p> <p>Mengatasi: Saya akan memberi bimbingan yang lebih kepada kumpulan-kumpulan murid pemulihan ni supaya dia dapat bersama-sama melibatkan diri dalam aktiviti</p>
	PK2	<p>Sebelum pengaplikasian PdPBT-n murid-murid senyap sahaja dalam kelas. Saya tak tahu dia dapat atau tak dapat.</p> <p>Kekangan: Murid terdiri daripada orang asli ada perbezaanlah dengan murid harian biasa. Masalah utama murid adalah mereka tidak bersedia untuk belajar dan kehadiran sangat merosot. Ini menyebabkan PdP tidak dapat dijalankan secara terbeza kerana murid yang lemah selalu tidak hadir.</p> <p>Mengatasi: Dari segi topik perlu diulang-ulang sebab ramai murid semasa mengajar faham tetapi esoknya tidak faham dan tidak ingat semula. Jadi setiap topik perlu dihabiskan lambat.</p>
Pembinaan Instrumen PBD (S4)	PK1	<p>Setakat ni saya telah membina beberapa lembaran kerja untuk mentaksir murid-murid sama ada digunakan dalam aktiviti kumpulan ataupun secara individu. Murid diuji dalam kelas secara berterusan dan direkodkan tahap penguasaannya.</p> <p>Aspek Pembinaan: Saya teliti kepada kemahiran apa yang perlu dicapai pada hari itu. Kemudian saya akan sesuaikan mengikut aras keupayaan murid saya.</p> <p>Kekangan: Saya menghadapi masalah membina instrumen pentaksiran mengikut aras. Kadang-kadang kita jangka murid boleh buat tetapi sebaliknya.</p>
	PK2	<p>Saya sebenarnya menghadapi masalah dalam menyediakan pentaksiran kerana saya tak boleh mengikut aras juga sebab majoriti masih di aras lemah.</p> <p>Aspek Pembinaan: Semasa pembinaan instrumen saya perlu rendahkan kemahiran bagi topik yang diajar.</p> <p>Kekangan: Pembinaan instrumen mengikut aras.</p>

Perbincangan Dapatan Soalan Kajian 1

Berdasarkan dapatan temu bual menunjukkan tahap pelaksanaan amalan PdPBT-n dalam kalangan guru Matematik yang mengajar di sekolah kajian ini berlaku selepas Bengkel Penyebaran MOLIB tetapi kurang menyeluruh. Hal ini bermakna pelaksanaan amalan pengajaran terbeza dan berfokus ini masih belum meluas dilaksanakan di sekolah walaupun peserta kajian membuat perancangan dan menentukan hasil pembelajaran berdasarkan aras kebolehan murid mereka. Pelaksanaan PdPBT-n tidak banyak diaplikasi dalam PdP kerana guru kurang pengetahuan dan belum memahami dengan mendalam cara pelaksanaannya di dalam kelas Matematik. Namun persepsi guru-guru Matematik yang mengajar di sekolah kajian mempunyai persepsi yang positif terhadap pelaksanaan PdPBT-n. Peserta kajian mempunyai kesedaran bahawa setiap murid mempunyai kepelbagaian dalam gaya pembelajaran dan memerlukan gaya pengajaran guru yang berbeza agar objektif pembelajaran dapat dicapai. Walau bagaimanapun, peserta kajian berusaha untuk melaksanakan pengajaran walaupun ada beberapa kekangan yang timbul seperti dinyatakan pada Jadual 3.

Fairuz et al (2017) dalam kajiannya mendapati tanpa mereka sedari bahawa amalan pengajaran berbeza ini sebenarnya ada diamalkan di dalam bilik darjah. Kepelbagaian murid di dalam kelas menyebabkan guru perlu mempelbagaikan kaedah pengajaran mereka (Zamri et al. 2015). Kepelbagaian kaedah pengajaran berdasarkan kepelbagaian murid ini dinamakan pendekatan pengajaran berfokus dan terbeza. Dalam kajian ini, penyelidik mendapati guru Matematik walaupun mereka guru novis dan kurang pengalaman mengajar tetapi cakna akan keterbezaan murid dan memikirkan pendekatan pengajaran yang perlu dipelbagaikan bagi memastikan setiap murid dapat diperkembangkan potensi mereka sebaiknya. Hasil kajian juga memperlihatkan persepsi yang positif atas ilmu pedagogi ini jelas menunjukkan para guru Matematik bersedia dan sedar perlunya perubahan dalam amalan pengajaran bagi memastikan kecemerlangan murid dapat dikecapi. Kejayaan dan kecemerlangan dalam sesuatu mata pelajaran mustahil untuk dicapai dengan jayanya jika guru masih mengamalkan gaya pembelajaran tradisional dan tidak mengambil kira aspek pengajaran terkini sedangkan kemahiran tersebut adalah sangat penting untuk guru pada abad ke-21 ini (Zamri, 2014).

Secara amnya terdapat beberapa faktor yang dilihat menjadi punca kepada pelaksanaan amalan pengajaran ini di sekolah seperti batasan memperoleh bahan, tanggapan dan pengurusan masa yang diperlukan untuk mengajar isi, pendekatan dan penilaian terhadap murid yang pelbagai. Pekara ini menyokong tanggapan yang diberikan Avgousti (2017), di mana beliau mendapati pengajaran berfokus dan terbeza kerap disalah erti dan mengakibatkan pelaksanaannya bertumpu pada kelas murid inklusif.

Oleh itu amalan PdpBT-n di dalam kelas perlu berterusan diaplikasikan oleh guru Matematik. Faktor kurang pengalaman bukannya penyebab untuk guru tidak mengaplikasikan dalam pengajaran harian.

Meneroka persepsi guru terhadap isu yang dihadapi oleh guru Matematik Tahun 2 dalam pelaksanaan PdpBT-n.

Kunjung Bantu MOLIB dijalankan di sekolah kajian yang telah melalui beberapa peringkat sehinggalah pelaksanaannya seperti ditunjukkan pada Jadual 3.

Jadual 3. Proses Kerja Kunjung Bantu MOLIB

Fasa	Proses	Catatan
Sebelum	Mendapatkan maklum balas guru terhadap pelaksanaan PdpBT-n	Temu bual sebelum kunjung bantu melalui <i>Google Meet</i> bersama guru terlibat.
	Menghantar perancangan PdpBT	Guru perlu menghantar satu template bahan, satu templat RPH, lembaran kerja dan yang berkaitan yang lengkap.
	Menyemak Perancangan PdpBT	JU menyemak perancangan PdpBT mengikut format dan prosedur yang telah ditetapkan.
	Membantu guru merancang PdpBT	Perbincangan untuk tambakbaik perancangan PdpBT yang disediakan oleh guru.
Semasa	Memerhati pelaksanaan PdpBT	<ul style="list-style-type: none"> Guru mengajar mengikut perancangan yang disediakan.

		<ul style="list-style-type: none"> JU akan memantau PdPBT dalam kelas yang diajar.
	Mengadakan sesi refleksi bersama-sama guru	Selepas PdP dijalankan, satu sesi temu bual dijalankan terhadap guru bagi mendapat maklum balas tentang PdP tersebut
Selepas	Memberi maklum balas terhadap pelaksanaan kunjung bantu	Guru mengisi instrumen penilaian kunjung bantu untuk memberi maklum balas melalui link yang disediakan
	Menyediakan laporan kunjung bantu	JU menyediakan laporan kunjung bantu yang dijalankan di sekolah yang terlibat.

Dapatan Soalan Kajian 2

Bagi menjawab soalan kajian 2 ini telah dilakukan sesi temu bual selepas beberapa sesi bimbingan dijalankan sebelum peserta kajian melaksanakan PdPBT-n dalam bilik darjah. Dapatan yang diperolehi daripada persepsi guru terhadap isu yang dihadapi oleh guru Matematik Tahun 2 dalam pelaksanaan PdPBT-n dipaparkan pada Jadual 4.

Jadual 4. Temu Bual Selepas Pelaksanaan Kunjung Bantu MOLIB

Persepsi	Peserta	Transkrip Peserta
Pandangan guru terhadap sesi PdPBT (S1)	PK1	Pendapat saya sesi PdP tadi agak berjaya kerana saya tengok semua penglibatan murid aktif. Rasa seronok untuk melaksanakan aktiviti.
	PK2	Saya kurang berpuas hati dengan pengajaran saya terutama dari segi persediaan ilmu pengetahuan saya. Saya baru mengajar subjek ini. Kawalan murid terkawal dan murid bagi kerjasama semasa aktiviti. Saya telah mengajar mengikut apa yang dirancang
Kekuatan semasa melaksanakan PdPBT (S2)	PK1	Sebelum ini saya ada mengikuti Bengkel Penyebaran MOLIB dan bimbingan oleh Jurulatih MOLIB secara online. Jadi saya ada pengetahuan tentang cara mengasingkan dan dapat mengenal pasti aras murid saya dengan lebih baik dan melaksanakan aktiviti yang bersesuaian dengan aras mereka
	PK2	Saya rasa telah menjalankan PdPBT-n seperti dirancang dan saya dapat menjalankan aktiviti mengikut aras secara kumpulan dan individu.
Kekangan semasa melaksanakan PdPBT pada (S3)	PK1	Saya menyediakan latihan yang sedikit dan punca murid yang aktif kurang kawalan.
	PK2	Pengalaman saya kurang dalam pengajaran Matematik dan rasa berdebar semasa mengajar. Banyak langkah yang saya terlupa.
Cadangan untuk menambah	PK1	Memberi arahan yang lebih jelas dan memperbanyakkan latihan, Latihan tambahan dari pelbagai aras untuk murid-murid yang terlalu cepat menyiapkan menyiapkan tugas mereka.

baik pelaksanaan PdPBT (S4)		Aktiviti PdPBT-n sangat menarik untuk murid pelbagai aras dan guru perlu dilaksanakan dalam bilik darjah.
	PK2	Pelaksanaan PdPBT-n perlu dilakukan berterusan dalam bilik darjah kerana guru mudah mengajar mengikut kebolehan murid

Perbincangan Dapatan Soalan Kajian 2

Dapatan menunjukkan bahawa peserta kajian menyambut baik pelaksanaan PdPBT-n dijalankan dalam pengajaran. Peserta kajian juga bersetuju bahawa bengkel dan bimbingan berkaitan dengan MOLIB ini perlu diberikan pendedahan berterusan kepada mereka sebagai salah satu pengetahuan yang boleh diimplimentasikan dalam pengajaran mereka. Pendekatan ini amat berkesan dilaksanakan lebih lagi situasi persekolahan di luar bandar yang sedia maklum mempunyai banyak faktor keterbezaan dari aspek budaya, agama dan amalan kehidupan seharian. Oleh itu, guru perlu sentiasa bersedia dalam menerima perubahan dalam pendidikan masa kini. Manda (2006) menyatakan usaha yang berpanjangan dalam memastikan tahap pendidikan dapat ditingkatkan adalah penting kerana revolusi perubahan terhadap cara dan teknik pengajaran memerlukan masa dan komitmen yang tinggi.

Dapatan kajian juga menunjukkan beberapa kekangan guru yang perlu diberi satu penelitian supaya PdPBT-n dapat dilaksanakan ke arah mencapai objektif dan matlamat yang ditetapkan. Cadangan juga untuk PdPBT-n boleh dijadikan satu garis panduan dan aspek penting yang perlu penambahbaikan dalam pendidikan di Malaysia. Oleh itu KPM khususnya perlu mengambil kira faktor keterbezaan dalam merancang kurikulum yang akan digunakan oleh tenaga pengajar. Modul pengajaran bagi amalan pengajaran berfokus dan terbeza perlu diketengahkan sebagai satu cara memastikan pendidikan disampaikan dengan lebih adil dan menyeluruh kepada anak murid. Hasrat meningkatkan kualiti pendidikan mustahil tercapai sepenuhnya sekiranya corak PdP di bilik darjah tidak mengalami perubahan dan tidak menjayakan aspirasi Falsafah Pendidikan Kebangsaan bagi melahirkan insan yang seimbang meliputi pelbagai aspek kehidupan dan kemenjadian murid.

RUMUSAN

PdPBT-n adalah salah satu pendekatan Pengajaran Abad ke-21(PAK21) yang semakin mendapat penekanan dan perhatian dalam dunia pendidikan. Generasi zaman kini yang terdedah kepada pelbagai cabaran telah membentuk profil pembelajaran individu yang pelbagai. Seorang guru yang kreatif akan sentiasa peka kepada perubahan semasa dan bersedia untuk memperbaiki kualiti pengajaran agar dapat memenuhi keperluan semasa. Hal ini selari dengan pandangan Wardyawaty dan Mohd Isa (2020) yang menyatakan bahawa pengajaran dan pembelajaran yang berkesan bergantung kepada kesediaan dan kemahiran guru dalam mengolah corak pengajaran yang bersesuaian dengan dasar pendidikan negara. Rowen et al. (2021) juga berpandangan kesediaan dan kefahaman guru yang mantap amat penting dalam merealisasikan keberkesanan pengajaran.

PdPBT mampu mendukung aspirasi dan hasrat Kementerian Pendidikan Malaysia namun, ianya perlu ditambahbaik dan pelbagai latihan serta penyebaran maklumat yang berkaitan perlu diberi kepada golongan pelaksana iaitu guru-guru di Malaysia. Suara guru-guru di Malaysia yang melibatkan cabaran, fasiliti dan kekangan yang mengganggu kelancaran serta mutu pengajaran dan pembelajaran perlu diberi perhatian. Kajian kualitatif ini menumpukan kepada strategi dan cabaran dalam pelaksanaan pendekatan pembelajaran terbeza. Pengkaji ingin mencadangkan kajian yang lebih mendalam pelaksanaan MOLIB ini dari segi pengalaman dan keperluan guru.

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PERANAN KEPIMPINAN TERHADAP TINGKAH LAKU INOVATIF GURU SEKOLAH: SEBUAH TINJAUAN LITERATUR BERSISTEMATIK

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ABSTRAK

Dinamika dunia pendidikan masa kini memerlukan guru yang mempunyai tingkah laku inovatif yang tinggi. Tingkah laku inovatif penting bagi meningkatkan keberkesanan pedagogi dan kemenjadian murid. Malah, dapat memudahkan guru ketika melaksanakan pelbagai tugas harian, termasuk membantu pihak atasan dalam aspek pengurusan dan kepimpinan dengan efektif. Kajian lepas menunjukkan sokongan pemimpin adalah signifikan dalam memupuk tingkah laku inovatif. Namun pendekatan kepimpinan yang berkesan untuk merangsang tingkah laku inovatif dalam kalangan guru masih kurang diterokai. Tinjauan literatur bersistematik ini bertujuan untuk menganalisis secara komprehensif berkenaan strategi kepimpinan yang mampu mempengaruhi tingkah laku inovatif dalam kalangan guru di sekolah. Dengan menggunakan kerangka metodologi Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA), carian secara ekstensif telah dibuat merentasi dua pangkalan data akademik utama, iaitu Scopus dan Web of Science (WoS). Sebanyak n=22 artikel berwasit dipilih untuk dianalisis secara intensif, berdasarkan kriteria khusus yang telah ditetapkan. Dapatan kajian menunjukkan beberapa pendekatan kepimpinan utama, termasuk kepimpinan transformasional, distributif dan Leader-Member Exchange (LMX), sebagai kepimpinan yang paling signifikan dalam membangunkan tingkah laku inovatif guru. Namun, hubungan tersebut didapati bergantung kepada mekanisme dan konteks tertentu. Penemuan ini menyeru penerokaan lebih lanjut oleh pengkaji akan datang. Dari sudut praktikal, hasil tinjauan literatur bersistematik ini mampu menjadi panduan dalam pembuatan keputusan kepada para pemimpin pendidikan yang berhasrat membangunkan persekitaran inovasi di sekolah.

Kata Kunci: Kepimpinan, Tingkah laku inovatif, Guru, Tinjauan literatur bersistematik, PRISMA

PENGENALAN

Lanskap pendidikan yang semakin mencabar dan pantas berubah menjadikan inovasi satu keperluan, bukan sekadar satu pilihan. Perkembangan teknologi digital, perubahan sosial dan ketidaktentuan global seperti pandemik COVID-19 telah mendesak sektor pendidikan termasuk sekolah untuk berubah daripada amalan tradisional kepada pendekatan inovatif demi memastikan sekolah kekal berdaya saing. Sehubungan dengan itu, guru sebagai barisan hadapan bukan hanya perlu dilengkapi dengan kemahiran pedagogi yang berkualiti dan beradaptasi dengan perubahan teknologi, tetapi juga perlu diperkasa dengan tingkah laku inovatif (Scott & Bruce, 1994). Tingkah laku inovatif merupakan tindakan sengaja yang merangkumi proses penjanaan idea, mempromosi idea, merealisasikan idea dan pelaksanaan sama ada idea, proses serta kaedah baru yang merupakan asas kepada transformasi dalam pendidikan (De Jong & Den Hartog, 2007). Tingkah laku inovatif penting untuk membolehkan guru berdepan dengan cabaran baru, menggunakan teknologi secara efektif dan membina ekosistem pembelajaran yang relevan dengan keperluan semasa dan masa hadapan. Seterusnya memastikan agenda kemenjadian murid inovatif dan kompetitif menjadi realiti.

Kajian lepas menunjukkan kepimpinan merupakan antara faktor utama yang menyumbang kepada perkembangan profesionalisme guru, termasuklah tingkah laku inovatif (Thurlings et al., 2015; Zainal & Mohd Matore, 2019). Namun, eksplorasi secara sistematik berkenaan pengaruh gaya kepimpinan terhadap tingkah laku inovatif guru masih kurang diterokai. Tinjauan literatur bersistematik ini perlu dilakukan kerana tinjauan yang dibuat sebelum ini kebanyakannya berbentuk tradisional dan hanya memberi tumpuan terhadap maklumat bibliografi sahaja, tanpa mendalami inti pati artikel berkenaan. Tinjauan secara tradisional mempunyai beberapa kelemahan seperti *retrieval bias* dan *publication bias*, pencarian yang kurang komprehensif dan tiada kawalan kualiti ke atas artikel yang dipilih (Shaffril et al., 2021). Ekoran itu, timbul keperluan untuk menjalankan sebuah tinjauan dengan menggunakan kaedah yang lebih kukuh. Antara kekuatan tinjauan literatur bersistematik ialah kaedah yang komprehensif dan boleh diulang (*replicable*) serta memberikan hasil yang tepat dan konsisten (Rogge et al., 2024). Ia juga boleh meminimumkan *bias* yang terhasil daripada tinjauan secara tradisional.

Tinjauan berkenaan tingkah laku inovatif telah dijalankan merentasi pelbagai bidang penyelidikan seperti dalam konteks perniagaan (AlEsa & Durugbo, 2022) dan pengurusan sumber manusia (Helmi & Azmy, 2023). Manakala, dalam bidang pendidikan pula, beberapa tinjauan telah dijalankan sepanjang sepuluh tahun yang lalu. Thurlings et al. (2015), melalui kajiannya ke atas artikel dalam tempoh lebih dua dekad, telah menyediakan model asas yang menekankan pengaruh efikasi sendiri, faktor individu dan persekitaran dalam meningkatkan tingkah laku inovatif dalam kalangan guru. Zainal dan Mohd Matore (2019) pula mengenal pasti kepimpinan dan efikasi sendiri sebagai elemen penting yang mewujudkan persekitaran yang kondusif untuk tingkah laku inovatif guru. Kajian-kajian ini secara kolektif menunjukkan peningkatan pengiktirafan terhadap interaksi kompleks antara kepimpinan pendidikan dan inovasi guru. Selain itu, Bawuro et al. (2020) telah membuat tinjauan berkenaan peranan motivasi intrinsik dan efikasi kreatif sendiri (*creative self-efficacy*) dalam mencetus tingkah laku inovatif guru. Manakala Olvera-Fernández et al. (2023) pula membuat tinjauan berkenaan inovasi dalam pedagogi serta halangan-halangan dalam pendidikan muzik. Kajian terkini oleh Liu et al. (2024) pula meneroka dengan lebih meluas mencakupi konsep, aspek metodologi dan teori yang digunakan dalam artikel-artikel lepas berkenaan inovasi guru.

Tinjauan literatur bersistematik sedia ada telah menyumbang banyak pengetahuan tentang amalan inovasi dalam kalangan guru. Walau bagaimanapun, masih terdapat keperluan untuk membuat tinjauan terkini secara lebih spesifik dari aspek tingkah laku inovatif guru pada peringkat individu, serta hubungannya dengan pendekatan kepimpinan yang diamalkan oleh pemimpin pendidikan di sekolah. Oleh itu, tinjauan literatur bersistematik ini akan mengenal pasti pendekatan kepimpinan yang paling berkesan, dan bagaimana ia mempengaruhi tingkah laku inovatif guru. Penemuan kajian ini akan mendedahkan apakah gaya kepimpinan yang berpotensi untuk meningkatkan tahap tingkah laku inovatif guru dan mekanisme di sebalik hubungan tersebut. Selain menyumbang kepada pengetahuan dalam bidang ilmu dan menjadi rujukan untuk kajian akan datang, dapatan kajian ini juga akan mampu membantu pihak yang berkepentingan seperti pemimpin sekolah dan pembuat dasar dalam merangka strategi untuk meningkatkan amalan inovasi dalam sektor pendidikan, khususnya tingkah laku inovatif guru di sekolah.

METODOLOGI

Tinjauan literatur bersistematik ini telah menggunakan *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA) sebagai panduan utama. PRISMA telah dibangunkan oleh Moher et al. (2009) dan ditambahbaik oleh Page et al. (2021). PRISMA merupakan sebuah kerangka metodologi yang telah diguna pakai secara meluas dan dibangunkan bertujuan untuk membentuk satu tinjauan literatur yang sistematik, tersusun, komprehensif pencariannya dan dikawal kualiti artikel atau

dokumen yang terpilih (Page et al., 2021). Dengan merujuk kepada senarai semak dan carta alir PRISMA, ia membolehkan penyelidik membangunkan tinjauan literatur berdasarkan empat langkah utama iaitu pembentukan persoalan kajian, strategi pencarian sistematik, penilaian kualiti artikel dan pengekstrakan data dan analisis.

Pembentukan Persoalan Kajian

Penyelidik telah menggunakan kerangka *Population, Interest, Context* (PICO) yang telah dibangunkan oleh (Lockwood et al., 2015) bagi membentuk persoalan kajian, di mana P mewakili populasi, I mewakili topik yang menjadi fokus kajian, manakala Co mewakili konteks. Populasi yang dikaji dalam tinjauan ini adalah guru, topik yang menjadi fokus kajian adalah pendekatan kepimpinan dan tingkah laku inovatif manakala konteks kajian yang dipilih ialah sekolah. Rujukan kepada tiga perkara ini membolehkan penyelidik membangunkan persoalan kajian utama iaitu, Apakah pendekatan kepimpinan yang paling berkesan dan bagaimana ia mempengaruhi tingkah laku inovatif dalam kalangan guru di sekolah?

Strategi Pencarian Sistematik

Strategi pencarian sistematik adalah satu proses yang membantu penyelidik bagi melakukan pencarian yang komprehensif. Proses ini berasaskan kepada tiga langkah utama iaitu identifikasi (*identification*), penyaringan (*screening*) dan kelayakan (*eligibility*).

Identifikasi

Identifikasi merupakan proses mengenalpasti kata kunci yang sesuai untuk digunakan dalam proses pencarian artikel. Merujuk kepada persoalan kajian yang telah dibina, penyelidik telah memilih empat kata kunci utama iaitu “*innovative work behavior*”, “*innovative behavior*”, “*innovativeness*” dan “*teacher*”. Kata kunci dalam Bahasa Inggeris dipilih memandangkan pencarian dibuat di dalam pangkalan data Scopus dan Web of Science (WoS). Kedua-dua pangkalan data tersebut bersifat global dan kebanyakan artikel didalamnya ditulis dalam Bahasa Inggeris. Seterusnya penyelidik berusaha untuk memperbanyak dan mempelbagaikan kata kunci yang relevan dengan pencarian perkataan yang sinonim, terma yang berkaitan dan variasi kepada kata kunci utama. Proses ini berjaya menghasilkan beberapa kata kunci tambahan. Oleh kerana kajian ini memberi fokus kepada tingkah laku inovatif dalam kalangan guru di sekolah sahaja, penyelidik telah mengecualikan beberapa kata kunci iaitu “*university*”, “*pre-service teacher*”, “*college*”, “*lecturer*”, “*higher education*”. Penyelidik juga telah mempraktikkan teknik pencarian secara lanjutan (*advanced searching*) di mana fungsi asas pencarian seperti *field codes*, *phrase searching*, *wildcard*, *truncation* dan *boolean operator* telah digunakan. Frasa carian ditunjukkan dalam Jadual 1. Melalui proses identifikasi, 433 artikel telah berjaya dikenal pasti iaitu 278 artikel dari pangkalan data Scopus dan 155 dari pangkalan data WoS. Artikel-artikel ini dibawa ke langkah kedua iaitu proses penyaringan.

Jadual 1: Frasa pencarian di Pangkalan Data Scopus dan Web of Science (WoS)

Pangkalan Data	Frasa Pencarian
Scopus	TITLE-ABS-KEY (("innovati* behavio*r" OR "innovati* work behavio*r*" OR "innovati* pratice*" OR innovativeness) AND (teacher* OR educator* OR "faculty member*") AND NOT ("higher education" OR universit* OR college* OR lecturer* OR "preservice teacher*")) Diakses pada: Jun 2024
Web of Sciences	TS= (("innovati* behavio*r" OR "innovati* work behavio*r*" OR "innovati* pratice*" OR innovativeness) AND (teacher* OR educator* OR "faculty member*") NOT ("higher education" OR universit* OR college* OR lecturer* OR "preservice teacher*")) Diakses pada: Jun 2024

Penyaringan

Penyaringan adalah proses penetapan kriteria pemilihan artikel. Jadual 2 menunjukkan beberapa kriteria pemilihan utama yang telah ditetapkan oleh penyelidik dalam kajian ini. Kriteria pertama adalah tahun penerbitan. Merujuk kepada konsep kematangan dalam sesuatu bidang (Kraus et al., 2020), penyelidik telah memilih tempoh lima tahun iaitu daripada 2020 hingga 2024. Kriteria kedua adalah memilih penerbitan dalam bentuk kajian empirikal sahaja. Dengan itu, artikel berbentuk tinjauan (*review article*), buku, bab dalam buku, prosiding konferens dan sebagainya telah dikecualikan. Kriteria terakhir adalah bahasa. Bagi mengelakkan kekeliruan, tinjauan ini hanya memilih artikel yang ditulis dalam Bahasa Inggeris sahaja. Proses penyaringan ini telah mengeluarkan 248 artikel. Dalam proses penyaringan juga, sejumlah 30 artikel dikeluarkan kerana masalah duplikasi. Akhirnya, baki 155 artikel di bawa ke proses yang ketiga iaitu kelayakan.

Jadual 2: Kriteria Kemasukan dan Pengecualian

Kriteria	Kemasukan	Pengecualian
Tahun penerbitan	2020-2024	2019 dan sebelumnya
Jenis penerbitan	Artikel (empirikal)	<i>Article review</i> , bab dalam buku, buku, prosiding konferens dan lain-lain
Bahasa	Bahasa Inggeris	Selain Bahasa Inggeris

Kelayakan

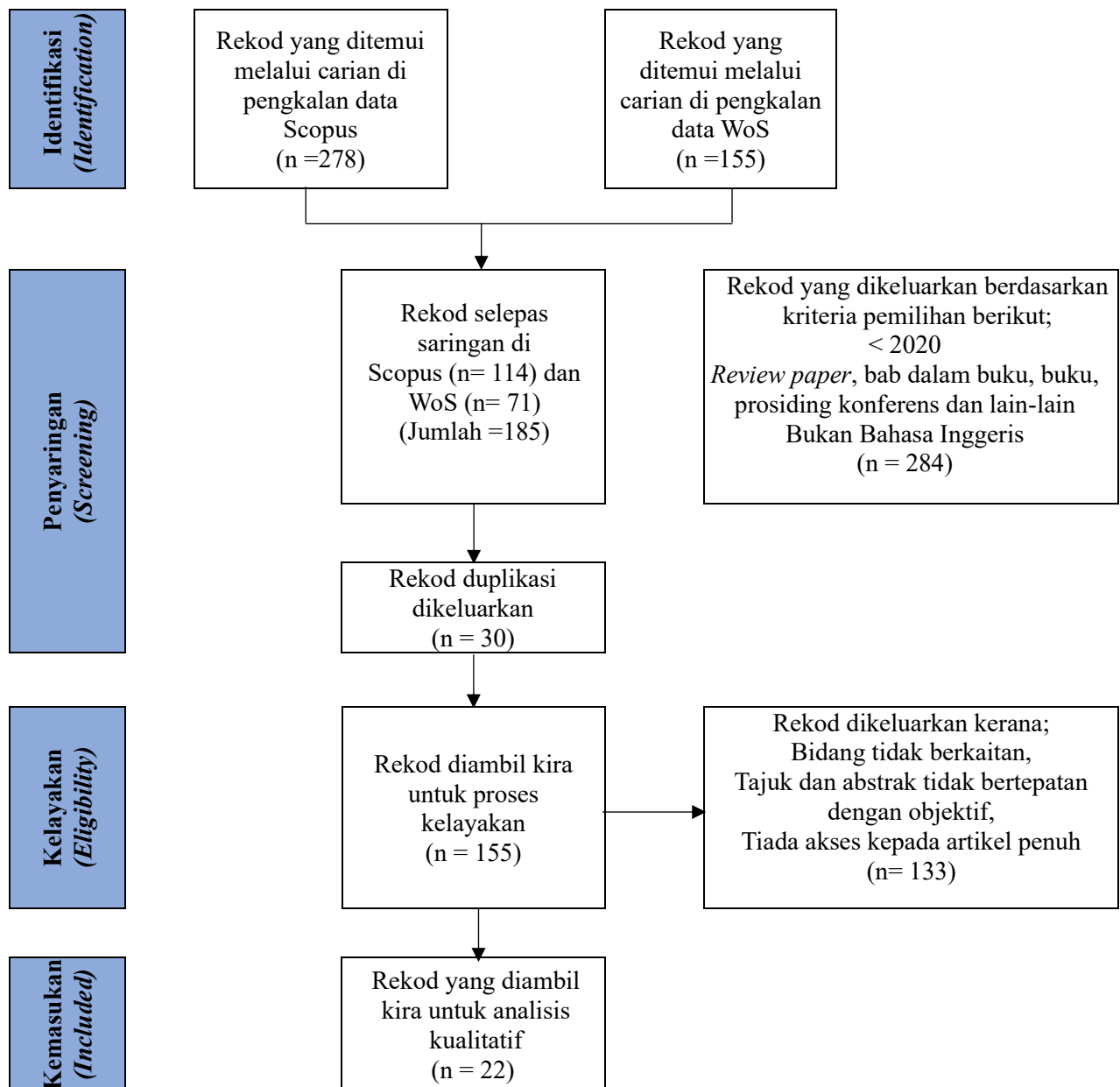
Proses terakhir dalam strategi pencarian sistematik adalah kelayakan, yang mana proses ini memerlukan penyelidik menyemak sekali lagi artikel yang terpilih semasa proses penyaringan dengan membuat penelitian ke atas tajuk dan abstrak. Sekiranya perlu, penyelidik hendaklah membaca kandungan utama artikel tersebut bagi mendapatkan maklumat yang dikehendaki. Sejumlah 133 artikel telah dikeluarkan melalui proses kelayakan berikutan berberapa sebab seperti, artikel tidak berkaitan dengan bidang kajian, tajuk dan abstrak tidak bertepatan dengan objektif dan tidak mendapat akses untuk memuat turun artikel penuh. Bilangan akhir artikel yang terpilih adalah sejumlah 22 dan akan dibawa ke proses seterusnya iaitu penilaian kualiti.

Penilaian Kualiti

Proses penilaian kualiti telah dilakukan oleh penyelidik utama dan dibantu oleh penyelidik bersama. Semasa proses ini, penyelidik telah merujuk kepada enam kriteria yang telah dicadangkan oleh Abouzahra et al. (2020). Bagi kajian ini, kesemua 22 artikel mencatat skor keseluruhan melebihi nilai yang ditetapkan iaitu 3.0 dan telah dibawa ke proses pengekstrakan data dan analisis. Rumusan proses identifikasi, penyaringan dan kelayakan ditunjukkan seperti dalam Rajah 1.

Pengekstrakan Data dan Analisis

Proses pengekstrakan data dan analisis memerlukan penyelidik memberi fokus pembacaan kepada bahagian dapatan dan perbincangan kajian dalam artikel yang dipilih. Sekiranya perlu, penelitian ke atas bahagian-bahagian lain seperti abstrak dan rumusan juga akan dibuat. Proses ini dilakukan oleh penyelidik dan penyelidik bersama secara berasingan. Mana-mana data atau pun ayat yang berkaitan dengan persoalan kajian atau pun tema yang telah ditetapkan akan diekstrak dan dimasukkan ke dalam templat khusus untuk memastikan data yang diperolehi berada dalam keadaan lebih sistematik dan mudah untuk dirujuk semula. Seterusnya, data yang telah diekstrak akan dianalisis secara deduktif dengan analisis bertema berpandukan langkah seperti yang dicadangkan oleh Braun dan Clarke (2006).



Rajah 1: Adaptasi Kerangka PRISMA daripada Moher et al. (2009)

DAPATAN KAJIAN

Jadual 3 menunjukkan gambaran keseluruhan 22 artikel terpilih berkenaan hubungan antara pendekatan kepimpinan dan tingkah laku inovatif dalam kalangan guru sekolah. Penerokaan dalam tempoh 5 tahun iaitu bermula 2020 hingga 2024 mendapati bahawa majoriti kajian telah dijalankan di negara Timur yang mana menyumbang sejumlah 14 kajian (63.63%) daripada keseluruhan kajian. Sebaliknya, lima kajian (22.73%) telah dijalankan di negara Barat. Manakala baki tiga buah kajian telah dijalankan secara berskala besar dalam konteks negara-negara *Organization for Economic Cooperation and Development* (OECD). Analisis berdasarkan negara pula mendapati Indonesia muncul sebagai negara paling banyak menyumbang iaitu sejumlah lima kajian (22.73%) dan diikuti oleh China dan Belanda yang masing-masing menyumbang sebanyak empat kajian (18.18%). Seterusnya, sebanyak tiga kajian (13.64%) dibuat di Malaysia dan dalam konteks negara-negara OECD. Turki dan Afrika Selatan pula masing-masing menyumbang dua (9.09%) dan satu kajian (4.54%). Kepelbagaian dari segi taburan negara memperlihatkan kepentingan kajian dalam bidang ini adalah bersifat global.

Analisis berdasarkan konteks pula mendedahkan bagaimana elemen seperti tahap persekolahan serta jenis sekolah memainkan peranan dalam hubungan antara sokongan kepimpinan dan tingkah laku inovatif. Dari segi tahap persekolahan, kajian lepas bertabur daripada peringkat pra sekolah, sekolah rendah, sekolah menengah hinggalah ke sekolah tinggi. Dari segi jenis sekolah pula, kajian bukan hanya tertumpu di sekolah awam atau sekolah kerajaan sahaja, tetapi juga melibatkan sekolah swasta, sekolah Islam dan sekolah vokasional. Variasi dari segi konteks ini telah menambah pengetahuan tentang di mana dan bagaimana tingkah laku inovatif dilaksanakan di sekolah. Malah memberi maklumat berkenaan strategi pelaksanaan tingkah laku inovatif dalam konteks pendidikan yang berbeza.

Jadual 3: Gambaran Keseluruhan Literatur Kepimpinan dan Tingkah Laku Inovatif (TLI) Guru Sekolah (n=22)

Penulis (Tahun)	Negara (Konteks)	Fokus Kajian
Khaola & Oni (2020)	Afrika Selatan (Sekolah awam)	Menyiasat bagaimana tingkah laku kepimpinan dan persepsi keadilan pengetua sekolah mempengaruhi TLI guru.
Lambriex-Schmitz et al. (2020)	Belanda (Sekolah menengah dan vokasional)	Menyelidik hubungan antara faktor persekitaran dan fasa TLI dalam kalangan guru di Belanda.
Cobanoglu (2021)	Turki (Sekolah rendah)	Mengkaji hubungan antara kepimpinan perkongsian, pemeraksanaan dan inovasi dalam sekolah rendah.
Eksi et al. (2021)	Turki (Sekolah awam)	Menganalisis bagaimana kompetensi pengurusan inovasi dan kecenderungan pembelajaran sepanjang hayat guru meramalkan tahap inovasi individu.
Ismail et al. (2021)	Malaysia (Sekolah menengah)	Menganalisis perbezaan dalam TLI antara guru yang bekerja di bawah pengetua sekolah transformasional lelaki dan perempuan.
Johari et al. (2021)	Malaysia (Sekolah)	Mengkaji kesan kerja berpasukan, sokongan pengetua, dan <i>humor</i> terhadap TLI guru di Malaysia.
O'Shea (2021)	34 negara OECD (Sekolah menengah rendah)	Memahami hubungan antara kepimpinan teragih dan penggunaan amalan pengajaran inovatif.
Sudibjo & Prameswari (2021)	Indonesia (Sekolah rendah swasta)	Menyelidik peranan perkongsian pengetahuan dan kesesuaian organisasi-individu sebagai pengantara dalam kesan kepimpinan transformasi terhadap TLI.
Zainal & Mohd Matore (2021)	Malaysia (Sekolah rendah dan menengah)	Mengenal pasti bagaimana efikasi sendiri guru dan amalan kepimpinan transformasi pemimpin sekolah mempengaruhi TLI guru.

Buyukgoze et al. (2022)	47 negara OECD (Sekolah)	Mengkaji bagaimana kepemimpinan teragih mempengaruhi inovasi kolektif guru melalui kepuasan kerja dan kolaborasi profesional.
Chen et al. (2022)	China (Sekolah)	Mengkaji kesan kepemimpinan moral terhadap TLI guru pendidikan jasmani, dengan mempertimbangkan keselamatan psikologi dan identifikasi dengan pemimpin.
Li & Zhu (2022)	China (Sekolah rendah dan menengah awam)	Menilai kesan kepemimpinan temporal terhadap inovasi pengajaran dalam kalangan guru di China, dengan mempertimbangkan autonomi dan tekanan kerja.
Lin (2022)	48 negara OECD (Sekolah)	Meneroka kesan kepemimpinan teragih terhadap inovasi guru, terutamanya peranan pengantara autonomi guru dan kerjasama profesional.
Messmann et al. (2022)	Belanda (Sekolah menengah)	Menyelidik peranan kepuasan keperluan psikologi asas dalam hubungan antara kepemimpinan transformasi dan TLI.
Siswanto et al. (2022)	Indonesia (Sekolah tinggi)	Meneroka bagaimana kepemimpinan spiritual dan kesejahteraan psikologi mempengaruhi TLI dalam kalangan guru.
Vermeulen et al. (2022)	Belanda (Sekolah)	Meneroka kesan kepemimpinan transformasi dan pertukaran pemimpin-ahli terhadap TLI guru, di mana iklim pembelajaran bertindak sebagai pengantara.
Evers et al. (2023)	Belanda (Sekolah menengah)	Mengkaji kesan kepemimpinan teragih dan pertukaran pemimpin-ahli terhadap TLI guru yang diantarai oleh kepuasan keperluan psikologi asas.
Sary et al. (2023)	Indonesia (Sekolah antarabangsa Islam)	Menilai kesan kecekapan digital dan kepemimpinan sendiri terhadap TLI guru.
Vhalery et al. (2024)	Indonesia (Sekolah tinggi)	Menentukan jumlah sumbangan langsung dan tidak langsung kepemimpinan pelayan terhadap TLI dalam kalangan guru sekolah menengah.
Bao (2024a)	China (Sekolah rendah dan junior)	Menganalisis kesan pengantaraan pemerksaan psikologi dan iklim inovasi sekolah terhadap hubungan antara kepemimpinan inklusif pengetua dan TLI guru.
Bao (2024b)	China (Sekolah rendah dan menengah)	Meneroka bagaimana kepemimpinan transformasi pengetua mempengaruhi TLI, di mana penghindaran ketidakpastian berperanan sebagai penyederhana dan rasa makna dalam pekerjaan sebagai pengantara.
Hidayat & Patras (2024)	Indonesia (Sekolah tinggi vokasional)	Meneroka kesan kecekapan sendiri, kepemimpinan transformasi dan iklim sekolah terhadap inovasi guru.

Pendekatan Kepimpinan dan Tingkah Laku Inovatif

Tinjauan berkenaan pengaruh pelbagai gaya kepemimpinan terhadap tingkah laku inovatif di sekolah menunjukkan spektrum pendekatan kepemimpinan yang pelbagai, di mana setiap satunya memberikan sumbangan unik dalam memupuk tingkah laku inovatif dalam kalangan guru. Jadual 4 menunjukkan gaya kepemimpinan yang mempengaruhi tingkah laku inovatif dalam kalangan guru berdasarkan 22 artikel yang terpilih dalam kajian ini.

Kepimpinan Transformasional

Kepimpinan transformasional muncul sebagai gaya kepemimpinan paling banyak digunakan untuk meningkatkan tingkah laku inovatif dalam kalangan guru dengan menyumbang sebanyak tujuh buah kajian (28%) daripada keseluruhan literatur yang terpilih. Kesemua kajian menekankan kepentingan kepemimpinan transformasional sebagai pengaruh utama dalam meningkatkan inovasi. Namun, terdapat juga faktor pengantara dan penyederhana yang memainkan peranan penting dalam memperkukuh hubungan ini. Faktor-faktor tersebut termasuklah efikasi sendiri, iklim sekolah, hubungan antara pemimpin dengan ahli dan sebagainya. Dalam kajian oleh Zainal & Mohd Matore (2021) di sekolah rendah dan menengah di Malaysia, faktor efikasi sendiri didapati memperkuat kesan kepemimpinan transformasional terhadap tingkah laku inovatif. Dapatan ini disokong oleh Hidayat & Patras (2024) dalam konteks sekolah vokasional di Indonesia. Mereka menambah, memberi penekanan kepada iklim

sekolah yang kondusif akan bertindak sebagai faktor pengukuh dalam hubungan kepemimpinan transformasional dan efikasi sendiri ke atas inovasi guru. Vermeulen et al. (2022) pula memberi pandangan yang lebih kompleks mengenai peranan iklim sekolah, iklim pembelajaran yang positif bertindak sebagai pengantara dalam hubungan antara kepemimpinan transformasional dan hubungan pemimpin-ahli terhadap inovasi guru.

Faktor jantina pengetua juga dilihat dapat memberi kesan yang signifikan terhadap tingkah laku inovatif guru (Ismail et al. (2021), di mana pengetua perempuan mempunyai pengaruh yang lebih besar berbanding pengetua lelaki. Kajian oleh Sudibjo & Prameswari (2021) di Indonesia pula menunjukkan bahawa perkongsian pengetahuan dan kesesuaian organisasi-perseorangan adalah pengantara penting dalam hubungan antara kepemimpinan transformasional dan tingkah laku inovatif. Selain itu, Messmann et al. (2022) menekankan bahawa kepuasan keperluan psikologi sebagai pengantara yang memperkukuh pengaruh kepemimpinan transformasional terhadap tingkah laku inovatif. Bao (2024b) pula memperkenalkan penghindaran kepada ketidakpastian sebagai faktor penyederhana dalam hubungan antara kepemimpinan transformasional dan tingkah laku inovatif dalam konteks sekolah di China. Secara keseluruhan, dapatan kajian ini menunjukkan bahawa kepemimpinan transformasional merupakan faktor utama yang mempengaruhi tingkah laku inovatif dalam pendidikan. Namun, faktor-faktor seperti efikasi sendiri, iklim sekolah, keperluan psikologi asas, hubungan pemimpin-ahli, perkongsian pengetahuan dan konteks budaya turut berperanan sebagai pengantara dan penyederhana dalam hubungan tersebut.

Jadual 4: Gambaran Keseluruhan Pendekatan Kepimpinan yang Mempengaruhi Tingkah Laku Inovatif (TLI) dalam Kalangan Guru (n=22)

Penulis (Tahun)	Transformasional	Distributif dan Perkongsian	Leader- Member Exchange	Sokongan Pengetua	Sokongan Pengurusan	Pelayan (Servant)	Temporal	Spiritual	Inklusif	Self-Leadership	Moral	Tingkah laku kepimpinan	Keadhlian	Pengurusan Inovasi
Khaola & Oni (2020)												/	/	
Lambriex-Schmitz et al. (2020)					/									
Cobanoglu (2021)		/												
Eksi et al. (2021)														/
Ismail et al. (2021)	/													
Johari et al., (2021)				/										
O'Shea (2021)		/												
Sudibjo & Prameswari (2021)	/													
Zainal & Mohd Matore (2021)	/													
Buyukgoze et al. (2022)		/												
Chen et al. (2022)											/			
Li & Zhu (2022)							/							
Lin (2022)		/												
Messmann et al. (2022)	/													
Siswanto et al. (2022)								/						
Vermeulen et al. (2022)	/		/											
Evers et al., (2023)		/	/											

Sary et al. (2023)														
Vhalery et al. (2024)	/													
Bao (2024a)														
Bao (2024b)	/													
Hidayat & Patras (2024)	/													
Total	7	5	2	1	1	1	1	1	1	1	1	1	1	1
Percentage (%)	28	20	8	4	4	4	4	4	4	4	4	4	4	4

Kepimpinan Distributif dan Perkongsian

Analisis juga menunjukkan bahawa kepimpinan distributif dan perkongsian memberikan sumbangan yang signifikan dalam membina budaya inovasi di sekolah, iaitu menyumbang sejumlah lima kajian (20%) daripada keseluruhan literatur. Oleh itu, ia dikenal pasti sebagai gaya kepimpinan kedua paling berpengaruh selepas kepimpinan transformasional. Sebanyak tiga daripada lima kajian telah dijalankan dalam konteks negara-negara OECD, menekankan peranan kepimpinan distributif dalam sistem pendidikan dalam kajian berskala besar merentasi lebih daripada 30 buah negara OECD (Buyukgoze et al., 2022; Lin, 2022; O’Shea, 2021). Kesemua kajian ini melibatkan guru sekolah menengah rendah sebagai responden. Selain itu, sebuah kajian telah dijalankan di Belanda oleh Evers et al., (2023) manakala satu lagi kajian oleh Cobanoglu (2021) telah dijalankan di Turki.

Dapatan juga mendedahkan bahawa faktor pengantara memainkan peranan penting dalam memperkukuh pengaruh kepimpinan distributif terhadap inovasi guru. Kajian oleh Buyukgoze et al. (2022) dan Lin (2022) menonjolkan peranan kolaborasi profesional sebagai faktor penting yang menghubungkan kepimpinan distributif dengan inovasi guru. Beberapa pengantara lain turut dikenal pasti sebagai mekanisme dalam hubungan tersebut, seperti pemerksaan (Cobanoglu, 2021), autonomi (Lin, 2022), kepuasan kerja Buyukgoze et al. (2022) dan kepuasan keperluan psikologi asas (Evers et al., 2023). Secara keseluruhan, dapatan kajian menunjukkan bahawa kepimpinan distributif berfungsi dengan lebih berkesan apabila diiringi oleh faktor-faktor seperti kolaborasi profesional, pemerksaan, autonomi, kepuasan kerja dan kepuasan keperluan psikologi. Di samping itu, kualiti hubungan antara pemimpin dan guru turut memainkan peranan penting dalam memperkukuh kesan kepimpinan ini terhadap inovasi.

Leader-Member Exchange (LMX)

Gaya kepimpinan ketiga yang paling berpengaruh adalah *Leader-Member Exchange* (LMX). LMX menyumbang dua buah kajian (8%) daripada keseluruhan artikel terpilih. Kedua-dua kajian ini telah dijalankan dalam konteks sekolah di Belanda. Selain pengaruh langsung gaya kepimpinan seperti kepimpinan transformasi dan kepimpinan distributif, kualiti hubungan antara pemimpin dan ahli dapat memperkukuh kesan ini, terutamanya dengan penambahan peranan pengantara seperti iklim pembelajaran dan kepuasan keperluan psikologi asas. Kajian oleh Vermeulen et al. (2022) mendapati bahawa LMX berperanan dalam meningkatkan tingkah laku inovatif dalam kalangan guru, dengan iklim pembelajaran sekolah bertindak sebagai pengantara. Sementara itu, Evers et al., (2023) mengembangkan perspektif ini dengan meneliti hubungan antara kepimpinan distributif, LMX dan kepuasan keperluan psikologi asas dalam kalangan guru di sekolah menengah. Kesimpulannya, dalam kedua-dua kajian, LMX jelas memainkan peranan yang penting dalam memperkukuh kesan kepimpinan transformasi dan distributif terhadap inovasi guru. Hubungan profesional yang berkualiti antara pemimpin dan guru memastikan bahawa kepimpinan yang kuat dapat diterjemahkan kepada amalan inovatif yang lebih konsisten. Vermeulen et al. (2022) menekankan pentingnya iklim pembelajaran sekolah dalam meningkatkan inovasi, manakala Evers et al., (2023) menunjukkan bahawa kepuasan keperluan psikologi asas adalah faktor kritikal yang menyokong inovasi apabila keperluan ini dipenuhi melalui kepimpinan distributif dan LMX.

Kepimpinan Berasaskan Nilai: Moral, Inklusif dan Spiritual

Selain kepemimpinan transformasional, distributif dan LMX, kepemimpinan berasaskan nilai juga didapati memainkan peranan yang kritikal dalam membentuk persekitaran yang menyokong pembangunan tingkah laku inovatif, dengan menyumbang tiga kajian (13.64%). Kepimpinan ini melibatkan elemen moral, inklusif dan spiritual yang memberi penekanan kepada aspek psikologikal dalam kalangan guru. Kajian oleh Chen et al. (2022) menonjolkan peranan kepemimpinan moral dalam meningkatkan tingkah laku inovatif melalui keselamatan psikologi dan identifikasi dengan pemimpin. Sementara itu, kajian oleh Bao (2024a) menunjukkan peranan penting yang dimainkan oleh kepemimpinan inklusif melalui pemeraksanaan psikologi dan iklim inovasi sekolah. Kajian oleh Siswanto et al. (2022) pula mendapati bahawa kepemimpinan spiritual memberi kesan kepada tingkah laku inovatif melalui kesejahteraan psikologi guru. Kajian-kajian ini menegaskan bahawa pendekatan kepemimpinan yang berasaskan nilai bukan sahaja relevan untuk meningkatkan prestasi individu tetapi juga membina budaya inovasi yang lebih mendalam dan berterusan dalam organisasi pendidikan.

Pendekatan Kepimpinan Lain

Beberapa aspek berkaitan kepemimpinan lain yang turut mempunyai potensi signifikan dalam meningkatkan tingkah laku inovatif dalam kalangan guru walaupun masih kurang diterokai. Pendekatan ini termasuklah sokongan pengetua dan pihak pengurusan (Johari et al., 2021; Lambriex-Schmitz et al., 2020), kepemimpinan pelayan (Vhalery et al., 2024), kepemimpinan temporal (Li & Zhu, 2022), perilaku kepemimpinan yang adil (Khaola & Oni, 2020) dan pengurusan inovasi (Eksi et al., 2021). Rumusannya, pendekatan kepemimpinan lain ini juga telah menawarkan alternatif untuk memupuk inovasi dalam pendidikan. Namun, kekurangan kajian empirikal dan penerokaan mendalam mengenai keberkesanan dan aplikasi praktikal mereka menunjukkan bahawa potensi penuh mereka masih belum direalisasikan. Integrasi pendekatan ini memerlukan pertimbangan konteks budaya, struktur organisasi, dan kesediaan pemimpin serta guru untuk mengadaptasi gaya kepemimpinan yang mungkin berbeza daripada norma tradisional. Penyelidikan lanjut diperlukan untuk memahami bagaimana pendekatan ini boleh disesuaikan dan diterapkan secara efektif dalam pelbagai persekitaran pendidikan.

PERBINCANGAN

Tinjauan literatur bersistematik ini telah menganalisis pengaruh pelbagai gaya kepemimpinan terhadap tingkah laku kerja inovatif dalam kalangan guru di sekolah dan mekanisme di sebalik hubungan tersebut. Dapatannya menonjolkan kepemimpinan transformasional sebagai gaya kepemimpinan yang paling signifikan, diikuti oleh kepemimpinan distributif dan perkongsian, *Leader-Member Exchange* (LMX), kepemimpinan berasaskan nilai dan lain-lain. Menurut (Burns, 1978), inti pati kepemimpinan transformasional adalah hubungan mutual antara pemimpin dan orang yang dipimpin, di mana rangsangan intelektual akan meningkatkan tahap tingkah laku serta aspirasi mereka. Peningkatan ini akan memberi kesan transformasi kepada kedua-dua pihak. Dalam memupuk tingkah laku inovatif di sekolah, pemimpin transformasional yang mempunyai ciri karismatik yang tinggi, boleh menjadi inspirasi dan mampu memotivasi pengikutnya, akan mencipta persekitaran positif yang menghargai pemikiran kreatif dan menyokong usaha-usaha inovatif (Bass, 1995). Dominasi kepemimpinan transformasional dalam meningkatkan tingkah laku inovatif didapati konsisten dengan kajian terdahulu oleh Leithwood dan Jantzi (2000) yang juga menunjukkan keberkesanan kepemimpinan transformasional dalam menggalakkan amalan inovatif.

Walau bagaimanapun, pengaruhnya juga bergantung kepada pelbagai faktor dan konteks, menjadikan kaitan antara kepemimpinan dan inovasi menjadi lebih kompleks. Efikasi sendiri yang tinggi, seperti yang diketengahkan dalam kajian Zainal & Mohd Matore (2021) serta Hidayat & Patras (2024), memperkukuh kesan positif kepemimpinan transformasional terhadap inovasi. Pemahaman ini juga sejajar

dengan teori kognitif sosial (Bandura, 1977), yang menekankan kepentingan efikasi sendiri dalam tingkah laku inovatif. Namun, kebergantungan kepada efikasi sendiri boleh membawa kepada keyakinan berlebihan yang berpotensi menyekat kerjasama, seperti yang dilihat dalam sektor korporat (Schaubroeck et al., 2007). Di samping itu, iklim sekolah yang positif didapati turut menyokong implementasi inovasi di sekolah (Vermeulen et al., 2022). Namun, ia tidaklah mudah untuk dipraktikkan. Tidak seperti dalam bidang teknologi di mana pekerja diberi kebebasan untuk bereksperimen dan diberi peluang untuk gagal (Amabile, 1996), sekolah berdepan dengan cabaran unik seperti kurikulum yang tegar dan autonomi guru yang terhad.

Faktor jantina dan konteks budaya turut mempengaruhi hubungan antara kepimpinan transformasional dan inovasi (Ismail et al., 2021). Pengetua wanita didapati mempunyai pengaruh yang lebih besar terhadap inovasi, selari dengan trend dalam bidang lain di mana gaya kepimpinan partisipatif lebih lazim dalam kalangan wanita (Eagly & Carli, 2003). Perkongsian pengetahuan dan kesesuaian organisasi-perseorangan juga memainkan peranan penting (Sudibjo & Prameswari, 2021). Namun, sifat sekolah yang lebih berhati-hati mungkin menghalang inovasi radikal seperti yang dilihat dalam sektor penjagaan kesihatan dan teknologi (Collins & Smith, 2006; Nonaka, 1994). Selain itu, elemen budaya seperti penghindaran kepada ketidakpastian membentuk cara kepimpinan transformasional berfungsi dalam konteks yang berbeza (Bao, 2024b). Ini menunjukkan bahawa pemimpin pendidikan perlu menyesuaikan strategi kepimpinan mengikut persekitaran mereka (Hofstede, 2001).

Gaya kepimpinan yang menduduki tempat kedua sebagai peramal kepada tingkah laku inovatif dalam kalangan guru ialah kepimpinan distributif dan perkongsian. Kepimpinan distributif, seperti yang diketengahkan oleh Harris (2004), menekankan bahawa kepimpinan dalam organisasi adalah proses kolektif yang tersebar dalam kalangan pelbagai individu, bukan hanya tertumpu kepada seorang pemimpin. Gaya kepimpinan yang menyokong persekitaran kolaboratif ini akan menggalakkan penyelesaian masalah secara kreatif dan inovatif dalam sesebuah organisasi (Spillane et al., 2004). Penemuan ini disokong oleh (Gronn, 2002), yang berpendapat bahawa kepimpinan yang teragih akan meningkatkan kapasiti organisasi untuk inovasi dengan menggabungkan bakat dan perspektif yang pelbagai. Namun, keberkesanan gaya kepimpinan ini dalam mempromosikan inovasi bukanlah suatu hubungan yang mudah. Ianya banyak bergantung kepada beberapa faktor, seperti sokongan kolaborasi profesional, pemerksaan dan autonomi.

Kajian oleh Buyukgoze et al. (2022) dan Lin (2022) menunjukkan bahawa persekitaran kerja kolaboratif dan pemberian autonomi kepada guru dapat meningkatkan kecenderungan mereka untuk berinovasi. Namun, struktur hierarki dan birokrasi yang tegar, terutama dalam budaya kolektivisme, menimbulkan cabaran besar terhadap kepimpinan distributif. Budaya kolektivisme sering dikaitkan dengan kepimpinan autokratik, di mana keputusan dan autoriti adalah berpusat, menghalang penglibatan dan autonomi yang diperlukan untuk kepimpinan distributif berkembang (Naicker & Mestry, 2013). Walaupun begitu, seperti di Malaysia, kepimpinan distributif masih boleh diamalkan. Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025, mencadangkan agar pengetua menganjak daripada amalan kepimpinan wira kepada kepimpinan distributif dengan berkongsi tanggungjawab bersama pemimpin lain di sekolah, meskipun dalam struktur pendidikan yang berpusat (Bush & Ng, 2019). Walaupun birokrasi dan hierarki sering dianggap sebagai kekangan bagi inovasi, ia juga boleh memacu kreativiti dan penyelesaian masalah secara inovatif. Organisasi dengan struktur birokrasi yang ketat masih dapat berinovasi jika masalah dihadapi dengan cara yang lebih inovatif, melebihi pendekatan tradisional (Olney et al., 2021). Kesimpulannya, birokrasi dan hierarki tidak semestinya menghalang inovasi, malah boleh menjadi pemangkin apabila proses dan pendekatan yang lebih fleksibel digunakan untuk menyelesaikan masalah. Selain itu, kepimpinan distributif juga mempengaruhi kepuasan kerja dan keperluan psikologi asas, yang dinyatakan oleh kajian Evers et al.,

(2023) sebagai elemen penting dalam merangsang tingkah laku inovatif. Kajian ini menekankan keperluan untuk melihat kepemimpinan distributif bukan hanya sebagai pengagihan kuasa semata-mata, tetapi bagaimana kuasa ini diagihkan dengan cara yang berkesan dan responsif terhadap keperluan guru. Sebagai rumusan, meskipun kepemimpinan distributif adalah berkesan dalam meningkatkan inovasi guru, kesan penuhnya hanya dapat dirasai apabila disertai dengan reformasi struktur dan budaya sekolah yang lebih terbuka terhadap risiko dan perubahan.

Ketiga adalah *Leader-Member Exchange* (LMX). LMX merujuk kepada kualiti interaksi yang dibina antara pemimpin dan ahli dalam sesebuah organisasi, di mana hubungan berkualiti tinggi ditunjukkan dengan kepercayaan, hormat dan tanggungjawab yang dikongsi bersama (Graen & Uhl-Bien, 1995). Tinjauan literatur bersistematik ini telah mengenal pasti dua buah kajian dalam konteks sekolah di Belanda (Evers et al., 2023; Vermeulen et al., 2022). Kedua-dua kajian ini mendapati pemimpin transformasional dan distributif yang mempunyai interaksi yang berkualiti dengan para guru telah berjaya meningkatkan tahap tingkah laku inovatif dalam kalangan guru. Pengaruh LMX terhadap tingkah laku inovatif dalam kalangan guru merupakan aspek penting yang membawa kepada banyak hasil yang positif. Hubungan yang kuat ini membuatkan guru merasa lebih yakin dan disokong untuk mengimplementasi idea-idea baru yang bukan bersifat konvensional. Dapatan ini disokong oleh Martin et al. (2018) yang mendapati bahawa LMX yang berkualiti tinggi berkorelasi dengan tahap keberhasilan inovasi di peringkat individu dan kumpulan dalam organisasi.

Walaupun begitu, analisis terhadap tinjauan ini juga mendedahkan mekanisme di sebalik hubungan tersebut. Evers et al., (2023) menyatakan bahawa tingkah laku inovatif dapat ditingkatkan apabila keperluan psikologi asas guru seperti autonomi dan kompetensi berjaya dipenuhi. Menurut *Self-Determination Theory* (SDT), yang dikembangkan oleh (Ryan & Deci, 2000), keperluan asas ini adalah penting untuk meningkatkan motivasi intrinsik, prestasi dan kesejahteraan individu. Apabila keperluan psikologi ini dipenuhi, motivasi intrinsik guru dipertingkatkan, seterusnya mendorong mereka untuk lebih berinovasi dalam pendekatan pengajaran mereka. Vermeulen et al. (2022) pula menonjolkan peranan iklim pembelajaran sebagai pengantara dalam hubungan antara kepemimpinan dan tingkah laku inovatif guru di sekolah. Dapatan ini selari dengan kajian oleh Jung et al. (2021) yang juga mendapati bahawa budaya pembelajaran organisasi memainkan peranan dalam hubungan antara LMX dan tingkah laku inovatif pekerja. Namun, kajian dalam konteks syarikat pembuatan dan pkhidmatan di Korea itu, budaya pembelajaran bertindak sebagai pengantara.

Tema yang terakhir adalah kepemimpinan berasaskan nilai seperti kepemimpinan moral, inklusif dan spiritual. Kepimpinan berasaskan nilai ini didapati memainkan peranan penting dalam menyokong peningkatan tingkah laku inovatif dalam kalangan guru di sekolah (Bao, 2024a; Chen et al., 2022; Siswanto et al., 2022). Selain itu, tinjauan ini juga mendapati peranan aspek psikologikal sebagai mekanisme dalam pengaruh antara kepemimpinan berasaskan nilai ke atas tingkah laku inovatif guru. Kajian yang dijalankan oleh Chen et al. (2022) menonjolkan peranan kepemimpinan moral dalam meningkatkan tingkah laku inovatif melalui keselamatan psikologi dan identifikasi guru dengan pemimpin mereka. Ini bertepatan dengan Teori Kepimpinan Etika yang dibangunkan oleh Brown & Treviño (2006), yang menekankan bahawa pemimpin yang mengutamakan nilai moral seperti kejujuran dan keadilan mampu membina kepercayaan dan mendorong persekitaran kerja yang selamat untuk berinovasi. Secara spesifik, apabila guru merasa selamat secara psikologi, mereka lebih berani mengambil risiko untuk mencuba pendekatan baharu dalam pengajaran tanpa takut akan kegagalan.

Selain itu, kepemimpinan inklusif didapati turut memainkan peranan besar dalam mendorong inovasi melalui pemeraksanaan psikologi dan pembentukan iklim inovasi di sekolah. Kajian oleh Bao (2024a) menunjukkan bahawa pemimpin inklusif yang melibatkan guru dalam proses membuat keputusan, membolehkan mereka merasa lebih dihargai dan berkuasa dalam menjalankan tugas. Penemuan ini

disokong oleh kajian terkini oleh Rahmi dan Desiana (2023) dalam konteks sektor awam. Mereka mendapati bahawa kepimpinan inklusif bersama dengan spiritualiti tempat kerja (*workplace spirituality*) dapat meningkatkan tingkah laku inovatif. Kajian ini memberikan pandangan bahawa pemeraksanaan psikologi dan keterlibatan guru dalam pembuatan keputusan penting bagi membangunkan persekitaran yang kondusif untuk inovasi. Seterusnya, memperbaiki prestasi kerja secara keseluruhan.

Berbeza dengan kepimpinan moral dan inklusif yang sama-sama memberi kesan langsung dan tidak langsung kepada inovasi, kepimpinan spiritual pula lebih cenderung mempengaruhi inovasi secara tidak langsung melalui peningkatan kesejahteraan psikologi guru. Kajian oleh Siswanto et al. (2022) menunjukkan bahawa guru yang mendapat sokongan spiritual daripada pemimpin mereka mempunyai keseimbangan emosi yang lebih baik, yang membolehkan mereka lebih terlibat dalam proses inovasi. Kajian oleh (Breuer et al., 2022) pula memperluaskan perspektif ini dalam konteks pengurusan nilai bagi inovasi dalam sektor perniagaan. Mereka mendapati bahawa kepimpinan berasaskan nilai, termasuk nilai-nilai spiritual, boleh memacu inovasi melalui pengurusan strategik dan operasi, menunjukkan bagaimana nilai-nilai ini tidak hanya memberi kesan kepada kesejahteraan psikologi tetapi juga kepada keberkesanan pengurusan inovasi secara langsung.

KESIMPULAN, LIMITASI DAN CADANGAN KAJIAN

Tinjauan literatur bersistematik ini telah menghasilkan dapatan yang komprehensif dan terkini berkenaan pengaruh gaya kepimpinan terhadap tingkah laku inovatif dalam kalangan guru di sekolah. Secara keseluruhan, kepimpinan transformasional dikenal pasti sebagai pemacu utama kepada tingkah laku inovatif guru. Beberapa faktor didapati telah bertindak sebagai pemboleh ubah pengantara dan penyederhana, termasuk efikasi sendiri, iklim sekolah, keperluan psikologi asas, *leader-member exchange* (LMX), perkongsian pengetahuan, jantina dan konteks budaya. Manakala, dalam konteks kepimpinan distributif pula, dapatan kajian menunjukkan bahawa pendekatan ini lebih berkesan apabila disertai dengan kolaborasi profesional, pemeraksanaan, autonomi, kepuasan kerja dan kepuasan keperluan psikologi. Kajian ini juga mendedahkan bagaimana LMX mempengaruhi tingkah laku inovatif melalui lensa yang lebih kompleks. Ia memberi pemahaman mengenai pentingnya hubungan antara pemimpin dan ahli dalam memupuk tingkah laku inovatif. LMX didapati memainkan peranan penting dalam memperkukuh kesan kepimpinan transformasional dan distributif terhadap inovasi guru. Kualiti interaksi antara pemimpin dan guru dilihat mampu mendorong peningkatan tingkah laku inovatif. Walaupun begitu, hubungan ini bergantung kepada konteks seperti iklim pembelajaran dan aspek personal seperti keperluan psikologi asas guru. Akhirnya, kepimpinan berasaskan nilai seperti kepimpinan moral, inklusif, dan spiritual hadir memberi dimensi tambahan dalam memahami bagaimana inovasi boleh dipupuk dalam konteks pendidikan, khususnya sekolah. Kepimpinan moral menyediakan asas yang kuat untuk keselamatan psikologi, manakala kepimpinan inklusif mempromosi pemeraksanaan dan keterlibatan dalam keputusan inovatif. Kepimpinan spiritual pula meningkatkan kesejahteraan emosi guru, yang penting untuk mencipta persekitaran yang menyokong inovasi. Sebagai rumusan, kepimpinan yang berteraskan nilai dapat mempengaruhi inovasi dengan cara yang berbeza, bergantung kepada konteks dan pendekatan yang diambil.

Seperti kajian-kajian lain juga, tinjauan literatur bersistematik ini mempunyai limitasi tertentu. Pencarian artikel dibuat dengan melibatkan dua pangkalan data sahaja iaitu Scopus dan Web of Sciences (WoS). Oleh itu, untuk mendapatkan hasil yang lebih komprehensif, pencarian harus diperluas dengan menambah lagi beberapa pangkalan data lain sebagai sokongan. Selain hanya menumpukan kepada artikel jurnal, penambahan jenis dokumen seperti buku, prosiding konferens, laporan institusi dan kerajaan serta disertasi juga boleh dilakukan. Tambahan pula, pencarian menggunakan kata kunci hanya dibuat ke atas tajuk, abstrak dan kata kunci sahaja, tanpa mendalami keseluruhan artikel. Skop pencarian bagi tinjauan ini juga terbatas antara 2020 hingga 2024 sahaja. Begitu juga dengan limitasi bahasa. Tinjauan ini hanya terhad kepada literatur yang ditulis dalam Bahasa Inggeris sahaja. Hal ini mungkin

mengakibatkan penyingkiran ke atas artikel yang disumbang oleh sarjana-sarjana besar yang telah lama membuat kajian dalam bidang ini.

Tinjauan ini telah memberi tumpuan khusus kepada hubungan antara kepimpinan dan tingkah laku inovatif dalam kalangan guru di sekolah. Walau bagaimanapun, terdapat beberapa aspek yang masih belum diterokai sepenuhnya dan boleh dijadikan asas untuk kajian masa hadapan. Pertama, kajian masa depan disarankan untuk memperluas konteks penyelidikan kepada bidang pendidikan secara keseluruhan, termasuk institusi pengajian tinggi, pejabat pendidikan di peringkat daerah, negeri dan kementerian serta entiti-entiti pendidikan yang lain. Selain itu, kajian rentas sektor seperti kejururawatan, perubatan, perniagaan atau sektor awam lain juga wajar diterokai bagi membolehkan perbandingan faktor yang mempengaruhi tingkah laku inovatif dalam pelbagai profesion. Seterusnya, kajian masa depan juga boleh mempertimbangkan peramal lain bagi tingkah laku inovatif selain daripada pendekatan kepimpinan. Tinjauan ke atas faktor persekitaran dan ciri-ciri peribadi dijangka akan memberikan pemahaman yang lebih komprehensif tentang pengaruh pelbagai faktor terhadap inovasi dalam organisasi.

PENGHARGAAN

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AMALAN SISTEM HAFAZAN TAHFIZ YIK DAN KESEDIAAN BELAJAR MURID MAAHAD TAHFIZ SAINS TANAH MERAH, KELANTAN, MALAYSIA

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ABSTRAK

Aspirasi Pendidikan Yayasan Islam Kelantan (YIK) menekankan lonjakan kecemerlangan akademik melalui strategi pemeraksanaan pengajaran dan pembelajaran (PdP) di sekolah, sejajar dengan falsafah dan matlamat Pendidikan YIK (YIK, 2022). Namun, peningkatan bilangan murid Maahad Tahfiz Sains Tanah Merah (MTSTM) yang memilih untuk meneruskan pengajian di sekolah lain menimbulkan kekusaran, yang menjejaskan hasrat YIK untuk melahirkan pemimpin huffaz profesional yang kompeten pada masa depan. Kajian ini dijalankan untuk menilai kesediaan belajar murid MTSTM melalui amalan Sistem Hafazan Tahfiz YIK yang efektif. Metodologi kuantitatif digunakan dalam kajian ini dengan pendekatan tinjauan rentas yang terdiri daripada tiga bahagian: Latar Belakang Diri Responden, Amalan Sistem Hafazan Tahfiz YIK dan Kesediaan Belajar. Sebanyak 195 orang murid terlibat sebagai responden dalam kajian ini. Data yang diperolehi dianalisis menggunakan aplikasi 'Statistical Package for Social Science' (SPSS) Versi 20. Hasil kajian menunjukkan terdapat hubungan yang signifikan, namun sangat lemah. Oleh itu, kajian susulan berkaitan sistem hafazan tahfiz diperlukan bagi meningkatkan kesediaan belajar murid secara menyeluruh.

Kata Kunci: Amalan Sistem Hafazan Tahfiz YIK, Kesediaan belajar murid, Kurikulum bersepadu, Sains, Tahfiz

PENGENALAN

Penubuhan Maahad Tahfiz Yayasan Islam Kelantan (YIK) adalah impak perkembangan pesat pusat-pusat tahfiz di seluruh negara yang dipelopori oleh Kerajaan Persekutuan Malaysia pada tahun 1990-an (Noor Hisham Mohd Nawi et al., 2014). Aspirasi penubuhan maahad tahfiz YIK adalah hasil cetusan Almarhum Tuan Guru Dato' Bentara Setia Nik Abdul Aziz bin Nik Mat, Menteri Besar Kelantan (1990-2014) (YIK, 2010) berasaskan sistem yang tersusun dan efisien untuk melahirkan ulama' *huffaz* yang memahami dan memelihara kandungan Al-Quran serta berilmu pengetahuan, beramal soleh, bertaqwa dan berakhlak mulia (YIK, 2010). Sehubungan itu, Maahad Tahfiz Al-Quran wal Qiraat Pulau Chondong telah ditubuhkan pada tahun 1992 bagi merealisasikan hasrat tersebut. Kurikulum yang dilaksanakan di institusi ini adalah kurikulum bersepadu antara ilmu wahyu dan ilmu *waq'ie* (Noor Hisham Md Nawi, 2014) merangkumi Kurikulum Standard Sekolah Menengah (KSSM) Kementerian Pendidikan Malaysia (KPM), *Maahad Bu'uth al-Azhar* dan Tahfiz YIK.

Perkembangan maahad-maahad tahfiz di bawah kelolaan YIK semakin pesat dengan penubuhan maahad tahfiz sains berlandaskan pendidikan Al-Quran yang bertujuan menghasilkan *huffaz* profesional yang kompeten seperti saintis hafiz, doktor hafiz, pendidik hafiz, juruterbang hafiz, usahawan hafiz dan lain-lain. Maahad tahfiz sains yang pertama ditubuhkan ialah Maahad Tahfiz Sains Tanah Merah (MTSTM) yang mula beroperasi pada tahun 2004 dengan enrolmen pelajar seramai 120 orang (YIK, 2010).

Institusi tahfiz YIK terus menarik minat masyarakat, memandangkan mereka sedar akan manfaat, kebaikan, kelebihan dan martabat yang dimiliki oleh para *huffaz* (Muhammad Zulazizi Mohd Nawi et al., 2021). Ironinya, institusi tahfiz YIK berkembang pesat dan sehingga kini, terdapat 11 institusi tahfiz di bawah kelolaan YIK yang merentasi seluruh daerah di negeri Kelantan. Institusi-institusi ini termasuk Kolej Tahfiz Sains Nurul Aman, Maahad Tahfiz Sains Tanah Merah, Maahad Tahfiz Sains Bustanul Arifin,

Maahad Tahfiz Sains al-Muhammadi, Maahad Tahfiz Sains Nurul Hidayah, Maahad Tahfiz Al-Quran wal Qiraat Pulai Chondong, Maahad Tahfiz Al-Quran wal Qiraat al-Asriah, Maahad Tahfiz Al-Quran wal Qiraat Darul Saadah Lilbanat, Maahad Sains Tok Guru, SMU(A) Tarbiah Diniyah Tahfiz Bunut Sarang Burung dan SMU(A) Al-Kauthar Peringat dengan jumlah enrolmen seramai 2,956 orang murid dan 473 orang guru (YIK, 2022). Para huffaz yang dilahirkan daripada institusi tahfiz ini menjadi aset penting dalam pembentukan generasi Al-Qur'an (YIK, 2016).

Sehubungan itu, YIK komited dalam menyediakan pendidikan berkualiti tinggi bagi melengkapkan murid dengan ilmu pengetahuan dan kemahiran yang relevan untuk berjaya sebagai modal insan dan pemimpin profesional yang kompeten berteraskan nilai Islam yang kukuh sejajar dengan aspirasi pembangunan pendidikan mapan. Kualiti pendidikan merupakan agenda utama YIK dalam menjana modal insan Muslim yang mampu berkhidmat untuk diri, agama, bangsa dan masyarakat (YIK, 2015). Selaras dengan hasrat kerajaan untuk melahirkan modal insan *huffaz* profesional kompeten abad ke-21, kurikulum yang merangkumi tahfiz dan sains di sekolah aliran tahfiz sains memerlukan pengurusan yang berkualiti tinggi. Oleh itu, Kerajaan Negeri Kelantan melalui YIK terus menggembleng segala usaha untuk meningkatkan kualiti pengurusan tahfiz dengan menyediakan peruntukan kewangan, sumber fizikal dan sumber manusia di maahad-maahad tahfiz YIK (YIK, 2015). Selain itu, usaha juga dilakukan untuk memperkukuhkan kepimpinan sekolah dalam merancang, melaksanakan, mengawal dan menilai program kurikulum di sekolah (YIK, 2015).

Sistem pengajian yang sistematik serta kesediaan belajar murid merupakan faktor-faktor penting dalam pendidikan yang saling berkaitan (Firliani et al., 2019). Ironinya, kesediaan belajar adalah faktor kritikal untuk memastikan setiap isi kandungan pelajaran dapat dikuasai oleh murid. Persediaan ini membantu murid memahami pelajaran baharu berdasarkan pengalaman yang sedia ada.

PERNYATAAN MASALAH KAJIAN

Kelestarian pendidikan YIK telah terjejas dengan munculnya isu kritikal yang berkaitan dengan amalan sistem tahfiz dan ketidaksediaan belajar dalam kalangan murid di MTSTM, seperti yang dilaporkan oleh YIK (YIK, 2022). Antara faktor yang dikenal pasti adalah jumlah murid MTSTM yang berpindah sekolah pada tahun 2022. Perangkaan murid yang berpindah sekolah dari bulan Mac 2022 hingga bulan Jun 2022 mengikut tingkatan adalah seperti yang ditunjukkan dalam Jadual 1.

Jadual 1: Perangkaan Murid MTSTM yang Berpindah Sekolah pada Tahun 2022

Bil	Tingkatan	Jumlah Murid Berpindah
1	Satu	13
2	Dua	11
3	Tiga	3
4	Empat	16
5	Lima	10
Jumlah		53

Sumber: YIK, 2022

Bilangan murid yang berpindah dalam tempoh empat bulan pada tahun 2022 iaitu dari bulan Mac hingga Jun 2022 adalah seramai 53 orang (YIK, 2022). Perpindahan ini melibatkan semua tingkatan, iaitu dari Tingkatan 1 hingga Tingkatan 5. Murid Tingkatan 4 didapati paling ramai berpindah dari MTSTM, dengan jumlah 16 orang, diikuti oleh murid Tingkatan 1 seramai 13 orang, Tingkatan 2 seramai 11 orang, dan Tingkatan 5 seramai 10 orang. Manakala murid Tingkatan 3 didapati paling sedikit berpindah, dengan hanya tiga orang sahaja. Pergerakan murid yang berpindah sekolah ini telah menimbulkan masalah kepada pihak pengurusan, yang sedikit sebanyak menimbulkan kegusaran dalam perancangan masa depan.

Oleh yang demikian, kajian ini dijalankan untuk meninjau hubungan antara Amalan Sistem Hafazan Tahfiz YIK dengan kesediaan belajar murid MTSTM. Hal ini adalah kerana perkembangan berkaitan amalan Sistem hafazan Tahfiz YIK dan kesediaan belajar murid memerlukan tinjauan menyeluruh untuk memastikan YIK dapat meneruskan usaha dalam mempertingkatkan kualiti pendidikan tahfiz yang unggul, demi melahirkan *huffaz* profesional kompeten yang memahami dan memelihara Al-Quran.

Objektif dan Persoalan Kajian

Objektif utama kajian adalah untuk memperjelaskan hubungan amalan Sistem Hafazan Tahfiz YIK dengan kesediaan belajar murid MTSTM melalui penjelasan tahap dan hubungan amalan Sistem Hafazan Tahfiz YIK dengan kesediaan belajar murid MTSTM.

Secara khusus, objektif kajian adalah sebagaimana berikut:

- i. Mengenal pasti tahap amalan Sistem Hafazan Tahfiz YIK di MTSTM
- ii. Mengenal pasti tahap kesediaan belajar murid MTSTM
- iii. Menentukan hubungan amalan Sistem Hafazan Tahfiz YIK dan tahap kesediaan belajar murid di MTSTM

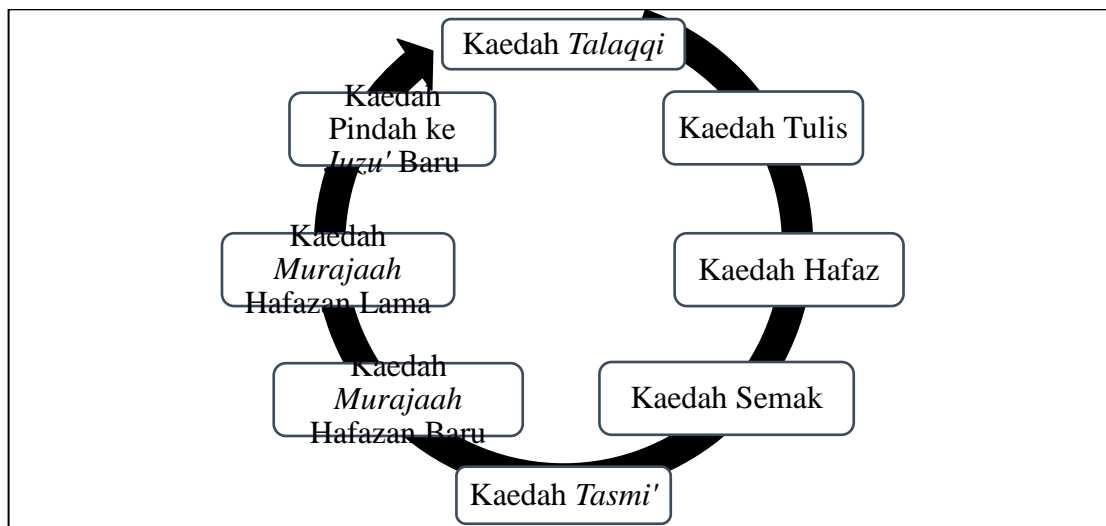
Berdasarkan objektif kajian yang telah ditetapkan, tiga persoalan kajian telah diutarakan sebagaimana berikut:

- i. Apakah tahap amalan Sistem Hafazan Tahfiz YIK di MTSTM?
- ii. Apakah tahap kesediaan belajar murid MTSTM?
- iii. Adakah terdapat hubungan tahap amalan Sistem Hafazan Tahfiz YIK dengan tahap kesediaan belajar murid di MTSTM?

Pemboleh Ubah Kajian

Pemboleh Ubah 1: Model Tahfiz Yayasan Islam Kelantan

Bertunjangkan kurikulum tahfiz YIK, Model Tahfiz YIK (2016) dipilih sebagai teori pemboleh ubah bebas dalam kajian ini. Lapan dimensi asas sistem sekolah tahfiz yang digariskan oleh YIK (2016) adalah seperti yang digambarkan dalam Rajah 1:



Rajah 1. Model Sistem Hafazan Tahfiz YIK (YIK, 2016)

Pendekatan tahfiz ini menampilkan lapan kaedah khusus, iaitu kaedah *talaqqi*, tulis, *hafaz*, *semak*, *tasmi*, *murajaah* hafazan baru, *murajaah* hafazan lama dan kaedah pindah *juzu* baru, yang dijadikan panduan asas pelaksanaan kurikulum tahfiz di maahad tahfiz di bawah kelolaan YIK. Walaupun kepentingan setiap dimensi berbeza, namun semuanya saling berkesinambungan antara satu sama lain. Kurikulum tahfiz YIK merujuk kepada sukatan menghafaz 30 *juzu* ayat suci Al-Qur'an mengikut sukatan mata pelajaran *Maahad Qiraat al-Azhar* (YIK, 2016). Selain itu, tiga kurikulum bersepadu - Kurikulum Standard Sekolah Menengah (KSSM) KPM, *Maahad Bu'uth al-Azhar* dan Tahfiz YIK dilaksanakan di sekolah-sekolah tahfiz YIK di seluruh Kelantan. Kaedah-kaedah tahfiz yang digariskan oleh YIK (YIK, 2016) adalah sebagaimana berikut:

Kaedah Talaqqi:

Pelaksanaan kaedah ini dilaksanakan dengan cara guru tahfiz Al-Quran membaca sementara murid mendengar dan memerhatikan kesalahan bacaan. Kemudian, murid membaca dan guru mendengar, seterusnya guru akan membetulkan bacaan murid khususnya berkaitan *makhraj* huruf, sifat huruf, *waqaf* dan *ibtida*. Semua murid diwajibkan menyertai aktiviti *talaqqi* secara individu atau berkumpulan sebelum memulakan hafazan.

Kaedah Tulis:

Setiap murid wajib menulis ayat-ayat Al-Quran yang telah dihafaz mengikut kaedah *Rasm Uthmani* dengan berpandukan *mushaf* cetakan Madinah serta terjemahan ayat dari Buku Tulisan Ayat yang menggunakan kaedah tulisan Jawi Dewan Bahasa dan Pustaka. Penulisan dalam Buku Tulisan Ayat dilakukan semasa kelas persediaan dan di luar waktu pengajaran dan pembelajaran (PdP) Al-Quran. Antara syarat lain adalah penggunaan pen dakwat biru dan hitam sahaja untuk menulis ayat. Selain itu, guru tahfiz Al-Quran perlu memastikan Buku Tulisan Ayat murid sentiasa bersih, berbalut dan kemas serta dicatatkan nama dan nombor pendaftaran murid. Buku tersebut hendaklah disahkan, ditandatangani dan dicap oleh guru.

Murid dikehendaki menjaga dan menyimpan Buku Tulisan Ayat dengan baik kerana penyerahan Buku Tulisan Ayat 30 *juzu* kepada pihak Jawatankuasa Al-Quran adalah syarat untuk mendapatkan Sijil Khatam Hafazan Al-Quran. Sekiranya berlaku kehilangan Buku Tulisan Ayat, murid mesti memaklumkan kepada guru tahfiz Al-Quran masing-masing dan wajib mengulangi tulisan ayat yang telah dihafaz.

Kaedah Hafaz:

Setiap ayat yang akan dihafaz mestilah telah *ditalaqqi* dan *ditashih* oleh guru tahfiz Al-Quran. Murid diwajibkan menghafaz sekurang-kurangnya satu muka surat setiap hari atau enam muka surat dalam seminggu. Kaedah hafazan hendaklah disesuaikan dengan kemampuan murid. Walau bagaimanapun, jangkaan hafazan lengkap 30 *juzu* Al-Quran adalah semasa murid berada di Tingkatan 5 maahad tahfiz.

Kaedah Semak:

Setelah murid menghafaz, mereka mestilah menyemak hafazan dengan rakan yang mempunyai bacaan yang lebih baik sebelum melakukan *tasmi*. Rakan tersebut harus memerhatikan kesilapan dalam hafazan dan membetulkannya serta mengulangi hafazan beberapa kali sebelum *tasmi*. Sekiranya hafazan Al-Quran lancar dan tiada kesalahan, murid boleh memulakan aktiviti *tasmi* dengan guru tahfiz Al-Quran.

Kaedah Tasmi':

Murid diwajibkan melaksanakan *tasmi'* bersama Buku Tulisan Ayat dan terjemahan. Semasa *tasmi'*, guru tahfiz Al-Quran akan menyemak dan membetulkan kesilapan dalam tulisan ayat dan terjemahan murid. Murid perlu melakukan *tasmi'* sekurang-kurangnya satu muka surat setiap minggu. Muka surat yang telah *ditasmi'* mesti ditandatangani dan dicap oleh guru tahfiz Al-Quran. Kelayakan untuk pindah muka surat atau lulus *tasmi'* adalah apabila murid tidak melakukan kesalahan hafazan dan tajwid melebihi tiga kali. Guru perlu merekod setiap pelaksanaan *tasmi'* murid dalam Buku Catatan Hafazan

Harian Murid yang disediakan dan menghantarnya pada hujung minggu (Hari Khamis) kepada Penolong Kanan (Al-Quran) untuk semakan pentadbir sekolah.

Kaedah *Murajaah* Hafazan Baru (*Juzu' Semasa*):

Selepas pelaksanaan *tasmi'*, murid diwajibkan memulakan aktiviti *murajaah* hafazan baru (*juzu' semasa*) satu *juzu'* selepas *tasmi'* menggunakan sistem *murajaah* yang ditetapkan. *Murajaah* hendaklah dilakukan bersama guru atau rakan. Guru tahfiz Al-Quran perlu menandatangani muka surat yang telah dilaksanakan *murajaah*.

Kaedah *Murajaah* Hafazan Lama (*Dua Juzu' Sehari*):

Murid diwajibkan melaksanakan *murajaah* (ulangkaji) hafazan lama dua *juzu'* sehari semasa proses pengajaran dan pembelajaran (PdP) - selepas waktu rehat. *Murajaah* hendaklah dilakukan bersama guru tahfiz Al-Quran atau rakan. Guru perlu merekodkan aktiviti tersebut iaitu pencapaian tahap *juzu'* yang diulangkaji di dalam Buku Catatan *Murajaah*.

Kaedah Pindah Ke *Juzu' Baharu*:

Murid diberi tempoh sekurang-kurangnya tiga hari untuk memulakan *murajaah* (ulangkaji) *juzu'* yang baharu selesai *ditasmi'* sebelum diuji. Murid diuji dengan lapan soalan oleh guru tahfiz Al-Quran untuk menentukan kelulusan. Semasa ujian, kesalahan murid tidak boleh melebihi tiga kesalahan. Jika melebihi had ini, murid akan dianggap gagal untuk berpindah ke *juzu'* baharu. Sekiranya gagal, murid akan diberi tempoh tambahan selama seminggu untuk *murajaah*. Jika murid masih gagal selepas tempoh tambahan, mereka dibenarkan untuk *tasmi'* hafazan baharu sambil terus *murajaah* hafazan lama mengikut kemampuan. Setelah lulus, murid akan diuji sekali lagi oleh jawatankuasa yang ditetapkan oleh Jawatankuasa Tahfiz Al-Quran sekolah. Murid hanya dibenarkan menghafaz *juzu'* baharu selepas diakui lulus oleh jawatankuasa tersebut.

Kitaran ini akan berterusan dalam proses hafazan Al-Quran di MTSTM sehingga murid tamat atau khatam hafazan dan disahkan layak menerima sijil tahfiz Al-Quran. Proses pembelajaran tahfiz ini adalah dalam tempoh murid Tingkatan 1 hingga Tingkatan 5 di MTSTM.

Pemboleh Ubah 2: Teori Kesiediaan Belajar

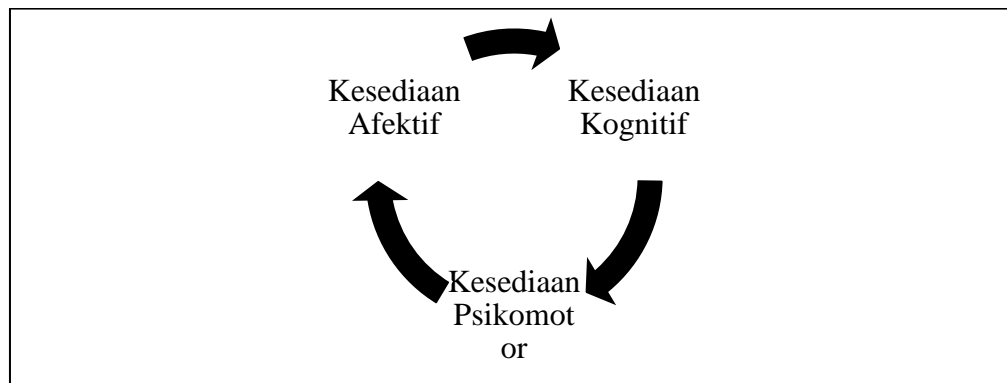
Teori Kesiediaan Belajar Murid diasaskan oleh Edward Lee Thorndike pada tahun 1913 (Davis & Palladino, 2005). Menurut teori ini, hukum pembelajaran dalam Teori Behavioristik merangkumi Hukum Kesiediaan, Hukum Latihan dan Hukum Kesan (Mok Soon Sang, 2003). Thorndike berpendapat bahawa pembelajaran adalah peristiwa yang melibatkan interaksi antara stimulus dan respon (Firliani et al., 2019). Stimulus adalah perubahan luaran yang memicu tindakan, manakala respon adalah sebarang tindakan atau tingkah laku yang terhasil daripada rangsangan (Davis & Palladino, 2005). Pembelajaran adalah perubahan tingkah laku yang boleh diperhatikan secara langsung akibat daripada adanya stimulus dan respon menurut prinsip mekanistik. Ini termasuk kaedah belajar cuba-ralat: '*trial and error*' serta '*reinforcement*'. Oleh itu, seseorang individu akan belajar jika terdapat paksaan, sebaliknya tidak akan belajar jika tiada sebarang paksaan (Nor Kolis & Aisyah, 2022). Selain itu, latihan yang dilakukan secara berulang-ulang akan menyebabkan gerak balas yang dihasilkan pada peringkat permulaan akan semakin berkurangan. Manakala perhubungan antara rangsangan dan gerak balas pula akan semakin kukuh.

Asasnya, kesiediaan bermaksud kesanggupan, kerelaan dan keinginan (Kamus Dewan, 2017) yang menggambarkan persediaan untuk bertindak. Manakala belajar merujuk kepada proses menuntut ilmu pengetahuan. Oleh itu, kesiediaan belajar adalah keadaan dalaman individu yang bersedia dan berupaya untuk menerima maklumat atau ilmu dari persekitaran dengan fikiran terbuka. Kesiediaan belajar juga melibatkan pengintegrasian aspek fizikal, mental, dan emosi (kejiwaan) seseorang dalam melaksanakan tindakan.

Dalam teori pembelajaran Thorndike, aspek Kesiediaan Belajar menjadi pemboleh ubah bersandar dalam kajian ini. Sehubungan itu, Hukum Kesiediaan Belajar ini selari dengan pemikiran al-Ghazali yang menekankan teknik belajar secara bertahap dari mudah ke susah untuk memastikan persediaan murid dalam proses pembelajaran (Mutiara Ihya' Ulumuddin, 2013). Oleh itu, seorang pendidik harus memiliki pengetahuan yang kompeten untuk menghasilkan teknik yang sesuai dengan tahap intelektual peserta didik. Sebagai analogi, seorang murid yang bersedia menuntut ilmu boleh diibaratkan seperti gelas yang sudah penuh berisi air, yang menggambarkan motivasi serta kesiediaan bukan sahaja dari segi fizikal, tetapi juga psikomotor dan afektif. Banyak faktor yang perlu diperhatikan dalam melaksanakan teori ini, termasuk memastikan bahawa kegiatan belajar adalah penting bagi murid, memastikan kesiediaan belajar murid sebelum memulakan pengajaran dan mengenakan tindakan terhadap murid yang melanggar peraturan.

Kesiediaan pembelajaran merujuk kepada usaha guru dalam memastikan pencapaian ilmu murid, supaya mereka dapat memahami dan menghayati pelajaran dengan lebih mudah. Kesiediaan ini dicapai apabila guru dapat memperkenalkan topik yang menarik dan menimbulkan minat murid, sehingga mereka merasa terdorong untuk mendalami dan memperoleh kepuasan dalam pembelajaran. Dengan ini, guru dapat menangani masalah perbezaan individu, jantina, keyakinan diri serta aspek mental dan fizikal murid.

Tahap penguasaan pembelajaran berbeza bagi setiap murid dan ia bergantung kepada faktor-faktor seperti kesiediaan, motivasi, pengamatan, penanggapan, ingatan, lupa, pemindahan pembelajaran, pemikiran, nilai dan sikap. Untuk memastikan pembelajaran berkesan, murid perlu mencapai kesiediaan dalam tiga aspek utama: kognitif (mental), psikomotor (fizikal) dan afektif (emosi dan sikap). Pengalaman awal murid juga mempengaruhi pembelajaran dan perkembangan mereka ke peringkat seterusnya. Oleh itu, ketiga-tiga jenis kesiediaan belajar ini adalah penting untuk memastikan pembelajaran yang berkesan. Teori Kesiediaan Belajar yang diasaskan oleh Thorndike ditunjukkan sebagaimana yang tertera dalam Rajah 2:



Rajah 2. Teori Kesiediaan Belajar Murid (Edward Lee Thorndike, 1913)

Teori Kesiediaan Belajar yang diasaskan oleh Thorndike, seperti yang ditunjukkan dalam Rajah 2 menggambarkan aspek-aspek utama kesiediaan belajar termasuk Kesiediaan Kognitif, Kesiediaan Psikomotor dan Kesiediaan Afektif. Rajah ini memberikan visualisasi mengenai konsep-konsep tersebut dan bagaimana ia diterapkan dalam pembelajaran.

Kesiediaan Kognitif

Kognitif merujuk kepada proses mental yang mengubah input sensori menjadi maklumat yang lebih bermakna melalui proses merekod, menyimpan dan menggunakan maklumat sedia ada. Kesiediaan kognitif atau mental merujuk kepada perkembangan mental yang membolehkan seseorang menerima dan memahami rangsangan, menganalisis serta menghubungkan pengalaman sedia ada (Ma'rof & Haslinda, 2001). Ini termasuk kemampuan dan daya untuk memberi tumpuan, menetapkan matlamat serta berfikir secara kritis dan kreatif dalam penyelesaian masalah tanpa dipengaruhi oleh nafsu semata-mata

Sebagai contoh, murid sekolah rendah yang bersedia untuk belajar operasi konkrit akan lebih mudah memulakan pembelajaran operasi kompleks apabila melangkah ke sekolah menengah. Selain itu, ketika kita membaca dan memahami bahan dalam bab ini, kita sedang melibatkan aspek kognitif. Apabila seseorang mencapai kesediaan mental, pencapaian matlamat atau prestasi akademik mereka biasanya selaras dengan usaha dan latihan yang mereka lalui.

Murid yang bersedia dari segi mental lebih mudah menerima pelajaran, bersifat rasional dan bijak membuat keputusan yang bermanfaat. Ketenangan minda yang berlandaskan pemikiran rasional membantu mengawal diri dan mengelakkan perlakuan yang merugikan diri atau membinasakan diri sendiri. Pengawalan ini membolehkan murid lebih fokus, yakin dan bersemangat dalam pembelajaran seterusnya. Situasi ini memudahkan mereka memperoleh ilmu tanpa merasa tertekan (Mok Soon Sang, 2003).

Kesediaan Psikomotor

Kesediaan belajar juga merangkumi aspek fizikal dari segi perlakuan dan tindakan serta keadaan persekitaran seperti kebisingan dan kekurangan peralatan atau bahan yang boleh menggugat kesediaan murid untuk belajar. Kesediaan psikomotor pula merujuk kepada kesediaan fizikal murid untuk menjalani latihan yang melibatkan penggunaan fungsi tubuh badan sebagai penggerak utama (Hermansyah, 2020).

Penguasaan kesediaan psikomotor bergantung kepada kesediaan kognitif dan afektif. Contohnya, jika seorang murid masih berbual dengan rakan ketika guru mengajar atau tidak menyediakan peralatan belajar seperti buku dan alat tulis, ini menunjukkan bahawa murid tersebut belum mencapai persediaan psikomotor yang diperlukan untuk belajar. Lebih kritikal lagi, jika murid enggan melihat buku dan alat tulis serta mengelakkan diri daripada hadir ke sekolah, ini menunjukkan masalah yang lebih mendalam dalam kesediaan psikomotor mereka. Keadaan kesihatan murid juga memberi kesan besar terhadap proses pembelajaran mereka.

Kesediaan psikomotor adalah penting untuk mencapai koordinasi pergerakan otot yang sempurna. Oleh itu, segala aktiviti dan alat bantu mengajar yang disediakan oleh guru haruslah selaras dengan kesediaan psikomotor murid untuk mencapai objektif pengajaran dengan lebih efektif (Firliani et al., 2019).

Kesediaan Afektif

Afektif merujuk kepada aspek yang melibatkan perasaan, keinginan, minat, semangat dan ketekunan dalam melaksanakan aktiviti pembelajaran. Oleh itu, kesediaan afektif adalah sikap, perasaan dan nilai seseorang individu terhadap pelajaran yang diikutinya. Murid yang mempunyai kesediaan afektif yang positif cenderung menjadi lebih aktif dan mudah menerima pembelajaran (Firliani et al., 2019). Mereka juga akan terdorong untuk meningkatkan prestasi dan mencapai kejayaan.

Apabila murid meminati sesuatu mata pelajaran, mereka akan lebih fokus dan aktif dalam melakukan aktiviti pembelajaran yang disediakan. Ini ditunjukkan melalui sikap prihatin, bertanggungjawab dan tekun (Hermansyah, 2019). Sebagai contoh, seorang murid yang mempunyai minat dalam mata pelajaran Sains kerana pengalaman menyeronokkan semasa eksperimen akan merasa puas dan bersemangat dalam aktiviti tersebut. Sebaliknya, jika mereka tidak dapat melakukannya, mereka mungkin merasa kecewa dan tidak puas hati.

Hal yang demikian, kesediaan afektif adalah sesuatu yang penting kerana ia mempengaruhi sikap murid dalam kelas seperti kegembiraan, keceriaan, keyakinan diri dan motivasi. Ini memastikan proses pembelajaran dapat dilaksanakan dengan baik dan berkesan. Oleh itu, kesediaan afektif perlu dipersiapkan sebelum murid dapat belajar dengan baik. Guru harus merancang pengajaran dengan efektif untuk memastikan penglibatan aktif murid (Nor Kolis & Aisyah, 2022).

Apabila murid bersedia untuk belajar, mereka akan merasa puas dengan proses pembelajaran. Sebaliknya, jika mereka tidak bersedia dan dipaksa untuk belajar, ini boleh menyebabkan perasaan kecewa, tidak puas hati atau kesukaran menerima pembelajaran (Nor Kolis & Aisyah, 2022).

METODOLOGI

Kajian ini menggunakan pendekatan kuantitatif dengan menggunakan soal selidik. Kajian ini berbentuk tinjauan dan menggunakan pendekatan kajian rentas (*cross-sectional*).

Populasi kajian terdiri daripada 195 orang murid perempuan Tingkatan 3 hingga Tingkatan 5 di MTSTM. Sampel kajian juga terdiri daripada 195 orang murid dari sekolah ini. Pemilihan sampel adalah berdasarkan jadual saiz sampel oleh Krejcie dan Morgan (1970), yang digunakan untuk menentukan jumlah sampel yang sesuai dari populasi.

Kaedah persampelan yang digunakan adalah teknik rawak berstrata (*stratified sampling*) pelbagai peringkat. Teknik ini dipilih untuk memastikan sampel mewakili murid dari Tingkatan 3 hingga Tingkatan 5 di MTSTM. Jumlah murid yang dipilih mengikut tingkatan adalah seperti Jadual 2:

Jadual 2: Jumlah Murid yang Dipilih Mengikut Tingkatan

Bil	Tingkatan	Jumlah Responden
1	Tiga	70
2	Empat	51
3	Lima	74
Jumlah		195

Kadar pemulangan set soal selidik mencapai 100 peratus, dengan keseluruhan 195 set soal selidik yang diagihkan dikembalikan. Semua set soal selidik yang dikembalikan adalah didapati lengkap. Data yang dikumpulkan dianalisis menggunakan kaedah deskriptif dengan bantuan aplikasi *Statistical Package for the Social Sciences* (SPSS) versi 20. Analisis data kuantitatif termasuk ujian normaliti untuk menentukan taburan data dan kesesuaian kaedah analisis lanjut.

DAPATAN KAJIAN

Penilaian Tahap Amalan Sistem Hafazan Tahfiz YIK dan Kesediaan Belajar Murid

Tahap Amalan Sistem Hafazan Tahfiz YIK dan kesediaan belajar murid MTSTM dinilai berdasarkan nilai skor min dan sisihan piawai yang diperolehi daripada maklum balas 195 responden. Penilaian menggunakan skala Likert dari satu (1) hingga lima (5) yang dikelaskan kepada tiga tahap sebagaimana Jadual 3:

Jadual 3: Pengelasan Penilaian Skala Likert

Bil	Tahap	Deskripsi
1	Tinggi	Skor min antara 3.67 hingga 5.00
2	Sederhana	Skor min antara 2.34 hingga 3.66
3	Rendah	Skor min antara 1.00 hingga 2.33

Pengelasan ini merujuk kepada tahap pencapaian atau keberkesanan yang dinilai, dengan tahap yang paling tinggi menunjukkan penilaian yang sangat positif, sementara tahap rendah menunjukkan penilaian yang kurang memuaskan (Chua Yan Piaw, 2013).

Hasil Analisis Amalan Sistem Hafazan Tahfiz YIK

Hasil analisis tahap bagi setiap item Amalan Sistem Hafazan Tahfiz YIK adalah sebagaimana yang dipaparkan dalam Jadual 4. Jadual ini menunjukkan skor min dan sisihan piawai untuk setiap item yang dinilai, serta pengelasan tahap berdasarkan skala Likert satu (1) hingga lima (5).

Jadual 4: Keputusan Analisis Item Pemboleh Ubah Amalan Sistem Hafazan Tahfiz YIK di MTSTM

No. Item	Dimensi	Item	Min	SP
B1	Kaedah <i>Talaqqi</i>	Aktiviti <i>talaqqi</i> dapat membantu bacaan al-Quran	4.99	.10
B2	Kaedah <i>Talaqqi</i>	Aktiviti <i>talaqqi</i> penting sebagai persiapan untuk hafazan al-Quran	4.95	.24
B3	Kaedah Tulis	Amalan tulisan ayat al-Quran bersama baris dilaksanakan	3.28	.79
B4	Kaedah Tulis	Amalan tulisan ayat al-Quran bersama terjemahan dilaksanakan	1.97	.79
B5	Kaedah Hafaz	Aktiviti hafazan <i>ditashih</i> oleh guru	4.98	.12
B6	Kaedah Hafaz	Aktiviti hafazan adalah melalui semakan dengan rakan-rakan	3.90	.63
B7	Kaedah Semak	Semakan hafazan al-Quran dengan rakan dilaksanakan sebelum tasmi'	4.37	.55
B8	Kaedah <i>Tasmi'</i>	Sebelum <i>tasmi'</i> , hafazan al-Quran hendaklah diulang	4.73	.44
B9	Kaedah <i>Tasmi'</i>	Aktiviti <i>tasmi'</i> hafazan al-Quran dilaksanakan di hadapan guru	4.91	.28
B10	Kaedah <i>Tasmi'</i>	Guru memperbetulkan bacaan murid semasa aktiviti <i>tasmi'</i> al-Quran	4.99	.10
B11	Kaedah <i>Murajaah</i> Hafazan Baru	Aktiviti <i>murajaah</i> hafazan baru adalah bersama rakan	4.84	.52
B12	Kaedah <i>Murajaah</i> Hafazan Lama	Aktiviti <i>murajaah</i> hafazan lama adalah bersama rakan	4.88	.37
B13	Kaedah Pindah <i>Juzu'</i>	Pindah <i>juzu'</i> dengan sistem tebuk adalah membebaskan	4.71	.82

Catatan:

Min: Skor Min; *SP:* Sisihan Piawai

Jadual ini menunjukkan skor min dan sisihan piawai bagi setiap item dalam dimensi amalan Sistem Hafazan Tahfiz YIK di MTSTM. Berdasarkan hasil analisis, dimensi dengan skor min tertinggi adalah Kaedah *Talaqqi* yang mencapai (M=4.97, SP=0.17) diikuti Kaedah Hafaz yang mencapai (M=4.94, SP=0.20) dan seterusnya Kaedah *Tasmi'* yang mencapai (M=4.78, SP=0.37). Keputusan analisis bagi tiga dimensi ini telah menunjukkan tahap amalan yang tinggi.

Manakala dimensi dengan skor min terendah pula adalah Kaedah Tulis dengan pencapaian (M=2.63, SP= 0.71); menunjukkan tahap amalan yang sederhana diikuti Kaedah Semak dengan pencapaian (M=4.37, SP=0.55); menunjukkan tahap amalan yang tinggi tetapi lebih rendah berbanding dimensi lain.

Berdasarkan analisis, keseluruhan tahap amalan Sistem Hafazan Tahfiz YIK berada pada tahap yang tinggi (M=4.48, SP=0.43). Dimensi Seperti Kaedah *Talaqqi*, Kaedah Hafaz dan Kaedah *Tasmi'* menunjukkan penilaian yang sangat positif oleh responden. Sebaliknya, dimensi Kaedah Tulis menunjukkan skor yang lebih rendah; mencadangkan keperluan untuk penambahbaikan dalam aspek ini.

Hasil Analisis Tahap Kesiapan Belajar Murid MTSTM

Hasil analisis tahap bagi setiap item Kesiapan Belajar Murid MTSTM adalah sebagaimana yang dipaparkan dalam Jadual 5:

Jadual 5: Keputusan Analisis Item Pemboleh Ubah Kesiediaan Belajar Murid MTSTM

No. Item	Dimensi	Item	Min	SP
C1	Kesiediaan Kognitif	Saya dapat menumpukan hafazan Al-Quran sepenuhnya	3.31	0.54
C2	Kesiediaan Kognitif	Saya mampu menguruskan masa dengan baik untuk menghafaz Al-Quran	2.42	0.66
C3	Kesiediaan Kognitif	Saya terlibat aktif dengan aktiviti hafazan Al-Quran	2.44	1.05
C4	Kesiediaan Kognitif	Saya sentiasa mengambil peluang mengemukakan soalan berkaitan tahfiz Al-Quran	2.24	0.98
C5	Kesiediaan Kognitif	Saya mempunyai kaedah sendiri untuk menghafaz Al-Quran	4.51	0.60
C6	Kesiediaan Kognitif	Saya terasa penat dengan hafazan lepas	3.78	0.56
C7	Kesiediaan Kognitif	Hafazan lepas membantu saya untuk meneruskan hafazan yang belum selesai	2.28	0.65
C8	Kesiediaan Kognitif	Tulisan ayat meningkatkan kefahaman saya terhadap hafazan Al-Quran	4.05	0.39
C9	Kesiediaan Kognitif	Saya dapat menyelesaikan masalah pembelajaran dengan hafazan Al-Quran	3.03	0.44
C10	Kesiediaan Kognitif	Hafazan Al-Quran membantu mencungkil keinginan saya untuk belajar	2.49	0.80
C11	Kesiediaan Psikomotor	Hafazan Al-Quran membantu saya lebih tekun belajar	2.44	0.75
C12	Kesiediaan Psikomotor	Hafazan Al-Quran menyebabkan saya rasa tertekan	3.59	0.92
C13	Kesiediaan Psikomotor	Saya rasa lebih bermotivasi untuk belajar selepas selesai ujian hafazan al-Quran	2.92	0.57
C14	Kesiediaan Psikomotor	Sukatan hafazan Al-Quran memenatkan saya	2.59	1.07
C15	Kesiediaan Psikomotor	Syarat hafazan 15 <i>juzu'</i> Al-Qur'an untuk peperiksaan SMU membebankan saya	4.65	0.76

C16	Kesediaan Psikomotor or	Bebanan 15 <i>juzu</i> ' Al-Qur'an hafazan peperiksaan SMU punca saya tertekan	4.67	0.73
C17	Kesediaan Psikomotor or	Tiada halangan untuk saya melaksanakan ulangan hafazan Al-Quran semasa Tingkatan 4	1.92	0.79
C18	Kesediaan Psikomotor or	Tiada halangan untuk saya melaksanakan ulangan hafazan Al-Quran semasa Tingkatan 5	1.45	0.75
C19	Kesediaan Psikomotor or	Saya dapat menumpukan hafazan Al-Quran dan aliran Sains dengan baik	1.98	0.82
C20	Kesediaan Psikomotor or	Saya terlibat aktif dengan aktiviti soal jawab dalam sesi pembelajaran	2.98	0.56
C21	Kesediaan Psikomotor or	Saya terlibat aktif dengan kerja berkumpulan dalam sesi pembelajaran	3.12	0.59
C22	Kesediaan Afektif	Saya mampu menguruskan masa dengan baik untuk belajar	3.01	0.37
C23	Kesediaan Afektif	Saya mempunyai kaedah sendiri untuk belajar semua pelajaran	2.36	0.75
C24	Kesediaan Afektif	Saya sentiasa bersemangat untuk belajar dalam aliran Tahfiz dan Sains	3.14	0.89
C25	Kesediaan Afektif	Mata pelajaran aliran Sains memenatkan saya sebagai pelajar Tahfiz	4.06	0.83
C26	Kesediaan Afektif	Aliran alternatif SPM iaitu aliran ekonomi perlu untuk saya	4.58	1.05
C27	Kesediaan Afektif	Aliran alternatif SPM iaitu aliran perdagangan perlu untuk saya	4.57	0.99

Catatan:

Min: Skor Min; SP: Sisihan Piawai

Berdasarkan hasil analisis, dimensi dengan skor min tertinggi adalah Kesediaan Psikomotor: item C16 'Bebanan 15 *juzu* ' Al-Qur'an hafazan peperiksaan SMU punca saya tertekan' dengan pencapaian (M=4.67, SP=0.73) dan C15 'Syarat hafazan 15 *juzu* ' Al-Qur'an untuk peperiksaan SMU membebaskan saya' dengan pencapaian (M=4.65, SP=0.76). Hal ini memperjelaskan bahawa skor yang sangat tinggi menunjukkan bebanan hafazan untuk peperiksaan SMU sebagai punca tekanan sekaligus juga menunjukkan keperluan untuk tawaran aliran alternatif dalam peperiksaan SPM adalah tinggi.

Manakala Kesediaan Afektif: Item C26 'Aliran alternatif SPM iaitu aliran ekonomi perlu untuk saya' dengan pencapaian (M=4.58, SP=1.05) dan item C27 'Aliran alternatif SPM iaitu aliran perdagangan

perlu untuk saya' dengan pencapaian (M=4.57, SP=0.99) menunjukkan bahawa tawaran aliran alternatif peperiksaan SPM seperti ekonomi dan perdagangan dianggap penting oleh responden.

Seterusnya, dimensi dengan skor min terendah adalah Kesiediaan Psikomotor: Item C18 'Tiada halangan untuk saya melaksanakan ulangan hafazan Al-Quran semasa Tingkatan 5' yang mencapai (M=1.45, SP=0.75) diikuti item C17 'Tiada halangan untuk saya melaksanakan ulangan hafazan Al-Quran semasa Tingkatan 4' yang mencapai (M=1.92, SP=0.79) menunjukkan halangan untuk melaksanakan ulangan hafazan dan item C19 'Saya dapat menumpukan hafazan Al-Quran dan aliran Sains dengan baik' yang mencapai (M=1.98, SP=0.82) menunjukkan kesukaran menumpukan pembelajaran hafazan dan juga aliran Sains.

Manakala keputusan analisis juga menunjukkan bahawa Kesiediaan Kognitif: Item C10 'Hafazan Al-Quran membantu mencungkil keinginan saya untuk belajar' (M=2.49, SP=0.80) menunjukkan bahawa hafazan Al-Quran tidak selalu membantu mencungkil keinginan untuk belajar. Berdasarkan analisis, tahap keseluruhan kesiediaan belajar murid menunjukkan tahap min yang sederhana. Dimensi kesiediaan psikomotor dan afektif yang dinilai tinggi dalam beberapa aspek, tetapi aspek yang lain pula dinilai dengan tahap min yang rendah, menunjukkan cabaran dalam pengurusan masa dan tekanan belajar murid. Keputusan ini menekankan keperluan untuk intervensi yang lebih baik dalam menguruskan beban hafazan murid, meningkatkan motivasi murid serta merancang strategi pengurusan masa murid.

Hubungan Amalan Sistem Hafazan Tahfiz YIK dan Kesiediaan Belajar Murid MTSTM

Hasil analisis korelasi Pearson telah menunjukkan terdapat hubungan positif yang signifikan tetapi sangat lemah antara dimensi amalan Sistem Hafazan Tahfiz YIK dan kesiediaan belajar murid MTSTM, dengan pekali korelasi (r) sebanyak 0.155 dan nilai $p < 0.031$. Hal ini menunjukkan bahawa walaupun terdapat hubungan yang signifikan, kekuatannya adalah sangat lemah menurut skala Chua Yan Piaw (2013), di mana nilai korelasi antara 0.01 hingga 0.30 dianggap sangat lemah.

Jadual 6: Analisis Korelasi Pearson Hubungan Amalan Sistem Tahfiz YIK dan Kesiediaan Belajar Murid MTSTM

Pemboleh Ubah	Pekali Korelasi (r)	Sig. (p)	N
Amalan Sistem Hafazan Tahfiz YIK	1	-	195
KKesiediaan Belajar Murid	0.155*	0.031	195
AAmalan Sistem Hafazan Tahfiz YIK	0.155*	0.031	195
KKesiediaan Belajar Murid	1	-	195

* $p < 0.05$

Keputusan kajian yang menunjukkan bahawa hubungan positif yang sangat lemah antara dua pemboleh ubah telah memperjelaskan bahawa terdapat sedikit pengaruh amalan Sistem Hafazan Tahfiz YIK terhadap kesiediaan belajar murid. Hal ini bermakna peningkatan dalam amalan Sistem Hafazan Tahfiz YIK sedikit sebanyak berkaitan dengan peningkatan kesiediaan belajar murid. Namun demikian, kekuatan hubungannya adalah sangat lemah.

Hasil analisis juga menunjukkan, semua dimensi dalam Sistem Hafazan Tahfiz YIK - kaedah *talaqqi*, tulis, hafaz, semak, *tasmi*, *murajaah* hafazan baru, *murajaah* hafazan lama dan pindah *juzu* - telah terbukti mempunyai hubungan signifikan dengan kesiediaan belajar murid. Keadaan ini memperjelaskan kepentingan setiap dimensi dalam mempengaruhi kesiediaan belajar murid. Oleh itu, jika amalan Sistem Hafazan Tahfiz YIK diperbaiki, ada kemungkinan kecil kesiediaan belajar murid akan meningkat dan sebaliknya.

PENAMBAHBAIKAN DAN CADANGAN

Kedua-dua pemboleh ubah kajian ini memerlukan perhatian yang lebih mendalam dan tindakan yang tuntas bagi memastikan pelaksanaan penambahbaikan yang berterusan. Hal ini adalah kerana hubungan positif yang sangat lemah antara kedua-dua pemboleh ubah memberi petunjuk bahawa perubahan dalam amalan Sistem Hafazan Tahfiz YIK mungkin hanya memberi impak kecil terhadap kesediaan belajar murid.

Penambahbaikan amalan sistem tahfiz serta pemahaman yang lebih terperinci mengenai faktor-faktor yang mempengaruhi kesediaan belajar murid adalah penting bagi mencapai kecemerlangan dalam pendidikan tahfiz. Sewajarnya, strategi untuk meningkatkan kesediaan belajar murid secara menyeluruh perlu dirangka secara lebih cermat, teliti dan sistematik.

Selain itu, kajian lanjut yang lebih meluas dan mendalam diharapkan dapat memberikan sumbangan yang lebih besar kepada bidang ini serta berfungsi sebagai pemangkin kepada pendidikan tahfiz. Oleh itu, kajian masa depan disarankan menggunakan kaedah eksperimental dengan tempoh yang lebih panjang agar pengumpulan data yang lebih komprehensif dan hasil dapatan yang boleh diulang dapat direalisasikan.

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Kajian ini telah berjaya mencapai objektif utamanya, iaitu mengenal pasti hubungan antara amalan Sistem Hafazan Tahfiz YIK dan kesediaan belajar murid MTSTM. Kajian ini juga telah memberikan panduan penting mengenai hubungan tersebut dan berfungsi sebagai asas dalam merangka mekanisme yang sistematik serta amalan terbaik bagi mencapai matlamat pendidikan tahfiz dan sains. Selain itu, ia juga berperanan dalam membentuk pemimpin masa depan yang profesional dan kompeten. Dengan pengurusan dan pentadbiran yang teratur, institusi tahfiz akan menjadi lebih relevan dan berkesan dalam menghasilkan *huffaz* berkualiti tinggi.

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TIKTOK AS AN EFFECTIVE MARKETING TOOL FOR HIGHER EDUCATION

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ABSTRACT

This study is to explore the potential of TikTok as a marketing tool for higher education institutions, employing literature review approach and qualitative method. The use of literature review in the study may have allowed for a deeper exploration of the experiences and perceptions of individuals who have used TikTok as a marketing tool for higher education institutions. By drawing from qualitative research, including interviews with marketing staff and higher education stakeholders. The writing examines how TikTok can effectively promote higher education institutions and reveals that it offers a distinctive platform to highlight campus culture, values, and programs in a dynamic and captivating manner. TikTok can increase knowledge of the academic programs offered by higher education institutions, which can lead to greater brand awareness and engagement with prospective students. Therefore, this study concludes that TikTok has the potential to be a valuable marketing asset for higher education institutions seeking to engage with prospective students and build their brand image. Overall, it appears that TikTok has the potential to be a valuable marketing asset for higher education institutions seeking to build their brand image and engage with prospective students. TikTok emerges as a promising channel for higher education institutions to navigate and thrive in the digital age. By connecting its creative ability while directing its challenges, institutions can authentically showcase their academic programs, elevate brand recognition, and foster deeper connections with prospective students. However, it is important to note that the effectiveness of TikTok as a marketing tool may depend on various factors, such as the target audience and the specific goals and strategies of the higher education institution and need for further studies.

Keywords: TikTok, marketing tools, social media, higher education, brand awareness.

INTRODUCTION

TikTok has emerged as one of the most popular social media platforms in recent years, particularly among younger generations. The video-sharing application has become a cultural phenomenon, with over a billion active users worldwide, providing users with a creative outlet to showcase their talents and interests in short, simple videos. TikTok, on the other hand, is more than just a platform for entertainment and personal expression, it also provides tremendous opportunities for businesses and organizations to reach new audiences and promote their products and services. TikTok has quickly emerged as a powerful marketing tool for colleges and universities looking to attract and engage prospective students in the field of higher education. Higher education institutions can effectively promote their academic programs in an engaging and authentic way that resonates with TikTok's younger user base by leveraging the platform's unique features and creative potential.

The objective of this paper is to explore the effectiveness of TikTok in promoting academic programs in higher education to prospective students. While TikTok has emerged as a popular social media platform among younger generations, its effectiveness as a marketing tool for higher education institutions remains largely unexplored. Specifically, there is limited research on the effectiveness of TikTok campaigns in promoting academic programs, campus culture, and student life to prospective students. While TikTok's engaging and creative content has the potential to capture the attention of prospective students, the short-form video format and limited targeting capabilities may limit its effectiveness in conveying the unique features and benefits of a particular institution. There is a need

for research to explore the effectiveness of TikTok campaigns in promoting academic programs in higher education.

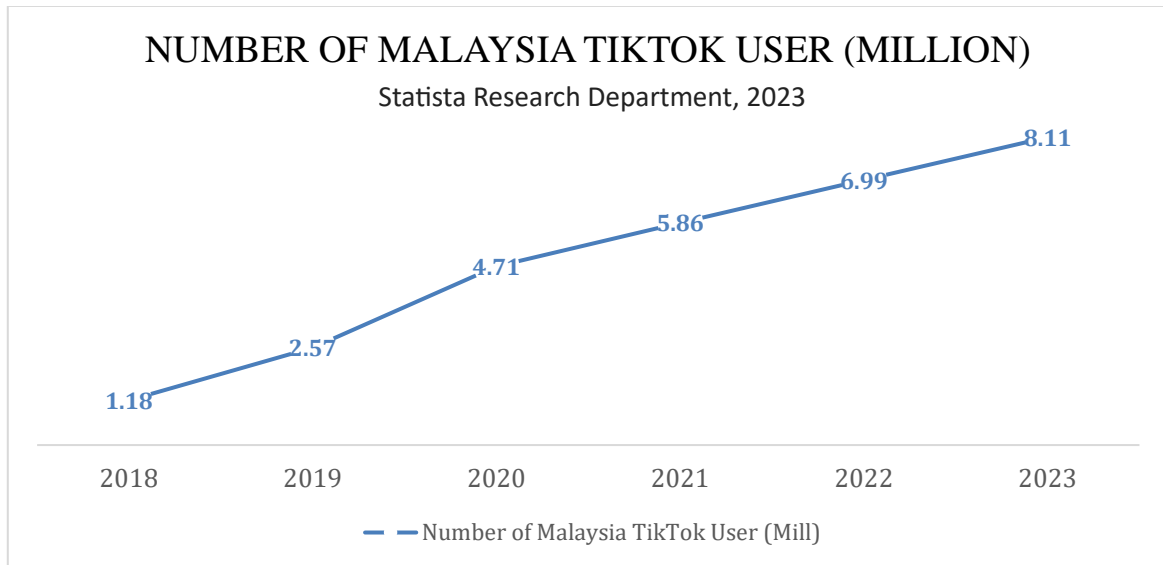


Figure 1: Number of Malaysia TikTok User 2018-2023

The popularity of TikTok has seen a remarkable surge in Malaysia over the past few years. In 2018, the number of TikTok users stood at 1.18 million, marking the initial steps of its presence in the country's social media landscape. This number nearly doubled in 2019, with an impressive rise to 2.57 million users. The subsequent year, 2020, witnessed an even more substantial leap as the user base soared to 4.71 million, underlining the platform's increasing appeal among Malaysians.

As the world grappled with the challenges of the pandemic in 2021, TikTok's growth in Malaysia remained resilient. The user count surged to 5.86 million, further cementing its position as a significant player in the country's social media scene. The year 2022 marked yet another notable milestone as TikTok's user base in Malaysia continued its upward trajectory, reaching 6.99 million users. The platform's momentum showed no signs of slowing down, as the year 2023 witnessed a considerable expansion to 8.11 million users. This remarkable growth underscores TikTok's role in capturing the attention and engagement of Malaysians across different age groups and demographics.

These statistics reveal a compelling narrative of TikTok's rapid evolution and growing influence in Malaysia. From its modest beginnings in 2018 with 1.18 million users, TikTok has witnessed exponential growth, amassing an impressive user base of 8.11 million in just five years. The platform's ability to resonate with Malaysians and provide an engaging platform for creative expression and content consumption has undoubtedly contributed to its meteoric rise, making it a vital part of the country's social media landscape.

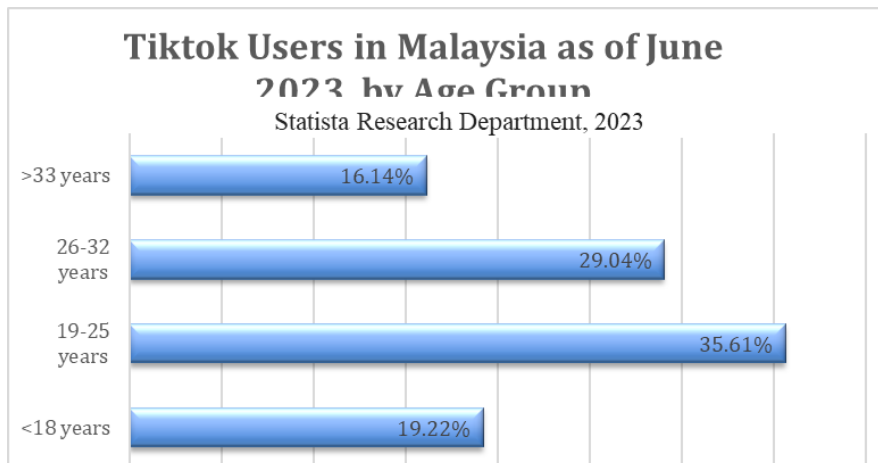


Figure 2: Number of TikTok Users in Malaysia, by Age Group June 2023

The chart provides an analysis of TikTok users in Malaysia as of June 2023, segmented by different age groups. The largest proportion of TikTok users falls within this age group of 19–25 years (35.61%). This suggests that TikTok is particularly popular among young adults, likely due to their greater comfort with digital platforms and engagement with social media trends. 26–32 years (29.04%), this age group also represents a significant share of TikTok users. The high engagement in this cohort could be driven by factors such as the platform’s versatility for entertainment, education, and marketing purposes.

The demographic breakdown of TikTok users in Malaysia, particularly its popularity among individuals aged 19–32, offers a significant opportunity for higher education institutions to enhance their promotional strategies. This age group represents a key target audience for universities and colleges, as they are typically at the stage of seeking higher education or professional development opportunities. By leveraging TikTok's youth-dominated user base, educational institutions can create engaging, youth-centric content that resonates with potential students. Additionally, tailored content or collaborations with influencers can help institutions attract students, especially in the face of increasing competition in the education sector.

LITERATURE REVIEW

In today's digitally interconnected society, social media platforms have transformed into dynamic landscapes for communication and interaction, facilitating connections among individuals and offering avenues for convenience and efficiency (Gesmundo et al., 2022; Feldkamp, 2021). Among these platforms, TikTok has emerged as a notable contender, capturing the attention of modern society, particularly among younger generations, and demonstrating a distinct potential as a promoting tool. With over a billion active users globally, TikTok provides a unique space for users to share short, engaging videos that showcase their talents, interests, and perspectives. This paper explores into the multi-layered world of TikTok as a social media platform with unparalleled marketing advantages, presenting a comprehensive exploration of its potential within the context of higher education marketing.

TikTok as one of social media platform

According to Gesmundo et.al. (2022) and Feldkamp, J. (2021), modern people use social networks to connect with one another. In today's society, there is a digital social landscape that allows for interactions while also providing convenience and efficiency. TikTok is a video-sharing social media platform that allows users to upload and watch content as they see fit. This study is deemed a resource to business owners, marketing students and professionals, and academic institutions that hope to generate further information on the existence of TikTok and its marketing advantage. TikTok and

Instagram are among the most prevalent and fast-growing social media channels employed by marketers to connect and interact with their desired demographics, Mou, J. B. (2020).

TikTok as marketing tools

One of the most popular social media is TikTok, which is developing rapidly. This efficient application was downloaded over 738 million times in 2019 and has climbed to 1,8 billion users worldwide by the end of 2022 (Business of Apps, 2023). TikTok is now available in a variety of countries and languages. Furthermore, the number of TikTok users multiplies year after year, with more than 800 million active users monthly. 41% of users are between the ages of 16 and 24, and they spend an average of 52 minutes per day using this application Ma & Hu (2021). Given the number of active users on TikTok, this application could be a viable social media platform for marketers to approach and attract customers. TikTok includes valuable features such as videos that anyone can watch, like, and comment on in order for an influencer or marketer to introduce or sell a product or service Anderson, (2020).

TikTok is an application that allows users to create a video with a duration of 30 seconds to 3 minutes with different music. The TikTok application is a social media platform used in the system for the application user to upload a video, which is then shared with other users. Tiktok is the most popular and popular app among college students Wardah et al. (2020).

According to Yosep et al. (2021), TikTok is an affordable and entertaining solution for generating high-quality marketing content for digital marketing objectives. It enables the promotion and display of product activities across a diverse range of digital marketing channels, while also minimizing unnecessary expenditure.

TikTok is a social media platform that has grown rapidly in popularity, particularly among younger generations. As a result, many higher education institutions are now using TikTok as a marketing tool to promote their academic programs, campus culture, and student life to prospective students. There have been studies conducted in the past that have investigated the potential of TikTok as a platform for marketing.

According to Akbari et.al (2022), user-generated content on TikTok can significantly impact consumer engagement with higher education institutions. They found that TikTok users are more likely to engage with educational content that is easy to reach and interesting. Similarly, Brown and Wilson (2020) conducted a study on the influence of user-generated content on brand engagement in higher education marketing on TikTok. They found that user-generated content has a positive impact on brand engagement, particularly when the content is relevant, authentic, and engaging.

TikTok, according to Hao et. al. (2022), has a significant impact on young adults' perspectives, preferences, knowledge, and purchasing behavior. TikTok also can help to motivate users. Thus, by using TikTok higher education can engage with potential students by showcasing campus life, student activities, and academic offerings.

TikTok is a relatively new social media platform. Despite the fact that TikTok is a new social media platform, it already has a large number of active users. This popularity can be advantageous for digital marketing purposes, and many researchers have investigated TikTok's effectiveness in digital marketing Peng, (2021); Haenlein et al. (2020); Li et al. (2021).

Davis (2021) argues that educational institutions can leverage TikTok's user-generated content to connect with prospective students and build a strong brand image. The researcher suggests that institutions should focus on creating content that resonates with their target audiences, such as campus life, student experiences, and academic programs. In addition, the TikTok university accounts demonstrate the best effectiveness and the most brand-building value to the university target audience, Saiokhat Berdiieva, O. Goroshko (2022).

In conclusion, the literature suggests that TikTok can be an effective marketing tool for higher education institutions. The use of user-generated content has been found to significantly impact consumer engagement, leading to increased interest in educational institutions. Future research could explore how TikTok can be used to promote different types of educational programs and the impact of TikTok marketing on student enrolment.

TikTok building brand awareness.

Rimadias.S et.al. (2021) suggests that TikTok can be used as a tool to build brand loyalty, awareness and image, and it is found that consumer brand engagement positively affects brand loyalty, brand awareness, and brand image. They found that TikTok is particularly effective in promoting institutions that offer creative or unique programs. Meanwhile, Johnson (2020) explored the effect of user-generated content on consumer engagement on TikTok in the context of higher education marketing. Her findings indicate that user-generated content can increase consumer engagement with educational institutions on TikTok.

Gesmundo et.al. (2022), this study discovered that TikTok marketing campaigns can significantly influence brand awareness among millennials. Thus, higher education can take advantage of these opportunities to attract potential students and use TikTok as a marketing tool.

Gumalang et.al. (2022), mention that, concurrently content marketing, influencers, and psychological factors have a significant impact on TikTok advertising brand awareness among university students. Content marketers are encouraged to constantly improve their strategies in order to provide the most recent breakthroughs and build relationships with customers and potential customers in order to increase consumer brand awareness. It can be concluded that TikTok is recognised as one of the marketing tools that are able to build brand awareness.

RESEARCH METHODOLOGY

The systematic literature review approach undertaken in this study on the effectiveness of TikTok as a marketing tool for higher education institutions involves a comprehensive examination of existing scholarly research, empirical studies, and industry reports. By synthesizing and analyzing a diverse range of literature, this approach seeks to gain understanding of the strategies, outcomes, challenges, and potential of utilizing TikTok for marketing purposes in the higher education sector. Through this method, the study aims to provide a rigorous foundation for evaluating TikTok's role as a contemporary and innovative marketing avenue for higher education.

CONCLUSION

Over the past few years, TikTok has risen to become one of the most popular social media platforms, particularly among younger audiences. Recognizing its potential as a marketing tool, higher education institutions have started to utilize TikTok to reach and engage with prospective students.

One key advantage of using TikTok for higher education marketing is the platform's ability to showcase the unique culture and personality of a higher education provider to wider audiences. By creating and sharing short-form videos, higher education institutions can highlight various aspects of campus life, student experiences, and academic programs, effectively differentiating their institution from competitors and attracting students who are a good fit for their culture and values. TikTok also presents an opportunity for higher education institutions to reach a broader audience, particularly international students, given the platform's global reach. By creating content that is relevant and engaging to international students, higher education providers can effectively promote their brand and increase visibility in the market.

The investigation into TikTok's role as a potent marketing tool within the realm of higher education reveals interesting insights into its potential and effectiveness. With its meteoric rise, TikTok has garnered immense popularity, particularly among the younger demographic, positioning itself as an influential medium for engagement, Mou, J. B. (2020). This platform's ascent has presented a unique avenue for educational institutions aiming to establish new connections with potential students. Beyond its role as a channel for creative expression, TikTok provides an authentic channel through which higher education entities can showcase their academic offerings and campus life styles. The study underscores the potential of TikTok's video format and its engaging attributes to captivate and intrigue potential students, highlighting its viability as a platform for promoting academic programs, Saiokhat Berdiieva, O. Goroshko (2022). However, this potential centre on the strategic construction of content, resonating with the platform's Furthermore, the study recognizes the influential role of user-generated content on TikTok, which augments consumer engagement and positively influences brand recognition and perception, making TikTok an enticing avenue for enhancing brand loyalty and awareness, Gesmundo et.al. (2022).

The findings also shed light on the imperative of strategic planning and optimization, necessitated by TikTok's distinctive attributes. While the platform's marketing potential is obvious, certain challenges persist. The study underscores the significance of precision in content delivery due to TikTok's concise video format and limited targeting capabilities. In light of this, educational institutions are encouraged to craft content that not only captures attention but also adeptly communicates the distinct attributes of their academic programs, Gumalang et.al. (2022).

In summary, TikTok can serve as a powerful marketing tool for higher education institutions seeking to reach and engage prospective students. By leveraging the platform's unique features, higher education institutions can effectively increase brand awareness and promote their distinct culture and personality.

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ETHNOMATHEMATICS INTEGRATED LEARNING INQUIRY ON THE MATHEMATICAL UNDERSTANDING OF CLASS IV PRIMARY SCHOOL STUDENTS

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ABSTRACT

Mathematics learning is said to be successful if mathematical understanding can be achieved optimally. However, in reality, from the final semester exam results, 46% of students met the Minimum Completion Criteria (KKM), while 54% of students were unable to meet the KKM. Mathematical understanding is the ability to understand, interpret, and apply mathematical concepts in various contexts. Use of appropriate learning models that support the achievement of mathematical understanding. Therefore, this research was used to see the effectiveness of the ethnomathematics integrated inquiry learning model on the mathematical understanding of fourth grade elementary school students. This quantitative research uses a quasi-experimental type research design. The subjects of this research were fourth grade students with 24 experimental class subjects, 24 students in the control class. Data collection was carried out by means of a post-test which was carried out at the end of the lesson, then the data was used to see students' mathematical understanding. The statistical data analysis technique used is the formula (*t* test). The research results show a significant difference with a calculated *t* value = 2.199 and *t* table = 2.056 with a significance level of 0.05. The average score of students after being taught using the ethnomathematics integrated inquiry learning model was 93.50, while the average score of students using the conventional learning model was 87.93. Thus, the use of the ethnomathematics integrated inquiry learning method is effective in the mathematical understanding of fourth grade elementary school students.

Keywords: inquiry learning, ethnomathematics, mathematical understanding, experimentation, elementary school

INTRODUCTION

Mathematical understanding is related to students' ability to understand a concept. Based on that, understanding the material being studied is important because in the learning process, if students do not understand the material presented by their teacher, students will have difficulty when given higher level learning material. For example, in mathematics learning, students must have an understanding of the lesson because there are many concepts that need be learned and understood by students. If students still have difficulty learning and understanding the concepts in mathematics lessons, it will be difficult for them to learn the next material.

Based on the above, many students consider mathematics a difficult subject to understand and have to memorize its formulas. When students are given several questions that are different from the examples, students will be confused in solving the questions because they do not yet understand the concept of the material being studied. The difficulty in understanding mathematics is evident from the results of student exams that have not reached the Minimum Completion Criteria (KKM) of 75. The average score for the final semester exam is only 68, with 46% of students meeting the Minimum Completion Criteria (KKM) and 54% of students not meeting the criteria. On the other hand, it is found that the mathematics

learning process still emphasizes activities at the low cognitive level, while the cognitive domain contains behaviors that emphasize intellectual aspects, such as knowledge and thinking skills.

Thus, in the learning process, a model that supports the achievement of learning objectives is needed. Research conducted by (Segara et al., 2023) states that the inquiry method is effective in enhancing mathematical learning and students' understanding of concepts, by actively involving students in the learning process, the inquiry method can improve students' understanding, strengthen students' critical thinking skills, and encourage students' confidence in dealing with mathematical material. As a tool to help students' mathematical understanding, the researchers want to combine the inquiry method with ethnomathematics, it is hoped that through cultural activities integrated in mathematical learning, students will find it easier to understand mathematics lessons.

In the application of the inquiry method, several shortcomings are still found, this is due to the clash with the passive learning habits of students. Most students are also found to only memorize new facts and concepts without involving the expected cognitive levels, hoping to provide solution to this through cultural activities that can be involved in the learning process. Ethnomathematics is a cultural element that contains mathematical concepts, these mathematical elements can be in the form of traditional crafts, traditional games, traditional tools and all activities that embody culture (Santry Nova and Putra, 2022). Research conducted by (Mailili, 2023) states that learning with an ethnomathematics approach allows students to discuss what they have learned and connect it to their own cultural habits, this enables students to understand, process, and use ideas in mathematics learning.

One solution that can be offered for learning problems is learning using the ethnomathematics integrated inquiry model. The ethnomathematics integrated inquiry model is a learning model that aims to develop problem-solving skills and objective thinking both individually and in groups.

Based on the background and limitations of the problem above, the formulation of the research problem in this study is whether the inquiry learning method with an ethnomathematics approach is more effective than the conventional learning model in improving students' mathematical understanding at SDN Pelem 2 Ngawi.

RESEARCH METHODOLOGY

This research was conducted at SDN Pelem 2 Ngawi. The research is a quantitative research with a quasi-experimental design, where there are two groups formed: the experimental group that receives treatment and the control group that does not receive treatment. The design used is a posttest only control group, where the posttest was given to both groups, but only the experimental group received treatment in the form of an ethnomathematics integrated inquiry learning method.

The population of this study is all students of SDN Pelem 2 Ngawi consisting of 3 classes with a total of 73 students. The sample of this study was 64 students, namely class IVA as the experimental class and IVC as the control class taken using the cluster random sampling technique, where samples were taken randomly in groups, not individually.

The research data was collected through a post-test designed to measure students' mathematical understanding. The post-test used after ethnomathematics integrated inquiry learning consisted of 10 descriptive questions covering 4 indicators of mathematical understanding.

The statistical test used was the t-test to determine the effectiveness of the learning method used on students' mathematical understanding. Before conducting the t-test, a prerequisite test was first carried out in the form of a normality and homogeneity test to ensure that the data used meets the assumptions required in statistical analysis.

RESULTS

The data on students' mathematical understanding in this study was obtained from the results of post-test or after receiving material discussion. The post-test results were obtained from the experimental group and the control group. The question the post-test has four mathematical understanding indicators. The indicators in the questions have scores of 0-2 for each indicator and each point has certain criteria. The results of the prerequisite tests were the normality test and the homogeneity test. Based on the results of the normality test of the experimental class, it was obtained that the highest absolute value was 0.150 with the critical value for the sample (n) = 28 with $\alpha = 0.05$ was 0.167. It can be concluded that the Lcount value was $0.150 < L_{table} 0.167$, indicating that the experimental class is normally distributed. For the control class, the highest absolute value was 0.128 with the critical value for the sample (n) = 28 with $\alpha = 0.05$ was 0.167. It can be concluded that the Lcount value of $0.128 < L_{table} 0.167$, meaning that H_0 for the normality test is accepted or it can be said that the population is normally distributed.

Table 1: Summary of Mathematical Understanding Normality Test

Group	n	L Count	L table	Decision	Conclusion
Experiment	24	0.150	0.167	H_0 is accepted	Normal
Control	24	0.128	0.167	H_0 is accepted	Normal

The test was conducted using the F test as follows with a significance level of $\alpha = 0.05$. H_0 is rejected if $F_{count} > F_{table}$ which means homogeneous and H_0 is accepted, if $F_{count} \leq F_{table}$ which means not homogeneous. The following is a summary table of the homogeneity test results.

Table 2: Summary of Results of Mathematical Understanding Homogeneity Test

Group	Variance	f Count	f table	Decision	Conclusion
Experiment	39,444	2.87	4.21	H_0 is accepted	Homogeneous
Control	113,254				

Based on the results of the normality test and homogeneity test, indicate that the both data groups are normally distributed and have the same population (homogeneous). The hypothesis testing was continued using the T-test as follows. The hypothesis test was carried out to see whether or not there is an influence of the learning model carried out on students' mathematical understanding. Based on the test decision, H_0 is rejected and H_1 is accepted, if the t-count is $< t_{table}$, then H_0 is accepted, conversely if t count is $> t_{table}$, then H_0 is rejected. From the results above, the conclusion is that the ethnomathematics integrated inquiry learning method is more effective than the conventional learning model on the mathematical understanding of grade IV students of Pelem 2 Ngawi State Elementary School. The following is a summary table of the test results.

Group	n	Variance	Average	t count	t table	Conclusion
Experiment	24	39,444	93,501	2,386	2,056	H_0 is rejected
Control	24	113,254	87,934			

Conclusion of Hypothesis Testing Results

Based on the summary of the results of the hypothesis test in the table, it can be seen that the students' mathematical understanding in geometry material is $t_{count} = 2.386 > t_{table} = 2.056$ with a significance level of $\alpha = 5\%$ which means H_0 is rejected. Thus, it can be concluded that students' mathematical understanding with the ethnomathematics integrated inquiry learning method is more effective in the learning process for fourth grade students at Pelam 2 Ngawi State Elementary School.

DISCUSSIONS

Learning using the ethnomathematics integrated inquiry learning method is one of the efforts to improve mathematical understanding, with this method it is expected that students can more easily understand the material being taught. Based on research conducted on students during the learning process, it shows differences in student activity, namely students tend to be more enthusiastic in participating in learning, because the learning given is related to students' daily lives. In the learning process students are also active in expressing their respective opinions so that students can more easily understand the material being studied.

The provision of a post-test to test students' mathematical understanding is given after learning using the inquiry learning method is carried out. The questions given for the previous post-test have been tested with analysis of validity, reliability, difficulty level, and discriminatory power. Questions that have met these criteria can be used by researchers to be given to the experimental class and control class. Based on the post-test that has been carried out, data will be used for hypothesis testing. This study uses the t-test which states that there is a difference in the average between the inquiry learning method and the ethnomathematics approach towards students' mathematical understanding. This is evidenced by the data obtained from the average test score of the inquiry learning method with an ethnomathematics approach at 93.50 and the conventional learning method obtained an average of 87.93 according to the results of the hypothesis test calculation that $t_{\text{count}} = 2.386 > t_{\text{table}} = 2.056$ so that H_0 is rejected. It can be concluded that students' mathematical understanding with the inquiry learning method with an ethnomathematics approach is better than the conventional learning model. These results are in accordance with research conducted by (Azmi, 2022) stating that the ethnomathematics-based inquiry learning model has a positive impact on students' ability to understand mathematical concepts, from the results of the study conducted by obtained $t_{\text{count}} = 4.2$ and $t_{\text{table}} = 1.6794$, then based on the hypothesis testing criteria H_0 is rejected, namely $t_{\text{count}} > t_{\text{table}}$ and obtained $4.2 > 1.6794$. Thus, it is concluded that the improvement in students' ability to understand mathematical concepts who receive an ethnomathematics-based inquiry learning model is better than the improvement in the ability to understand mathematical concepts of students who are taught with ordinary/conventional learning models.

The existence of inquiry learning with an ethnomathematics approach is a learning method to train students in collecting, organizing, and solving problems independently where the problems given and the learning resources used by students in learning activities come from the surrounding culture. The inquiry learning method with an ethnomathematics approach has become an innovative learning method that can be used to enhance students' mathematical understanding. Based on mathematics learning which has many problems that require answers to answer questions, conducting contextual investigations, namely solving mathematical problems in inquiry learning with an ethnomathematics approach that is linked to the experiences and cultural habits of students that have been experienced, so providing students with ease in understanding, processing, and using mathematical ideas and concepts. Linking mathematical problems to daily activities creatively and independently can make it easier for students to understand a problem to be solved more easily. The choice of mathematics learning model with an ethnomathematics approach must be adjusted to the materials, problems, and circumstances of students, so that students have the opportunity to talk about the mathematics material they are studying (Maili, 2023).

REFLECTIONS

Based on the results of data analysis and discussion, it can be concluded that the inquiry learning method with an ethnomathematics approach is effective in improving students' mathematical understanding. The conclusion is drawn based on the results of the hypothesis test using the t-test. The results of the t-test show that $t_{\text{count}} = 2.386 > t_{\text{table}} = 2.056$. This indicates that H_0 is rejected, meaning that it can be

concluded that the inquiry learning method with an ethnomathematics approach is effective in enhancing students' mathematical understanding.

Suggestions

The application of the right learning method can help improve students' understanding of mathematics. The researcher suggests using the inquiry learning method with an ethnomathematics approach in the learning process, so that students are more active in the learning process and easy to understand the material provided.

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PENILAIAN KEBERKESANAN PROGRAM PENINGKATAN PROFESIONALISME PELAJAR KURSUS FOTOGRAFI

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ABSTRAK

Kajian ini bertujuan menilai keberkesanan program Peningkatan Profesionalisme Pelajar Kursus Fotografi (FTGK3013). Reka bentuk kajian ini adalah kajian tinjauan. Hasil kajian kuantitatif dianalisis secara deskriptif menggunakan perisian Statistical Package for Social Science (SPSS) version 22.0 untuk mendapatkan peratus persetujuan responden. Sampel kajian yang dipilih ialah pensampelan bertujuan dalam kalangan pelajar yang mengambil Kursus Fotografi melibatkan 50 orang responden. Kesahan soal selidik telah dibuat kepada 3 orang pakar. Kemudian kajian rintis dijalankan kepada 10 orang pelajar. Hasil dari kajian rintis menunjukkan nilai Alpha Cronbach bagi instrumen adalah 0.95. Kajian keberkesanan kemudian dijalankan kepada seramai 50 orang responden. Hasil kajian mendapati tahap persetujuan terhadap kontruk objektif dan nilai adalah sangat tinggi, manakala nilai sederhana bagi item penggunaan alat dan ketersediaan alatan. Implikasi kajian ini menunjukkan terdapat keperluan menyediakan peralatan yang mencukupi dan sesuai bagi menyokong objektif dan nilai pembelajaran fotografi.

Kata kunci: *Fotografi, kreativiti, pengajaran fotografi*

PENGENALAN

Program Peningkatan Profesionalisme Pelajar Kursus Fotografi (FTGK3013) tersebut dijalankan bertujuan meningkatkan kemahiran dan penguasaan siswi pendidik dari Program Ijazah Sarjana Muda Pendidikan (PISMP) bagi Kursus Fotografi (FTGK3013). Kemahiran yang perlu dikuasai siswa pendidik adalah kemahiran menggunakan peralatan fotografi dan kemahiran teknik fotografi berdasarkan aktiviti yang relevan di dalam dan luar studio. Ini kerana dunia fotografi berkembang dengan cepat seiring perkembangan teknologi dan dunia digital (Prasetyo & Tegal, 2012). Kemahiran ini membolehkan pelajar menghasilkan karya fotografi dan pengimejan digital yang menarik. Program ini juga telah memberikan peluang kepada siswa guru melaksanakan apresiasi fotografi dan pengimejan dengan berpaksikan nilai murni dan estetika. Ini selari dengan misi Kementerian Pendidikan Malaysia iaitu 'Melestarikan Sistem Pendidikan yang Berkualiti untuk Membangunkan Potensi Individu bagi Memenuhi Aspirasi Negara' (Yunus et al., 2017).

PERNYATAAN MASALAH DAN FOKUS KAJIAN

Kursus fotografi yang dijalankan merupakan salah satu subjek elektif terbuka yang diambil oleh pelajar PISMP ambilan Jun 2020. Namun begitu, tujuan menjalankan aktiviti fotografi adalah berbeza mengikut keperluan tertentu (Madon et al. 2019). Secara asasnya pelajar yang terlibat hanya menjalankan aktiviti fotografi dengan tujuan komersial dan koleksi peribadi sahaja. Namun begitu kursus ini memerlukan pelajar menguasai teknik fotografi yang fokus kepada bidang pendidikan. Selain itu, pelajar yang terlibat juga kurang berpengetahuan untuk memanipulasikan peralatan dan perisian yang sedia ada. Tambahan pula peralatan yang disediakan oleh pihak institusi ada tidak menyokong perkembangan kreativiti pelajar dalam aktiviti fotografi. Ini berpunca daripada kesukaran pelajar untuk meneroka dan menguasai fitur penting dalam anatomi kamera seperti *aperture*, *shutter speed* dan ISO (Standard Sensitiviti Filem/Digital).

Oleh itu, terdapat keperluan untuk melaksanakan kajian keberkesanan ini untuk melihat sejauh mana program yang telah dijalankan ini menyumbang kepada peningkatan profesionalisme pelajar dalam menguasai teknik fotografi dalam menghasilkan foto yang berkualiti untuk tujuan pendidikan.

KAJIAN LITERATUR

Fotografi adalah entiti dalam domain seni visual yang kewujudannya berkaitan dengan nilai dan prinsip dan estetika. Ini selaras dengan kepercayaan bahawa setiap kategori mempunyai nilai dan istilah estetik yang tersendiri. Setiap karya fotografi ditentukan dengan satu set matlamat khusus yang berpaksikan pada idea asas yang muncul ketika proses praktikal pelaksanaannya. Proses pelaksanaan praktikal ini diwujudkan dengan sokongan alat fotografi dan teknik ekspresif bahasa visual dan berkait rapat dengan konsep fotografi yang ideal dan pertimbangan teknikal untuk manifestasi nilai estetik (Rahman et al., 2008).

Fotografi adalah proses atau kaedah untuk menghasilkan gambar atau foto dari suatu objek dengan merakam pantulan cahaya yang mengenai objek tersebut pada media yang peka cahaya. Perkakasan yang sering digunakan adalah kamera. Prinsip asas fotografi adalah memfokuskan kepada keperluan terhadap pembiasan. Pencahayaan yang tepat akan menghasilkan bayangan yang ideal untuk lensa menggunakan *light meter* untuk menghasilkan gambar yang sempurna. Setelah mendapat ukuran pencahayaan yang tepat, seorang photographer boleh melaraskan intensiti cahaya tersebut dengan mengubah kombinasi ISO/ASA (*ISO Speed*), diafragma (*Aperture*), dan kecepatan rana (*Speed*). Setiap photographer mempunyai idea dan aliran tersendiri antara aliran pemandangan atau landscape, humanis, fotografi model, fotografi makro dan masih banyak lagi yang lainnya (Yunianto, 2021).

OBJEKTIF KAJIAN DAN SOALAN KAJIAN

Objektif kajian ini adalah untuk:

- i. Mengukur tahap penguasaan teknik fotografi dan kebolehan siswa guru memanipulasi peralatan dan perisian dalam Kursus Fotografi (FTGK3013).
- ii. Menilai ketersediaan peralatan dan perisian yang telah digunakan oleh siswa pendidik untuk menghasilkan produk fotografi yang berkualiti.
- iii. Menilai keterterapan nilai murni, keusahawanan dan estetik untuk meningkatkan kemahiran fotografi siswa pendidik.

Persoalan kajian ini adalah:

- i. Apakah tahap penguasaan teknik fotografi dan kebolehan siswa guru memanipulasi peralatan dan perisian dalam Kursus Fotografi (FTGK3013)?
- ii. Bagaimanakah cara untuk menilai ketersediaan peralatan dan perisian yang telah digunakan oleh siswa pendidik untuk menghasilkan produk fotografi yang berkualiti?

- iii. Bagaimanakah cara untuk menilai keterterapan nilai murni, keusahawanan dan estetik untuk meningkatkan kemahiran fotografi siswa pendidik?

METODOLOGI

Responden dikenal pasti dalam kalangan siswa guru dari Program Ijazah Sarjana Muda Pendidikan (PISMP) yang telah mengambil Kursus Fotografi (FTGK3013). Jumlah responden adalah seramai 50 orang. Jenis sampel adalah pensampelan bertujuan iaitu dalam kalangan pelajar yang terlibat. Instrumen kajian ini soalan soal selidik. Soalan soal selidik mengandungi 3 (tiga) konstruk utama dan 15 item soalan untuk penilaian keberkesanan dengan menggunakan skala likert lima mata. Kesahan dan kebolehpercayaan item menunjukkan nilai Alpha Cronbach bagi instrumen adalah 0.95. Selari dengan hujah Nunally dan Bernstein, (1994) yang menyatakan nilai alpha yang melebihi .80 adalah sangat baik dan boleh diterima. Oleh itu, nilai Alpha Cronbach bagi kajian ini signifikan dan boleh ditadbir. Soal selidik dijalankan secara atas talian menggunakan google form. Analisis data telah dijalankan menggunakan perisian *Statistical Package for the Social Science* (SPSS) untuk melihat peratus persetujuan dan min bagi setiap item soal selidik tersebut.

DAPATAN KAJIAN DAN PERBINCANGAN

Responden terdiri dari 50 orang pelajar PISMP ambilan Jun 2020 yang memilih elektif terbuka FTGK3013 (Fotografi). Kutipan tersebut telah dibuat analisis untuk mendapat peratus persetujuan dan nilai mean bagi setiap item. Jadual 1 berikut menunjukkan dapatan kajian bagi soal selidik yang telah dijalankan.

Jadual 1 Peratusan Persetujuan dan Mean Penilaian Keberkesanan Program Peningkatan Profesionalisme Pelajar Kursus Fotografi

Konstruk	Item	Peratus	Mean
A. Objektif Kursus	A1	98 %	4.80
	A2	98 %	4.84
	A3	98 %	4.80
	A4	98 %	4.84
	A5	98 %	4.80
Purata Kontruk A		98%	4.81
B. Perkakasan	B1	62 %	3.40
	B2	60 %	3.38
	B3	90 %	4.59
	B4	94 %	4.73
	B5	94 %	4.78
Purata Kontruk B		92%	4.17
C. Nilai	C1	92 %	4.76
	C2	88 %	4.61
	C3	82 %	4.41
	C4	90 %	4.57
	C5	94 %	4.53
Purata Konstruk C		89%	4.57

Interpretasi nilai min bagi setiap konstruk dibuat berpandukan Tschannen-moran & Gareis (2004) pada Jadual 2. Analisis Konstruk A menunjukkan tahap persetujuan bagi setiap item menunjukkan interpretasi persetujuan yang sangat tinggi. Bagi Konstruk B pula iaitu perkakasan menunjukkan item B1 dan B2 hanya mendapat persetujuan nilai sederhana. Nilai tersebut menggambarkan peluang penggunaan dan ketersediaan alat adalah pada tahap sederhana. Akhir sekali, analisis telah dijalankan pada Konstruk C yang menunjukkan semua item menunjukkan persetujuan responden adalah sangat tinggi.

Jadual 2 Interpretasi nilai min

Nilai Min	Interpretasi
1.00 – 1.80	Sangat Rendah
1.81 – 2.60	Rendah
2.61 – 3.40	Sederhana
3.41 – 4.20	Tinggi
4.21 – 5.00	Sangat Tinggi

Sumber: Tschannen-moran & Gareis (2004)

Berpandukan dapatan analisis dari kajian keberkesanan ini, data menunjukkan pencapaian objektif kursus dan penerapan nilai bagi kursus ini. Ini membuktikan kursus ini berkesan dari aspek pengajaran dan pembelajaran. Namun begitu, terdapat keperluan bagi menilai semula peluang pelajar untuk menggunakan perkakasan sedia ada yang menunjukkan nilai sederhana.

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PENILAIAN BENGKEL KERJA OUTREACH PROGRAM MOLIB NUMERASI GURU-GURU MATEMATIK SEKOLAH RENDAH PEMERIKSAAN PLAN 2024

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ABSTRAK

Kajian ini menilai keberkesanan Bengkel Kerja Outreach Program MoLIB ((Modul Latihan Intervensi Berfokus & Terbeza) Numerasi untuk guru-guru matematik sekolah pemeriksaan PLaN 2024, yang dianjurkan oleh Institut Pendidikan Guru Malaysia (IPGM). Model Guskey (2002) digunakan untuk menganalisis reaksi peserta terhadap pengalaman pembelajaran profesional mereka, serta peningkatan ilmu dan kemahiran yang diperoleh sepanjang bengkel tersebut. Soal selidik yang ditadbir secara dalam talian kepada 28 orang guru yang menyertai bengkel merangkumi aspek demografi, pengalaman pembelajaran profesional, pembelajaran PdP berfokus dan terbeza, serta maklum balas dan cadangan penambahbaikan. Seramai 19 guru telah memberi respons terhadap soal selidik. Dapatan kajian dilaporkan menggunakan statistik deskriptif. Secara keseluruhan, peserta memberikan maklum balas positif terhadap bengkel ini, terutamanya dalam peningkatan pengetahuan teori dan kemahiran praktikal berkaitan PdP berfokus dan terbeza. Walau bagaimanapun, analisis demografi mendapati bahawa guru-guru muda dan yang kurang berpengalaman lebih cenderung untuk menunjukkan keyakinan dan minat yang tinggi dalam melaksanakan PdPBT-n, sementara guru-guru yang lebih berpengalaman menghadapi cabaran yang lebih besar dalam menyesuaikan diri dengan konsep ini. Ini menekankan perlunya pendekatan latihan yang lebih sesuai dengan keperluan peserta, dengan sokongan berterusan dan sumber relevan untuk memastikan keberkesanan PdP berfokus dan terbeza. Kajian ini menyimpulkan bahawa Bengkel Kerja Outreach Program MoLIB berjaya meningkatkan pengetahuan dan kemahiran guru-guru matematik dalam PdP berfokus dan terbeza. Namun, terdapat keperluan untuk penambahbaikan dalam strategi penyampaian dan sokongan pelaksanaan bagi memastikan keberkesanan yang lebih tinggi. Implikasi kajian mencadangkan bahawa program pembangunan profesional perlu mempertingkatkan sokongan susulan dan memberi perhatian khusus kepada keperluan pelbagai kumpulan guru untuk memastikan kejayaan dan keberkesanan latihan pada masa hadapan.

Kata Kunci: MoLIB, PdP berfokus dan terbeza, Model Guskey, latihan guru, program pembangunan profesional.

PENGENALAN

Program Literasi dan Numerasi Sekolah Rendah atau *Primary Literacy and Numeracy* (PLaN) merupakan program sokongan pengajaran dan pembelajaran yang komprehensif dan menyeluruh berasaskan sekolah untuk murid Tahun 2 dan Tahun 3. Program ini telah diperkenalkan sejak tahun 2020 di bawah inisiatif #24 Pelan Pembangunan Pendidikan Malaysia (PPPM). PLaN memberi fokus untuk memastikan semua murid Tahun 2 dan Tahun 3 boleh membaca, menulis dan mengira dengan menguasai sekurang-kurangnya tahap penguasaan minimum iaitu Tahap Penguasaan (TP) 3 dalam mata pelajaran Bahasa Melayu, Bahasa Inggeris dan Matematik. Terdapat enam strategi yang telah digariskan oleh Kementerian Pendidikan Malaysia (KPM) iaitu melalui penyediaan bahan pengajaran dan pembelajaran (PdP), pelaksanaan *Professional Learning Community* (PLC), pengurusan instruksional, kempen kesedaran ibu bapa, penetapan indikator pencapaian utama serta penggunaan sistem pentaksiran.

Sebagai salah satu inisiatif di bawah PLaN, Institut Pendidikan Guru Malaysia (IPGM) telah membangunkan Modul Latihan Intervensi Berfokus dan Terbeza (MoLIB) untuk meningkatkan kompetensi guru-guru dalam pengajaran dan pembelajaran (PdP) yang berfokus dan terbeza. MoLIB-Literasi telah diperkenalkan kepada guru-guru Bahasa Melayu dan MoLIB - Numerasi kepada guru-guru Matematik selaras dengan pengenalan PLaN pada tahun 2020. Jadual 1 menunjukkan kandungan MoLIB – Numerasi (IPGM, 2020). Susulan dari itu, pelbagai program telah dirancang dan dilaksanakan bagi memastikan MoLIB dapat difahami dengan jelas dan diaplikasikan semasa sesi PdP Bahasa Melayu dan Matematik untuk murid-murid Tahun 2 dan 3.

Jadual 1: Kandungan Modul Latihan Intervensi Berfokus dan Terbeza Numerasi (MoLIB – Numerasi)

Topik	Kandungan / Aktiviti
1	Kerangka Teori Pengajaran dan Pembelajaran Berfokus dan Terbeza
2	Pendekatan Pengajaran dan Pembelajaran Berfokus dan Terbeza
3	Pemetaan antara Dokumen Standard Kurikulum dan Pentaksiran (DSKP) dan Bahan Pengajaran dan Pembelajaran Berfokus dan Terbeza Numerasi
4	Pelaksanaan Pengajaran dan Pembelajaran Berfokus dan Terbeza Numerasi
5	Pembinaan Pengajaran dan Pembelajaran Berfokus dan Terbeza Numerasi

Bagi tahun 2024, Bengkel Kerja Outreach Program MoLIB - Numerasi yang telah dijalankan pada 11 hingga 13 Jun 2024 merupakan salah satu usaha untuk memperkenalkan modul ini kepada 28 guru matematik sekolah rendah dari seluruh Malaysia. Bengkel ini bertujuan untuk meningkatkan pemahaman guru-guru tentang PdP berfokus dan terbeza, serta menyediakan mereka dengan alat dan strategi yang sesuai untuk melaksanakan pendekatan ini dalam bilik darjah. Guru-guru yang terlibat sebagai peserta bengkel ini merupakan guru-guru Matematik dari sekolah sasaran yang telah ditetapkan oleh Bahagian Pembangunan Kurikulum (BPK).

Susulan dari pelaksanaan bengkel tersebut adalah amat penting untuk keberkesanannya dalam membantu guru-guru melaksanakan MoLIB semasa sesi PdP mereka. Justeru itu, satu kajian yang melihat kepada keberkesanan pelaksanaan bengkel ini telah dijalankan bagi melihat keberkesanannya terhadap pengalaman pembelajaran profesional peserta bengkel, serta peningkatan ilmu dan kemahiran yang diperoleh sepanjang bengkel tersebut. Keberkesanan program sering kali diukur dengan cara yang sistematik untuk memastikan bahawa perubahan yang diinginkan dalam amalan pengajaran benar-benar berlaku. Dalam konteks ini, Model Guskey (2002) digunakan sebagai kerangka penilaian untuk mengkaji sejauh mana Bengkel Kerja Outreach Program MoLIB mencapai matlamatnya. Kajian ini akan memberikan input yang mendalam mengenai pengalaman peserta semasa mengikuti bengkel tersebut, serta bagaimana mereka mengaplikasikan pengetahuan dan kemahiran baharu yang diperoleh dalam bengkel semasa mereka mengendalikan sesi PdP Matematik di sekolah.

SOROTAN LITERATUR

Model Guskey memainkan peranan yang cukup signifikan dalam membantu guru-guru untuk melihat keberkesanan ilmu baharu yang diperoleh dalam sesi bengkel untuk diaplikasikan semasa sesi PdP Matematik. Berdasarkan dapatan kajian yang telah dilaksanakan sebelum ini mendapati latihan berterusan adalah sangat penting dalam membantu guru-guru untuk mengaplikasikan teknik pengajaran baharu yang diperkenalkan kepada mereka. Dalam masa yang sama, latihan berterusan ini juga akan dapat membantu guru-guru untuk meningkatkan kualiti PdP mereka. Dapatan kajian lepas mendapati bahawa bengkel-bengkel yang dilaksanakan dengan berkesan akan membantu dalam meningkatkan pencapaian murid (Kinyaduka, 2023).

Sementara itu, dengan adanya kerjasama yang erat antara pelbagai pihak dengan guru-guru di sekolah juga dapat membantu dalam meningkatkan kualiti pencapaian murid. Ini dapat dilihat dalam kajian yang telah dilaksanakan oleh Wongman (2024) di mana dapatan kajian beliau mendapati dengan adanya persekitaran yang saling mendokong dan bekerjasama dengan guru-guru di sekolah akan dapat membantu mereka untuk meningkatkan kemahiran mereka dalam melaksanakan sesi PdP dengan lebih berkesan. Hal ini dapat dilihat dengan lebih jelas melalui dapatan kajian yang telah dijalankan oleh Anshori dan Suwidiyanti (2020) di mana mereka mendapati dengan adanya kerjasama yang erat antara guru dengan persekitaran yang menyokong perkembangan kemahiran pelaksanaan sesi PdP mereka telah berjaya meningkatkan kemahiran mereka dalam perancangan sesi PdP sebanyak 19.4% dan pelaksanaan sesi PdP sebanyak 22.4%.

Sementara itu, kajian yang telah dilaksanakan oleh Fulton et al., (2019) mendapati bahawa persekitaran yang saling menyokong perkembangan kemahiran pedagogi guru adalah sangat penting untuk membantu dalam meningkatkan kemahiran pedagogi yang berkesan.

METODOLOGI

Kajian ini menggunakan pendekatan kuantitatif melalui soal selidik sebagai instrumen utama untuk mengumpul data. Soal selidik tersebut digubal berdasarkan Model Guskey (2002) yang merangkumi empat tahap penilaian program: reaksi peserta, pembelajaran peserta, sokongan organisasi, dan aplikasi ilmu serta kemahiran baharu. Soal selidik kajian ini yang merangkumi Maklumat Demografi, Pengalaman Pembelajaran Profesional, Pembelajaran PdP Berfokus dan Terbeza, serta Maklum Balas dan Cadangan Penambahbaikan telah diedarkan secara talian kepada semua 28 guru matematik sekolah rendah yang menyertai bengkel ini, dan 19 orang peserta memberikan maklum balas.

Data yang dikumpul dianalisis menggunakan statistik deskriptif, termasuk frekuensi dan peratusan, untuk menggambarkan persepsi peserta mengenai keberkesanan bengkel ini. Analisis ini menyediakan pandangan tentang bagaimana peserta mengalami pembelajaran profesional mereka, serta sejauh mana mereka berjaya menerapkan pengetahuan dan kemahiran yang diperoleh dalam PdP mereka.

OBJEKTIF KAJIAN

Kajian ini dijalankan dengan tujuan untuk menilai keberkesanan Bengkel Kerja Outreach Program MoLIB (Modul Latihan Intervensi Berfokus & Terbeza) Numerasi yang telah dilaksanakan kepada guru-guru matematik sekolah rendah. Objektif kajian ini adalah seperti berikut:

1. Mengenalpasti tahap kepuasan guru-guru matematik terhadap kandungan dan penyampaian bengkel Program MoLIB.
2. Menilai impak bengkel terhadap peningkatan pengetahuan dan kemahiran guru-guru dalam pelaksanaan Pengajaran dan Pembelajaran Berfokus dan Terbeza (PdPBT) Numerasi.
3. Mengenalpasti cabaran yang dihadapi oleh guru-guru dalam melaksanakan PdP berfokus dan terbeza selepas menyertai bengkel MoLIB.
4. Mengemukakan cadangan penambahbaikan terhadap bengkel untuk meningkatkan keberkesanannya dalam membantu guru-guru matematik mengaplikasikan PdP berfokus dan terbeza.

DAPATAN KAJIAN

Penilaian Program MoLIB Numerasi difokuskan kepada aspek-aspek yang selaras dengan tahap-tahap penilaian dalam Model Guskey (2002). Bahagian ini melaporkan dapatan kajian untuk setiap aspek yang dinilai.

Pengalaman Pembelajaran Profesional

Item-item bagi aspek pengalaman pembelajaran profesional dibina berdasarkan tahap *participants' reactions* yang dihuraikan oleh Guskey (2002). Dalam konteks kajian ini, persepsi peserta kursus terhadap pengalaman pembelajaran mereka dalam Bengkel Kerja Outreach Program MoLIB termasuk fasilitator, tempoh latihan, kesesuaian pengisian dan seumpamanya diperoleh menerusi soal selidik. Dapatan kajian berkaitan pengalaman pembelajaran profesional adalah seperti dipaparkan pada Jadual 2. Skala 1, 2, 3 dan 4 mewakili sangat tidak setuju, tidak setuju, setuju dan sangat setuju.

Data dari Jadual 2 menunjukkan bahawa peserta secara keseluruhan memberikan maklum balas yang sangat positif terhadap pengalaman pembelajaran mereka dalam Bengkel Kerja Outreach MoLIB. Semua peserta bersetuju bahawa mereka memperoleh maklumat baharu daripada bengkel ini (item 1). Dan persepsi peserta terhadap fasilitator adalah sangat memberangsangkan. Jadual 2 menunjukkan 100% peserta kursus bersetuju bahawa fasilitator berpengetahuan tentang pembelajaran berfokus dan terbeza dalam PdP matematik (item 8) dan sangat berkompeten dalam mengendalikan sesi latihan dalam perkhidmatan (item 2). Majoriti peserta juga bersetuju strategi penyampaian yang digunakan dalam bengkel kerja adalah sesuai dengan tahap pengetahuan (item 7).

Sebanyak 94.7 % peserta kursus berpendapat bahawa input yang diberi bersesuaian dengan tahap pengetahuan sedia ada mereka (item 3). Peratusan yang sama juga berpendapat bahawa bengkel kerja ini membantu mereka memahami pembelajaran berfokus dan terbeza dalam konteks PdP mereka sendiri (item 9). Walau bagaimanapun, terdapat 26.3% peserta yang menyatakan bahawa ilmu yang dipelajari tiada manfaat kepada mereka sebagai guru matematik (item 4).

Kesemua peserta 100% berpendapat bahawa persekitaran fizikal sepanjang sesi bengkel kerja menyokong pembelajaran professional mereka (item 5). Peratusan yang sama juga bersetuju bahawa sumber-sumber yang digunakan dalam bengkel sesuai bagi meningkatkan kefahaman mereka tentang pembelajaran berfokus dan terbeza (item 6). Seramai 78.9% peserta juga bersetuju bahawa peruntukan masa untuk sesi-sesi adalah sesuai dengan kandungan yang disampaikan (item 10).

Pembelajaran PdP Berfokus dan Terbeza

Bahagian Pembelajaran PdP berfokus dan terbeza menilai sejauh mana bengkel kerja outreach program MoLIB telah meningkatkan pemahaman dan kemahiran peserta dalam PdP berfokus dan terbeza, yang merangkumi 16 item. Dapatan kajian berkaitan pembelajaran PdP Berfokus dan terbeza adalah pada Jadual 3.

Dapatan dari Jadual 3 menunjukkan bahawa bengkel ini berjaya meningkatkan pengetahuan dan kemahiran peserta dalam PdP berfokus dan terbeza. Namun, analisis mengikut demografi menunjukkan perbezaan dalam tahap keyakinan dan penerimaan konsep PdP berfokus dan terbeza berdasarkan umur dan pengalaman.

100% peserta bersetuju bahawa bengkel ini meningkatkan pengetahuan mereka tentang teori PdP berfokus dan terbeza. Peserta yang lebih muda (umur di bawah 35 tahun) menunjukkan tahap persetujuan yang lebih tinggi, dengan majoriti besar menyatakan "Sangat Setuju".

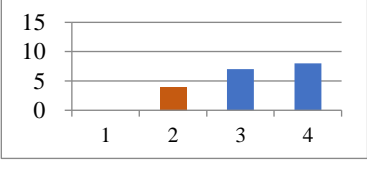
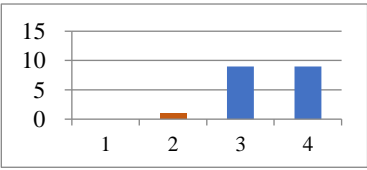
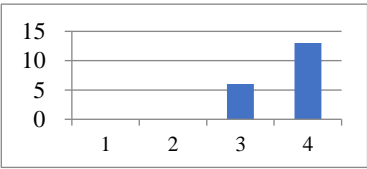
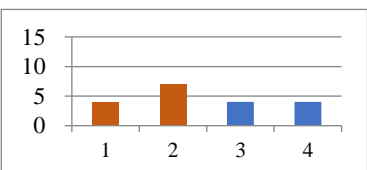
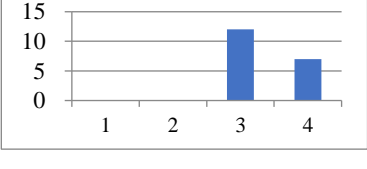
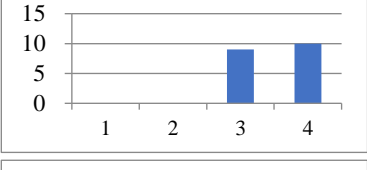
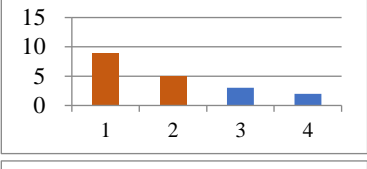
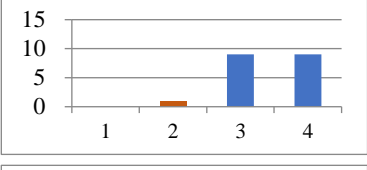
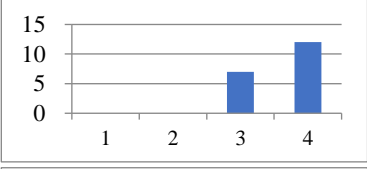
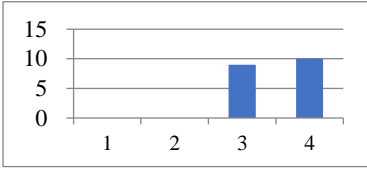
Dari Jadual 3, 100% peserta bengkel bersetuju bahawa kemahiran mereka dalam menghasilkan bahan PdP yang mengambil kira elemen terbeza kandungan, proses, dan produk telah meningkat. Peserta yang lebih muda lebih cenderung merasa yakin dan sangat setuju dengan kemahiran mereka selepas bengkel, manakala guru yang lebih berusia memerlukan lebih banyak masa untuk menyesuaikan diri dengan konsep-konsep ini.

Maklum Balas dan Cadangan Penambahbaikan

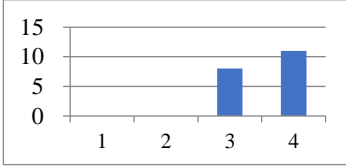
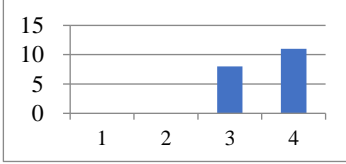
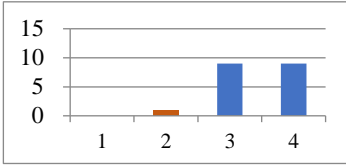
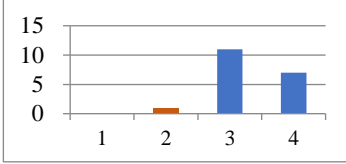
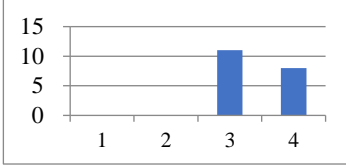
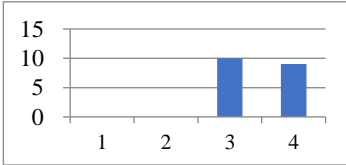
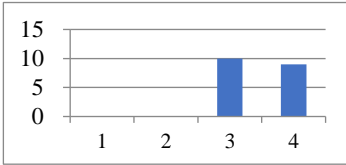
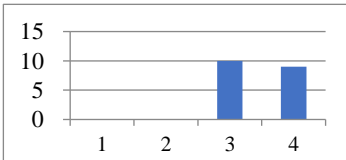
Bahagian ini menumpukan kepada maklum balas peserta terhadap Bengkel Kerja Outreach Program MoLIB serta cadangan mereka untuk penambahbaikan. Bahagian ini terdiri daripada tiga soalan terbuka yang bertujuan mendapatkan pandangan peserta mengenai aspek-aspek bengkel yang paling berkesan, cabaran yang dihadapi, dan cadangan penambahbaikan.

Jadual 2: Pengalaman Pembelajaran Profesional Bengkel Kerja Outreach Program MoLIB

No.	Item	1	2	3	4
1	Saya memperoleh maklumat baharu daripada Bengkel Kerja Outreach MoLIB	0 0.0%	0 0.0%	9 47.4%	10 52.6%
2	Fasilitator Bengkel Kerja berkompeten dalam mengendalikan sesi latihan dalam perkhidmatan	0 0.0%	0 0.0%	7 36.8%	12 63.2%
3	Sesi Bengkel Kerja adalah bersesuaian dengan tahap pengetahuan sedia ada peserta	0 0.0%	1 5.3%	9 47.4%	9 47.4%
4	Apa yang saya pelajari dalam Bengkel Kerja tiada manfaat kepada saya sebagai guru matematik	9 47.4%	5 26.3%	3 15.8%	2 10.5%
5	Persekitaran fizikal sepanjang sesi Bengkel Kerja menyokong pembelajaran profesional saya	0 0.0%	0 0.0%	9 47.4%	10 52.6%
6	Sumber-sumber yang digunakan dalam Bengkel Kerja sesuai bagi meningkatkan kefahaman saya tentang pembelajaran berfokus dan terbeza	0 0.0%	0 0.0%	12 63.2%	7 36.8%
7	Strategi penyampaian yang digunakan dalam Bengkel Kerja tidak sesuai dengan tahap pengetahuan saya	4 21.1%	7 36.8%	4 21.1%	4 21.1%
8	Fasilitator Bengkel Kerja berpengetahuan tentang pembelajaran berfokus dan terbeza dalam PdP matematik	0 0.0%	0 0.0%	6 31.6%	13 68.4%
9	Bengkel Kerja membantu saya memahami pembelajaran berfokus dan terbeza dalam konteks PdP saya sendiri	0 0.0%	1 5.3%	9 47.4%	9 47.4%
10	Peruntukan masa untuk sesi-sesi bengkel adalah bersesuaian dengan kandungan yang disampaikan	0 0.0%	4 21.1%	7 36.8%	8 42.1%



Jadual 3: Pembelajaran PdP Berfokus dan Terbeza Bengkel Kerja Outreach Program MoLIB

No.	Item	1	2	3	4	
1	Bengkel Kerja dapat meningkatkan pengetahuan saya tentang teori yang mendasari PdP Berfokus dan Terbeza	0 0.0%	0 0.0%	8 42.1%	11 57.9%	
2	Bengkel Kerja dapat meningkatkan pengetahuan saya tentang kerangka konsep PdP Berfokus dan Terbeza Numerasi (PdPBT-n)	0 0.0%	0 0.0%	8 42.1%	11 57.9%	
3	Bengkel Kerja dapat meningkatkan kefahaman saya tentang aliran proses pelaksanaan PdPBT yang dikemukakan oleh Tomlinson	0 0.0%	1 5.3%	9 47.4%	9 47.4%	
4	Bengkel Kerja dapat meningkatkan kemahiran saya dalam merancang aktiviti PdPBT berlandaskan model Tomlinson	0 0.0%	1 5.3%	11 57.9%	7 36.8%	
5	Bengkel Kerja dapat membantu saya dalam memahami dan memetakan Dokumen Standard Kurikulum dan Pentaksiran (DSKP) Matematik kepada PdPBT-n	0 0.0%	0 0.0%	11 57.9%	8 42.1%	
6	Bengkel Kerja dapat meningkatkan kemahiran saya dalam Penghasilan Bahan bagi PdPBT-n dengan mengambil kira kepelbagaian kecerdasan murid	0 0.0%	0 0.0%	10 52.6%	9 47.4%	
7	Bengkel Kerja dapat meningkatkan kemahiran saya dalam Penghasilan Bahan bagi PdPBT-n dengan mengambil kira elemen terbeza kandungan, terbeza proses dan terbeza produk	0 0.0%	0 0.0%	10 52.6%	9 47.4%	
8	Bengkel Kerja dapat meningkatkan kemahiran saya dalam Penulisan RPH berdasarkan bahan PdPBT-n yang dihasilkan	0 0.0%	0 0.0%	10 52.6%	9 47.4%	

No.	Item	1	2	3	4
9	Bengkel Kerja dapat meningkatkan kemahiran saya dalam Penyediaan Tugas Murid dalam bentuk lembaran kerja mengikut aras, serta lembaran pengukuhan dan pengayaan	0 0.0%	0 0.0%	10 52.6%	9 47.4%
10	Saya berpendapat pelaksanaan PdpBT-n akan membebankan guru	3 15.8%	4 21.1%	7 36.8%	5 26.3%
11	Saya jelas tentang kepentingan PdpBT-n dalam Pdp matematik	0 0.0%	0 0.0%	10 52.6%	9 47.4%
12	Saya percaya amalan PdpBT-n mampu menghasilkan pembelajaran matematik yang berkesan	0 0.0%	1 5.3%	12 63.2%	6 31.6%
13	Saya sedar mengamalkan PdpBT-n bukanlah suatu yang rumit	0 0.0%	5 26.3%	12 63.2%	2 10.5%
14	Saya berpendapat PdpBT-n dapat meningkatkan minat murid saya terhadap matematik	0 0.0%	2 10.5%	11 57.9%	6 31.6%
15	Saya semakin berminat untuk melaksanakan PdpBT-n selepas ini	0 0.0%	2 10.5%	11 57.9%	6 31.6%
16	Saya bersedia melaksanakan PLC untuk rakan sejawat bagi melaksanakan PdpBT-n di sekolah	0 0.0%	0 0.0%	12 63.2%	7 36.8%

Dalam aspek latihan dalam bengkel kerja yang paling berkesan dalam meningkatkan pemahaman tentang PdpBT-n, ramai peserta menyatakan bahawa strategi penyampaian yang interaktif dan praktikal adalah aspek yang paling berkesan dalam bengkel ini. Latihan yang melibatkan simulasi, perbincangan kumpulan, dan demonstrasi memberi peluang kepada peserta untuk melihat bagaimana konsep Pdp berfokus dan terbeza dapat diterapkan dalam konteks sebenar bilik darjah.

Peserta juga menekankan bahawa fasilitator yang berpengetahuan dan berpengalaman merupakan faktor utama yang menyumbang kepada keberkesanan bengkel. Fasilitator mampu menjawab soalan dengan jelas dan memberikan contoh-contoh yang relevan dengan situasi yang dihadapi oleh peserta dalam pengajaran harian mereka.

Antara cabaran utama yang peserta hadapi dalam melaksanakan PdPBT-n adalah beban kerja dan pengurusan masa. Beberapa peserta juga menyatakan kesukaran dalam menghasilkan bahan pengajaran yang terbeza mengikut aras keupayaan murid. Penghasilan bahan yang memerlukan penyesuaian kandungan, proses, dan produk mengikut keperluan individu murid adalah mencabar, terutama apabila kekurangan rujukan atau sumber yang sesuai.

Untuk cadangan penambahbaikan bengkel kerja MoLIB pada masa hadapan, ramai peserta mencadangkan supaya terdapat sokongan berterusan selepas bengkel, seperti sesi susulan atau bimbingan secara berkala, untuk membantu mereka mengatasi cabaran dalam pelaksanaan PdPBT-n. Sokongan ini boleh datang dalam bentuk komuniti pembelajaran profesional (PLC) atau bimbingan langsung daripada fasilitator.

Peserta juga mencadangkan penggunaan teknologi untuk membantu dalam penghasilan bahan PdP yang terbeza dan untuk memudahkan pembelajaran murid. Teknologi boleh digunakan untuk menghasilkan lembaran kerja yang bersesuaian dengan pelbagai aras keupayaan murid, serta menyediakan sumber rujukan yang lebih mudah diakses.

Beberapa peserta mencadangkan agar kandungan bengkel ditingkatkan dengan penambahan sesi yang lebih mendalam dan terperinci mengenai aspek-aspek tertentu PdP berfokus dan terbeza, seperti teknik penilaian yang sesuai atau contoh praktikal yang lebih spesifik.

PERBINCANGAN

Pengalaman Pembelajaran Profesional

Secara keseluruhannya, pengalaman pembelajaran profesional guru-guru matematik sekolah rendah yang mengikuti *Bengkel Kerja Outreach Program MoLIB Numerasi* adalah sangat memberangsangkan. Kesemua persepsi positif terhadap fasilitator mencerminkan bahawa fasilitator mempunyai pengetahuan yang mendalam mengenai konsep PdP berfokus dan terbeza, yang meningkatkan keyakinan peserta terhadap latihan yang diberi. Respon positif peserta terhadap strategi yang digunakan oleh fasilitator juga memberangsangkan. Ini mungkin boleh dikaitkan dengan ketelitian fasilitator memilih strategi yang sesuai dengan para peserta yang mengambilkira latar belakang dan persekitaran sekolah mereka.

Dapatan kajian menunjukkan semua peserta berpendapat mereka memperoleh maklumat baharu daripada bengkel ini dan sumber-sumber yang digunakan dalam bengkel dapat meningkatkan kefahaman mereka tentang pembelajaran berfokus dan terbeza. Dapatan ini menunjukkan bengkel ini berjaya menyampaikan maklumat yang relevan dan baharu kepada para peserta, selaras dengan matlamat program untuk memperkenalkan konsep PdP berfokus dan terbeza.

Dapatan juga menunjukkan peserta bersetuju bahawa bengkel ini membantu mereka memahami PdP berfokus dan terbeza dalam konteks PdP mereka sendiri. Keupayaan peserta untuk mengaplikasikan apa yang dipelajari dalam konteks PdP mereka sendiri adalah penunjuk keberkesanan bengkel. Dapatan ini menunjukkan bahawa bengkel ini berjaya menghubungkan teori dengan amalan praktikal, membolehkan peserta memahami bagaimana PdP berfokus dan terbeza boleh diterapkan dalam bilik darjah mereka.

Namun peratusan yang agak tinggi menyatakan peruntukan masa kurang sesuai. Masa yang diperuntukkan untuk setiap sesi adalah penting untuk memastikan peserta mempunyai masa yang cukup untuk memahami kandungan dan berinteraksi dengan fasilitator. Walaupun majoriti peserta bersetuju bahawa peruntukan masa adalah mencukupi, terdapat ruang untuk penambahbaikan, mungkin dengan menyesuaikan panjang sesi atau memberikan masa tambahan untuk perbincangan dan refleksi. Oleh itu, perancangan masa setiap sesi perlu dimurnikan supaya peruntukan masa dengan pengisiannya adalah bersesuaian.

Pembelajaran PdP Berfokus dan Terbeza

Dapatan di bahagian ini menunjukkan bahawa secara keseluruhan, Bengkel Kerja Outreach Program MoLIB berjaya meningkatkan pengetahuan dan kemahiran peserta dalam PdP berfokus dan terbeza. Namun, analisis mengikut demografi menunjukkan perbezaan dalam tahap keyakinan dan penerimaan konsep PdP berfokus dan terbeza berdasarkan umur, pengalaman, kelayakan akademik, dan lokasi sekolah.

Guru-guru yang lebih muda cenderung menunjukkan keyakinan dan minat yang lebih tinggi terhadap PdPBT-n, manakala guru-guru yang lebih berpengalaman mungkin menghadapi cabaran yang lebih besar dalam mengadaptasi konsep ini. Ini menunjukkan keperluan untuk pendekatan yang lebih disesuaikan dan berstruktur dalam latihan, yang dapat memenuhi keperluan pelbagai kumpulan peserta. Sokongan berterusan, latihan susulan, dan penyediaan sumber yang relevan dengan konteks pengajaran guru adalah penting untuk memastikan keberkesanan dan kelestarian pelaksanaan PdP berfokus dan terbeza dalam bilik darjah.

Maklum Balas dan Cadangan Penambahbaikan

Dapatan dari bahagian ini menunjukkan bahawa peserta sangat menghargai aspek-aspek interaktif dan praktikal bengkel serta kecekapan fasilitator dalam menyampaikan maklumat. Namun, mereka juga menghadapi cabaran dalam pelaksanaan praktikal PdP berfokus dan terbeza, terutama berkaitan dengan beban kerja tambahan dan kesukaran dalam penghasilan bahan yang sesuai. Cadangan peserta untuk penambahbaikan menekankan keperluan untuk sokongan berterusan, integrasi teknologi, dan peningkatan dalam kandungan bengkel.

Maklum balas ini menunjukkan bahawa walaupun Bengkel Kerja Outreach Program MoLIB telah berjaya dalam banyak aspek, terdapat keperluan untuk penambahbaikan berterusan untuk memastikan guru-guru dapat mengaplikasikan ilmu dan kemahiran yang diperoleh dengan lebih berkesan. Sokongan tambahan, bimbingan berterusan, dan penggunaan teknologi boleh menjadi kunci untuk meningkatkan lagi keberkesanan bengkel ini pada masa hadapan.

Implikasi Kajian

Dapatan kajian ini memberikan beberapa implikasi penting terhadap pelaksanaan Bengkel Kerja Outreach Program MoLIB serta program pembangunan profesional guru secara umum.

Kajian ini menunjukkan bahawa Bengkel Kerja Outreach Program MoLIB berjaya meningkatkan pengetahuan dan kemahiran guru-guru dalam PdP berfokus dan terbeza. Ini mencadangkan bahawa program pembangunan profesional yang berstruktur dengan baik, seperti MoLIB, mampu memberikan impak positif yang signifikan kepada guru-guru. Justeru, pelaksanaan program pembangunan profesional yang berfokus dan disesuaikan dengan keperluan spesifik guru perlu diteruskan dan diperluaskan.

Dapatan kajian juga menunjukkan bahawa sokongan berterusan selepas bengkel adalah kritikal untuk memastikan guru-guru dapat mengaplikasikan apa yang telah dipelajari dengan berkesan di dalam bilik darjah. Ini mencadangkan bahawa penyediaan sokongan susulan seperti sesi bimbingan, komuniti pembelajaran profesional (PLC), dan akses kepada sumber tambahan adalah penting untuk kejayaan jangka panjang program pembangunan profesional.

Cadangan untuk mempertingkatkan kandungan bengkel dengan penambahan sesi yang lebih mendalam dan terperinci menunjukkan keperluan untuk menyediakan latihan yang lebih spesifik kepada guru. Ini

mencadangkan bahawa program latihan perlu dirancang dengan mempertimbangkan keperluan praktikal guru, termasuk teknik penilaian yang sesuai, strategi pengurusan bilik darjah, dan contoh-contoh praktikal yang relevan dengan situasi sebenar di bilik darjah.

Secara keseluruhannya, implikasi kajian ini mencadangkan bahawa keberkesanan program pembangunan profesional seperti MoLIB dapat dipertingkatkan dengan menyediakan sokongan berterusan, integrasi teknologi, latihan yang lebih mendalam, dan pengurusan beban kerja yang lebih baik. Melalui penambahbaikan ini, guru-guru akan lebih bersedia dan yakin untuk mengaplikasikan PdP berfokus dan terbeza dalam bilik darjah, yang seterusnya akan meningkatkan keberkesanan pengajaran dan pembelajaran di sekolah.

RUMUSAN

Secara keseluruhannya, kajian ini mendapati bahawa Bengkel Kerja Outreach Program MoLIB merupakan satu inisiatif yang berkesan dalam meningkatkan kompetensi guru-guru matematik sekolah rendah dalam PdP berfokus dan terbeza. Walaupun terdapat cabaran yang perlu ditangani, maklum balas positif daripada peserta menunjukkan bahawa program ini mempunyai potensi besar untuk menyumbang kepada kejayaan pelaksanaan PLaN di sekolah-sekolah rendah di Malaysia. Penambahbaikan berterusan dan sokongan tambahan akan memastikan keberkesanan program ini dalam jangka masa panjang.

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KOMPAS KEPIMPINAN TRANSFORMATIF PEMACU TRANSFORMASI DIGITAL DALAM KONTEKS PENDIDIKAN SEKOLAH RENDAH

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ABSTRAK

Kementerian Pendidikan Malaysia telah memperkenalkan Dasar Pendidikan Digital mengandungi enam teras yang menyokong visi dan objektif pendidikan digital. Sehubungan itu, kajian kes kualitatif ini dijalankan berfokus pada teras ketiga Dasar Pendidikan Digital yang bertujuan untuk meneroka indikator kepimpinan digital berdasarkan ISTE-A, menganalisis indikator tersebut untuk mengenal pasti ciri-ciri kepimpinan digital dan mensintesiskan ciri-ciri untuk memperoleh karakter dan kompetensi kepimpinan digital yang berjaya dalam konteks pendidikan sekolah rendah. Kajian ini dijalankan di sebuah sekolah rendah Model Sekolah Digital di daerah Kuala Nerus, Terengganu. Data dikumpul daripada temu bual separa berstruktur, pemerhatian dan analisis dokumen. Data yang diperoleh dianalisis dan disintesiskan secara tematik. Informan adalah seorang guru besar berpengalaman lebih dari tujuh tahun sebagai pemimpin pendidikan dan mempunyai kemahiran digital yang tinggi. Hasil kajian mendapati bahawa untuk menggariskan karakter dan kompetensi penting yang perlu diamalkan dan dijadikan petua oleh pemimpin transformatif digital, kompas kepimpinan transformatif dicadangkan sebagai satu rangka kerja deskriptif yang terdiri daripada enam komponen utama iaitu, karamah insaniah; pragmatik; fasilitator; komunikator; pemangkin; dan mentor. Rangka kerja ini berperanan untuk mengkomunikasikan definisi visi, inisiatif, strategi pintar dan penilaian untuk membangunkan kebolehan kepimpinan, budaya dan tingkah laku pemimpin untuk memacu transformasi digital dan sekolah. Kompas kepimpinan transformatif digital ini menyepadukan semua elemen penting kepimpinan untuk kejayaan transformasi digital dalam konteks pendidikan sekolah rendah. Kesimpulannya, dapatan kajian kes kualitatif ini menyediakan guru besar dan pemimpin sekolah dengan contoh kepimpinan digital yang terdiri daripada satu siri amalan dan petua dalam membudayakan ekosistem digital demi kejayaan transformasi digital di sekolah.

Kata kunci: Kepimpinan transformasi digital, kompas kepimpinan, transformatif peneraju transformasi.

PENGENALAN

Teknologi digital telah merangsang perubahan pesat dan cabaran besar di seluruh dunia moden. Pandemik COVID-19 telah menyebabkan ledakan dalam kerja dan pembelajaran (Al Lily et al., 2020; Christensen & Alexander, 2020; Di Pietro et al., 2020; Trust et al., 2020) dan mengubah cara kita melihat, bekerja dan belajar. Sebelum wabak, revolusi digital telah mengubah dunia seperti yang ditunjukkan oleh kesan global teknologi digital (Negreiro & Madiega, 2019) melalui perkembangan kecerdasan buatan (AI) (Pedr'o et al., 2019; Perisic, 2018; Sinclair et al., 2018), pengurusan data besar (Neri, 2019), dan kewarganegaraan digital (Pedersen et al., 2018). Justeru, pihak pengurusan sekolah perlu menstrukturkan semula organisasi bilik darjah serta pengajaran dan pembelajaran (PdP) (Al Li & lalani, 2020; McCarthy et al., 2023).

Keperluan untuk transformasi digital dalam pendidikan telah diperkuatkan dengan COVID-19. Tindakan COVID-19 telah mengakibatkan 1.27 bilion kanak-kanak di lebih 190 negara, berjumlah 95% daripada murid sekolah rendah dan menengah di seluruh dunia mengalami gangguan pembelajaran (Giannini, 2020) dan ini telah menyerlahkan jurang ekuiti dalam sistem sekolah berhubung akses kepada dalam talian dan penyelesaian pembelajaran (Laporan Pemantauan Pendidikan Global, 2020; Di Pietro et al., 2020).

Di samping itu, kemunculan teknologi pengajaran mempunyai impak ketara bukan sahaja kepada pendidikan tinggi tetapi juga bilik darjah murid-murid sekolah rendah. Maka, teknologi telah ditakrifkan sebagai keperluan yang mesti dilakukan dan bukannya keutamaan atau pilihan untuk murid abad 21. Sehubungan itu, murid-murid mesti boleh berkomunikasi, bekerjasama, menghasilkan dan menerbitkan karya mereka dengan menggunakan teknologi melalui bimbingan orang dewasa (*Inisiatif Common Core State Standards*, 2009). Peralihan daripada pembelajaran tentang teknologi kepada pembelajaran dengan teknologi bukan sahaja memerlukan murid tetapi juga pendidik di sekolah rendah untuk menganggap teknologi sebagai sebahagian daripada PdP. Guru perlu menyesuaikan cara PdP supaya murid dapat memenuhi keperluan pembelajaran abad 21. Sebagai pemimpin sekolah, guru besar memainkan peranan penting dalam memimpin transformasi sekolah daripada ekosistem *technology-referenced learning* (pembelajaran yang dirujuk teknologi) kepada komuniti *technology based-learning* (pembelajaran berasaskan teknologi) untuk memenuhi keperluan pembelajaran abad 21.

Oleh yang demikian, Kementerian Pendidikan Malaysia (KPM) memperkenalkan Dasar Pendidikan Digital berhasrat untuk melahirkan generasi fasih digital yang berdaya saing menerusi peningkatan pengetahuan, kemahiran dan nilai murid, pendidik dan pemimpin pendidikan, penyediaan infrastruktur, infostruktur dan kandungan yang berkualiti dan penyertaan aktif rakan strategik secara bersepadu serta menyeluruh. Dasar Pendidikan Digital mengandungi enam teras yang menyokong visi dan objektif pendidikan digital. Setiap teras menjadi panduan hala tuju strategik pelan tindakan bagi menangani isu dan cabaran khusus yang memerlukan transformasi.

LATAR BELAKANG KAJIAN

Sistem pendidikan telah menerima teknologi digital, namun *The Organization for Economic Co-operation and Development* (OECD) membuat kesimpulan bahawa pendidikan tidak berada di barisan hadapan pendigitalan walaupun infrastruktur teknologi maklumat dan komunikasi (ICT) terdapat di banyak sekolah (OECD, 2019a, 2019b, 2019c, 2019d, 2019e, 2019f; Abbosh, O., & Bissell, K., 2019) dan murid sering mendapat akses kepada teknologi baharu di luar bilik darjah (van der Vlies, 2020). Hal ini kerana perubahan dalam pembelajaran (Amanah et al., 2020); pembaharuan kurikulum (Sullanmaa et al., 2019); penilaian dan teknologi bilik darjah (Adams Becker et al., 2018; Montoya, 2018); pertimbangan kesejahteraan sosial dan emosi (Al Lily et al., 2020; Chan et al., 2019; Melnick & Martinez, 2019; The Economist Intelligence Limited, 2019); kerumitan dan keperluan pemimpin sekolah untuk menghadapi cabaran semasa (Al Lily et al., 2020; Giannini, 2020; Sonnemann et al., 2020) dan kekangan sosio-ekonomi (Global Education Monitoring Report, 2020) memerlukan pemikiran semula sistem pendidikan abad 21 (McCarthy et al., 2023).

KPM (2023) menyatakan perlunya pendidikan digital berdasarkan beberapa faktor tertentu. Pertama, tahap kebestarian sekolah berada pada tahap sederhana apabila 52.7% sekolah berada pada tahap tiga dan ke bawah dalam penarafan tahap kebestarian sekolah pada tahun 2019. Kedua, cabaran seperti ekosistem persekitaran yang kurang membudayakan pembestarian sekolah, pelaksanaan yang bersifat pukol rata dan isu tadbir urus yang tidak selaras menyebabkan infrastruktur dan infostruktur asas tidak dapat disediakan. Ketiga, pencapaian kompetensi digital murid pada tahun 2019 masih berada pada tahap sederhana, terutamanya bagi domain kognitif murid dan domain teknologi. Walau bagaimanapun, hanya domain kewarganegaraan digital mencatatkan pencapaian yang baik. Keempat, dapatan kajian penandaarasan antarabangsa, *Programme for International Student Assessment* (PISA) 2018 dan *Trends in International Mathematics and Science Study* (TIMSS) 2019 mendapati bahawa kapasiti

pengkomputeran peranti digital di sekolah dan bilangan peranti digital untuk PdP adalah pada tahap rendah. Hal ini menunjukkan bahawa tahap kesediaan peralatan komputer, peranti digital, perisian dan perkhidmatan jalur lebar sekolah di Malaysia berada pada tahap kurang memuaskan. Kelima, kesan pandemik COVID-19 menyebabkan PdP tidak dapat dilaksanakan secara bersemuka di sekolah. Di samping itu, terdapat pelbagai isu dan cabaran untuk melaksanakan PdP secara dalam talian, antaranya termasuklah hanya 36% murid sama ada di bandar atau di luar bandar tidak memiliki peranti dan hanya 21% ibu bapa melaporkan bahawa kelajuan Internet adalah tinggi.

Berdasarkan isu dan cabaran ini, dasar khusus yang berkaitan dengan pendidikan digital digubal berasaskan empat objektif dengan enam teras yang dikenal pasti dalam usaha membangunkan ekosistem pendidikan digital yang mampan. Dasar ini diharapkan dapat memberikan manfaat yang besar kepada murid dan guru yang terlibat secara langsung dalam PdP. Faktor keberhasilan dasar ini ialah pemimpin sekolah yang berkesan, kandungan digital yang berkualiti serta infrastruktur dan infostruktur yang berkeupayaan (KPM, 2023).

Sehubungan itu, kajian ini berfokus pada teras ketiga Dasar Pendidikan Digital, iaitu bertujuan untuk meneroka petunjuk kepimpinan digital dalam konteks pendidikan sekolah rendah berdasarkan *International Society for Technology in Education Standards for Administrators* (ISTE-A). Seterusnya, menganalisis indikator untuk mengenal pasti ciri-ciri kepimpinan digital dan mensintesiskan ciri-ciri tersebut bagi memperoleh karakter serta kompetensi kepimpinan digital untuk kejayaan transformasi di sekolah. Sehubungan itu, ISTE-A telah digunakan untuk membangunkan soalan kajian dan instrumen pengumpulan data. Kajian kes ini mengisi jurang dengan memerhati, menemu bual dan menerangkan amalan kepimpinan digital guru besar dalam tetapan sekolah sebenar dan menyediakan indikator, ciri-ciri, karakter dan kompetensi kepimpinan digital dalam konteks pendidikan sekolah rendah. Sehubungan itu, mengikut piawaian ISTE-A, kepimpinan digital dikonsepsikan sebagai memberi inspirasi dan memimpin transformasi sekolah melalui teknologi, mencipta dan mengekalkan budaya pembelajaran digital, menyokong pembangunan profesional berasaskan teknologi, menyediakan kepimpinan dan pengurusan digital, serta memudahkan dan mengurus sosial, etika dan isu undang-undang.

Justeru, soalan kajian berikut telah diformulasi untuk membimbing kajian ini:

- 1) Apakah indikator kepimpinan berwawasan melalui teknologi?
- 2) Apakah indikator untuk mencipta dan mengekalkan budaya pembelajaran digital?
- 3) Apakah indikator yang menyokong pembangunan profesional berasaskan teknologi?
- 4) Apakah indikator untuk menyediakan kepimpinan dan pengurusan digital?
- 5) Apakah indikator kewarganegaraan digital?

PERNYATAAN MASALAH

Sistem pendidikan pada masa kini berhadapan dengan pelbagai cabaran dan kekangan luar jangka yang memerlukan perubahan secara menyeluruh. Dalam hal ini, tindakan proaktif perlu diambil untuk memacu perubahan landskap pendidikan digital negara dengan memanfaatkan semua kelebihan yang ditawarkan oleh Revolusi Perindustrian Kelima (IR 5.0). Sejajar dengan itu, aplikasi ICT dalam PdP turut mengalami evolusi dan menjadi elemen penting dalam sistem pendidikan.

Justeru, Malaysia perlu mengorak langkah bagi menentukan hala tuju baharu dalam sistem pendidikan negara yang dapat melahirkan generasi fasih digital sebagai usaha menyediakan modal insan yang berdaya saing pada masa hadapan. Selaras dengan hasrat ini, komitmen untuk melonjakkan potensi dan pencapaian pendidikan digital diperkenalkan melalui Dasar Pendidikan Digital yang berfokus peningkatan kompetensi murid dan pendidik, pembangunan profesional dan pengintegrasian teknologi digital serta jalinan dan jaringan rakan strategik.

Namun begitu, perkembangan drastik ini telah memberikan cabaran yang sangat besar kepada semua pihak berkepentingan termasuklah murid, guru, pemimpin pendidikan, ibu bapa dan juga komuniti. Cabaran ini menjadi lebih kompleks apabila mengambil kira kekangan yang dihadapi oleh golongan rentan, penduduk di kawasan pedalaman serta infrastruktur dan infostruktur yang masih belum lengkap sepenuhnya. Oleh sebab itu, perubahan segera perlu dilakukan bagi memastikan proses pendidikan dapat berjalan lancar. Lantaran itu, peranan semua pihak berkepentingan amat signifikan dalam menghadapi cabaran ini.

Kajian Penandaarasan PISA 2018 dan TIMSS 2019 menunjukkan bahawa terdapat jurang digital dalam sistem pendidikan negara. Oleh hal yang demikian, pihak pengurusan sekolah perlu komited untuk mentransformasikan pendidikan digital secara menyeluruh bagi melengkapkan landskap pendidikan di sekolah dan negara di samping menyokong pelaksanaan inisiatif pembangunan negara dan mencapai objektif Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013 - 2025 serta Matlamat Pembangunan Mampan 4 (SDG4), iaitu meningkatkan kualiti, kesaksamaan dan kecekapan sistem pendidikan.

KPM telah melaksanakan pengukuran Tahap Kompetensi Digital Murid dari tahun 2019 hingga 2022 dengan menggunakan instrumen Skor Kompetensi Digital atau *Digital Competency Score* (DCS). Dapatan DCS pada tahun 2022, sebanyak 436,073 orang murid daripada 437,898 orang murid yang diukur telah mencapai tahap kompetensi digital pada tahap *Intermediate* (113,776), *Advance* (279,760) dan *Innovator* (42,537). Sementara itu, sebanyak 1,825 orang murid berada pada tahap pengukuran *Beginner* (337) dan *Novice* (1,488). Secara puratanya, skor keseluruhan sebanyak 3.32 daripada 5.0. Hal ini bermakna murid di Malaysia telah mencapai tahap pertengahan atau *Digital Intermediate*, iaitu murid mempunyai kemahiran asas dalam penggunaan teknologi digital (KPM, 2023).

Tahap Kompetensi Digital Guru juga diukur pada tahun 2021 dengan pelibatan sebanyak 297,018 orang guru. Dapatan tahap kompetensi digital guru menunjukkan sebanyak 6,442 (2.2%) orang guru berada pada tahap Lanjutan, 118,651 (39.9%) pada tahap Pertengahan dan sebanyak 171,925 (57.9%) pada tahap Asas (KPM, 2023).

Tahap Kompetensi Digital Pemimpin Sekolah pula diukur pada tahun 2021 dengan pelibatan sebanyak 36,341 orang pemimpin sekolah menunjukkan 19,209 (52.9%) orang pemimpin mencapai tahap Asas, 16,392 (45.1%) mencapai tahap Pertengahan dan 740 (2.0%) mencapai tahap Lanjutan (KPM, 2023).

Di samping itu, Malaysia telah menyertai pelbagai kajian penandaarasan antarabangsa sebagai kaedah penilaian kualiti keberhasilan pendidikan negara termasuklah TIMSS dan PISA. Dalam konteks pendidikan digital, kajian TIMSS 2019 yang melibatkan sampel sebanyak 9,643 responden daripada 221 buah sekolah menunjukkan bahawa semakin kerap guru menggunakan komputer dalam pembelajaran Sains dan Matematik, semakin tinggi purata skor murid. Namun, persepsi murid terhadap penggunaan komputer oleh guru semasa PdP untuk subjek Sains dan Matematik mendapati bahawa 82% guru Sains dan 90% guru Matematik di Malaysia hampir atau tidak pernah menggunakan komputer dalam PdP (KPM, 2023).

Analisis Keperluan Latihan Guru Besar berasaskan Standard Kompetensi Pemimpin Sekolah (KOMPAS 2.0) 2020 mendapati bahawa kebanyakan kompetensi pembudayaan ekosistem digital di sekolah adalah pada min 2.7 daripada 5.0. Dapatan kajian ini memberikan petunjuk bahawa guru besar memerlukan latihan untuk membudayakan ekosistem digital. Kajian ini juga menyokong pandangan bahawa pemimpin perlu menggabungkan gaya kepimpinan dengan aplikasi digital (Rahayu Ahamad Bahtiar et al., 2020). Dunia yang bersifat *Volatile, Uncertain, Complex* dan *Ambiguous* (VUCA) memerlukan pemimpin pendidikan yang dinamik, cekap, berkesan dan ampuh untuk memimpin pendidik digital.

Justeru, kajian ini dijalankan untuk meneroka indikator kepimpinan digital, menganalisis indikator tersebut untuk mengenal pasti ciri-ciri, memperoleh karakter dan kompetensi kepimpinan digital hasil sintesis ciri-ciri tersebut dalam konteks pendidikan sekolah rendah dengan menemu bual guru besar yang berkemahiran tinggi dalam ICT.

TINJAUAN LITERATUR

Transformasi Digital bukan mengenai Teknologi (Tabrizi et al., 2019) semata-mata. Pada masa lalu Transformasi Digital telah dilihat oleh sesetengah pihak sebagai frasa yang berkaitan dengan organisasi besar yang mengubah cara mereka menggunakan teknologi untuk meningkatkan hasil. Justeru, terdapat salah tanggapan bahawa teknologi adalah pemacu utama untuk perubahan; walau bagaimanapun, teknologi hanyalah tindakan sokongan untuk perubahan (Kane, 2019) dan dianggap sebagai pemboleh transformasi. Dalam konteks pendidikan, memahami pemacu atau petunjuk untuk perubahan transformatif perlu diikuti dengan membangunkan strategi transformasi digital yang bermaklumat, disokong dengan contoh yang bermakna, boleh memudahkan pemahaman untuk pengurusan perubahan yang berjaya.

Digital, inovasi digital dan transformasi digital ialah beberapa istilah yang digunakan secara meluas dalam semua bidang (Saarikko et al., 2020), namun keaburan tentang maknanya boleh menyebabkan kekeliruan (Gobble, 2018). Oleh itu, matlamat untuk mentakrifkan istilah transformasi digital untuk pemimpin sekolah adalah menyediakan asas untuk membina visi bersama (D'orner & Edelman, 2015) dan menekankan bahawa transformasi digital adalah lebih daripada sekadar inovasi teknologi.

Transformasi digital dalam pendidikan adalah tentang membayangkan semula cara menghimpunkan orang, data dan proses untuk mewujudkan persekitaran yang lebih baik untuk murid-murid, para guru, ibu bapa dan pemimpin sistem dalam dunia yang mengutamakan digital, serta bersedia untuk inovasi dan cabaran yang akan datang. Ini memerlukan penyusunan semula persekitaran pembelajaran formal dan tidak formal, kandungan dan penyampaian pendidikan (Gobble, 2018; Hinings et al., 2018; OECD, 2019a, 2019b, 2019c, 2019d, 2019e, 2019f; Navaridas-Nalda et al., 2020).

Semua inisiatif transformasi digital bermula dengan perubahan teknologi, sosial, politik dan ekonomi (Riemke-Gurzki, 2017) yang saling berkait dan berinteraksi antara satu sama lain. Oleh itu, pemacu transformasi adalah penting dalam membina strategi yang padu namun fleksibel (Rohmann & Klein, 2019; McCarthy et al., 2023) mengikut trend teknologi (Educause, 2019; McCarthy et al., 2023; Hinings et al., 2018; The Economist Intelligence Unit Limited, 2019; McCarthy et al., 2023).

Setiap perubahan ada risiko, namun amalan terbaik untuk kejayaan adalah kepimpinan, pembinaan keupayaan, memperkasakan guru dan kakitangan, menaik taraf alat dan komunikasi (McKinsey & Company, 2018; Tabrizi et al., 2019; McCarthy et al., 2023). Transformasi digital yang paling berjaya bermula dengan anjakan minda di peringkat guru dan kakitangan, kepimpinan dan organisasi (Kane, 2019). Anjakan ini menghasilkan perubahan budaya yang membolehkan sekolah menjadi lebih tangkas, bertolak ansur dengan risiko, bereksperimen dan bekerjasama.

Kajian lepas mendapati bahawa strategi yang memacu transformasi digital, bukannya teknologi (Kane et al., 2015, 2019; McCarthy et al., 2023), iaitu keperluan strategi digital untuk menyokong transformasi digital. Strategi transformasi digital boleh menyediakan pemimpin sekolah dengan peta laluan untuk mengubah sekolah pada skala tertentu yang memerlukan bukan sahaja visi alternatif tetapi juga strategi pintar (Schleicher, 2018, 2019; McCarthy et al., 2023).

Sehubungan itu, pemimpin sekolah perlu membezakan keperluan pihak berkepentingan sebagai sebahagian daripada strategi organisasi baharu dalam meningkatkan rasional untuk transformasi dengan keperluan guru yang berkaitan dengan pembelajaran, keyakinan menggunakan teknologi,

pengintegrasian teknologi dalam amalan pedagogi dan sokongan peribadi menggunakan teknologi (McCarthy et al., 2019; Schleicher, 2018, 2019; Osakwe et al., 2017).

Justeru, bagi menangani cabaran, sekolah memerlukan rangka kerja holistik yang koheren dalam menyokong guru dan murid memperoleh pengetahuan untuk membolehkan mereka membuat keputusan (Dimmock, 2016); menyokong inovasi khusus dengan mengintegrasikan teknologi dan pedagogi digital (Maor, 2017); membimbing dan menyediakan sumber untuk membantu mereka meningkatkan keyakinan dalam penggunaan teknologi (Cavanaugh et al., 2013; Dimmock, 2016; Haßler et al., 2016; McCarthy et al., 2019). Sehubungan itu, terdapat pelbagai rangka kerja pendidikan telah berjaya, termasuk teknologi, pedagogi, kandungan dan pengetahuan (TPACK) (Koehler & Mishra, 2009); matriks integrasi teknologi (Phillips, 2018); dan kemahiran abad 21 (Kereluik et al., 2013; Koh et al., 2015).

Kepimpinan pendidikan muncul sebagai faktor kritikal yang mempengaruhi kejayaan integrasi teknologi digital dalam pendidikan. Pemimpin di pelbagai peringkat memainkan peranan penting dalam membentuk visi, dasar dan amalan yang berkaitan dengan penggunaan teknologi di sekolah (Anderson & Dexter, 2005). Kajian menunjukkan bahawa kepemimpinan yang berkesan dicirikan oleh pemahaman tentang amalan pedagogi, komitmen terhadap pembangunan profesional yang berterusan dan penciptaan budaya menyokong yang menggalakkan eksperimen dan inovasi (Groenewald, et al., 2023; Bagacina et al, 2024).

Amalan kepemimpinan yang memupuk budaya digital yang positif dalam institusi pendidikan adalah penting untuk kejayaan pelaksanaan pendidikan yang dipacu teknologi. Ini melibatkan penyediaan sumber, infrastruktur dan peluang pembangunan profesional guru untuk mengintegrasikan alat digital dengan berkesan ke dalam amalan pengajaran (Ertmer, 2005). Selain itu, pemimpin pendidikan mesti mengemudi keputusan dasar yang berkaitan dengan penggunaan teknologi digital, menangani isu seperti akses saksama, pertimbangan etika dan privasi data (Blunt, et al., 2021; Bagacina et al, 2024).

Walaupun pengintegrasian teknologi digital dalam pendidikan menawarkan banyak peluang, namun cabaran penting ialah kebolehubahan dalam kecekapan teknologi dan tahap penyelesaian guru yang boleh memberi kesan kepada kejayaan pelaksanaan alatan digital (Manire, et al., 2023). Inisiatif pembangunan profesional yang menangani kebolehubahan ini dan memberikan sokongan berterusan penting untuk membina keyakinan dan kecekapan pendidik dalam menggunakan teknologi digital dengan berkesan (Mouza, 2008; Bagacina et al, 2024).

Kajian literatur menyerlahkan hubungan yang mencabar antara teknologi digital, pendidikan dan kepemimpinan pendidikan. Pengintegrasian alatan digital dalam pendidikan memegang janji besar untuk meningkatkan hasil pembelajaran murid, tetapi kejayaannya bergantung kepada amalan kepemimpinan yang berkesan. Semasa kita mengharungi cabaran abad 21, adalah penting untuk terus menganalisis peranan teknologi digital dalam pendidikan, memastikan pemimpin pendidikan dilengkapi untuk membimbing institusi mereka ke arah masa depan di mana murid bukan sahaja celik tetapi juga fasih digital (Bagacina et al., 2024).

METODOLOGI

Kajian kes kualitatif membentuk rangka kerja metodologi dalam kajian ini untuk menangani persoalan kajian. Kajian kualitatif amat sesuai untuk meneroka pengalaman sebenar dalam konteks yang unik melalui pengumpulan data yang terperinci dan mendalam melibatkan temu bual (Creswell, 2013; Seidman, 2012; Yin, 2013). Dalam konteks kajian ini, kajian kualitatif lebih sesuai untuk meneroka dan memfokuskan pemahaman mendalam tentang kepemimpinan digital guru besar.

Kajian ini dijalankan di sebuah sekolah Showcase Microsoft yang pertama di Terengganu dan satu-satunya di daerah Kuala Nerus yang merupakan Model Sekolah Digital sejak tahun 2021. Kajian ini

menggunakan kaedah pensampelan bertujuan, iaitu sampel kriteria untuk mengumpul maklum balas yang kaya dengan maklumat daripada individu. Pensampelan kriteria bermaksud memilih individu yang memenuhi kriteria tertentu. Kriteria untuk kajian ini adalah informan yang merupakan seorang guru besar di sekolah rendah Model Digital. Informan ialah seorang guru besar yang berkhidmat lebih dari tujuh tahun sebagai pengurus pendidikan. Beliau dipilih kerana boleh memberikan maklumat yang kaya mengenai kepimpinan digital (memiliki MIEE dan MCE) dan cara teknologi mempengaruhi kepimpinan dan sekolah. Tiga jenis pengumpulan data telah dijalankan dalam kajian ini, iaitu temu bual separa berstruktur, pemerhatian dan analisis dokumen.

Informan telah ditemu bual dengan dua belas soalan terbuka untuk meneroka pengalaman kepimpinan digital guru besar. Beliau ditemu bual tidak lebih daripada satu jam bagi setiap sesi temu bual. Semasa temu bual, pengkaji mendengar pengalaman sebenar guru besar berkaitan kepimpinan digital, belajar tentang perasaan mereka dalam proses melaksanakan kepimpinan digital dan memahami kepercayaan mereka dari sudut pandangan subjek. Pemerhatian informan dijalankan di dalam bilik darjah dan makmal komputer. Dokumen yang berkaitan, termasuk rancangan pengajaran (eRPH), sukatan pelajaran dan manual pengurusan sekolah telah dikumpulkan dan dianalisis. Seterusnya, menyemak dokumen berkaitan membantu pengkaji memperoleh idea yang jelas tentang amalan dan pelaksanaan kepimpinan digital. Analisis dan tafsiran data dijalankan melalui transkripsi temu bual dan pengekodan, nota pemerhatian serta nota analisis dokumen; membaca semua data dan menjana kategori, tema dan pola; serta menulis dapatan mengikut persoalan kajian.

DAPATAN KAJIAN DAN PERBINCANGAN

Dapatan menunjukkan bahawa guru besar memberi tumpuan kepada pembangunan profesional teknologi guru apabila diminta untuk menerangkan strategi kepimpinan digital. Sokongan padu ditemui untuk menyokong komuniti digital melalui guru besar. Analisis dapatan menunjukkan guru besar mempunyai Kepimpinan Berwawasan (Mengkomunikasikan inti pati transformasi digital; Visi teknologi bersepadu; Sokongan pelan teknologi oleh semua pihak berkepentingan; Membayangkan kebaikan penciptaan kekayaan digital); Budaya Pembelajaran Digital (Peranti yang mencukupi; Pemodelan teknologi; Penggunaan teknologi berkesan; Melibatkan orang ramai untuk bertindak dengan transformasi digital); Pembangunan Profesional (Membentuk konteks penciptaan pengetahuan untuk transformasi digital; Peluang pembelajaran digital; Komuniti pembelajaran digital); Penambahbaikan Sistemik (Pencapaian pembelajaran maksimum; Kakitangan yang cekap; Perkongsian strategik; Membuat transformasi digital tugas semua orang); Kewarganegaraan Digital (Penapis digital; Memahami inti pati transformasi digital).

1) Apakah indikator kepimpinan berwawasan melalui teknologi?

Kepimpinan berwawasan digambarkan sebagai memberi inspirasi dan memimpin pembangunan dan pelaksanaan visi bersama dalam mengintegrasikan teknologi yang komprehensif untuk menggalakkan kecemerlangan dan menyokong transformasi di seluruh sekolah. Dapatan kajian ini menunjukkan bahawa kepimpinan berwawasan guru besar ditunjukkan dengan mengkomunikasikan inti pati transformasi digital, visi teknologi bersepadu, sokongan pelan teknologi oleh semua pihak berkepentingan dan membayangkan kebaikan penciptaan kekayaan digital. Ini menunjukkan pemimpin sekolah mengintegrasikan strategi organisasi baharu berdasarkan keperluan pihak berkepentingan yang selari dengan McCarthy et al. (2019), Schleicher (2018) dan Osakwe et al. (2017).

Mengkomunikasikan inti pati transformasi digital.

Pemimpin yang mengorganisasikan sekolah yang bertujuan untuk memastikan kejayaan masa depan transformasi memberi perhatian kepada cara dan tanggungjawab untuk menyampaikan bagaimana visi dan perubahan mempengaruhi seluruh organisasi. Hal ini selari dengan Ismail et al. (2017). Justeru, guru besar sebagai pemimpin transformatif digital menyampaikan misi, visi dan nilai yang dipercayai.

Informan menyatakan bahawa menyampaikan inti pati transformasi digital menyamai kapasiti untuk berkongsi tujuan organisasi melalui bahasa universal, memberi inspirasi kepada semua pihak berkepentingan menggunakan metafora, cerita dan retorik. Persoalan kritikal yang mencirikan kecekapan ini ialah: bagaimana memberi inspirasi kepada murid, guru, kakitangan, ibu bapa dan komuniti untuk mencipta pengetahuan baharu transformasi digital.

Visi Teknologi Bersepadu.

Teknologi adalah bahagian yang bersepadu dalam PdP. Guru besar menyatakan bahawa beliau menyedari teknologi adalah sebahagian daripada kehidupan dunia hari ini. Teknologi bermaksud pentadbiran digital, pembelajaran digital dan pengajaran digital. Murid hari ini sedang membesar dengan teknologi, maka adalah perlu dan penting bagi sekolah untuk menyediakan peluang pembelajaran digital dan membantu murid mendapatkan pengalaman pembelajaran digital. Oleh itu, sekolah perlu menghubungkan kanak-kanak dengan dunia digital tempat mereka belajar dan membesar. Informan menerangkan amalan serta pengalamannya dan guru menggunakan pelantar digital untuk meminta murid-murid membuat kerja rumah di blog dan bagaimana beliau membudayakan media sosial untuk pembelajaran melalui strategi tertentu secara kreatif. Ini bertepatan dengan dapatan Kane et al. (2019) dan McCarthy et al. (2023), iaitu strategi memacu transformasi. Dapatan ini juga menunjukkan guru besar bertindak membentuk visi dalam penggunaan teknologi di sekolah seperti yang dinyatakan oleh Anderson & Dexter (2005).

Sokongan Pelan Teknologi oleh Semua Pihak Berkepentingan.

Teknologi memerlukan sokongan daripada semua pihak berkepentingan. Justeru, menyediakan persekitaran pembelajaran digital adalah satu tugas yang mustahil tanpa sokongan daripada semua pihak berkepentingan. Visi pelan teknologi di sekolah adalah untuk memastikan teknologi diaplikasikan dalam semua bilik darjah untuk meningkatkan pembelajaran murid-murid. Semua guru dikehendaki memiliki *Microsoft Innovative Educator* (MIE). Setelah memperoleh MIE, guru mengaplikasikan kemahiran yang diperoleh untuk memastikan murid didedahkan kepada bilik darjah yang kaya dengan teknologi. Selain itu, guru besar menunjukkan bahawa beliau memahami kepentingan Persatuan Ibu Bapa dan Guru (PIBG) dalam mewujudkan persekitaran pembelajaran digital. Sokongan ibu bapa diperlukan untuk membantu anak-anak di rumah dalam penggunaan teknologi untuk pembelajaran. Sekolah melakukan penilaian tentang keperluan sekolah, guru besar bekerjasama rapat dengan PIBG untuk mengetahui perkara yang diperlukan oleh sekolah dan keperluan guru di dalam bilik darjah. Jadi selagi ibu bapa dapat melihat bahawa mereka memberi kesan kepada pembelajaran murid-murid dan membantu guru dengan strategi PdP guru, ibu bapa akan mengambil bahagian secara aktif. Ini menunjukkan berlakunya anjakan minda di peringkat guru dan kepimpinan sekolah yang selari dengan dapatan kajian Kane et al. (2019).

Membayangkan kebaikan penciptaan kekayaan digital.

Dalam proses transformasi digital, informan membuat penyelarasan semula tujuan organisasi sekolah mengikut matlamat transformasi digital sebagaimana kajian Kreutzer et al. (2017). Oleh itu, guru besar menunjukkan bahawa pemikiran semula proses strategik semasa pendigitalan adalah penting. Dalam hal ini, kecekapan ditakrifkan sebagai membayangkan kebaikan penciptaan kekayaan digital yang melibatkan kapasiti mengambil keputusan berdasarkan kebaikan yang diperlukan oleh transformasi digital, iaitu mengambil kira kesan positif matlamat dan proses ke atas semua pihak berkepentingan untuk menyokong pertumbuhan yang mampan. Persoalan kritikal yang mencirikan kecekapan ini ialah apakah matlamat penciptaan kekayaan dalam transformasi digital. Dapatan menunjukkan guru besar sebagai pemimpin transformatif digital dipandu oleh karamah insaniah dan semangat etika yang kukuh.

2) Apakah indikator untuk mencipta dan mengekalkan budaya pembelajaran digital?

Budaya pembelajaran era digital digambarkan sebagai mencipta, mempromosikan dan mengekalkan budaya pembelajaran era digital yang dinamik, relevan dan menarik untuk semua murid. Dapatan kajian ini menunjukkan bahawa budaya pembelajaran era digital boleh ditunjukkan sebagai peranti yang

mencukupi, pemodelan teknologi, penggunaan teknologi yang berkesan dan melibatkan orang ramai untuk bertindak dengan transformasi digital.

Peranti yang Mencukupi.

Perkakasan adalah asas transformasi digital. Perkakasan yang dilengkapi dengan perisian yang sesuai menjadikan PdP lebih cepat dan mudah. Informan berkongsi dengan pengkaji bahawa kemudahan capaian internet yang stabil melalui Wi-Fi di seluruh sekolah selama bertahun-tahun. Setiap guru dilengkapi dengan MacBook/laptop. Perpustakaan dilengkapi dengan komputer dan guru berkemahiran teknologi. Murid dapat menggunakan sumber perpustakaan seperti komputer untuk mendapatkan maklumat bagi membantu pembelajaran. iPad/laptop digunakan untuk mengurus tingkah laku murid, berkongsi maklumat dengan ibu bapa, menaksir pembelajaran dan menilai pengajaran.

Pemodelan Teknologi.

Memodelkan teknologi melalui aktiviti pentadbiran dan pengurusan adalah penting untuk mempromosikan PdP digital. Guru besar memodelkan penggunaan teknologi seperti cara perisian atau aplikasi khusus digunakan dalam pentadbiran dan pengurusan. Selain itu, guru besar mempromosikan penggunaan Instagram, Blog, Facebook, YouTube, Twitter dan Tik tok sebagai cara berkomunikasi dengan guru dan murid. Guru dikehendaki mengemas kini laman web PdP mereka berdasarkan keperluan ibu bapa dan murid. Jika ibu bapa lebih suka bahan berasaskan kertas, guru boleh menghantar bahan seperti salinan bahan bantu belajar bercetak. Jika ibu bapa lebih suka sumber digital, guru akan memuat naik bahan seperti bahan bantu belajar ke laman web PdP mereka. Ini menunjukkan kelenturan minda dan fleksibiliti dalam amalan PdP mereka. Selain itu, media sosial seperti Facebook, WhatsApp dan Telegram digunakan untuk berkongsi info dengan guru dan ibu bapa.

Penggunaan Teknologi yang Berkesan.

Penggunaan sumber yang ada menggalakkan transformasi digital. Guru besar menekankan bahawa pencapaian murid adalah keutamaan yang penting. Oleh itu, banyak strategi dan teknologi digunakan untuk memastikan keperluan yang pelbagai untuk semua murid dipenuhi. Dapatan ini menepati dapatan McCarthy et al. (2019), Schleicher (2018) dan Osakwe et al. (2017) dalam konteks kepelbagaian keperluan serta strategi.

Melibatkan orang ramai untuk bertindak dengan transformasi digital.

Kecekapan ini berkaitan dengan kecenderungan guru besar untuk memimpin kumpulan ke arah yang dikongsi, dengan semangat dan tenaga, merangsang motivasi pasukan, merapatkan jurang dan menyokong cara profesional mereka. Pemimpin yang menggalakkan semangat, komitmen dan keterujaan boleh mewujudkan komitmen yang tinggi dalam sesebuah organisasi dan dianggap sebagai pemimpin yang berkarisma. Informan seorang pemimpin transformatif digital yang melibatkan diri dan memimpin pihak berkepentingan untuk bertindak dan memahami melalui empati dan mendengar dengan baik.

3) Apakah petunjuk untuk menyokong pembangunan profesional berasaskan teknologi?

Pembangunan profesional digambarkan sebagai menggalakkan persekitaran profesional pembelajaran dan inovasi yang memperkasakan guru untuk meningkatkan pembelajaran murid melalui penyerapan teknologi kontemporari dan sumber digital. Dapatan kajian ini menunjukkan bahawa pembangunan profesional adalah dengan membentuk konteks penciptaan pengetahuan untuk transformasi digital, peluang pembelajaran digital dan komuniti pembelajaran digital.

Membentuk konteks penciptaan pengetahuan untuk transformasi digital.

Kini, perkongsian ruang untuk pembangunan profesional bersama membolehkan orang ramai mengenali perhubungan tersebut yang membawa kepada faedah ketara dan mewujudkan serta mengekalkan hubungan strategik dan sosial dengan pelbagai pihak berkepentingan. Organisasi sekolah yang merentas transformasi digital memudahkan budaya pertukaran, mewujudkan ruang perkongsian

budaya ekosistem digital dan pertumbuhan pembelajaran. Keupayaan untuk berinovasi dan budaya pembelajaran yang berdaya maju adalah berkait rapat. Justeru, informan menunjukkan bahawa beliau seorang pemimpin transformatif digital yang membentuk kapasiti organisasi sekolah untuk mencipta konteks yang prolifrik bagi memupuk pengetahuan digital, menjana ruang pertumbuhan maya dan realiti bagi pertukaran pengetahuan dan kemahiran digital. Soalan kritikal yang mencirikan kecekapan ini ialah bagaimana menjana ruang pertumbuhan pengetahuan digital.

Peluang Pembelajaran Digital.

Pembangunan profesional bukan sahaja bermakna latihan. Guru besar berkata, “Guru tidak dinilai dengan latihan yang disertai..., tetapi saya mengambil gambar dan juga merakam kelas sebagai bukti dalam telefon dan iPad saya. Dengan aplikasi dalam iPad, saya boleh meninggalkan komen kepada guru tertentu dan juga guru boleh melihat ulasan dan mendapatkan maklum balas dengan segera... seterusnya membimbing guru tersebut mengikut keperluan”. Di samping itu, teknologi terkini dihantar kepada guru melalui e-mel. Guru boleh melihat senarai teknologi dan memutuskan perkara yang ingin mereka pelajari dan bila mereka boleh belajar serta dibimbing. Informan menegaskan bahawa menyokong bimbing guru berdasarkan keperluan mereka adalah lebih penting daripada memberi guru apa yang sekolah ada. Amalan ini menunjukkan komitmen informan terhadap pembangunan profesionalisme berterusan dan penciptaan budaya menyokong sebagaimana kajian Groenewald et al. (2023) dan Bagacina et al. (2024).

Komuniti Pembelajaran Digital.

Dapatan menunjukkan bahawa membina komuniti pembelajaran untuk menggalakkan komunikasi dan kerjasama adalah satu lagi strategi untuk menyokong pembangunan profesionalisme. Guru membuat kumpulan pembelajaran selepas waktu persekolahan, belajar daripada guru lain dan saling menyokong bimbing satu sama lain. Pegawai dari Pejabat Pendidikan Daerah juga menyediakan sokong bimbing kepada guru-guru di samping ahli teknologi pengajaran. Secara rutin semua pentadbir, guru dan kakitangan terlibat dalam komuniti yang menggalakkan penggunaan teknologi untuk meningkatkan komunikasi dan produktiviti sekolah. Guru Besar menggunakan Facebook sebagai cara komunikasi dan kerjasama dengan menyiarkan maklumat dan ibu bapa dapat melihat maklumat ini dan mengikuti perkembangan sekolah dari semasa ke semasa. Beliau juga mempromosikan penggunaan twitter untuk PdP di sekolahnya. Bagi ibu bapa, mereka akan mendapat peringatan teks jika sekolah mempunyai sesuatu program atau acara. Komunikasi antara sekolah dan ibu bapa adalah komunikasi berasaskan teks kerana cara ini mudah dan cepat. Ini mewujudkan persekitaran yang lebih baik untuk para murid, guru dan ibu bapa yang selari dengan kajian Gobble (2018), Hinings et al. (2018) dan Navaridas-Nalda et al. (2020).

4) Apakah indikator penambahbaikan sistemik?

Penambahbaikan sistemik digambarkan sebagai menyediakan kepimpinan dan pengurusan era digital untuk terus meningkatkan organisasi sekolah melalui penggunaan sumber maklumat dan teknologi yang berkesan. Dapatan kajian ini menunjukkan bahawa peningkatan sistemik ditunjukkan sebagai pencapaian pembelajaran yang maksimum, kakitangan yang cekap, perkongsian strategik dan membuat transformasi digital tugas semua orang.

Pencapaian Pembelajaran yang Maksimum.

Dapatan kajian menunjukkan bahawa ianya bertujuan memaksimumkan pencapaian pembelajaran melalui penggunaan teknologi yang sesuai. Guru besar menyatakan bahawa beliau menyediakan peranti pembelajaran untuk memastikan murid dan guru terlibat dalam persekitaran pembelajaran digital secara efektif. Sekolah mempunyai *chrome book* dan e-book yang boleh diakses oleh semua murid. Guru besar menggunakan maklum balas, iaitu aplikasi pengurusan digital untuk menyokong bimbing guru. Guru dan pentadbir menggunakan pelbagai aplikasi Microsoft, Google, Delima KPM, Planner dan Office 365 untuk berkongsi maklumat. Guru besar meningkatkan prestasi kakitangan dan pembelajaran murid

melalui kerjasama dan kebersamaan yang teguh. Ini menunjukkan amalan kepimpinan digital sebagaimana McKinsey & Company (2018), Tabrizi et al. (2019) dan McCarthy et al. (2023).

Kakitangan yang Cekap.

Guru besar merekrut dan mengekalkan kakitangan yang berkebolehan tinggi untuk memajukan matlamat akademik dan operasi, iaitu 100% guru telah mempunyai sijil MIE, 73.8% Microsoft Innovative Educator Expert (MIEE) dan 9.5% Microsoft Certified Educator (MCE). Guru yang mahir dalam teknologi akan memodelkan teknologi mereka dan membantu dengan latihan dalaman. Mereka juga mendapat ganjaran yang sesuai dari pihak sekolah. Penggunaan teknologi dinilai dan ditaksir melalui rancangan pengajaran untuk pembelajaran murid dan laporan untuk komunikasi dan produktiviti. Excel digunakan untuk menganalisis data dan mentafsir keputusan. Hasil dapatan dikongsi bersama guru melalui e-mel. Guru juga menggunakan media sosial untuk berkomunikasi dengan keluarga murid. Amalan kepimpinan ini selari dengan Ertmer (2005).

Perkongsi Strategik.

Seterusnya, dapatan menunjukkan guru besar mewujudkan dan memanfaatkan perkongsian strategik untuk menyokong penambahbaikan sistemik. Guru berkongsi rangka kerja dan carta selak antara satu sama lain. Selepas waktu sekolah, guru berkomunikasi, berbincang, dan belajar dengan guru lain. Kumpulan pembelajaran guru di perkasa untuk menggalakkan komunikasi dan kerjasama bagi meningkatkan keyakinan dalam penyediaan sumber dan penggunaan teknologi. Dapatan ini sepadan dengan kajian Cavanaugh et al. (2013), Dimmock (2016), Haßler et al. (2016) dan McCarthy et al. (2019). Seterusnya, laman web sekolah mempunyai semua maklumat guru, ibu bapa dan pentadbir. Murid dan ibu bapa boleh mengakses untuk mendapatkan sumber PdP, laporan kehadiran murid dan maklumat pencapaian pembelajaran murid.

Membuat transformasi digital tugas semua orang.

Kemunculan revolusi digital memerlukan guru dan kakitangan yang bersedia untuk menerima gaya kerja baharu, mengisi peranan yang baru muncul dan menyesuaikan pekerjaan sedia ada, terbuka dan fleksibel untuk menyepadukan lebih banyak proses data dan automasi. Mereka perlu mengasimilasikan budaya baharu dan menyesuaikan diri dengan transformasi ekosistem sekolah yang dibawa oleh pendigitalan, automasi dan robotik. Selain itu, memupuk kemahiran insaniah dan kepimpinan menjadi lebih relevan untuk guru dan kakitangan. Oleh itu, menjaga pertumbuhan peribadi dan profesional guru dan kakitangan serta memupuk bakat mereka adalah asas untuk menggalakkan proses transformasi digital. Analisis dapatan kajian menunjukkan informan menunjukkan ciri utama pemimpin transformatif digital, iaitu keupayaan untuk menyebarkan transformasi digital, menyokong guru dan kakitangan untuk meningkatkan kemahiran kepimpinan dan kecekapan pengetahuan digital mereka. Persoalan kritikal yang mencirikan kecekapan ini ialah bagaimana memupuk kecekapan transformatif digital pada orang lain terutama guru dan kakitangan sekolah. Dapatan ini selari dengan Rangraz & Pareto (2021), Frankiewicz & Chamorro-Premuzic (2020) dan Kane (2019).

5) Apakah penunjuk kewarganegaraan digital?

Kewarganegaraan digital digambarkan sebagai pemodelan dan memudahkan pemahaman tentang isu dan tanggungjawab sosial, etika dan undang-undang yang berkaitan dengan budaya digital yang berkembang (ISTE-A, 2009). Dapatan kajian ini menunjukkan bahawa kewarganegaraan digital boleh ditunjukkan sebagai penapis digital dan memahami inti pati transformasi digital.

Penapis Digital.

Guru besar menyatakan bahawa setiap orang mempunyai akses yang saksama kepada sumber. Semua murid mempunyai akses kepada makmal komputer dan komputer perpustakaan pada setiap masa. Sekolah juga menyediakan sumber digital percuma untuk ibu bapa yang tidak mempunyai akses di rumah. Guru besar menggunakan alat digital untuk menyediakan persekitaran pembelajaran digital yang selamat dan sah. Semua murid dan guru membuat perjanjian teknologi di mana mereka bersetuju untuk

tidak melakukan sesuatu yang menyalahi undang-undang dengan teknologi dan etika melalui konsep Islamik dan jati diri. Selain itu, penulis dipasang di semua sekolah untuk memastikan murid tidak mengakses tapak web yang tidak sesuai. Kepimpinan guru besar dalam mengemudi penggunaan teknologi digital ini mengupayakan wujudnya budaya digital yang positif di sekolah yang selaras dengan Blunt et al. (2021) dan Bagacina et al. (2024).

Memahami inti pati transformasi digital.

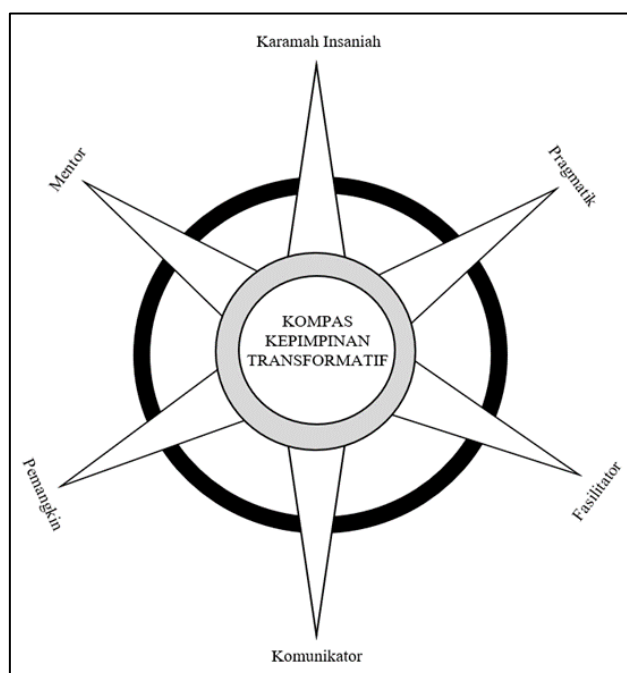
Pemimpin mesti memahami kepentingan transformasi digital dan matlamat sebenarnya. Dalam perspektif ini, informan menunjukkan kecekapan pertama peneraju transformatif digital ialah memahami inti pati transformasi digital, iaitu kapasiti menghubungkan pengetahuan digital dengan cabaran pendidikan untuk menyelesaikan masalah, menyelaraskan isu berkaitan dan penyelesaiannya dengan mengetahui tujuan transformasi digital serta asas pengetahuan berdasarkan teknologi. Persoalan kritikal yang mencirikan kecekapan ini ialah untuk apa transformasi digital. Keupayaan untuk memahami inti pati transformasi digital ini mendedahkan perkara yang sebenarnya di sebalik produk dan tingkah laku guru besar. Pemimpin transformasi digital yang bijaksana tidak hanya berfokus pada apa yang mereka lakukan tetapi pada inti pati apa yang mereka lakukan (Nonaka & Takeuchi, 2011; 2019).

KOMPAS KEPIMPINAN TRANSFORMATIF

Analisis indikator kepimpinan digital yang diperoleh daripada dapatan kajian menemukan tiga dimensi dengan ciri-ciri tertentu kepimpinan digital, iaitu Pemikiran Digital (Berwawasan inovatif, Kecerdasan hubungan, Kecerdasan digital, Menguasai kekompleksan, Eksploitasi dan eksplorasi, Pencari bakat digital); Sikap Sosial (Beretika, Berorientasikan pihak berkepentingan, Delekatif demokratik, Juara kepelbagaian, Kecerdasan sosial, Keterbukaan, Teladan, Mentor bermotivasi) dan Pemikiran Umum (Kelenturan minda, Kecergasan minda, Belajar melalui kesilapan, Kreatif, Kesedaran sendiri, Berani tegas, Berorientasikan pengetahuan, Pelajar sepanjang hayat). Sehubungan itu, sintesis ciri-ciri kepimpinan digital ini menemukan lapan karakter kepimpinan digital, iaitu Pengetahuan dan Literasi Digital; Visi Berwawasan; Pemahaman Pihak Berkepentingan; Ketangkasan; Pengambilan Risiko; Kolaborasi; Memberi Inspirasi kepada semua pihak berkepentingan dalam Membudayakan Ekosistem Digital; dan Kompas Kepimpinan Digital. Hasil daripada analisis indikator dan sintesis ciri-ciri kepimpinan digital ini menemukan empat kompetensi utama kepimpinan digital untuk kejayaan transformasi digital di sekolah, iaitu Visi Transformatif; Perspektif Pandang ke Hadapan; Fasih Digital; dan Kebolehsuaian.

Sehubungan itu, analisis dan sintesis daripada kajian mendapati bahawa untuk menggariskan kompetensi dan karakter penting yang perlu diamalkan dan dijadikan petua oleh pemimpin transformatif digital, kompas kepimpinan transformatif dicadangkan sebagai satu rangka kerja deskriptif yang terdiri daripada enam komponen utama iaitu, karamah insaniah; pragmatik; fasilitator; komunikator; pemangkin; dan mentor. Rangka kerja ini berperanan untuk mengkomunikasikan definisi visi, inisiatif, strategi pintar dan penilaian bagi membangunkan kebolehan kepimpinan, budaya dan tingkah laku pemimpin dalam memacu transformasi digital dan sekolah. Hal ini selaras dengan kajian lepas yang mendapati bahawa strategi yang memacu transformasi digital (Kane et al., 2015, 2019; Schleicher, 2018, 2019; Rohmann & Klein, 2019; McCarthy et al., 2023). Dalam konteks ini, kompas kepimpinan transformatif menyepadukan semua elemen penting kepimpinan untuk kejayaan transformasi digital dalam konteks pendidikan sekolah rendah (Rajah 1). Setiap elemen mencadangkan kebolehan yang mencirikan pemimpin transformatif digital, menghubungkan komponen idealistik dan pragmatik kepada faktor transformatif digital untuk mencipta dan menggunakan pengetahuan dan kemahiran baharu bagi memudahkan dan memastikan kejayaan transformasi digital.

Kesimpulannya, dapatan kajian ini menyediakan guru besar dan pemimpin sekolah satu siri amalan dan petua dalam mentransformasikan sekolah, seterusnya membudayakan ekosistem digital di sekolah bagi menjamin kejayaan transformasi digital secara holistik dan seimbang.



Rajah 1: Komponen Kompas Kepimpinan Transformatif Pemacu Transformasi Digital

RUMUSAN

Kepemimpinan digital yang berwawasan memanfaatkan semua pemimpin pendidikan untuk memastikan standard kompetensi digital dapat dicapai sepenuhnya. Pemimpin pendidikan digital yang mahir dan cekap mampu mengupayakan guru untuk mengintegrasikan teknologi digital dalam ekosistem pendidikan, pembangunan profesional dan transformasi kepemimpinan pendidikan. Ciri ini signifikan untuk memastikan pemimpin pendidikan berpotensi mewujudkan ekosistem digital yang kondusif dalam organisasi masing-masing.

Kajian kes kualitatif ini menyiasat dan meneroka indikator kepemimpinan digital berdasarkan piawaian ISTE-A. Seterusnya, menganalisis indikator untuk mengenal pasti ciri-ciri kepemimpinan digital dan mensintesis untuk memperoleh karakter dan kompetensi kepemimpinan digital untuk kejayaan transformasi digital di sekolah. Seorang guru besar telah ditemu bual dengan soalan yang mendalam dan keputusan menunjukkan bahawa guru besar dalam era digital dapat memberi inspirasi dan memimpin transformasi sekolah melalui teknologi; mencipta dan mengekalkan budaya pembelajaran digital; menyokong pembangunan profesional berasaskan teknologi; menyediakan kepemimpinan dan pengurusan digital; memudahkan serta mengurus isu sosial, etika dan undang-undang. Indikator kepemimpinan digital ini membentuk suatu rangka kerja deskriptif komponen kepemimpinan transformatif digital sebagai pemacu transformasi.

Kini, teknologi adalah sebahagian daripada pembelajaran dengan pengaruh berterusan terhadap pendidikan. Guru besar perlu mengintegrasikan teknologi ke dalam pengajaran dan ekosistem pembelajaran. Peranan guru besar telah berubah daripada pentadbir sekolah semata-mata kepada peranan pelbagai aspek sebagai pemimpin kurikulum dan teknologi. Guru besar perlu menyokong bimbing guru untuk meningkatkan literasi teknologi, keberkesanan pengajaran dan pencapaian akademik murid melalui teknologi. Komunikasi dan kerjasama yang efektif juga meningkatkan keberkesanan peneraju pembaharuan pendidikan dan meningkatkan pembelajaran dan mengajar serta mendidik. Kajian ini bertindak sebagai rujukan guru besar berkenaan aplikasi kepemimpinan digital di sekolah rendah. Satu perkara penting untuk dititik berat oleh guru besar ialah semasa menyokong bimbing integrasi teknologi dan menjalankan kepemimpinan digital, beliau tidak seharusnya hanya menumpukan pada perkakasan. Bahkan adalah penting dan perlu untuk menyediakan guru dengan

sumber langsung yang boleh mereka gunakan di dalam bilik darjah dengan segera mengikut keperluan semasa. Kesimpulannya, guru besar perlu kompeten dan berkarakter dalam memastikan kejayaan transformasi digital dan sekolah.

Dapatan kajian ini tidak boleh digeneralisasikan, maka kajian seterusnya akan menggunakan kaedah kuantitatif untuk merangka satu Model Kepimpinan Digital berkonsepkan *Covey's Trust Matrix* berfokus pada karakter dan kompetensi kepimpinan digital berpaksikan kompas kepimpinan transformatif.

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EDUCATION RECONSTRUCTIONISM PHILOSOPHY IN INDONESIA

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ABSTRACT

The aim of this study is to describe the general flow of reconstructionist philosophy education in Indonesia. As it is known that the flow of reconstructionism has the belief that the task of improving education is the duty of all citizens. Therefore, rebuilding humans by instilling and equipping them with the correct values and norms for the sustainability of future generations, especially in Indonesia, by giving color to education. The research method used in this study involves a descriptive-analytical approach and the application of hermeneutic methods. Based on the results of the research and discussion, it was found that Indonesia had implemented the philosophy of reconstructionism in education, namely as an overhaul of the education system and overhaul of the structure in education which had been implemented by both students and educators for the betterment of Indonesian people's lives in the next future.

Keyword: reconstructionist philosophy, education, teacher, and student.

INTRODUCTION

Reconstructionism is one of the schools in educational philosophy that has its beginning, namely with the modern cultural crisis that has been pioneered by a figure named George Count and Harold in the 19th century, namely the 1930s. This school seeks to overhaul the old order of education and rebuild the order of human life that has a modern culture. If you pay attention, this school arises due to a reaction to the understanding in the school of perennialism and progressivism [1], [2] In practice, the two schools cannot be separated because of the efforts of the school of reconstructionism in developing education which began with the concern of reconstructionist for modern human life or in other words the modern cultural crisis that occurred [3].

Human life from time to time always undergoes dynamic changes and is always in change. This certainly affects both personal changes and changes in society. In accordance with this, the pattern of human thought has also increased in the development of history and its methods [4], [5]. The emergence of this philosophy of reconstructionism initially departed from the state and condition of society in America in particular and industrial society in general [6]. This situation resulted in a paradigm shift in life by leaving the desired world order. The development of science, technology, communication and industry that occurs on the one hand contributes positively to improving the standard of living of the community, but on the other hand also causes negative influences on these developments. The life of the community slowly which at first was calm, peaceful, and peaceful began to be neglected and became foreign [6].

In the world of education, the changes that have occurred have also had an impact on the process. Culture began to erode against the attack of information technology which developed rapidly so that culture became disturbed by confusion and confusion [7]. To overcome the crisis of life, the school of reconstructionism seeks to take through efforts by building a broader consensus and about the ultimate and highest goals in human life. Through this school of philosophy, human civilization for the future is strongly emphasized through problem solving, critical thinking and so on [8], [9].

Basically, the philosophy of reconstructionism is in line and in line with perennialism which seeks to overcome the crisis of modern life that occurs. The difference is the way and the path taken. Perennialism prefers to return to the old culture that has been tested and proven to bring humans to overcome the crisis that occurs [10]. Reconstructionism, on the other hand, seeks to build a broader consensus and is most likely to achieve the ultimate goal and seek the agreement of all parties involved and influential in regulating the order of human life in a new order throughout its environment. Seeing this, human civilization in the future is greatly emphasized by paying attention to education in relation to society. Therefore, in this article will be described about education in Indonesia from the point of view of the philosophy of constructionism.

METHODS

The research methods applied in this writing include a descriptive-analytical approach, which aims to provide a thorough overview and analyze the phenomena studied. In addition, the hermeneutic method is also used, which emphasizes the understanding and interpretation of texts and concepts relevant in the context of educational philosophy.

The first step in the research process is to search for the most relevant and main data related to the study conducted. These data can be in the form of philosophical texts, current research, or documents related to the field of educational philosophy. Then, the data is analyzed carefully and in depth to gain a deeper understanding of the phenomenon under study. The analysis aims to identify patterns, relationships, and hidden meanings in the data.

Through a sharper and deeper analysis process, researchers strive to develop new ideas or ideas that are creative and innovative. These ideas can then make a significant contribution to the development and understanding within the field of educational philosophy. Thus, the research methods used in this writing provide a solid foundation for in-depth investigation and presentation of original ideas.

RESULTS AND DISCUSSIONS

History of the Development of the School of Reconstructionism Philosophy

The philosophy of reconstructionism originated and was based on socialistic ideas developed between the 19th and early 20th centuries by Theodore Brameld (who actually invented the term). In the midst of a progressive movement that at this time reached the peak of its popularity. Progressive educators began to feel stagnation and were impatient for reforms. Reconstructionism placed its attention in community-centered education with reference to entire social classes [6], [11]. Others are only with a progressive view that emphasizes more on child-centered education and prioritizes educational services for the upper level by implementing play theory and privacy schools [12].

The school of reconstructionism in the context of educational philosophy seeks to overhaul the old order by rebuilding the order of life through culture that has a modern style. This school is present as a form of criticism, disappointment, and dissatisfaction with progressivism which in its implementation tends to abandon the morals, values, culture, and mental discipline of students [13]. Seeing this, reconstructionism is considered very suitable by looking at the current condition of society which is in crisis from philosophy, so improvements are needed starting from the economic field which was originally individual entrepreneurship to be changed towards cooperatives characterized by collective

cooperation. The concept proves that people's living standards can improve better. This is a belief for educational thinkers or education policy decision makers to have a positive concept and role to carry out community reconstruction [14]

In relation to education, Brameld said that teachers and students have a role to improve life in society. In its implementation, education must be independent of political mastery. It was further conveyed that teachers and students have the right to take a stand, and freedom in conducting learning in class. Under certain conditions a teacher must be able to measure to what extent his social responsibility is carried out. The main task of a teacher as a profession is to exert and bring forth a strong influence and control of the school for a predetermined purpose for human life [15].

Principles of Reconstructionism

The world community, including Indonesia in it, is currently in a state of crisis, which if the current practice is not changed, it is possible that the civilization known today will experience destruction [16]. Problems that arise include problems about natural resources, population, disparities in public welfare, nuclear issues, racism that occurs, also irresponsibility will threaten the life of the world today and will destroy it if efforts are not made to make improvements immediately [17]. According to modern reconstructionists, these problems begin with the loss of values that occur in society. When viewed from these problems, reconstructionism has the following principles: (1) crisis conditions of world society, (2) the creation of social order, (3) education plays a major role in changing social order, (4) educational praxis uses positive teaching methods, and (5) education teaches social change [18].

Education in this case must be able to raise sensitivity and awareness from students to be able to see social problems that occur so that they actively participate in providing solutions to solving these problems. The sensitivity and social awareness of these students can be fostered through daring activities to ask questions and opinions related to issues that occur, not only in the regional scope, but issues that develop in the global scope [19]. Another thing that teachers can do is through discussions and studies as an alternative in providing ideal cultivation for students, so that they have the opportunity to be able to enter as citizens of society who have control over the citizens of society correctly and master to change and determine their destiny, which according to reconstructionism is called an ideal society [20].

Educational Theory of Reconstructionism

Educational theory is a view of a school of philosophy that is the basis of implementation or benchmark of reference in implementation. This implementation can be seen from the curriculum that is applied at every time [21]. The formulation of the curriculum is certainly formulated by people with their capacity and legitimacy to determine the direction of curriculum policy. Such a strategic position if viewed by reconstructionists is controlled and occupied by the right people with a reconstructionist view, then progress in educational civilization in the future can be achieved. Including educational theory in reconstructionism in Indonesia.

The theory of education in reconstructionism in Indonesia can be described as follows: (1) education is carried out as an effort to create a new social order that is expected to fill the basic values of Indonesian culture but still in harmony with the life of modern society, (2) the new society created must be able and be in the life of a democratic society as part of a society that is controlled by its own community properly, (3) education that involves all school residents involves themselves by the culture and social that is in the environment, (4) an educator needs to convince his self-interest wisely while still paying attention to the procedures that exist in society democratically, and (5) the ways and objectives of education that have been applied need to be changed with the aim of achieving the needs that are essential to the current cultural crisis and trying to find human values universally [18].

Implications of the School of Reconstructionism

Reconstructionism has assessed and considered the world and human morals today to have been degraded from the joints of social life, so it is necessary to reconstruct the social order to lead to a society with an emancipatory, democratic life, and the occurrence of balance [14]. The current state of unbalance only benefits one part of the world and needs to be overcome immediately by reconstructing for the progress of civilization in the future. Reconstructionism believes, through education that goes well, human morals as a subject of education will also be good by prioritizing social sensitivity of course.

Through education, the main avenues of social change or reform can occur. Education in this case has a role to: (1) foster sensitivity to discrimination against cultural inheritance, (2) have a strong commitment as an effort to social reform, (3) develop the mentality of students in a planned manner in accordance with culture, and (4) test plans related to culture implemented through programs to contribute to realizing the expected social reforms [13]. In the world of education, including Indonesia, the flow of reconstructionism has ideas that can be implied as an effort to overcome modern education problems that occur. The implications are classified into reconstructionism as:

Overhaul the Education System

The overhaul of the education system according to the school of reconstructionism is classified into: first, the purpose of education. The purpose of education is to make students grow and develop in a better direction through the rebuilding of healthy intellectual power and spirituality in accordance with societal norms and values for the progress of society both now and in the future. As an educational goal, namely the formation of critical awareness of students towards global problems by providing skills to overcome these problems. Second, teaching methods. According to the view of reconstructionism, the learning methods applied by a teacher must be based on democratic principles by relying on efforts to offer solutions to problems that occur through the activeness of students in solving problems, analyzing, and compiling action programs to improve community life so that they are able to overcome every problem that occurs in life.

Third, the educational curriculum. The educational curriculum is a set of systems that contain learning tools that become patterns in education. The curriculum compiled by those who have a reconstructionist view will certainly direct the subjects and content with an orientation to realize education to be able to solve problems that occur in modern life without leaving values and norms in society. Also, with the planned programs, it is certainly oriented towards reshaping a better community life in the future.

Fourth, the function of the school. According to reconstructionism, schools function as an institution that is in direct contact with society to form and rebuild society through students to live in accordance with the right values and norms by equipping life skills so that a good world civilization is formed in the future. Reconstructionism also views schools as a major force to be able to touch people's lives, shape the world cultural order from changing traditional roles to innovative sources of problem solving.

Overhaul the Structure of Education Structure

Reconstructionism thinking as an overhaul of the structure of educational structure can be classified and reviewed from the role of students and educators in learning activities. First, the role of learners. Students are the next generation in the future. They carry out the task of saving community life in the future. Students need to equip themselves through contextual knowledge and understand knowledge to solve problems in life. Students will realize their role in the future by becoming social experts needed to build society in the future.

Second, the role of educators. The role of education according to the view of reconstructionism has a role to make students as individuals who can swiftly face problems in society and can provide solutions. The task of the teacher is to appear to help students by encouraging and facilitating as an effort to bring out creative thinking in solving problems in community life. The ideal educator not only acts as a

transfer of knowledge but can also act as inner knowledge that transfers of values to students who can become aware and sensitive to problems that occur in human life [13].

CONCLUSION

The philosophical school of reconstructionism is a movement that was born based on the assumption that progressive schools only think about the problems of today's society. The school of reconstructionism holds the view that the future of a nation or life is regulated, ruled by the people democratically, not only controlled by certain groups. Reconstructionism wants a creation of a social life order with dominant values, humanity, and a new order of life. As a result, reconstructionism entrusts its task to the world of education to be able to realize this dream as an overhaul of the education system and structure in education.

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TRADITION MEETS MODERNITY: THE EVOLVING ATTITUDES OF KELANTANESE GEN Z TOWARDS CULTURAL HERITAGE

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ABSTRACT

This study explores Kelantanese Gen Z's evolving attitudes towards traditional Malay attire, amid the influence of modern fashion trends and the need for Shariah compliance. The research addresses the tension between preserving cultural heritage and adapting to contemporary preferences, which challenges the local fashion industry. The study aims to assess Gen Z's perceptions of traditional clothing, the role of Islamic guidelines in shaping these choices, and how the fashion industry responds to these shifting dynamics. A quantitative cross-sectional survey of 229 respondents across various Kelantan districts was conducted. The findings reveal a strong cultural commitment, with 62% valuing heritage preservation. However, 77.3% express disliking traditional attire, citing discomfort and cost as major barriers. Despite this, Shariah compliance remains influential, with 30.6% regularly wearing traditional clothing, though 23.6% believe it is less relevant today. The study suggests the need for innovation in the local fashion industry to create solutions that accommodate both cultural heritage and modern fashion. These insights have significant implications for the preservation of cultural identity, indicating that the industry must balance practicality, modernity, and cultural values to remain relevant to younger generations.

Keywords: *Kelantanese Gen Z, traditional Malay attire, cultural preservation, Shariah compliance, modern fashion trends*

INTRODUCTION

The preservation of cultural heritage has become increasingly significant in the context of globalization and rapid societal changes, particularly among younger generations. Gen Z, defined as individuals born between 1995 and 2010, is characterized by its digital nativity and unique cultural perspectives shaped by technology and social media (Pentescu, 2023). This generation's relationship with cultural heritage is complex, as they navigate the interplay between traditional values and modern influences. In Kelantan, Malaysia, traditional Malay attire represents a vital aspect of cultural identity; however, there is growing concern regarding its preservation among the youth. Despite the cultural importance of traditional Malay Kelantanese attire, recent studies indicate a notable ambivalence among Kelantanese Gen Z regarding their willingness to preserve this heritage. Many express uncertainties about their role in maintaining traditional practices and exhibit a preference for modern fashion trends over traditional attire (Putra, 2016). This disconnect raises critical questions about the future of cultural preservation in Kelantan and the extent to which Shariah compliance influences these attitudes.

While existing literature has begun to explore Gen Z's perceptions of cultural heritage, there remains a scarcity of research specifically addressing their attitudes towards traditional attire in relation to Shariah compliance within the Malaysian context. Most studies focus on broader generational perspectives or examine cultural heritage through the lens of technology and tourism (Chauhan, 2023). Thus, there is a pressing need for comprehensive research that delves into the nuances of how Kelantanese Gen Z perceives their cultural attire amidst modernity and religious consideration. This study aims to investigate the evolving attitudes of Gen Z in Kelantan towards traditional Malay Kelantanese attire, focusing on their willingness to preserve this cultural heritage in relation to Shariah compliance. By examining factors such as personal expression, cultural identity, and societal norms, the research seeks to provide insights into how this generation balances tradition with contemporary influences.

Ultimately, the findings will contribute to understanding the dynamics of cultural preservation among youth in Kelantan and inform strategies for fostering a deeper connection to their heritage.

LITERATURE REVIEW

The intersection of cultural heritage and digital technology is becoming increasingly vital as younger generations, specifically Gen Z, redefine their engagement with traditional institutions like museums and cultural sites. The ongoing digital revolution, further accelerated by the COVID-19 pandemic, has placed immense pressure on classical museums to innovate and remain economically viable by adapting to the technological expectations of digital natives such as Gen Z (Bodzsár-Urbán & Bárczi, 2023). As this generation's preferences evolve, the demand for immersive, interactive experiences in cultural heritage settings has grown. For example, the use of Mixed Reality (MR) technologies in tourism is emerging as a key factor in creating transformative cultural experiences tailored to Gen Z's unique preferences (Buhalis & Karatay, 2022). Meanwhile, cultural preservation efforts are seeing renewed interest through rural tourism, as Gen Z expresses a preference for off-the-beaten-path experiences that emphasize sustainability and local traditions (Tănase et al., 2023). Similarly, the preservation of traditional practices, such as the consumption of Jamu in Indonesia, is facing challenges in ensuring cultural sustainability among Gen Z, who lack basic historical knowledge of such practices (Abryanto, 2024). Scholars argue that technological advancements, such as digital storytelling and gamification, offer potential solutions for engaging Gen Z in cultural preservation, particularly in educational settings (Pentescu, 2023). This research underscores the necessity for cultural institutions to adopt digital innovations not only to survive economically but also to meet the evolving cultural and experiential needs of Gen Z.

The landscape of fashion is rapidly evolving, particularly in the context of Gen Z, whose unique preferences and values are reshaping consumer behaviour and retail strategies. As fashion retailers strive to remain competitive, the integration of innovative technologies such as digital signage has emerged as a crucial survival strategy, significantly enhancing visual merchandising (Saini, Bansal, & Verma, 2023). This demographic not only favours aesthetic appeal but is also drawn to sustainable practices, as evidenced by their growing interest in eco-friendly designs and traditional fabrics, which highlight cultural heritage while minimizing waste (Sonjaya & Nursari, 2020; Suzianti, Amaradhanny, & Fathia, 2023). Moreover, the trend toward second-hand fashion, fuelled by economic and environmental motivations, illustrates a shift in values towards sustainability and conscious consumption (Branca, D'Arco, & Resciniti, 2023). As we explore these dynamics, it becomes evident that the intersection of technology, sustainability, and cultural appreciation will be pivotal in shaping the future of fashion for Gen Z, demanding a nuanced understanding from both retailers and scholars alike (Bardey, Mehdiratta, & Turner, 2023; Jung & Suh, 2023).

Based on the data, the global Muslim fashion industry, particularly the emergence of Shariah-compliant clothing, has become a critical intersection between religious obligation, cultural expression, and commercial opportunity. The evolution of Muslimah fashion, influenced by Islamic principles like modesty and *tabarruj* (an Islamic term which refers to a Muslim displaying their beauty in a way deemed inappropriate by Islamic standards), has raised important discussions regarding how contemporary fashion aligns with or diverges from Shariah ethics. For instance, Islamic dramas such as those produced by Mior Hashim Manap emphasize Shariah-compliant visual motifs in clothing and makeup (Saidpudin, 2019). Furthermore, the concept of halal, often associated with food, has expanded to include fashion, cosmetics, and other lifestyle products, promoting values like social justice and environmental stewardship while also capturing a growing global market (Khan et al., 2020). Despite the ethical considerations in Muslim fashion, modern trends sometimes prioritize aesthetics over religious adherence, leading to a marginalization of Islamic dress ethics (Salleh, 2021). The role of Malay women entrepreneurs in Selangor, Malaysia, exemplifies how creativity and innovation can harmonize with Shariah compliance, indicating a potential model for sustainable, ethical, and fashionable Islamic clothing (Sulaiman & Ahmad, 2023).

In Malaysia, the integration of Shariah law into various aspects of governance and daily life has extended into areas such as fashion, particularly in Kelantan, where the state has taken significant steps to implement Islamic principles in public attire. The Shariah Criminal Code Enactment II of 1993, later revised in 2015, not only sought to introduce Islamic criminal laws but also imposed guidelines on personal appearance, particularly focusing on the concept of modesty as prescribed by Islamic law. These regulations have influenced the attire of both men and women, with an emphasis on covering the *aurat* (parts of the body that should be covered according to Islamic teachings). The enactment requires that clothing adhere strictly to Shariah principles, promoting modesty and discouraging fashion that is deemed immodest or non-compliant with Islamic values. This shift reflects a broader movement within Kelantan towards creating a public sphere that is visibly aligned with Islamic norms, where clothing is a key marker of religious adherence. Studies have shown that the enforcement of these dress codes in Kelantan has had a significant impact on the local fashion industry, with designers and businesses adapting to cater to the demand for Shariah-compliant attire, further solidifying the role of Islamic law in everyday life (Kamaruzaman, 2021; Saidpudin, 2019).

In short, the convergence of digital innovation, cultural heritage, and fashion reveals a dynamic landscape where Gen Z's preferences play a pivotal role in shaping both industries. The demand for immersive, technology-driven experiences in cultural and fashion spaces underscores a significant shift toward sustainability, cultural preservation, and ethical consumption. In Muslim communities, particularly in Kelantan, Malaysia, Shariah-compliant fashion exemplifies how religious values are intertwined with modern trends, influencing the fashion industry to align with Islamic principles. As these trends evolve, it is clear that both cultural institutions and fashion retailers must adapt to meet the evolving expectations of this digitally savvy and ethically conscious generation, all while preserving core values and traditions.

Problem Statement and Research Focus

The preservation of cultural heritage has become increasingly significant in the face of globalization and modernization, particularly among younger generations who are exposed to diverse influences through digital platforms. For Gen Z in Kelantan, traditional Malay attire represents not only a cultural marker but also a symbol of religious adherence through Shariah compliance. However, the rise of modern fashion trends and the influence of digital culture have led to a growing ambivalence among Kelantanese youth regarding their commitment to preserving traditional attire. While some view these garments as integral to their cultural identity, others see them as restrictive, prompting a shift toward more contemporary styles. This evolving attitude raises important questions about the role of Shariah compliance in the fashion choices of Gen Z, as well as the broader implications for cultural preservation in a rapidly changing world.

The shifting attitudes of Gen Z in Kelantan towards traditional Malay attire reflect a growing tension between modernity and the preservation of cultural heritage. Despite the cultural significance of traditional attire, there is a noticeable ambivalence among Kelantanese youth about adhering strictly to Shariah compliance, particularly in terms of modesty and religious dress codes. With the rise of modern fashion trends and digital influences, many young people are inclined to adapt traditional practices to fit contemporary styles, which raises concerns about the future of cultural identity and the preservation of heritage. This issue is further complicated by the broader societal expectations and religious obligations that govern public appearances in Kelantan, where Shariah law plays a pivotal role in shaping fashion choices.

This article focuses on exploring the evolving relationship between Gen Z in Kelantan and their cultural attire, with particular attention to the balance between modern fashion preferences and Shariah compliance. By examining the factors influencing these attitudes, such as societal expectations, personal identity, and religious adherence, the article aims to provide a deeper understanding of how this generation navigates the intersection of tradition and modernity. Additionally, the article investigates

the broader implications of these shifting attitudes for cultural preservation and the local fashion industry in Kelantan, particularly in light of Islamic principles governing public dress codes.

Research Objectives and Questions

General objective is to explore the evolving attitudes of Kelantanese Gen Z towards traditional Malay attire, focusing on the influence of modern fashion trends, Shariah compliance, and the local fashion industry's role in preserving cultural heritage.

Specific research objectives are:

- i. To explore the evolving attitudes of Kelantanese Gen Z towards traditional Malay attire and the influence of modern fashion trends.
- ii. To analyse the impact of Shariah compliance on fashion choices and cultural identity among Kelantanese Gen Z.
- iii. To assess the role of the local fashion industry in adapting to the demands for modernity and Shariah-compliant attire, and its implications for cultural preservation.

Based on the above research objectives, the questions relevant towards them are:

- i. How do Kelantanese Gen Z perceive traditional Malay attire, and to what extent are modern fashion trends influencing their willingness to preserve this cultural heritage?
- ii. In what ways does Shariah compliance impact the fashion choices and cultural identity of Kelantanese Gen Z?
- iii. How is the local fashion industry in Kelantan adapting to the demand for both modernity and Shariah-compliant attire, and what are the implications of these adaptations for cultural preservation?

METHODOLOGY

This study employs a quantitative approach, using a cross-sectional survey design to explore Gen Z's awareness and practices regarding the integration of Islamic rules within Malay traditional fashion in Kelantan. A sample of 229 respondents, aged 18-27, were selected through stratified random sampling to ensure demographic representation. Data was collected via a structured questionnaire, including closed-ended and Likert-scale questions, to assess attitude, fashion practices, and the compliance to the Islamic rules in Kelantan. A pilot test was conducted to ensure the questionnaire's reliability before face-to-face distribution.

Data was analysed using IBM SPSS Statistics, with descriptive statistics summarizing respondent demographics and fashion practices, and statistical analysis in answering the research questions. Cronbach's alpha assessed the questionnaire reliability, and findings showed a value of 0.887. It indicated that it had a good internal consistency for the overall scales in the questionnaire. Ethical approval, informed consent, and confidentiality measures were ensured throughout.

The Theory of Reasoned Action (TRA) provides a valuable framework for understanding Gen Z's attitudes toward preserving traditional Malay Kelantanese attire. TRA, as developed by Fishbein and Ajzen (1975), emphasizes that intention is the key predictor of behaviour, shaped by both personal attitudes and subjective norms (Hale et al., 2003). In this context, the willingness of Gen Z to engage in preserving traditional attire is largely influenced by their personal attitudes toward its cultural value and relevance, as well as the social pressures they experience. Research suggests that while some may view traditional attire as an important cultural symbol, others may feel disconnected from it due to modern fashion influences (Saw & Tin, 2023). According to TRA, if an individual holds a positive attitude toward traditional attire and perceives societal support for its preservation, they are more likely to develop the intention to wear and promote it. However, where attitudes are ambivalent or negative—such as viewing traditional attire as outdated or irrelevant—this intention diminishes. TRA thus

highlights the importance of aligning positive attitudes and reinforcing social norms to encourage the preservation of cultural practices like wearing traditional attire among younger generations (Dwivedi et al., 2012).

FINDINGS

DESCRIPTIVE DATA ANALYSIS

Demographic Profiles

The demographic profile of respondents in the research, which used a quantitative cross-sectional survey design to study Gen Z's awareness and practices regarding the integration of Islamic rules within Malay traditional fashion in Kelantan is shown in both Figure 1 and Figure 2. Figure 1 represents the gender breakdown of the 229 respondents. It shows that 71% (162 respondents) are female, while 29% (67 respondents) are male. This indicates a significant majority of female participants in the study. Meanwhile, Figure 2 displays the distribution of respondents across various districts in Kelantan. The highest representation comes from the Machang district, accounting for 95 respondents. This is followed by Kota Bharu (n = 51), Tanah Merah (n = 21), Tumpat (n = 17), Bachok (n = 9), and the remaining districts, including Pasir Mas (n = 12), Kuala Krai (n = 5), Jeli (n = 6), Gua Musang (n = 5), and Pasir Puteh (n = 8), showing lower numbers of participants. This diverse geographical sampling enhances the generalizability of the study findings across Kelantan's population. These demographic insights help ensure the diversity and representativeness of the sample in exploring attitudes of Gen Z in Kelantan towards traditional Malay Kelantanese attire, as well as towards Shariah compliance.

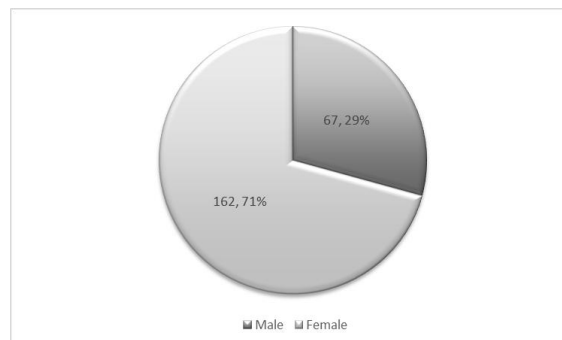


Figure 1: Gender Distribution

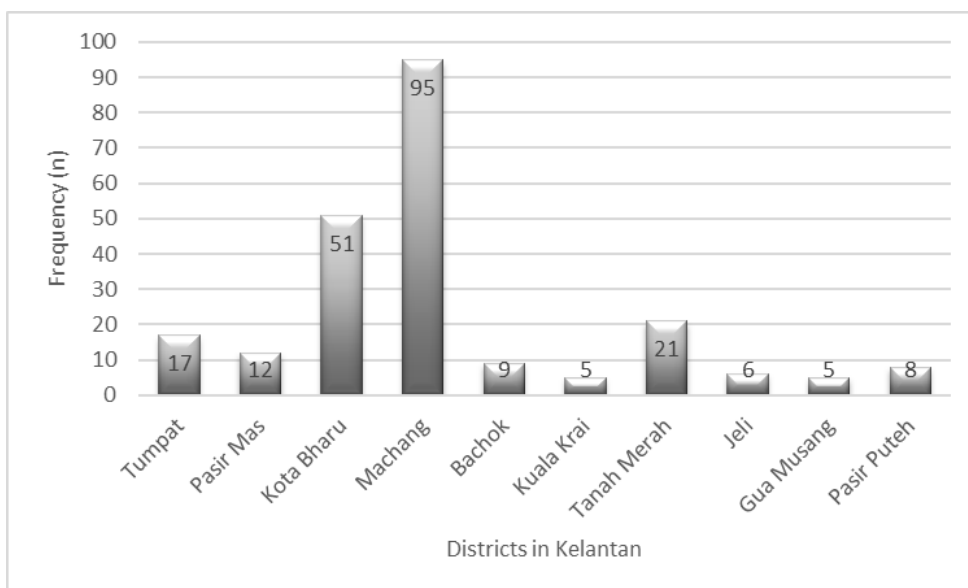


Figure 2: District of Residency

Statistical Data Analysis

Table 1 provides insights into Gen Z's attitudes in Kelantan toward wearing traditional Malay Kelantanese attire based on 10 items (A1 to A10). The analysis includes mean values, standard deviation, and frequency distributions, indicating the level of agreement or disagreement with various statements.

Table 1: The Attitudes of Gen Z in Kelantan Towards the Wearing of Traditional Malay Kelantanese Attire

Code	Item	Min Value	Standard Deviation	Level	Frequency			Percentage		
		(μ)	(σ)		\surd	\square	\times	\surd	\square	\times
A1	I do not feel that I am the most qualified person to help maintain the wearing of traditional Malay Kelantanese attire among my generation.	1.83	0.674	►	36	119	74	15.7	52.0	32.3
A2	I am familiar with several examples of traditional Malay Kelantanese clothing.	1.45	0.556	▼	7	90	132	3.1	39.3	57.6
A3	I like traditional Malay Kelantanese attire.	1.25	0.493	▼	6	46	177	2.6	20.1	77.3
A4	I wear traditional Malay Kelantanese clothing every day.	2.10	0.709	►	70	112	47	30.6	48.9	20.5
A5	It is very important to preserve the heritage of traditional Malay Kelantanese attire among my generation.	1.40	0.534	▼	5	82	142	2.2	35.8	62.0
A6	In today's world, traditional Malay Kelantanese fashion seems less relevant.	1.99	0.698	►	54	118	57	23.6	51.5	24.9
A7	Fewer individuals my age is interested in wearing traditional Malay Kelantanese attire.	1.77	0.761	►	46	85	98	20.1	37.1	42.8
A8	I wear traditional Malay Kelantanese clothing	1.98	0.669	►	49	127	53	21.4	55.5	23.1

less often because it is expensive.

A9	I feel uncomfortable in traditional Malay Kelantanese attire because I am not interested in its design.	2.02	0.722	▼	62	110	57	27.1	48.0	24.9
A10	I prefer more modern fashion that is simpler and more affordable.	1.60	0.596	▼	13	111	105	5.7	48.5	45.9

Legends: ▼: Low; ►: Average; ▲: High

The coded item of A1 (μ : 1.83, σ : 0.674) shows that 15.7% of respondents feel somewhat unqualified to maintain the tradition, with a fairly doubled distribution of attitudes (32.3% disagree). Item A2 (μ : 1.45, σ : 0.556) indicates that majority of respondents (57.6%) are not familiar with traditional attire. Item A3 (μ : 1.25, σ : 0.493) is found to have 77.3% of respondents who expressed a strong disliking for traditional attire, indicating a weak attachment to the cultural aspect. On the other hand, from item A4 (μ : 2.10, σ : 0.709), it states that respondents believe that wearing traditional attire daily is relatively common, with 30.6% adhering to the practice regularly. Meanwhile, item A5 (μ : 1.40, σ : 0.534) shows a significant portion of respondents (62%) believes in the importance of preserving the heritage, showcasing cultural commitment, while A6 (μ : 1.99, σ : 0.698) indicates that 23.6% feel that traditional attire has become less relevant in today's world, reflecting a shift toward modernity. Next, item A7 (μ : 1.77, σ : 0.761) found that 42.8% of respondents disagree that fewer individuals of their age are interested in wearing traditional attire. Item A8 (μ : 1.98, σ : 0.669) describes that the cost of traditional attire plays a moderate role in reduced frequency of wearing, with 21.4% agreeing that it is a limiting factor. Besides, item A9 (μ : 2.04, σ : 0.722) shows a notable 27.1% feel uncomfortable in traditional attire, citing design disinterest. Lastly, item A10 (μ : 1.60, σ : 0.596) indicates that almost half (45.9%) do not prefer modern fashion, although it is simpler and more affordable.

DISCUSSION

The findings offer valuable insights into how Gen z in Kelantan balance their cultural heritage with modern fashion trends. Through demographic analysis and statistical evaluation, the findings highlight significant, insignificant, and notable aspects that contribute to a comprehensive understanding of their attitudes towards traditional Malay attire.

Significant Findings

The research provides several significant findings that reveal the prevailing attitudes of Gen Z in Kelantan towards traditional attire:

1. **Cultural Commitment and Heritage Preservation:** Item A5 (μ : 1.40, σ : 0.534) reflects a substantial cultural commitment, with 62% of respondents valuing the preservation of traditional attire. This demonstrates a strong attachment to cultural heritage despite modern fashion influences.
2. **Shift Toward Modernity:** The analysis of Item A6 (μ : 1.99, σ : 0.698) indicates that 23.6% of respondents perceive traditional attire as less relevant in contemporary times. This is a key finding, suggesting that while cultural preservation is valued, modernity exerts significant influence over the younger generation's preferences.
3. **Cost and Comfort as Limiting Factors:** Items A8 (μ : 1.98, σ : 0.669) and A9 (μ : 2.04, σ : 0.722) show that 21.4% of respondents find the cost of traditional attire prohibitive, and 27.1% feel uncomfortable wearing it. These practical factors are significant because they highlight barriers to the regular use of traditional clothing, even when cultural values are strong.

4. **Shariah Compliance and Daily Practices:** Item A4 (μ : 2.10, σ : 0.709) reveals that 30.6% of respondents wear traditional attire regularly, suggesting that Shariah compliance may play a role in their clothing choices. This highlights the intersection of religion and fashion, which is significant in shaping Kelantanese Gen Z's clothing practices.

Insignificant Findings

While the study yields important insights, some findings can be considered less significant:

1. **Disinterest in Modern Fashion:** Item A10 (μ : 1.60, σ : 0.596) shows that 45.9% of respondents do not prefer modern fashion. While nearly half of the respondents' express disinterest, the relevance of this finding is diminished by the relatively high adherence to modern trends (as seen in other items). This suggests that, despite this disinterest, modernity has a more subtle influence.
2. **General Familiarity with Traditional Attire:** Item A2 (μ : 1.45, σ : 0.556) shows that 57.6% of respondents are unfamiliar with traditional attire. Although this may seem like a significant observation, the high percentage of respondents still adhering to Shariah-compliant attire implies that familiarity may not be the key driver of behaviour. Instead, other factors like religious obligations and comfort seem more influential.

Notable Findings

Certain findings stand out for their ability to provoke deeper reflection on cultural identity and modernity:

1. **Weak Attachment to Tradition:** Item A3 (μ : 1.25, σ : 0.493) is particularly notable, as 77.3% of respondents express a disliking for traditional attire. This stark finding suggests that although cultural commitment remains strong, personal preferences have shifted toward modern aesthetics, presenting a critical challenge for cultural preservation.
2. **Perception of Cultural Irrelevance:** The finding in Item A7 (μ : 1.77, σ : 0.761) that 42.8% of respondents disagree with the notion that fewer people of their age wear traditional attire are notable. This suggests that while many feel traditional attire is important, there is also a recognition of a broader societal shift away from these practices.
3. **Impact of Practical Factors:** Items A8 and A9 indicate that cost and comfort play a moderate to significant role in respondents' clothing choices. This is notable because it highlights how practical considerations are becoming central to the decision-making process, even in the context of cultural and religious clothing.

RQ1: How do Kelantanese Gen Z perceive traditional Malay attire, and to what extent are modern fashion trends influencing their willingness to preserve this cultural heritage?

The findings reveal a complex relationship between Kelantanese Gen Z's perception of traditional Malay attire and the growing influence of modern fashion trends. While 62% of respondents express a desire to preserve traditional clothing (Item A5), there is a notable lack of attachment, with 77.3% indicating a disliking for it (Item A3). This duality suggests that, while cultural heritage remains important in principle, modern fashion holds greater practical appeal due to factors like comfort, cost, and contemporary aesthetics.

Previous research supports the notion that modernity influences the youth's attachment to traditional attire. For instance, a study by Poon (2020) on the cultural practices of Malaysian youth found that while young Malaysians are proud of their heritage, the rise of global fashion trends challenges traditional practices, leading to a gradual cultural shift. This aligns with the current study, where modernity is subtly influencing Gen Z's fashion choices despite their stated preference for cultural preservation. Further, Nessim and Bardey (2022) argue that the practicality of clothing, particularly regarding comfort and cost, is a significant factor driving youth away from traditional attire. The statistical data in this research (Item A8, A9) support these conclusions, with 21.4% citing cost and 27.1% citing discomfort as limiting factors.

RQ2: In what ways does Shariah compliance impact the fashion choices and cultural identity of Kelantanese Gen Z?

Shariah compliance emerges as a critical factor in the clothing choices of Kelantanese Gen Z, particularly in shaping their cultural and religious identity. The study finds that 30.6% of respondents regularly wear traditional attire (Item A4), which may be attributed to religious adherence, as traditional attire in Kelantan is often designed to meet Islamic guidelines. Shariah compliance, therefore, remains a dominant consideration in their clothing decisions, even as modern fashion becomes more prevalent. This finding is consistent with Zain et al.'s (2021) research, which highlights that religious values strongly influence Malay youth's fashion choices. Their study suggests that despite the increasing allure of modern fashion, religious guidelines remain a non-negotiable factor for many young Malaysians, especially in more religiously conservative states like Kelantan.

However, the research also shows a shift towards modernity, with 23.6% of respondents considering traditional attire less relevant in today's world (Item A6). The intersection of religion and modernity complicates the situation, as youth navigate between the desire for religious compliance and the practicality of modern clothing. Ashraf et al. (2023) similarly argue that modern Islamic fashion, which incorporates both style and religious modesty, is becoming a popular solution, reflecting this tension.

RQ3: How is the local fashion industry in Kelantan adapting to the demand for both modernity and Shariah-compliant attire, and what are the implications of these adaptations for cultural preservation?

The local fashion industry in Kelantan faces a significant challenge in adapting to both modern fashion preferences and Shariah-compliant attire, as these trends represent two seemingly opposing forces. The study suggests that the industry needs innovation to cater to the demands of Kelantanese Gen Z, who want both practicality and cultural relevance. Items like A5 (heritage preservation) and A6 (modernity) highlight the necessity for clothing options that blend traditional elements with contemporary design. Karakavak and Özbölük (2023) examined similar trends in Malaysia's fashion industry, noting that modern Islamic fashion, which incorporates both modesty and style, has seen a significant rise in demand. This shift allows younger generations to express their individuality while maintaining their cultural and religious identity. Such developments indicate that innovation in the local fashion scene could play a key role in preserving cultural heritage while catering to modern tastes.

The implications of these adaptations are profound for cultural preservation. If the fashion industry successfully bridges the gap between modernity and tradition, it could foster a renewed interest in traditional attire by making it more accessible, comfortable, and appealing to younger consumers. However, if these innovations fail to maintain the essence of traditional Malay attire, there is a risk that cultural elements may be further diluted. Tran (2024) warns of the consequences of modern fashion overtaking traditional values, emphasizing the need for a balanced approach in cultural preservation.

REFLECTION

The findings reflect a complex relationship between cultural preservation and modernity among Kelantan's Gen Z. While there remains a strong appreciation for traditional Malay attire, practical barriers such as cost and perceived relevance in today's fast-paced world are significant obstacles to its everyday use. Interestingly, the reluctance to wear traditional clothing isn't due to a disinterest in cultural heritage but rather a need for it to evolve with modern preferences. The key takeaway is that Gen Z values their cultural roots but seeks practicality, affordability, and modern aesthetics in fashion. To bridge this gap, the local fashion industry must innovate, making traditional attire more accessible and adaptable to contemporary lifestyles, ensuring both cultural preservation and relevance.

Recommendation

The study highlights the evolving dynamic between tradition and modernity among Kelantanese Gen Z, particularly in relation to their perceptions of traditional Malay attire. While there is a strong cultural and religious commitment to preserving heritage, modern fashion trends significantly influence practical choices, especially in terms of comfort and cost. Shariah compliance remains a key factor shaping their fashion decisions, reflecting a delicate balance between cultural identity and modern expression. The findings suggest that while the local fashion industry faces challenges in catering to both modernity and tradition, innovation holds potential for maintaining cultural relevance in the face of global influences. This reflection is consistent with previous research, underscoring the complex, multifaceted nature of cultural preservation in a rapidly changing world.

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ISLAMIC THOUGHT IN THE ERA OF SOCIAL CHANGE IN THE PERSPECTIVE OF KARL RAIMUND POPPER'S FALSIFICATION

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ABSTRACT

Islam is a religion that places significant emphasis on the well-being and lives of its people. A comprehensive understanding of the religion will give rise to wisdom in practicing it in one's life. In reality, many Muslims understand Islam in a way that is predominantly focused on texts and religious symbols, which has often led to fanatical thinking, radical attitudes, anti-democratic sentiments, and justifications against those with differing interpretations, deeming them wrong, deviant, infidels, apostates, and so on. To answer the issue above, the researcher employs Karl Raimund Popper's FALSIFICATION theory in this study, which views that knowledge, including Islamic thought, is open to falsification through critical rationalism, making its truth not just hypothetical but also justifiable. This theory emphasizes the roles of both the subject and object in the development of scientific knowledge. The research method used in this study is a library research method (literature study) with a qualitative and descriptive analysis approach. The objective of this research is to explore how the concept of Islamic thought in the era of social change aligns with Karl Raimund Popper's falsification theory. The research results indicate that, in essence, Islam is a religion that can be understood not only normatively, starting with a foundation based on the texts found in the holy scriptures, being literal and emphasizing the textual aspects. But Islam is also a historical religion, which undergoes contextual changes. Islam, as a product of historical development, is Islam that is translated and applied by Muslims in various parts of the world, from the time of Prophet Muhammad Saw to the present, and it should be understood through descriptive, comparative, and analytical-synthetic methods so that Islamic thought is sholih li kulli zaman wa makan.

Keywords: Islamic Thought, Falsification, Normative, Historical.

INTRODUCTION

Islam as a belief system and set of values is often perceived as a static doctrine that maintains the status quo in various aspects of life. This can be observed in the orientation of religious devotion and practice, where a significant portion of Muslims still primarily focus on the ritual worship itself. The Islamic belief system and values are often seen as the final and unchanging framework for religious rituals, in contrast to the dynamics of human life and its inherent logic. However, it is important to note that Islam was revealed and taught by the Prophet Muhammad (peace be upon him) as a belief system and set of values that encourage individuals to think and behave within the context of communal life. It is meant to provide explanations and justifications for social, cultural, and political aspects based on normative, rational, and empirical assumptions. 1

According to Muhammad 'Abied al-Jabiri, the revival of Islam (al-Nahdah al-Islamiyyah) must begin with the courage to reconstruct tradition (al-turat) in order to make a real contribution to human life.

1Sulton, 'Jurnal Aristo Vol.2 No. 2 Juli 2014', *Aristo*, 2.2 (2014), 67–76.

We must understand that the presence of tradition (al-turats) is not just a cultural heritage of the past but a fusion of the past and the present, intertwined with the actions and thinking of the Muslim community.²The current reality of the Muslim community demands a transformation of normative traditions and blind adherence to traditions in order to reexamine theological traditions academically and argumentatively by presenting the anomalies that exist within classical theology.

Therefore, there is a need for the reactualization of thought within Islam that is responsive to the changes of the times and the various issues that arise in contemporary society. The progress achieved by humanity in science and technology has not occurred without a dynamic process or in-depth scientific debate. This study employs Karl Popper's Falsification Theory, which emphasizes that a theory, opinion, or thought should be falsified to determine its truth and avoid falling into subjectivity and errors. The development of critical and rational thinking is essential to obtain a comprehensive truth in the development of progressive and implementable Islamic thought in the era of social change.

The study of Islamic thought has been extensively discussed by previous researchers, for instance, the concept of Islam in social change, which examines social change within Islam and the Muslim community, the evolution of Islamic thought in Islamic civilization,

The study of Islamic thought has been extensively discussed by previous researchers, for instance, the concept of Islam in social change,³ which examines social change within Islam and the Muslim community⁴ the evolution of Islamic thought in Islamic civilization,⁵ and an emphasis on the ideas of Karl Raimond Popper, particularly in the context of the falsification concept used as a principle to distinguish between science and non-science, as well as between theories that have meaning and those that do not have meaning.⁶

Differing from previous studies, this article examines how social phenomena, religious phenomena in a historical context, and the necessity to change Islamic thinking in facing current social changes, using Karl Popper's Falsification theory as an approach.

Meanwhile, the method applied in this paper is a literature review, which is an approach that allows data analysis by referring to relevant references related to the discussed topic. Literature review research with this method involves a careful examination of various suitable reference sources and noting them before integrating them into a broader theoretical framework. This approach is used to enhance information so that the author can more effectively examine the differences and/or similarities between theory and practice.

BIOGRAPHY OF KARL RAIMOND POPPER

Philosophy is a form of thought that involves critical and comprehensive thinking. It also encompasses the endeavor to address ignorance, enrich understanding, broaden perspectives, and investigate values

²Lukman Hakim DKK, *Pemikiran Islam Modern.Pdf* (Banda Aceh: UIN Ar-Raniry Banda Aceh, 2015), 11.

³Sulton.

⁴Ejder Okumuş, 'Islam , Muslims , and Social Change *', *Tevilat*, 1.2 (2020), 479–506.

⁵Rahmawati, 'Perkembangan Pemikiran Dan Peradaban Islam', *Urnal Rihlah Vol. V No. 2/2016*, Vol.V.2 (2016), 108–22.

⁶Komarudin, 'Falsifikasi Karl Popper Dan Kemungkinan Penerapannya Dalam Keilmuan Islam', *Jurnal At-Taqaddum*, 6.2 (2014), 444–65.

using a rational approach to improve beliefs. Philosophy has successfully transformed human thought patterns, shifting from reliance on beliefs in gods and other myths to being more rooted in rational thinking. The role of philosophy is crucial in addressing various problems in human life, including in the field of science. One of the challenges often encountered in science, both in the Western world and within the context of Islam, is determining the boundaries of truth. This issue has sparked intensive discussions and has led to numerous theories and concepts that address how to define the limits of truth in science. One concept used for this purpose is the falsification theory, proposed by Karl Raymond Popper.⁷

Karl Popper, a scholar and philosopher of science born in Vienna in 1902. Although he left formal education at the age of 16, he continued to seek knowledge by attending lectures as an external student at the University of Vienna, after briefly working as a construction worker and an apprentice carpenter. In 1919, the young Popper became interested in Marxism and even joined the Association of Socialist School Students and the Social Democratic Workers' Party of Austria. However, a significant change occurred in the same year when he became disillusioned with Marxism, even referring to it as "pseudoscience." This change had a profound influence on his future work.

In 1925, after graduating from university as a primary school teacher, he worked at an after-school club for underprivileged children. Nevertheless, he continued to study and pursue knowledge in the fields of philosophy and psychology, eventually earning a doctoral degree in psychology in 1928. The year 1934 marked a crucial turning point in his career when he published and introduced the theory of falsifiability, which made him famous. In the subsequent years, he continued to champion this theory as a professor at the University of New Zealand, the London School of Economics, and the University of London. Even after his retirement in 1969, he remained active in defending the theory until his passing in 1994.⁸ Karl Popper (1902-1994), one of the greatest philosophers of science, is recognized as the individual who formulated the principle of falsifiability as a distinguishing factor between science and non-science. He attended lectures at the University of Vienna, where he critiqued the psychoanalytic theories put forth by Freud and Adler, as well as Marx's theories. While listening to lectures on the theory of relativity by Einstein in Vienna, he was impressed by the "critical spirit" in Einstein's theory, contrasting it with the total absence of such critical spirit in the theories of Marx and Freud, making these theories unverifiable and, according to Popper, not particularly significant.⁹

Popper was someone who criticized both positivism and neo-positivism through the falsification approach. According to Popper, the concept of verification lacks a foundation; what is correct is falsification. This means that the effort to seek facts to confirm a hypothesis cannot be sustained (for example, it is impossible to prove that all crows are black; however, if there is one white crow, the hypothesis that all crows are black becomes invalid, as long as the hypothesis is not upheld).¹⁰

For example, we often hear those observational statements accepted may not always be true because they are related to theory, so a theory declared false by such statements may actually be true. However, observational statements can also be tested, so a previously accepted observational statement may be

⁷Maydi Aula Riski, 'Teori Falsifikasi Karl Raimund Popper: Urgensi Pemikirannya Dalam Dunia Akademik', *Jurnal Filsafat Indonesia*, 4.3 (2021), 261–72.

⁸Karl R. Popper, *Science as Falsification, Conjectures and Refutations* (London: Routledge and Keagan Paul, 1963), 33-39 <<https://doi.org/10.1111/j.1096-0031.1995.tb00007.x>>.

⁹Suddhachit Mitra, 'An Analysis of the Falsification Criterion of Karl Popper: A Critical Review', *Tattva - Journal of Philosophy*, 12.1 (2020), 1–18 <<https://doi.org/10.12726/tjp.23.1>>.

¹⁰Ulum...76.

rejected later. For instance, a statement like 'this is a glass of water' implies that the liquid in the glass will behave in accordance with the properties of water, and this implication may conflict with other observational statements.¹¹

Popper sought to improve the way concepts and theories in science are generated in order to avoid subjectivity and serious errors. In this effort, the approach to the review of science should align with Popper's philosophical views, emphasizing that the principles of science should be strongly linked to falsifiability. The falsifiability principle advocated by Popper states that a theory only has significant meaning if it can be refuted or proven false, not just through a process of verification to confirm its truth. Popper's methodology of falsification led him to not only rely on authority as the determinant of truth but to confront issues as the central point in the evaluation of the truth and pre-existing theories.

The main idea of Karl Raimund Popper, particularly in the context of the falsification theory, is how he uses this theory to distinguish between what can be considered science and what cannot. Popper's views on the problem of demarcation led him to formulate the principle of falsifiability. According to him, a theory can be considered scientific if and only if the theory has the ability to be tested for its truth through tests that allow for the possibility of evidence of its falseness (falsifiability), or in other words, if statements within the theory can be refuted (refutability) and tested (testability). Popper's thinking concept forms the basis of what is known as "critical rationalism."¹²

Alfons Taryadi interprets Popper's critical rationalism as a form of rationalism that encompasses an open-minded view of critical discussion, a willingness to learn from mistakes, and an openness to seeking the truth. This means that sensory experience is an integral part of the rational thinking process. Therefore, it seems that Popper agrees with Kant's view that knowledge cannot simply be a copy of reality.¹³

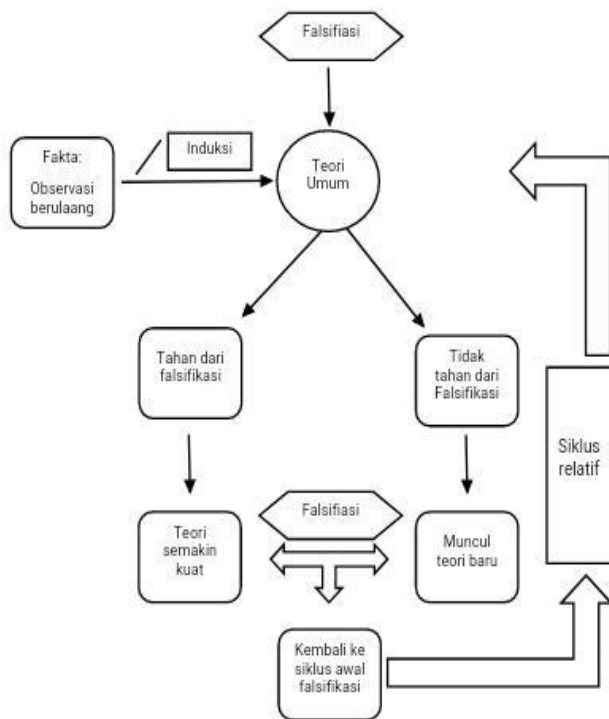
In simpler terms, falsification can be explained as the process of testing knowledge by not only verifying the truth of a hypothesis but also by testing alternatives or the possibility that the hypothesis is false.¹⁴ This can be illustrated in the following diagram:

¹¹Danny Frederick, 'Falsificationism and the Pragmatic Problem of Induction', *Organon F*, 27.4 (2020), 494–503 <<https://doi.org/10.31577/ORGF.2020.27405>>.

¹²Riski.

¹³Alfons Taryadi, *Epistemologi Pemecahan Masalah Menurut Karl R. Popper* (Jakarta: Gramedia, 1991), 26.

¹⁴James Garvey, *Dua Puluh Karya Filsafat Terbesar* (Yogyakarta: Kanisius, 2010), 258.



From the description of the relative cycle, it becomes clear that criticism of scientific theories or propositions is a necessity. Regardless of the scientists and the theories they have formulated, it is not appropriate to avoid falsification. Falsification does not aim to destroy what already exists but rather to strengthen and repair the aspects that need improvement. In Karl Popper's view, these aspects encompass what is referred to as the three-world view.

According to Popper, the term "third world" refers to the realm of human reality consisting of propositions, theories, laws, and hypotheses created by humans, as well as the collaboration between the physical world (the first world) and the psychological world of humans (the second world), encompassing all cultural, artistic, religious, and other aspects.¹⁵

NORMATIVE ISLAM AND HISTORICAL ISLAM

Islam is a religion with the goal of the salvation of its followers in this world and the hereafter. It can be categorized into two forms: Normative Islam and Historical Islam. Normative Islam is also known as Islam as revelation, and Historical Islam is known as Islam as a product of history. Islam as revelation refers to Islam at the textual level, consistent with the theory of Nasr Hamid Abu Zaid, which comprises the original Islamic teaching sources, such as the Quran and the Sunnah (the practices and traditions) of the Prophet Muhammad. At this level, Muslims worldwide share the same Quran and the Sunnah, except for the Shia community, which has its own category of Sunnah. On the other hand, Historical Islam, or Islam as a product of history, encompasses the Islam understood and practiced by Muslims across the world. It spans from the time of the Prophet Muhammad until the present, taking into account various social, cultural, and traditional backgrounds.

The emergence of these different categorizations is driven by variations in context and the interests of the thinkers explaining them. Abdullah Saeed, in this context, explains that there are fundamental teachings that are agreed upon, as well as teachings that result from *ijtihad* (independent reasoning) and practices that lead to differences. Similarly, Abu Rabi' groups them based on and for the purpose of

¹⁵Komarudin,..456.

explaining the relationships between religions, where there are similarities at a certain level and differences at another level.¹⁶

Nasr Hamid Abu Zaid explains that the domain of Islamic thought involves a variety of interpretations of the original Islamic texts (the Quran and the Sunnah of the Prophet Muhammad), which is called *ijtihad* concerning the original Islamic texts, such as exegesis (*tafsir*) and jurisprudence (*Fiqh*). Within this category, four main branches can be identified: (1) Law/Jurisprudence (*Fiqh*), (2) Theology, (3) Philosophy, and (4) Sufism/Mysticism. The results of *ijtihad* in the field of law and jurisprudence appear in the form of: (1) Jurisprudence (*Fiqh*), (2) Fatwas (legal opinions), (3) Jurisprudential decisions (a collection of legal rulings), and (4) codification/unification manifested in the form of laws and compilations.

Based on the explanation above, Islam at the level of text or Sharia, which constitutes the original texts related to theology, namely the formal study of the nature of Allah and the fundamentals of religious beliefs, has fixed and constant characteristics, remaining unchanged. On the other hand, *Fiqh*, as an interpretation of these original texts, has relative characteristics and can change according to variations in context, such as time, social environment, location, and other factors.¹⁷

The practices of Muslims appear in various forms and shapes depending on the social background (context). Examples include the way Muslims in Pakistan perform their prayers without placing their hands on their chests, the practice of sitting cross-legged during prayers for Muslims in Indonesia, which may not be practiced by Muslims in other countries. While Indonesian Muslims place their hands on their chests, religious rituals like commemorating the birth of the Prophet Muhammad SAW.¹⁸

According to Amin Abdullah, the normative approach can be explained by several characteristics, including a tendency to prioritize the interests of the group, actively involving individuals, and expressing intense devotion to religious teachings. Furthermore, this approach often uses language that is subjective in its expression. Situations like this can lead followers to become overly fanatic about their group or religious teachings, often resulting in conflicts between religious groups. Moreover, according to Derrida, the situation becomes even more tragic when it reaches a level of dogmatism reinforced by rigid and unchanging thinking.¹⁹

This aligns with Popper's view that scientific theories always have a hypothesis-like nature, which is only a temporary conjecture and there is no absolute truth. Every theory can be replaced by a more accurate one. Therefore, Popper prefers to use the term "hypothesis" due to its temporary nature. The concept he introduced is known as "the theory of refutability," which indicates that a statement or hypothesis is considered scientific if, in principle, there is a possibility to refute it (refutability). Hence, it is important to allow criticism of these theories. True scientists should not be afraid of criticism; on the contrary, they welcome criticism because it is through this critical process that scientific progress continues to occur.²⁰

SOCIAL CHANGE

¹⁶Khoiruddin Nasution, *Pengantar Studi Islam* (Jakarta: Rajawali Pers, 2018), 12.

¹⁷Nasution...,15

¹⁸Nasution...13.

¹⁹Rendy Saputra, dkk, 'Normatif Dan Historis', 22.2 (2021), 166–79.

²⁰Bahrn Ulum, 'Inklusifitas Pemikiran Dan Pendidikan Islam', *At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam*, 4.1 (2020),77 .

Social change, a term rooted in English vocabulary, is essentially a combination of two words: change and social. In a broad sense, "change" refers to the process of shifting, subtracting, adding, or evolving, while "social" pertains to the subject matter at hand, specifically society. Society is, in essence, a cohesive system of social organization and function. In terminology, the definition of social change frequently intersects with the definition of cultural change. This is because nearly all types of change encompass both social and cultural elements.²¹

In today's increasingly global society, change is considered something common and inevitable due to technological advancements, fast transportation, and communication. This means that crises or changes in one part of the world can impact other parts. Henry Pratt Fairchild, in his writings in 1962, stated that social change is the variation or modification that occurs in various aspects of social processes, social patterns, and social forms. Furthermore, in 1974, Wilbert Moore emphasized that social change is not a phenomenon limited only to modern society but rather something universal in the human experience.²²

Social changes deeply rooted in the order and structure of society will affect the existing social systems, including religion, culture, economics, and politics. Religion, as a belief system with guiding values for human life, has principles of belief and practices that shape human understanding, significance, and life. It aims to regulate and harmonize social life. To achieve this goal, religion strives to shape, organize, and guide individuals in terms of their beliefs, thoughts, perspectives, and behavior. When interacting with existing social and cultural structures, stability, the emergence of new situations, and the reality of change, religion modifies and reconstructs these elements or becomes a factor in their experiences with its principles and beliefs.

Okumus, in his book 'Social Change and Religion,' explains that the relationship between religion and social change is a reciprocal relationship, which can be seen from the two types of relationships they share. Firstly, religion takes an active role in social change, and there are three types: a) religion serves as a deterrent or slows down social change, b) religion acts as a supporter of social change, and c) religion is the primary factor in social change. Secondly, social change is more active and influences religion. This also has three types: a) social change has a negative impact or hinders religion, b) social change supports and strengthens religion, and c) there is a change in religion as part of social change.²³ In connection with the above, the change in understanding religion through dynamic thinking and attitudes is a requirement, and it's not just about viewing religion as a sacred dogma. Progress cannot be achieved by clinging to static traditions without scholarly reflection and rationality in its development in accordance with the social context. Fazlur Rahman argues that it is a form of oppression if a society clings to outdated traditions that have lost their vitality. However, being a part of the modern era is not.²⁴

ISLAM, HISTORY, AND FALSIFICATION

When discussing the position of the Muslim community in a historical context, the relationship between Islam and change becomes a central topic. Questions such as "Are Muslims inclined to be conservative and resistant to change? Could they experience regression in their development? Do

²¹Munzier Suparta, 'Pesantren and Theory of Social Change in Southeast Asia', *RISEA (Review Journal of Southeast Asia)*, 1.1 (2018), 69–88 <<https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>>.

²²Sulton...,68.

²³Okumuş...,481-482.

²⁴Lukman, dKK...4.

Muslims have their own strategies and plans for change?" and issues surrounding questions like these often arise in discussions about Islam and the Muslim community. People, especially those in European and American societies who may have limited understanding of Islam and Muslims, are often influenced by certain politicians, Hollywood films, media, and Orientalists. This can lead to a mistaken understanding that Islam and Muslims tend to reject change, that they are merely subjects of change, and that Muslims are not actively involved in addressing change.²⁵

In history, Islam once reached the peak of glory and made extraordinary achievements in the world's civilization. During that time, there was remarkable development in the field of knowledge, both in religious and cultural aspects. This success was greatly influenced by theological teachings that encouraged Muslims to maximize their thinking abilities. However, the splendor of Islamic civilization could not be sustained in the following period. During the middle period, Muslims made less significant contributions to the advancement of knowledge as they tended to adhere to static thinking and lacked innovation.

Based on the analysis of Islamic figures, we are normatively taught to believe that "Islam is the highest religion, and nothing can surpass it." However, Harun Nasution associates the decline of Islamic civilization with the behavior of Muslims tending to abandon a theology system in line with the sunnahtullah (the way of God) that emphasizes rational and scientific thinking and replace it with a theology that emphasizes divine destiny (fatalism), which is static in nature.²⁶

Modern theological construction, as a systematic understanding of religion or an interpretation of reality in the context of divinity, emphasizes the need to view reality through projections that refer to religious texts. On the other hand, classical theology tends to see the normative transcendental texts of sacred scriptures as absolute in their truth and as reality itself. However, it is important to remember that texts are not the same as actual reality. Therefore, the dialogue between actual reality and texts can result in a synthesis in the form of new theological concepts that not only address the sanctity of heaven or the sovereignty of God but also serve as a revolutionary force in improving the quality of human life, considering the essence of its dignity.²⁷

The concept of understanding texts can be reinforced by Karl Popper's Falsification, which often considers that metaphysics has no meaning, but history has shown that it can lead to various sciences. A metaphysical statement, even those related to religion or mysticism, can have meaning and be true if it can be tested or examined. The more resilient the statement is to tests and examinations that seek to prove its falsehood, the more meaningful and truer the metaphysical statement becomes.²⁸

Din Shamsuddin, in his book "Ulumul Qur'an" published in 1993, reveals that Islamic reform involves the process of rationalizing the understanding of Islam and contextualizing Islamic values in everyday life. Within the framework of one of the approaches to Islamic reform, rationalization refers to the effort to discover the fundamental substance and reduce the role of symbols, while contextualization means connecting these substances to specific social and cultural contexts, using symbols to repackage these substances. In other words, rationalization and contextualization can be viewed as an essential understanding of ethics and morality in Islamic culture that engages in the process of decoding cultural

25Okumuş...481.

26Lukman, dKK, ...3.

27Ibid..7.

28Komarudin...454.

symbols (particularly of Arab origin) and allocating these values into a new, more local culture. In the context of this Islamic reform, the approach used is one that is more focused on substance rather than merely following formalities, leading to a deeper and more contextual understanding of Islam.²⁹

The principle of falsificationism like this also allows scientists to test the errors of various existing theories, even if they are built on metaphysical or religious views, among others (Muslih, 2005: 109). Falsificationists do not restrict that a theory must be built solely on inductive principles, but whether the theory withstands the test of error or not. If the theory withstands the test of error, it means that the theory is corroborative. One can temporarily accept the hypotheses put forward by the theory while continuing to reject (refute) them. The principle of falsification asserts that the strength of a statement/theory is not determined by the level of validity/truth of that theory but by whether the theory can be proven/tested for its errors.³⁰

The construction of modern theology, as the systematization of understanding religion or the interpretation of reality in the context of divinity, emphasizes the need to view reality through projections that refer to religious texts. On the other hand, classical theology tends to see the transcendental normative texts of the holy scriptures as absolute in their truth and as reality itself. However, it is important to remember that texts are not the same as the actual reality. Therefore, a dialogue between real reality and texts can result in a synthesis in the form of a new theological concept that not only addresses the holiness of heaven or the sovereignty of God but also serves as a revolutionary force in improving the quality of human life, considering its inherent dignity.³¹

The essence of human dignity should be accompanied by critical and rationalist thinking and understanding based on normative religious texts when facing social changes. This rationalistic approach aims to achieve comprehensive understanding and productivity in discovering new ideas. Just as Popper's critical rationalism explains that, concerning behavior and practical attitudes, one should always be open to listening to critical reasoning and learning from experience. This is fundamentally an attitude that acknowledges that "I may be wrong, and you may be right, and with effort, we can get closer to the truth."³²

If Karl Popper's Falsification theory can be applied in both academic and religious contexts, it will broaden the insights of Islamic scholars and thinkers to not only view religion in the aspect of worship and textual matters but also to recognize that religion has a rational dimension that needs to be studied and developed through the integration of various academic disciplines and Islam, which is meaningful for the well-being of all time and place. In other words, contextual Islamic thought can be realized for the welfare and prosperity of human life.

²⁹Sriyanto, 'Modernism Of Islam , A Descriptive Historical Analysis Sriyanto Elementary School Department Universitas Muhammadiyah Purwokerto , Jalan Raya Dukuwaluh Purwokerto 53182 Email : Sriyanto1907@ump.Ac.Id Abstract A . Introduction', *4 ThInternational Conference the Community Development in ASEAN*, 2017, 745–61.

³⁰Komarudin...458.

³¹Ibid..7.

³²Taryadi..26.

CONCLUSION

Karl Raymund Popper's falsification theory, known as "the thesis of refutability," where a statement or hypothesis is considered scientific if, in principle, it can be refuted, offers a broad and comprehensive perspective on understanding Islam as a religion of mercy for the entire universe. Islam at the textual (normative) level has an absolute and unchanging nature. However, in practice, Islam needs to be interpreted, analyzed, and understood in accordance with the historical, social, and cultural contexts that surround it. This results in a comprehensive understanding of Islam, distancing it from fanaticism and radicalism, and creating space for criticism. A true scientist is not afraid of criticism because science continues to evolve.

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A HIERARCHICAL MODEL OF SOCIAL COMPETENCIES FOR NDTS APPRENTICESHIPS: INSIGHTS FROM INTERPRETIVE STRUCTURAL MODELING

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ABSTRACT

This study develops a comprehensive social competencies model tailored for the National Dual Training System (NDTS) Programme in Malaysia, addressing the growing demand for social skills among apprentices. Recognizing the essential role of these competencies in workforce readiness, the study employed Interpretive Structural Modeling (ISM). A panel of 13 experts, including curriculum developers and trainers, collaborated to identify and prioritize key social competencies. The development process involved six steps: identifying relevant competencies, establishing relationships among them, constructing a Structural Self-Interaction Matrix (SSIM), generating the ISM model, and refining it through expert review. The final model identified 15 key competencies, providing a clear hierarchy for skills instructors. The findings emphasize the importance of competencies like honesty and confidence, which are crucial for apprentices in the NDTS Programme. This model offers a practical framework for integrating social competencies into training, ensuring that apprentices are not only technically proficient but also socially adept. The study suggests that incorporating these elements into training can better prepare trainees to meet industry demands. Future research should focus on developing training modules based on this model to further integrate these competencies into the NDTS curriculum.

Keywords: National Dual Training System, social competencies, Interpretive Structural Modeling, skills training, apprenticeship

INTRODUCTION

In today's rapidly evolving job market, the importance of social competencies cannot be overstated. As industries increasingly prioritize interpersonal skills alongside technical expertise, vocational training programs like the NDTS must adapt to these changing demands. The NDTS Programme plays a crucial role in bridging the gap between academic knowledge and practical skills, yet the integration of social competencies remains underexplored. This study seeks to fill this gap by developing a model that addresses both the technical and social needs of apprentices.

Interpretive Structural Modeling (ISM) is a powerful analytical methodology designed to break down complex systems into more manageable subsystem elements and transform these into multilevel models. This approach allows for a detailed examination of the interrelationships between various factors within a system, offering a structured and hierarchical understanding of complex issues (De Felice, Travaglioni, & Petrillo, 2021).

Initially proposed by Warfield, ISM was developed to analyse and resolve intricate socioeconomic systems, particularly those characterized by numerous interconnected elements. These relationships are visually represented in the form of a directed graph or network, enabling a clearer understanding of the system's dynamics (Bakhtari et al., 2020; Kamble, Gunasekaran, & Sharma, 2018). Warfield (1976) emphasized ISM as an interactive learning process that structures a set of directly and indirectly related elements into a comprehensive, systematic model. Bakhtari et al. (2020) further expanded on this by

highlighting ISM's reliance on graph theory to create a network representation of complex contextual relationships.

Interpretive Structural Modelling (ISM) has been utilized in a variety of fields, ranging from systems engineering to organizational management, due to its ability to structure complex problems into manageable models. Since its inception, ISM has evolved, incorporating advancements in computational tools and expanding its applicability across diverse disciplines.

The ISM technique has found widespread application across various fields, including management, organizational design, and marketing. It is frequently used in combination with other methodologies, such as the Nominal Group Technique (NGT), to analyse complex socioeconomic systems. Researchers have increasingly adopted ISM due to its established capability to represent the interrelationships among various elements related to an issue (Abdullah, Siraj, & Ghazali, 2021). In essence, ISM serves as a robust management decision-making tool that connects individual or group ideas, facilitating a thorough understanding of complex situations through a mapped network of relationships among the elements involved.

In the context of this study, ISM is employed to develop a comprehensive model of social competencies specifically tailored for the National Dual Training System (NDTS) Programme in Malaysia. The growing need for social competencies—such as honesty, confidence, and cooperation—among apprentices in the NDTS Programme underscores the importance of a structured approach like ISM. This methodology not only helps in identifying and prioritising key social competencies elements but also ensures that these elements are effectively integrated into the training programme, thereby preparing apprentices to meet the evolving demands of the modern workforce.

With a clear understanding of the critical role of social competencies in vocational training, the next sections will explore how Interpretive Structural Modeling (ISM) has been applied in educational contexts, laying the groundwork for the research methodology adopted in this study and the resulting competency model for the NDTS Programme.

For the purposes of this study, the term 'social competencies' is often referred to as 'soft skills,' that are necessary for effective participation in the modern workforce.

LITERATURE REVIEW

Interpretive Structural Modelling (ISM) has emerged as a pivotal methodology for decomposing complex systems into subsystem elements and transforming these into multilevel models. This method enables a thorough examination of the interrelationships between various factors, offering a structured and hierarchical perspective on intricate issues (De Felice, Travaglioni, & Petrillo, 2021).

ISM was originally proposed by Warfield to address and analyse complex socioeconomic systems. These systems are often characterized by numerous interconnected elements, making them difficult to manage without a clear understanding of the underlying relationships. ISM facilitates this understanding by representing these relationships in the form of a directed graph or network, effectively mapping the contextual connections between different elements within the system (Bakhtari et al., 2020; Kamble, Gunasekaran, & Sharma, 2018). Warfield's (1976) foundational work established ISM as an interactive learning process where a set of directly and indirectly related elements are structured into a comprehensive and systematic model. This process relies heavily on graph theory, which constructs a network representation of the complex contextual relationships among various elements using conceptual, theoretical, and computational leverage.

Over the years, ISM has been extensively applied in various fields such as management, organizational design, and marketing. Its ability to decompose and structure complex systems into more manageable

subsystems has made it a valuable tool for researchers and practitioners alike. The methodology is often employed in conjunction with other analytical techniques, such as the Nominal Group Technique (NGT), to tackle complex socioeconomic systems. This combination of methodologies allows for a more holistic understanding of the issues at hand, facilitating the development of solutions that are both practical and effective (Abdullah, Siraj, & Ghazali, 2021).

Previous research has demonstrated the effectiveness of ISM in educational settings, such as in the work of Johnson and Smith (2020), who applied ISM to enhance curriculum development in higher education. Their study illustrates how ISM can be used to systematically structure educational content, ensuring that key competencies are addressed in a logical and effective sequence.

ISM's utility extends beyond its ability to structure complex systems; it also serves as a robust management decision-making tool. By interconnecting the ideas of individuals or groups, ISM facilitates a deep understanding of complex situations. The resulting map of relationships among the elements involved in the decision-making process provides clarity and direction, enabling more informed and strategic decisions.

In the context of this study, ISM is employed to develop a social competencies model for the National Dual Training System (NDTS) Programme in Malaysia. The Concept Star software is instrumental in this process, as it facilitates discussion and decision-making among experts during closed sessions. The software allows users to explore a large design space quickly by automating the process of evaluating and analysing different design options. This includes modules for structural analysis, thermal analysis, and fluid dynamics analysis, all of which are critical for optimizing various aspects of a design, such as size, shape, materials, and manufacturing processes (Concept Star, 2022). Moreover, Concept Star's visualization capabilities allow users to view and analyse the results of their simulations graphically, further enhancing the decision-making process.

While other methodologies, such as the Analytic Hierarchy Process (AHP) and Delphi method, have been employed to tackle similar challenges, ISM offers a unique advantage in its ability to visualize relationships between elements in a hierarchical structure. This makes ISM particularly suitable for developing competency models where the interaction between various elements is critical.

This research focuses on the social competencies elements that are essential for apprentices undergoing the NDTS Programme, which involves training at both public or private training institutes and industry locations. The findings of this study will be utilized by various stakeholders, including the Skills Development Department (DSD), public and private training institutes, and industry skill trainers. As the policymaker, the DSD should consider the study's findings and incorporate the identified social competencies into the NDTS curriculum. This inclusion is expected to enhance the confidence and preparedness of apprentices, better equipping them to meet the demands of the modern job market.

Furthermore, public and private institutes offering the NDTS Programme should allocate sufficient time within their curricula to inculcate these social competencies. Employers in the industry should also recognize the importance of these values and strive to further develop them within the workplace. Trainers at public and private training institutes are encouraged to improve their social skills to serve as role models for NDTS trainees, ensuring that these values are effectively communicated and integrated into the apprentices' training experience.

Despite the wide application of ISM, its use in the specific context of social competencies modeling within vocational training remains limited. Building on the existing applications of ISM, this study aims to bridge the gap in vocational training by applying ISM to develop a structured social competencies model specifically tailored for the NDTS Programme. The next section will outline the detailed research methodology employed to achieve this.

RESEARCH METHODOLOGY

The research methodology employed in this study centres on the use of Interpretive Structural Modelling (ISM) to develop a social competencies model for the National Dual Training System (NDTS) Programme. ISM is a well-established technique used to structure complex issues into a systematic and hierarchical model, making it particularly suitable for identifying and prioritising the key elements of social competencies required in apprenticeships. In forming the social competencies model for the National Dual Training System Programme, the use of the ISM software, Concept Star was the initial platform to improvise a complicated and complex system to a structured and hierarchical model (Gorvett & Liu, 2006; Janes, 1988; Kanungo & Jain, 2009; Malone, 1975; Sohani & Sohani, 2012).

The ISM approach in this study was carefully designed to help the panel of experts reach a consensus on how different social competencies elements are interrelated within the context of the National Dual Training System Programme. By breaking down these complex relationships into a structured and understandable model, ISM facilitated a clear prioritization of the competencies that are most critical for apprentice development. Structural Modelling (ISM) is an individual and group learning process, which transforms unclear, ambiguous, and poorly articulated mental models of systems into well-defined graphical models called digraph. ISM works based on the application of graph theory that uses the conceptual, theoretical, and computational leverage to construct a directed graph or network representation of the complex contextual relationship among a set of factors (Bakhtari et al., 2020). This methodology takes advantage of the expert's experience and knowledge to analyse and decompose a complex system into small elements and show the hierarchical relationship among these elements.

ISM Methodology Process

Each step in the ISM process was meticulously designed to ensure that the resulting model was both comprehensive and practical. For instance, the identification of social competencies elements involved a thorough review of existing frameworks, followed by iterative discussions among experts to refine these elements. The ISM approach in this study involved several key steps, each designed to ensure a comprehensive and systematic development of the social competencies model:

1. Identification of Relevant Elements

The first step involved identifying the social competencies elements pertinent to the NDTS Programme. This was accomplished through an extensive literature review and needs analysis, which helped to pinpoint the specific competencies that are critical for apprentices in the programme. The elements identified at this stage formed the basis for the subsequent modeling process.

2. Establishing Contextual Relationships

Once the relevant elements were identified, the next step was to determine the contextual relationships between them. This involved defining how each element should be connected to the others in the context of the NDTS Programme. The relationships were articulated using specific relational and contextual phrases, which were crucial in shaping the structure of the ISM model.

3. Development of Structural Self-Interaction Matrix (SSIM)

A Structural Self-Interaction Matrix (SSIM) was then developed to capture the relationships among the identified elements. This matrix served as a foundation for the ISM process,

representing the pairwise comparisons of elements and their interdependencies. The SSIM was generated with the assistance of ISM software, which facilitated the experts' voting on the relationships between elements until all possible pairs were evaluated.

4. Generation of the ISM Model

After the SSIM was completed, the ISM model was generated using the ISM software. The model was derived based on the concept of pairwise comparisons and transitive logic, which posits that if Element A is related to Element B, and Element B is related to Element C, then Element A is also related to Element C ($A \rightarrow B \rightarrow C$). This logical framework allowed for the construction of a directed graph that visually represented the hierarchical relationships among the social competencies elements.

5. Expert Review and Model Refinement

The generated ISM model was then reviewed by a panel of experts to ensure conceptual consistency and validity. The experts provided feedback on the model, and any necessary modifications were made to refine the model further. This iterative process of review and refinement helped to ensure that the final model accurately represented the consensus of the experts. Challenges such as differing opinions among experts were resolved through structured discussions and voting procedures, ensuring that the final model reflected a balanced consensus.

The panel of experts was carefully selected to represent a broad spectrum of knowledge and experience. It included curriculum developers, industry leaders, and seasoned trainers, each bringing a unique perspective to the table. This diversity ensured that the model was not only theoretically sound but also practically applicable.

6. Finalization of the ISM Model

The final step involved presenting the refined ISM model to the panel of experts for their approval. The model was finalized after incorporating any additional changes suggested by the experts. The final model offers a structured framework for integrating social competencies into the NDTS Programme, with clear priorities and relationships among the identified competencies.

Use of Concept Star Software

Throughout the ISM process, Concept Star software played a critical role in facilitating discussions, decision-making, and model development. The software enabled the research team to automate the evaluation and analysis of different design options, ensuring a comprehensive exploration of the design space. Concept Star also provided visualization tools that allowed the experts to view and analyse the results of their simulations in a graphical format, enhancing the clarity and effectiveness of the decision-making process.

Having established a robust methodology through the ISM process, the subsequent section delves into the analysis of findings, where the relationships and priorities among the identified social competencies are explored and structured. By breaking down the complex system of social competencies into manageable elements and structuring them hierarchically, this approach provides a clear and actionable framework for enhancing the social competencies of apprentices in the NDTS Programme.

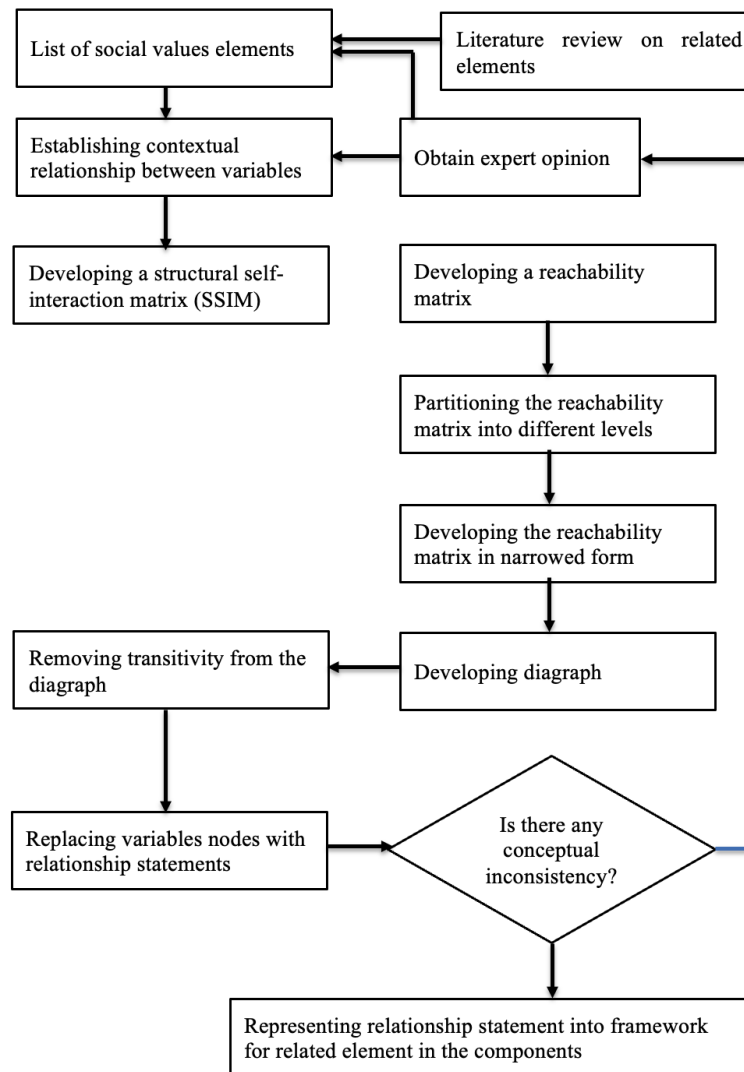


Figure 1: Flowchart for Preparing ISM (Kumar et al., 2021)

RESEARCH OBJECTIVES

The primary aim of this research is to develop a social competencies model tailored specifically for the National Dual Training System (NDTS) Programme. The study seeks to address the critical need for integrating essential social competencies into the NDTS curriculum, ensuring that apprentices are equipped with the necessary skills to succeed in the modern workforce. To achieve this goal, the research focuses on the following specific objectives:

- a) **To Identify the Core Elements of the Social Competencies Model**
Determine the key social competencies elements that should be included in the competency model for the NDTS Programme. This objective is based on achieving consensus among a panel of experts, ensuring that the model reflects the most relevant and impactful competencies needed for apprentices.
- b) **To Develop and Validate the Social Competencies Model**
Construct and validate a comprehensive social competencies model for the NDTS Programme, based on the expert panel's consensus. This model will provide a structured framework for integrating these competencies into the training programme, prioritising the elements that are most crucial for apprentice development.

ANALYSIS OF FINDINGS

The findings of this study offer valuable insights into the application of Interpretive Structural Modelling (ISM) in developing a social competencies model specifically tailored for the National Dual Training System (NDTS) programme. The ISM methodology enabled the researchers to structure these elements hierarchically, providing a clear understanding of their interrelationships and the order of their importance (Janes, 1988).

Identification and Structuring of Social Competencies Elements

The initial stage of the analysis focused on identifying and categorising the social competencies elements that are essential for apprentices in the NDTS programme. A total of 15 key social competencies elements were identified through a comprehensive literature review and expert consultation. These elements, which include honesty, confidence, and cooperation, are critical for preparing apprentices to meet the demands of the modern workforce.

Using ISM, the identified elements were then structured into a hierarchical model. The ISM process involved establishing the contextual relationships between the elements, which were expressed through relational and contextual phrases. For instance, the relational phrase "must be prioritised before" was used to delineate the sequence in which these elements should be integrated into the training programme. The contextual phrase "to inculcate social competencies among the apprentices" was employed to underscore the purpose of each element within the NDTS programme.

Hierarchical Model Development

The ISM process produced a structural self-interaction matrix (SSIM), which was then used to generate a hierarchical model of the social competencies elements. This model illustrated the dependencies and driving powers of each element. The concept of driving power refers to an element's ability to influence other elements, while dependence power indicates the extent to which an element relies on others to achieve its objectives.

The analysis revealed that elements such as honesty (Element 8) and confidence (Element 3) have significant 'driving power'—meaning they strongly influence the development of other competencies. These elements are foundational to the NDTS Programme's success because they underpin the effective acquisition of other skills, thereby playing a crucial role in the overall competency framework. These elements were positioned at the top of the hierarchy, indicating their critical role in shaping the overall competency framework. Other elements, such as punctuality (Element 1), compliance (Element 5), and courtesy (Element 11), were also identified as significant, albeit to a slightly lesser extent.

Expert Review and Model Refinement

Following the development of the hierarchical model, the findings were reviewed by a panel of experts, including curriculum developers, industry professionals, and senior trainers. The experts validated the relationships and priorities established in the model, providing feedback that led to minor refinements. These refinements were primarily focused on ensuring the conceptual consistency of the model and aligning it more closely with the practical needs of the NDTS programme.

The expert panel reached a consensus that the final model accurately reflected the essential social competencies required for NDTS apprentices. The model's structure was deemed effective in guiding the integration of these values into the training curriculum, ensuring that apprentices are not only technically proficient but also socially competent.

Key Insights and Implications

The analysis underscored the importance of integrating social competencies into the NDTs programme. The hierarchical model provides a clear framework for prioritising these competencies, enabling trainers to focus on the most critical elements first. The findings suggest that elements with high driving power, such as honesty and confidence, should be emphasised in the early stages of the apprenticeship to establish a strong foundation for the development of other competencies.

The study also highlighted the need for ongoing collaboration between training institutes and industry partners to reinforce these values in the workplace. By aligning the social competencies developed during the apprenticeship with the expectations of employers, the NDTs programme can better prepare apprentices for successful careers.

The digraphs produced competency models of social competencies for the National Dual Training System Programme, as depicted in Figure 2. Figure 2 shows the model structure of social competencies that need to be inculcated on the trainees in a chronological order based upon the agreement and vote by the the panel of experts using the Concept Star software. Figure 2 clearly highlights the order of importance of social competencies for the trainees of the National Dual Training System Programme. In this framework, ISM generated a few flows that link a few elements that must be first included and implemented in the training of the NDTs Programme.

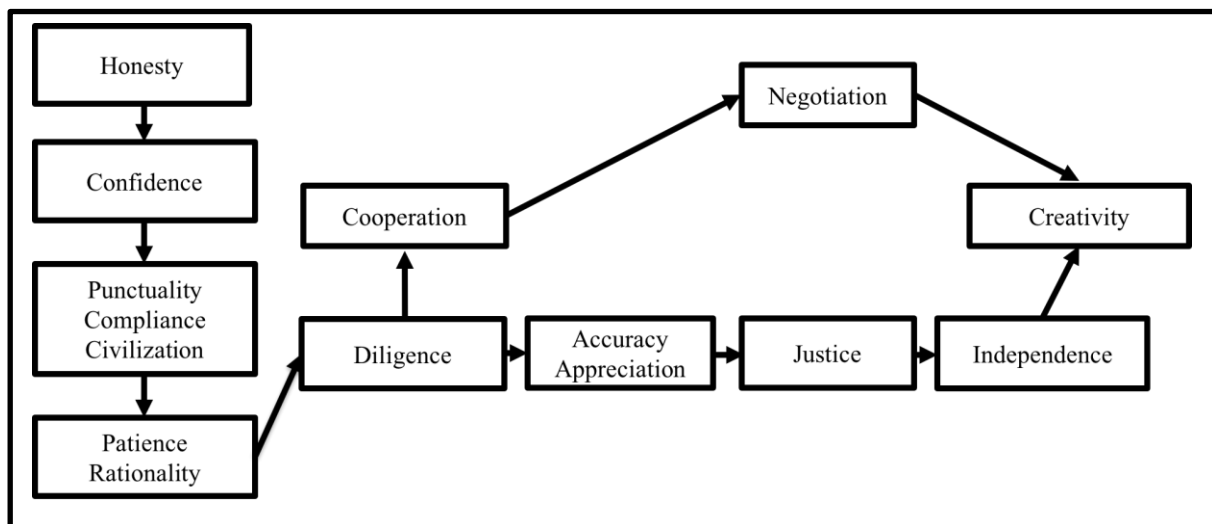


Figure 2: Digraph of the social competencies model for the NDTs apprenticeship programme

DISCUSSIONS

The findings of this study provide valuable insights into the application of Interpretive Structural Modelling (ISM) for developing a social competencies model tailored for the National Dual Training System (NDTS) programme. The hierarchical model generated through ISM offers a structured approach to integrating essential social competencies into the training framework, addressing the growing need for these skills among apprentices. This section discusses the implications of the findings, the contribution of the ISM methodology, and recommendations for future research and practice. As Kumar and Gupta (2019) have noted, the evolving demands of the modern workforce increasingly require vocational training programs to incorporate social competencies into their curricula, emphasizing the development of interpersonal skills alongside technical knowledge.

Implications of the Findings

The hierarchical model developed in this study underscores the fundamental importance of social competencies, such as honesty and confidence, in shaping well-rounded apprentices. These competencies are not just critical for personal development but also for fostering a work-ready mindset that aligns with industry expectations. By systematically integrating these competencies into the NDTs Programme, apprentices are better equipped to navigate the complexities of the modern workforce, where both technical and interpersonal skills are highly valued. Key competencies such as honesty, confidence, and cooperation were identified as having significant driving power, indicating their foundational role in shaping the overall competency framework. These elements are not only crucial for personal development but also for enhancing the apprentices' readiness to meet industry expectations.

The prioritisation of social competencies in the NDTs programme has far-reaching implications. By focusing on elements with high driving power early in the apprenticeship, the programme can establish a strong foundation that supports the development of other competencies. This approach ensures that apprentices are well-prepared to navigate the complexities of the modern workforce, where technical skills alone are insufficient for success.

The model also serves as a practical framework for curriculum developers and trainers, offering a roadmap for embedding social competencies into the training curriculum. This structured approach ensures that the development of social skills is not left to chance but is intentionally cultivated, ultimately leading to more competent and confident graduates. Furthermore, the widespread adoption of this model could influence broader policy changes in vocational training, emphasizing the importance of social competencies in technical education globally. By following the hierarchical structure, they can systematically integrate these social competencies into the training programme, ensuring that each competency is addressed in a logical and impactful sequence. This structured approach not only enhances the effectiveness of the training but also ensures that the social competencies are deeply embedded in the apprentices' learning experience.

Contribution of ISM to the NDTs Programme

The use of ISM in this study represents a significant contribution to the NDTs programme's development. ISM's ability to decompose complex systems into manageable elements and establish clear relationships between them has proven invaluable in identifying and prioritising the social competencies required for apprentices. The methodology's strength lies in its capacity to convert abstract concepts, such as social competencies, into a concrete, actionable model.

The ISM approach facilitated the involvement of experts from various fields, ensuring that the model developed was both comprehensive and practical. The iterative process of model refinement, based on expert feedback, helped to align the model with the specific needs of the NDTs programme. This collaborative approach not only enhanced the model's validity but also increased its acceptance among stakeholders.

Furthermore, the use of Concept Star software in the ISM process enabled the efficient handling of complex data, allowing for a more nuanced analysis of the relationships between social competencies elements. The software's visualisation capabilities also aided in the communication of the model to the experts, facilitating a clearer understanding of the hierarchical structure and its implications.

Recommendations for Future Research and Practice

While the study has successfully developed a social competencies model for the NDTs programme, there are several areas where future research could further enhance its impact. One recommendation is to develop specific training modules based on the hierarchical model. These modules should focus on the practical application of the identified social competencies, providing trainers with tools and strategies to effectively integrate these values into the apprenticeship curriculum.

Additionally, future research could explore the long-term impact of incorporating these social competencies into the NDTS programme. Longitudinal studies could assess how well apprentices retain and apply these competencies in the workplace and how these skills influence their career progression. Such research would provide valuable insights into the effectiveness of the competency model and inform further refinements. Another area for future exploration is the adaptation of the model for use in other training programmes or industries. While the model was developed specifically for the NDTS programme, the underlying principles of ISM and the identified competencies may be applicable in other contexts. Comparative studies could examine how the model performs in different settings and whether additional competencies need to be considered.

CONCLUSION

This study has successfully developed a comprehensive social competencies model for the National Dual Training System (NDTS) programme using Interpretive Structural Modelling (ISM). The model provides a structured and hierarchical framework that identifies and prioritises the key social competencies essential for apprentices. The integration of these competencies into the NDTS programme is crucial for preparing apprentices not only with technical skills but also with the social acumen necessary to thrive in today's dynamic and complex workforce.

By focusing on the integration of social competencies into vocational training, this study makes a significant contribution to the ongoing discourse on educational development. It highlights the critical role these competencies play in developing well-rounded individuals who are not only technically proficient but also equipped to excel in complex social and professional environments.

The implementation of this model could serve as a blueprint for other training programs, not only in Malaysia but globally, as industries continue to value interpersonal skills as a critical component of professional success.

The identification of core competencies such as honesty and confidence highlights the foundational role these values play in the development of apprentices. By prioritizing these elements, the NDTS Programme can ensure that its graduates are not only technically proficient but also socially adept, ready to meet the demands of the modern workforce.

Key Outcomes

The ISM methodology proved to be an effective tool in breaking down the complex array of social competencies into manageable elements, establishing clear relationships and dependencies among them. The hierarchical model generated through this process highlights the critical importance of foundational competencies such as honesty and confidence, which possess significant driving power within the competency framework. By prioritising these elements, the model ensures that apprentices develop a strong social foundation early in their training, which in turn supports the acquisition of additional competencies.

The involvement of experts from various fields in the ISM process added depth and validity to the model, ensuring that it is both comprehensive and practical. The expert consensus achieved through iterative feedback and model refinement underscores the model's relevance and applicability within the NDTS programme. Moreover, the use of Concept Star software facilitated the efficient handling of complex data, enabling the development of a nuanced and visually communicative model.

Implications for the NDTS Programme

The implementation of the social competencies model within the NDTS programme has the potential to significantly enhance the readiness of apprentices for the workforce. By systematically incorporating the identified social competencies into the curriculum, training institutes can better equip apprentices

with the skills needed to navigate the interpersonal and professional challenges they will face in their careers. This holistic approach to training, which balances technical proficiency with social competence, aligns with the evolving demands of the modern job market. The model also provides a valuable framework for curriculum developers and trainers, offering clear guidance on the sequence and priority of competency integration. This structured approach ensures that the training programme is both effective and impactful, fostering the development of well-rounded apprentices who are capable of contributing positively to their workplaces and society at large.

Recommendations for Future Research

While this study has laid a strong foundation for the integration of social competencies into the NDTs programme, future research could expand on these findings by developing and testing specific training modules based on the hierarchical model. These modules could be designed to provide practical guidance on how to effectively inculcate these competencies in apprentices, further enhancing the applicability of the model.

Additionally, longitudinal studies could be conducted to assess the long-term impact of these competencies on apprentices' career success and workplace integration. Such research would provide valuable insights into the effectiveness of the model and could inform future refinements.

Finally, the adaptability of the model for use in other training programmes or industries presents an interesting avenue for further exploration. Comparative studies across different contexts could help determine the universality of the identified competencies and the ISM approach, potentially broadening the model's application and impact.

In conclusion, this study has made a significant contribution to the field of vocational training by developing a social competencies model that addresses the critical need for social skills in the NDTs programme. The use of ISM has enabled the creation of a robust, practical, and validated model that can be directly applied to enhance the training of apprentices. By equipping apprentices with both technical and social competencies, the NDTs programme can better prepare them for successful careers and meaningful contributions to the workforce and society.

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IMPLEMENTATION OF RABBANI EDUCATION IN THE QURAN CURRICULUM WITH THE ABATA METHOD AND ITS EFFECT ON STUDENTS' MEMORY

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ABSTRACT

Qur'anic curriculum is an integral part of the lives of Muslims, with the main goal of understanding, internalizing, and practicing the teachings of the Quran in everyday life. The Al-Qur'an introduces itself with its various characteristics, one of which is that the Al-Qur'an is a holy book that is easy to memorize, remember, and understand. BAZNAS Scholar School is a school that is under the auspices of the National Amil Zakat Agency. BAZNAS Scholar School has a vision to build character and optimize potential. One way to optimize potential is through the Tahfiz Al-Quran curriculum. Tahfiz Al-Qur'an learning at BAZNAS Cendekia School has a target that has been set and approved. Therefore, an effective method is needed to be applied to students in memorizing the Qur'an. The method of memorizing the Qur'an used at BAZNAS Cendekia School is the ABATA method. The ABATA method is a method that helps students complete memorization targets. The ABATA method is the same as the planned repetition method, where students are determined to have a planned memorization and repetition schedule. The ABATA method consists of 3 repetition parts, namely parts A, BA, and TA. The research results prove that learning media with the ABATA method developed by referring to the ASSURE learning model is able to support and help improve memorization of the Al-Quran.

Keywords: *Rabbani Education, Quran Curriculum, Tahfiz Methode, Tahfiz Quran*

INTRODUCTION

Background

The Qur'an is the word of Allah SWT, which has miraculous value, which was revealed to the seal of the prophets and apostles through the Angel Gabriel, narrated to us with mutawatir. Reading it is considered an act of worship, and its truth will not be rejected. 1: For someone who embraces Islam, the religious guideline that must be used as a guide is the holy book of the Qur'an as the only guide to life. The Qur'an is the identity of Muslims, which ideally should be known, understood, and experienced by every individual who claims to be Muslim. 2: Living under the auspices of the Qur'an is a blessing that cannot be known except by those who feel it. The Qur'an is like a gem that emits different lights according to each person's point of view. The Qur'an introduces itself with various characteristics and properties. One of them is that it is one of the holy books whose authenticity is guaranteed by Allah SWT. Since it was revealed to the Prophet Muhammad SAW. Until now and even until the day after. As emphasized in His word in Q.S. Al-Hijr verse 9: "Indeed, it is We who sent down the Koran, and indeed We truly preserve it." Therefore, Al-Qur'an education is one way to practice the characteristics of the Al-Qur'an that can be done by Muslims.

Quran education is an integral part of Muslim life, with the main goal of understanding, appreciating, and practicing the teachings of the Quran in everyday life. The Quran introduces itself with various characteristics and properties. Among the characteristics of the Quran is that it is a holy book that is easy to memorize, remember, and understand. The verses of the Quran contain beauty and ease of memorization for those who want to memorize them and keep them in their hearts. So reading and memorizing the Quran is one of the important aspects of Quran education. It is common knowledge that memorization learning of the Quran has been applied to educational institutions, but the focus of the author here is memorization learning of the Quran applied at the BAZNAS Cendekia School.

Memorization learning of the Quran at the BAZNAS Cendekia School has a memorization target that has been set and approved; therefore, an effective memorization method is needed that is applied to students in memorizing the Quran. The new method of memorizing the Qur'an that is being implemented at the BAZNAS Cendekia School is the ABATA method.

The ABATA method is a method that helps students complete the memorization target as set by the school, which is 5 juz. The ABATA method is the same as the planned repetition method where students are given a planned memorization and repetition schedule. The ABATA method consists of 3 parts of repetition, namely parts A, BA, and TA. For example, students memorize part A consisting of 1/2 page of the Qur'an, after memorizing part A and continuing to part BA, students must repeat their memorization from part A. After memorizing parts A and BA, then continuing to part TA, students must repeat it from parts A, BA, and TA.

Identification of Problems

Based on the background above, the author identifies the problems in the study as follows:

- a) Implementation of the ABATA method applied at the BAZNAS Cendekia School.
- b) The effectiveness of the ABATA method in improving the memorization memory of students at the BAZNAS Cendekia School
- c) Supporting factors for the implementation of the ABATA method at the BAZNAS Cendekia School
- d) Inhibiting factors for the implementation of the ABATA method at the BAZNAS Cendekia School.

Place and Time of Research

This research was conducted from August to September 2024 at the BAZNAS Cendekia School.

LITERATURE REVIEW

Effectiveness

Effectiveness is the ability or level of success of an action or activity in achieving the desired goal. This is a measure of the extent to which an effort or process achieves the expected results using the available resources. According to Beni (2016), effectiveness is the relationship between output and goals or is said to be a measure of how far the level of output, policies, and procedures of the organization. Effectiveness is related to the degree of success of an operation in the public sector, so an activity is said to be effective if the activity has a major influence on the ability to provide public services, which are predetermined targets. Effectiveness is often contrasted with efficiency, which refers to the extent to which resources are used optimally to achieve those goals. Several factors can influence the effectiveness of an action or activity, including good planning, wise resource management, strong performance measurement, and adaptability to changes that may occur. Effectiveness cannot be equated with efficiency. Because both have different meanings, although in various uses the word efficiency is closely related to the word effectiveness. Efficiency contains the meaning of the comparison between costs and results, while effectiveness is directly related to the achievement of goals.

Effectiveness has three levels as based on David J. Lawless in Gibson, Ivancevich and Donnely (1997:25-26), including:

- a) Individual effectiveness: Individual effectiveness is based on the view from the individual's perspective that emphasizes the work results of employees or members of the organization.
- b) Group effectiveness: the view that in reality individuals work together in groups. So group effectiveness is the sum of contributions from all members of the group.
- c) Organizational effectiveness: organizational effectiveness consists of individual and group effectiveness. Through the influence of synergy, the organization is able to obtain work results that are higher in level than the sum of the work results of each part.

ABATA Methode

A method is a systematic process or way used to achieve a certain goal with efficiency, usually in a sequence of regular, fixed steps. The word method comes from Latin and Greek, *methodus* which comes from the word *meta* which means after or above, and the word *hodos*, which means a way or a way. The method literally describes the way or way of a totality to be achieved or built. Approaching a field methodically means understanding or fulfilling it according to plan, arranging various pieces or stages logically and producing as many relationships as possible. Sangidu (2004:14) Sangidu states that the definition of a method is a systematic way of working to start implementing an assessment activity in order to achieve a predetermined goal.

The ABATA method is a new method implemented in the BAZNAS Cendekia School in an effort to improve the memorization of the Qur'an by its students. The ABATA method is the same as the planned repetition method, where students are given a planned memorization and repetition schedule. The ABATA method consists of 3 parts of repetition, namely parts A, BA, and TA. For example, students memorize part A consisting of 1/2 page of the Qur'an, after memorizing part A and continuing to part BA, students must repeat their memorization from part A. After memorizing parts A and BA, then continuing to part TA, students must repeat it from parts A, BA, and TA.

Improvement

Improvement according to KBBI (Kamus Besar Bahasa Indonesia) is a process, method, action to improve a business or activity to become a benchmark in a process. Improvement is also an achievement that has been done from a process that has been undertaken. Improvement is very much needed in a process as a reference for future progress.

According to an expert named (Adi S), improvement comes from the word level. Which means layers or layers of something that then forms a structure. Level can also mean rank, level, and class. While improvement means progress. In general, improvement is an effort to increase degree, level, and quality or quantity. Improvement can also mean adding skills and abilities to become better. In addition, improvement also means achievement in the process, size, nature, relationship and so on.

The word improvement is usually used for a positive meaning. Examples of the use of the word are improving the quality of education, improving public health, and improving the skills of people with disabilities. Improvement in the example above means an effort to make something better than before. An effort to achieve an improvement usually requires good planning and execution. This planning and execution must be interconnected and not deviate from the goals that have been determined.

Memory

Memory is a mental process that individuals have to encode, store, maintain and remember information, knowledge or past experiences in the brain that can be recalled for use some time later. According to Bruno (1987), memory is a mental process that includes encoding, storing and recalling information and knowledge, all of which are centered in the brain. Memory is an important component of cognitive function and plays a vital role in everyday life, including learning, work, and other daily activities. Human memory is influenced by several factors, including genetics, environment, lifestyle, and physical and mental health. Here are some of the main factors that can affect memory:

- a) Age
- b) Sleep
- c) Nutrition and Hydration
- d) Stress

- e) Physical Activity
- f) Mental Activity
- g) Use of Technology
- h) Mental Health
- i) Heart and Blood Vessel Health
- j) Genetics
- k) Environmental Stimulation

Memorizing the Quran

Memorizing the Quran is considered a very noble worship in Islam. It is a form of devotion to Allah and an effort to recognize and understand His word. Many Muslims begin teaching the Quran to their children at an early age. This allows children to begin the memorization process from a very young age. The process of memorizing the Quran is usually done under the guidance of a teacher or ustadz who is competent in the science of tajwid (pronunciation rules) and qira'at (reading variants). The teacher will read the verses to the student, who then tries to repeat them until they are correct and precise. Memorizing the Quran involves repeated repetition. Students will repeat the verses they have memorized periodically to maintain memory. Memorizing the Quran requires great patience and discipline. Students need to set aside sufficient time each day to repeat and remember the verses of the Quran. For many who have memorized the Quran, this text becomes an important part of their daily lives. They often read verses from their memorization in their daily prayers and strive to maintain and deepen their understanding of the Quran. Memorizing the Quran is a high spiritual achievement in Islam and is an internal part of Muslim culture and life throughout the world. It is also an ongoing effort to maintain the authenticity and integrity of the Quran as a holy book.

Sekolah Cendekia BAZNAS

Sekolah Cendekia BAZNAS (SCB) is a free and boarding school for outstanding poor people. Sekolah Cendekia BAZNAS was established on 1.5 hectares of waqf land. Located on Jalan KH. Umar Cirangkong, Cemplang Village, Cibungbulang District, Bogor Regency. Starting from a center for teaching and learning activities, this institution focuses on education for orphans and poor people. This PKMB is called Yatim Islamic Boarding School (YIBS) Ahabullah, equivalent to a junior high school with an asrama concept. The establishment of the school was inaugurated on January 7, 2015 (16 Rabiul Awal 1436), by the Governor of West Java, the Regent of Bogor, the Chairman of BAZNAS, the Ministry of Religious Affairs, the Director of Qatar Charity and the Chairman of the Siti Hajar Sudja'I Foundation and local community leaders. YIBS provides full scholarships for three years.

YIBS management is supported by the synergy of three parties, namely the Siti Hajar Sudja'I Foundation as the donor of the waqf land, Qatar Charity which provides a grant for building construction, and the National Zakat Agency as the program manager and facilitating the daily operations of the school through zakat, infaq and alms funds. The construction of the Ahabullah center includes a school building, library, dormitory, clinic, economic center and office. Initially, this institution only had 40 fostered students from the East Nusa Tenggara, West Java, DKI Jakarta and Banten regions. Along with the development of educational programs and economic strengthening, YIBS started a formal education program. So that in 2017, YIBS transformed into the BAZNAS Cendekia School (SCB) with a vision of becoming "A model of an Islamic school that builds character and optimizes the potential of students".

SCB focuses on Islamic moral education, academics, entrepreneurship and leadership in organizations. SCB also provides non-formal education scholarships in the form of tahfidz schools for two years, and junior high-high school education for 64 children each year. Until now, SCB students are spread across 25 provinces in Indonesia.

METODOLOGI

Research Methods

This type of research is a study that uses the ASSURE model. The ASSURE model consists of six stages, namely Analyze learners (analyzing student characteristics); State standards and objectives (determining learning objectives); select strategies, technology, media, and materials (choosing strategies, media, and learning methods); utilize technology, media, and materials (using learning materials); Require learner participation (attracting student participation); evaluate and revise (evaluation and revision). The research was conducted at the BAZNAS Cendekia School in August and September 2024 for three meetings with ninth and tenth grade BAZNAS Cendekia School students as research subjects. The location and subjects were chosen based on considerations of anxiety about increasing the memorization of the Al-Quran, which is widely experienced by ninth and tenth grade BAZNAS Cendekia School students due to the implementation of a new memorization method, namely the ABATA method. Therefore, the researcher created learning media in an effort to determine the percentage of adaptation and quality of students' memorization of the Al-Quran to the ABATA method that has been implemented.

The research method applied is a mixed method with qualitative and quantitative approaches. The qualitative approach refers to descriptive data suggestions from learning media experts. While the quantitative approach refers to the assessment scores from media experts, assessment scores from boarding school tahfidz experts at BAZNAS Cendekia School, and responses from BAZNAS Cendekia School students.

Data Collection Technique

The data collection methods used consisted of assessments by media experts, assessments by boarding school tahfidz experts at the BAZNAS Cendekia School, and a survey questionnaire on the difficulty of adapting to the ABATA method and a questionnaire on student responses after the implementation of the ABATA learning media. Based on this, the ABATA learning media is said to be suitable for use according to the assessment of the validity of the learning media reviewed from the results of the assessments by media experts and boarding school tahfidz experts at the BAZNAS Cendekia School, as well as the assessment of the effectiveness of the ABATA learning media reviewed from the results of the student response questionnaire as seen in table 1.

Table 1 indicators of the validity aspects of media effectiveness

Aspect	Instrument	Indicator
Validity	1. Media expert validation sheet	1.1 Presentation 1.1.1 Presentation techniques 1.1.2 Supporting material presentation 1.1.3 Learning Presentation 1.2 Language 1.2.1 In accordance with the development of students 1.2.2 Communicative 1.2.3 Straightforwardness 1.2.4 Coherence and sequence of thoughts framework

	2. Assessment sheet of dormitory tahfidz experts	1.2.5 Conformity to correct Indonesian language rules 1.2.6 Consistency in the use of terms and symbols 2.1 Ease of use 2.2 Relevance of media to material 2.3 Usefulness of learning media 2.4 Relevance of media to the purpose of making media
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The validation sheet contains the assessment of media experts and tahfidz experts from the BAZNAS Cendekia School dormitory regarding the validity of the ABATA'S game learning media. The validation sheet also contains suggestions and comments for improving the developed learning media. The media can be said to be valid if the average results of the validation assessment from media experts and mathematics teachers reach the valid criteria as seen in table 2

Table 2 Criteria for validation assessment by media experts and mathematics teachers.

Average Rating Score	Assessment criteria
$0 \leq x < 1$	Invalid
$1 \leq x < 2$	less valid
$2 \leq x < 3$	quite valid
$3 \leq x \leq 4$	valid

The student response questionnaire contains an assessment of the completeness of the media, the ease of the media, and the relevance of the media to improving the memorization of the Qur'an. ABATA learning media can be said to be effective in improving the memorization of the Qur'an if the average assessment of the student response questionnaire reaches at least the valid criteria as seen in table 3.

Table 3 Assessment Criteria for Student Response Questionnaire

Average Rating Score	Assessment criteria
$0 \leq x < 1$	invalid
$1 \leq x < 2$	less valid
$2 \leq x < 3$	valid
$3 \leq x \leq 4$	very valid

Research Purposes

- a) To determine the effectiveness of the application of the ABATA method in improving the memorization of the Al-Qur'an of students at the BAZNAS Cendekia School.
- b) To determine the effect of implementing ABAT on improving the memorization of the Al-Qur'an at the BAZNAS Cendekia School.

Benefits of Research

- a) As proof of the effectiveness of the ABATA memorization method on improving students' memorization of the Qur'an.
- b) As a form of contribution and reference for schools in creating learning media that help improve the quality of students' memorization of the Qur'an.
- c) As a consideration for educators in developing innovative and interactive learning media.
- d) As a solution in adapting the application of the ABATA method in memorizing the Qur'an that has been determined by the BAZNAS Cendekia School.

STUDY RESULTS

Analyze Learners

Analyzing and classifying students' characters in using the ABATA method is the first stage to prove the effectiveness of the ABATA method in improving memorization of the Qur'an. To analyze and classify students, observations were made through a questionnaire containing student assessments regarding the comparison of the effectiveness of the ABATA method and their own method before the ABATA method was applied in helping to improve memorization of the Qur'an. Based on the results of the assessment, it was found that 8 out of 32 students or 40% of female students were effective in using the ABATA method in memorizing the Qur'an as seen in table 4.

Table 4 Results of the Assessment of the Effectiveness of the ABATA Method for Students

Category	Frequency
Students who choose their own method in memorizing the Quran	24
Students who choose the ABATA method in memorizing the Qur'an	8

State Objective

This stage is a step in determining the purpose of implementing the ABATA method, namely to improve the memorization of the Qur'an of female students implementing the ABATA method; and so that students have good memorization quality. These objectives are referred to the principle of implementing interactive and interesting methods and producing learning media. This shows that there must be innovation that can help prove the effectiveness of the ABATA method for female students in improving the ability to memorize the Qur'an. This innovation is emphasized on the creation of learning media that can make learning more interactive and interesting for female students so that it can help female students not to think negatively about the newly implemented ABATA method and can adapt to the ABATA method.

DISCUSSION

ABATA learning media developed by referring to the ASSURE learning model is able to support and help improve memorization of the Qur'an. ABATA learning media is suitable for use in Proving the Effectiveness of the implementation of the ABATA method for students of the Cendekia BAZNAS School Cendekia BAZNAS because it meets the validity aspect based on the results of the assessment sheet of media experts and Tahfiz Asrama Experts and meets the effectiveness aspect based on the results of the student response questionnaire which is in the valid criteria.

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TINJAUAN PENGGUNAAN MODUL SISIPAN PENGAJARAN RABBANI DALAM MATAPELAJARAN SAINS TINGKATAN SATU DI SEKOLAH YAYASAN ISLAM KELANTAN

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ABSTRAK

Modul Sisipan Pengajaran Rabbani untuk matapelajaran Sains Tingkatan Satu telah dihasilkan pada tahun 2023 oleh sepuluh orang penggubal yang terdiri daripada pakar Al-Quran dan hadis serta guru-guru Sains sekolah Yayasan Islam Kelantan (YIK). Modul ini dibangunkan sebagai panduan dan rujukan untuk guru Sains menerapkan elemen Rabbani ketika pengajaran dan pembelajaran (PdP) subjek Sains di dalam kelas selaras dengan pelaksanaan Dasar Pendidikan Rabbani Kelantan (DPRK). Satu kursus mengenai penggunaan modul telah diadakan kepada guru-guru Sains sekolah Yayasan Islam Kelantan bagi memberikan taklimat tentang cara penggunaan modul. Selepas tujuh bulan, tinjauan telah dibuat bagi menilai tahap penggunaan dan keberkesanan modul dalam sesi pengajaran dan pembelajaran. Tinjauan menunjukkan sebanyak 91% responden menyedari kewujudan modul, memahami asbab penghasilannya dan memahami cara mengaplikasikannya di dalam kelas. Majoriti 84% responden telah menggunakan modul dalam proses pengajaran dan pembelajaran. Modul memberikan kesan dari segi empat aspek iaitu meningkatkan pemikiran kritikal (78%), menjadikan pengajaran dan pembelajaran lebih menarik (94%), impak positif (97%) dan menyepadukan ilmu naqli (agama) dan aqli (Sains) (94%). Justeru, penggunaan modul akan memberi kesan positif yang signifikan dikalangan pelajar sekiranya guru-guru Sains menggunakan modul secara konsisten sekaligus dapat memenuhi Dasar Pendidikan Rabbani Kelantan.

Kata kunci: modul sisipan, pengajaran Rabbani, Dasar Pendidikan Rabbani Kelantan, bersepadu, agama dan Sains

PENGENALAN

Kerajaan Negeri Kelantan memperkenalkan Dasar Membangun Bersama Islam (DMBI) bermula pada tahun 1990, yang merupakan satu gagasan manifesto Parti Islam Semalaysia (PAS) Kelantan ketika Pilihanraya Umum Malaysia ke-8 (Mohamad et al., 2016). Gagasan DMBI diasaskan dengan prinsip *Ubudiyah* (Ibadah), *Masuliyah* (tanggungjawab) dan *Itqan* (ketepatan) (Nawi, 2018). Prinsip ini dikenali dengan singkatan UMI, menjadi teras utama dalam pentadbiran negeri Kelantan.

Kerajaan negeri Kelantan juga berhasrat menjadikan pembangunan dan pendidikan insan sebagai salah satu agenda dalam pentadbiran. Sehubungan itu, Dasar Pendidikan Rabbani Kelantan (DPRK) telah diwujudkan bagi memperkukuhkan pembangunan pendidikan Islam di negeri Kelantan. Dokumen rujukan DPRK telah dilancarkan pada 25 Februari 2018 yang terdiri daripada sembilan prinsip pendidikan Rabbani (Umar et al., 2020). Dasar Pendidikan Rabbani Kelantan bukan sekadar dasar pendidikan biasa, tetapi ia merupakan satu inisiatif menyeluruh yang bertujuan untuk mentransformasikan landskap pendidikan di Kelantan. Kerajaan Negeri Kelantan berhasrat untuk menerapkan falsafah Rabbani secara komprehensif. Melalui DPRK, kerajaan negeri ingin mewujudkan satu sistem pendidikan yang bersepadu dan berasaskan nilai-nilai Islam. Selain itu, kerajaan negeri berusaha untuk membentuk masyarakat yang bukan sahaja berilmu, tetapi juga memiliki kekuatan spiritual dan moral. Dasar ini dapat mengintegrasikan prinsip-prinsip Islam ke dalam semua aspek pendidikan dan pembelajaran di negeri Kelantan.

Kolej Universiti Islam Antarabangsa Sultan Ismail Petra (KIAS) menjadi platform utama untuk merealisasikan DPRK di peringkat negeri Kelantan bagi tujuan pemanduan, koordinasi dan permodelan (Ab Hamid, 2022). Hasil kajian menunjukkan bahawa KIAS sebagai prospek utama menerajui pembangunan pendidikan tinggi berteraskan DPRK adalah signifikan (Ab Hamid, 2022).

Institut Latihan Darul Naim (ILDAN) telah menyambut baik seruan Kerajaan Negeri Kelantan dengan menghasilkan Modul Sisipan Pengajaran Rabbani dalam matapelajaran Sains Tingkatan Satu pada akhir tahun 2023. Modul ini bertujuan membantu guru Sains melaksanakan PdP Rabbani dalam matapelajaran tersebut di sekolah-sekolah dibawah kelolaan Yayasan Islam Kelantan. Modul ini dihasilkan oleh sepuluh orang penggubal, iaitu Dr Noor Hisham Md Nawawi, Dr Khairul Nazrin, Dr Noor Asma' Lailee Mohd Noor, Dr Siti Noorhaniah Yusoh, Jazlan Omar, Mohd Fikry Mohamed, Nurul Widad Fitri Muhammad, Wan Siti Nasuha Mohd Nasir dan Muhammad Izzat Firdaus Zukeri.

Majlis pelancaran modul telah diadakan di Hotel Grand Riverview Kota Bharu pada 30 Januari 2024. Satu kursus khas telah dilaksanakan pada 31 Januari 2024 bagi memberi pendedahan tentang penggunaan modul kepada para guru matapelajaran Sains Tingkatan Satu seluruh sekolah YIK. Guru-guru diberikan taklimat mengenai cara penggunaan modul ketika PdP di dalam kelas. Selain itu, sesi '*mock teaching*' juga telah dijalankan bagi menilai kefahaman guru dalam mengaplikasikan pengajaran dan pembelajaran Sains Rabbani.

Refleksi Pengajaran dan Pembelajaran

Pengajaran dan pembelajaran subjek Sains berteraskan Rabbani sering mencetuskan kerisauan dalam kalangan guru. Kebanyakan isu yang timbul dalam kalangan guru adalah berkaitan masa yang diperlukan untuk proses PdP subjek Sains yang diintegrasikan dengan prinsip Rabbani. Guru-guru bimbang masa yang diperuntukkan akan menjadi lebih panjang, menyebabkan silibus tidak dapat disempurnakan mengikut Rancangan Pengajaran Harian (RPH). Selain itu, kebolehan pelajar untuk memahami konsep juga memerlukan masa tambahan semasa PdP. Justeru, modul sisipan pengajaran Rabbani dalam matapelajaran Sains Tingkatan Satu dihasilkan bagi membantu guru-guru sebagai rujukan untuk menyepadukan ilmu Sains dan prinsip agama dalam PdP, dengan masa yang singkat iaitu hanya tiga minit.

Pernyataan Masalah dan Fokus Kajian

Kesepaduan antara Sains dan agama islam merujuk kepada konsep yang menggabungkan ilmu Sains dengan prinsip-prinsip dan ajaran Islam untuk mencapai pemahaman yang lebih holistik tentang alam semesta dan kehidupan (Rashed et al., 2016; Razak, 2010). Dalam perspektif ini, Sains sebagai salah satu cara untuk memahami kebesaran dan kekuasaan Allah melalui ciptaan alam semesta, manakala agama memberikan panduan moral dan etika dalam mengaplikasikan pengetahuan Sains. Kesepaduan Sains dan agama Islam tidak hanya bermaksud mengintegrasikan pengetahuan saintifik dengan ajaran agama, tetapi juga memastikan bahawa Sains digunakan dengan manfaat manusia secara keseluruhan, selaras dengan kehendak Allah. Sains dalam Islam adalah satu cara untuk mendekati Allah, meningkatkan kefahaman terhadap alam semesta dan memanfaatkan pengetahuan untuk kebaikan umat manusia (Othman et al., 2017; Ramadhan et al., 2024).

Kesepaduan antara dua elemen ini menjadi cabaran kepada pelajar untuk memahaminya. Berdasarkan refleksi pelajar yang mempelajari subjek Sains, mereka lebih cenderung menghafal berbanding memahami sesuatu konsep kerana cenderung kepada pembelajaran yang berorientasikan peperiksaan. Guru-guru yang mengajar hendaklah memahami kesepaduan Sains dengan prinsip agama terlebih dahulu sebelum mengaplikasikannya di dalam kelas. Aktiviti Pdp di dalam kelas perlulah dilaksanakan dengan berkesan agar pelajar memahami kesepaduan ini dengan tepat berlandaskan Al-Quran dan hadis.

Objektif dan Soalan Kajian

Berdasarkan fokus kajian, objektif kajian tinjauan ini adalah untuk menilai sejauh mana bahan yang telah diedarkan dapat dimanfaatkan oleh guru-guru YIK, khususnya bagi matapelajaran Sains. Soal selidik mengandungi 10 soalan yang memberi tumpuan kepada tiga aspek utama berikut:

1. Kesedaran akan kewujudan bahan PdP Rabbani dan kefahaman tentang sebab diperkenalkan serta cara penggunaannya (3 soalan).
2. Pengaplikasian bahan PdP tersebut dan kebolehgunaannya serta sikap terhadap bahan tersebut (3 soalan).
3. Implikasi dan kesan bahan PdP tersebut dalam 4 konteks (4 soalan):
 - i. Aras berfikir pelajar secara kritikal
 - ii. Keupayaan menarik perhatian pelajar
 - iii. Impak positif kepada pelajar
 - iv. Keupayaan untuk menyepadukan Sains dan prinsip agama

Dengan menumpukan kepada ketiga-tiga aspek ini, kajian tinjauan ini bertujuan untuk memberikan gambaran yang jelas tentang keberkesanan modul sisipan pengajaran Rabbani dalam memperkukuh pengajaran Rabbani dalam matapelajaran Sains di kalangan guru-guru YIK.

METODOLOGI

Intervensi

Berfokus kepada aktiviti soal selidik di kalangan guru-guru Sains Tingkatan Satu yang sudah diberikan taklimat dan diedarkan modul untuk diaplikasikan dalam PdP. Soal selidik berkisar tentang soalan berkenaan sebelum, semasa dan selepas penggunaan modul di dalam kelas.

Peserta Kajian

Seramai 31 responden yang terdiri daripada guru-guru Sains sekolah Yayasan Islam Kelantan yang telah menjawab tinjauan soal-selidik.

Instrumen

Borang soal selidik telah diedarkan secara atas talian menggunakan *google form* melalui surat arahan rasmi yang bertarikh 21 Julai 2024. Guru-guru diminta untuk mengisi tinjauan tersebut selewat-lewatnya pada atau sebelum 31 Julai 2024.

Pelaksanaan Tindakan

Kajian ini merupakan kajian tindakan. Reka bentuk kajian ini dilaksanakan berdasarkan kajian rentas iaitu data dikumpul pada satu masa sahaja merentasi guru-guru sekolah dibawah kelolaan Yayasan Islam Kelantan.

DAPATAN KAJIAN

Dapatan tinjauan menunjukkan bahawa 31 responden telah menjawab soal selidik tersebut. Daripada 31 responden tersebut, keseluruhan analisis adalah sebagaimana yang ditunjukkan dalam Jadual 1.

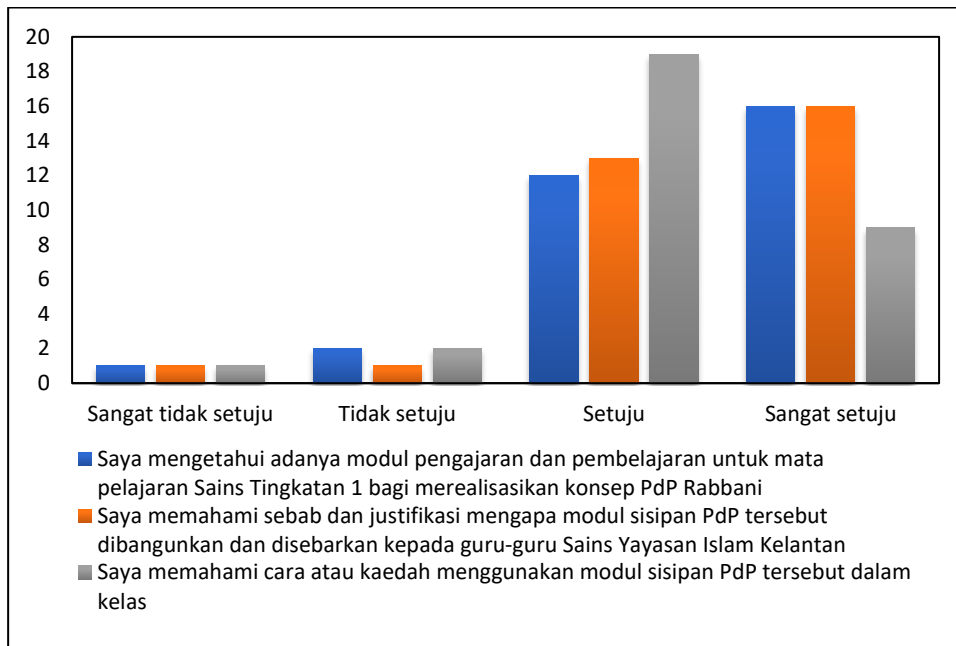
Jadual 1. Maklumbalas soal selidik yang diedarkan kepada guru-guru Sains Tingkatan Satu sekolah Yayasan Islam Kelantan.

No	Pernyataan	Sangat tidak setuju	Tidak setuju	Setuju	Sangat setuju
1	Saya mengetahui adanya modul pengajaran dan pembelajaran untuk matapelajaran Sains Tingkatan 1 bagi merealisasikan konsep PdP Rabbani.	1	2	12	16
2	Saya memahami sebab dan justifikasi mengapa modul sisipan PdP tersebut dibangunkan dan disebarkan kepada guru-guru Sains Yayasan Islam Kelantan (YIK).	1	1	13	16
3	Saya memahami cara dan kaedah menggunakan modul sisipan PdP tersebut dalam kelas.	1	2	19	9
4	Saya menggunakan modul sisipan tersebut dalam kelas.	0	4	17	10
5	Modul sisipan PdP tersebut mudah untuk digunakan dan membantu pengajaran.	1	3	15	12
6	Kewujudan modul sisipan PdP tersebut tidak menyusahkan guru-guru Sains Yayasan Islam Kelantan (YIK).	0	5	16	10
7	Modul sisipan PdP tersebut menjadikan pelajar lebih kritikal terhadap matapelajaran Sains.	2	5	16	8
8	Modul sisipan PdP tersebut membantu dalam menjadikan proses pembelajaran lebih menarik.	1	1	15	14
9	Penggunaan modul sisipan PdP tersebut memberi kesan positif kepada pelajar.	1	0	21	9
10	Penggunaan modul sisipan PdP tersebut berjaya menyepadukan prinsip agama dan ilmu Sains.	1	1	16	13

Analisis selanjutnya dibuat berdasarkan tiga aspek yang telah dinyatakan sebelumnya iaitu, aspek kesedaran, kefahaman asbab dan cara guna modul, aspek aplikasi, kebolegunaan dan sikap terhadap modul serta aspek implikasi dan kesan bahan PdP tersebut dalam empat konteks khusus (aras berfikir pelajar secara kritikal, keupayaan menarik perhatian pelajar, impak positif kepada pelajar dan keupayaan untuk menyepadukan Sains dan prinsip agama).

1. Aspek kesedaran, kefahaman asbab dan cara guna modul

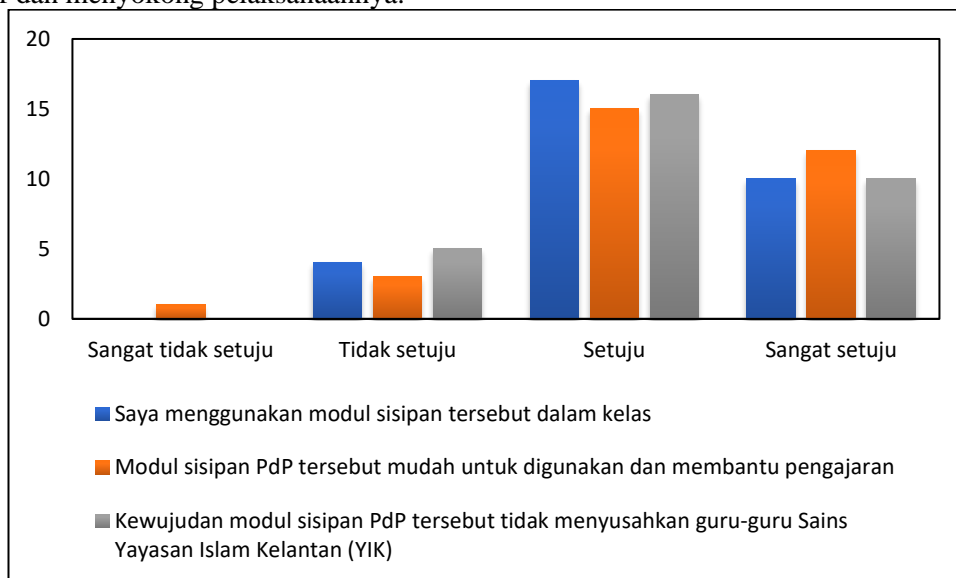
Rajah 1 menunjukkan sebanyak 8.8% responden tidak begitu menyedari akan kewujudan bahan sisipan tersebut dan tidak memahami mengapa ia dihasilkan serta gagal untuk memahami bagaimana untuk mengaplikasikannya. Manakala bakinya 91.2% mengetahui akan kehadiran modul tersebut di sekolah, memahami asbab ia diperkenalkan dan tahu cara menggunakannya.



Rajah 1. Analisis aspek kesedaran, kefahaman asbab dan cara guna modul.

2. Aplikasi, kebolegunaan dan sikap terhadap modul

Rajah 2 menunjukkan bahawa 12.9% responden tidak menggunakan bahan sisipan yang dibekalkan dan menganggapnya sebagai bahan yang sukar untuk digunakan dalam proses PdP. Manakala bakinya 87.1% responden adalah sebaliknya. Berdasarkan dapatan pada aspek 1 sebelumnya, daripada keseluruhan guru yang mengetahui akan kewujudan modul tersebut, terdapat seorang (3.2%) yang tidak mengaplikasikannya di dalam kelas. Dari sudut sikap pula, terdapat 5 orang (16%) menunjukkan sikap yang negatif terhadap bahan tersebut walaupun sebahagian daripadanya tetap menggunakannya dalam kelas. Manakala 26 orang (84%) melihatnya sebagai saesuat yang positif dan menyokong pelaksanaannya.

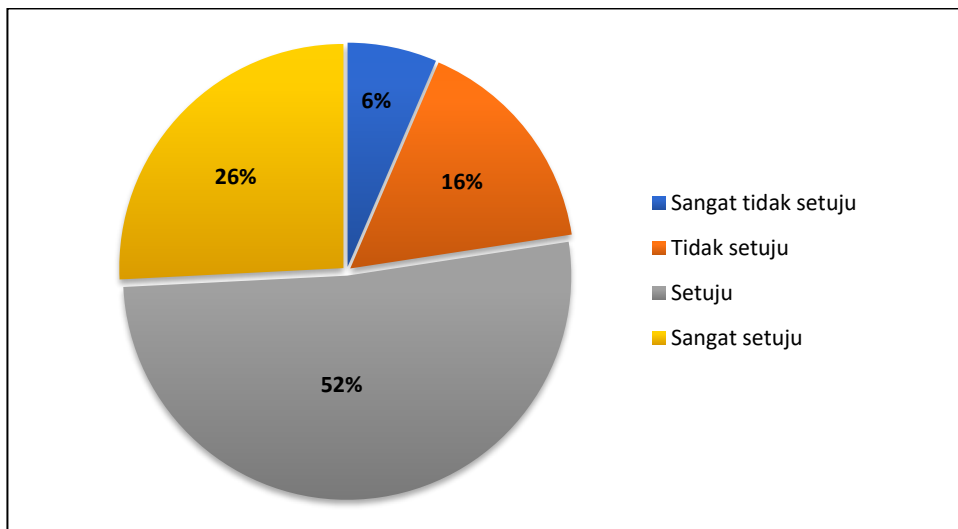


Rajah 2. Aplikasi, kebolegunaan dan sikap terhadap modul.

3. Aspek implikasi dan kesan modul PdP tersebut dalam empat konteks khusus

i) Aras berfikir pelajar secara kritikal

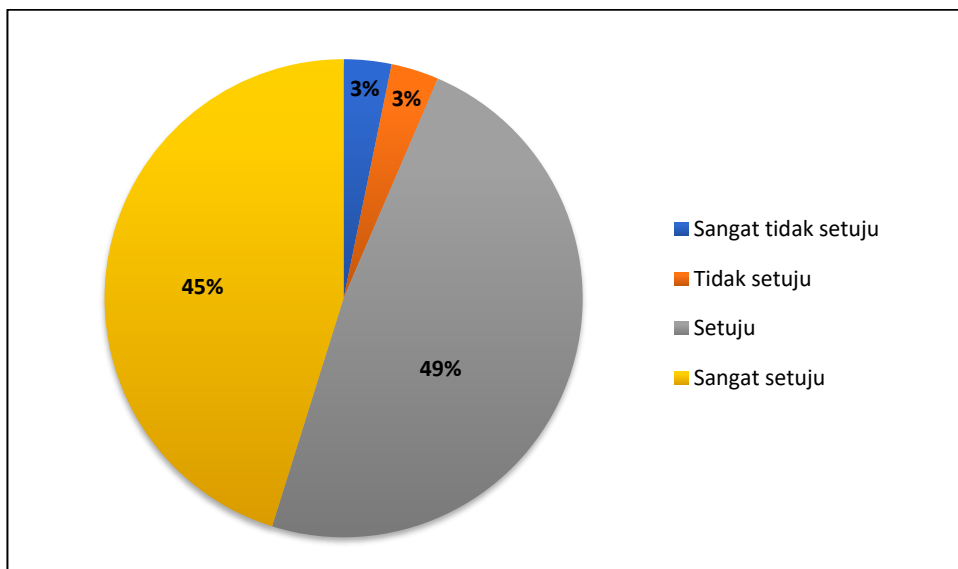
Rajah 3 menunjukkan 78% responden bersetuju bahawa modul sisipan tersebut membantu pelajar untuk menjadi lebih kritikal dalam matapelajaran Sains dan bakinya 22% tidak bersetuju dengan pandangan tersebut.



Rajah 3. Modul sisipan menjadikan aras berfikir pelajar lebih kritikal terhadap matapelajaran Sains.

ii) Keupayaan menarik perhatian pelajar

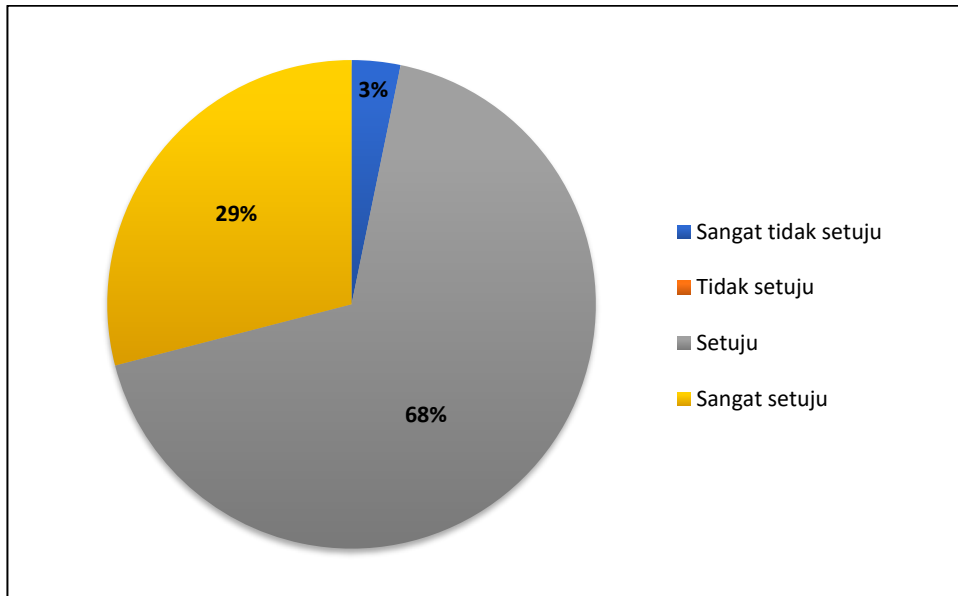
Rajah 4 menunjukkan bahawa 94% responden bersetuju bahawa modul sisipan yang digunakan adalah menarik atau menjaddikan proses PdP lebih menarik dan baki 6% adalah sebaliknya.



Rajah 4. Modul sisipan membantu dalam menjadikan proses pembelajaran lebih menarik.

iii) Impak positif kepada pelajar

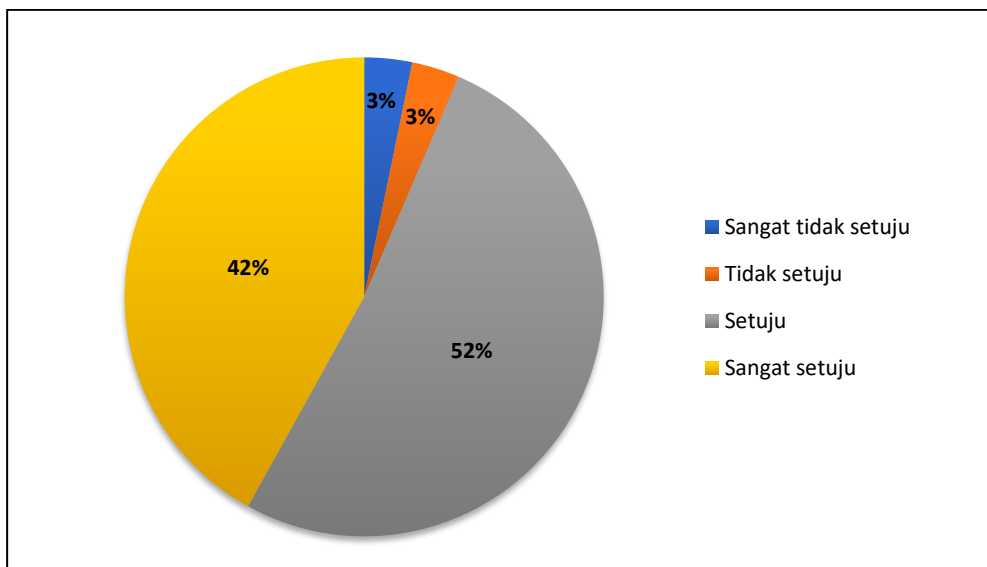
Rajah 5 menunjukkan hanya 3% responden yang melihat modul sisipan memberi kesan negatif kepada pelajar dan 97% adalah sebaliknya.



Rajah 5. Penggunaan modul sisipan memberi kesan positif kepada pelajar.

iv) Keupayaan untuk menyepadukan Sains dan prinsip agama

Rajah 6 menunjukkan bahawa 94% responden bersetuju bahawa modul yang digunakan berjaya menyepadukan Sains dan prinsip agama. Manakala baki 6% pula berpandangan sebaliknya.



Rajah 6. Penggunaan modul sisipan berjaya menyepadukan Sains dan prinsip agama

PERBINCANGAN

Majoriti responden (91%) yang menjawab soal selidik tinjauan tersebut menyedari akan kewujudan modul sisipan pengajaran Rabbani yang dibekalkan kepada pihak sekolah, memahami asbab penghasilannya untuk melaksanakan PdP yang Rabbani dan memahami cara untuk mengaplikasikannya dalam kelas. Dapatan ini menunjukkan menunjukkan tahap kesedaran yang tinggi dalam kalangan guru tentang inisiatif ini. Ini juga menggambarkan bahawa komunikasi yang disalurkan oleh pihak ILKAN menyampaikan modul ini telah berjaya. Kesedaran ini penting kerana ia merupakan langkah pertama untuk memastikan pelaksanaan yang efektif. Tambahan lagi, majoriti responden memahami tujuan penghasilan modul tersebut, iaitu untuk melaksanakan PdP yang selaras dengan prinsip-prinsip Rabbani. Ini menunjukkan bahawa objektif modul telah diterangkan dengan baik kepada para guru, memastikan mereka faham bagaimana modul ini berperanan dalam konteks pengajaran.

Dapatan juga menunjukkan bahawa 84% responden menggunakan modul dalam PdP, dan modul dianggap mudah digunakan oleh guru-guru. Ini adalah faktor kritikal kerana ketersediaan bahan pengajaran yang relevan dan mudah digunakan membantu meningkatkan kecekapan guru dalam melaksanakan pengajaran berasaskan nilai-nilai Rabbani. Sikap positif guru terhadap modul ini juga menunjukkan penerimaan dan kesediaan mereka untuk mengaplikasikan pendekatan baharu dalam PdP.

Dari segi impak, modul sisipan pengajaran Rabbani ini memberi kesan positif kepada empat aspek utama:

- i. Aras berfikir pelajar secara kritikal: 78% guru melaporkan bahawa modul ini berjaya meningkatkan tahap pemikiran kritikal pelajar, yang merupakan salah satu matlamat penting dalam pendidikan moden.
- ii. Keupayaan menarik perhatian pelajar: 94% guru bersetuju bahawa modul ini membuatkan PdP lebih menarik, menunjukkan bahawa kaedah dan pendekatan yang dibawa oleh modul ini berjaya melibatkan pelajar dengan lebih berkesan.
- iii. Impak positif kepada pelajar: 97% responden menyatakan bahawa modul ini memberi kesan positif kepada pelajar, mencadangkan bahawa pelajar bukan sahaja berminat tetapi juga mendapat manfaat daripada penerapan pendekatan ini.
- iv. Keupayaan untuk menyepadukan Sains dan prinsip agama: 94% responden bersetuju bahawa modul ini berjaya menyepadukan ilmu aqli (Sains) dan ilmu naqli (agama), yang merupakan matlamat utama dalam pendekatan pendidikan Islam. Kejayaan dalam menyepadukan dua dimensi ilmu ini adalah penting dalam membentuk pelajar yang bukan sahaja mempunyai pengetahuan teknikal tetapi juga berakhlak dan berpegang pada nilai-nilai agama.

Secara keseluruhannya, hasil soal selidik ini menunjukkan bahawa modul sisipan pengajaran Rabbani diterima dengan baik oleh guru-guru dan mempunyai impak positif terhadap proses PdP. Dengan penerapan modul ini, terdapat peningkatan dalam aspek pemikiran kritikal, keterlibatan pelajar, serta keberkesanan dalam menyepadukan sains dan agama. Dapatan ini mengukuhkan kepentingan pendekatan pendidikan yang holistik dan berteraskan nilai-nilai agama dalam membina pelajar yang seimbang dari segi intelek dan spiritual.

REFLEKSI

Menerusi pelaksanaan kajian tinjauan bagi penggunaan modul sisipan pengajaran Rabbani dalam matapelajaran Sains Tingkatan Satu, ianya mencapai objektif pengkaji. Melalui soal selidik, pengkaji dapat mengesan tahap kesedaran guru terhadap kewujudan modul dan kefahaman guru tentang cara penggunaan modul. Maklumbalas tentang pengajaran Rabbani dalam PdP juga dapat dikumpul melalui tinjauan soal selidik ini.

Cadangan

Kajian ini mencadangkan agar pihak pengurusan sekolah lebih serius dalam memantau guru-guru supaya proses PdP Sains Rabbani dapat dilaksanakan dengan jayanya di sekolah YIK bagi memenuhi Dasar Pendidikan Rabbani Kelantan (DPRK).

PENGHARGAAN

Manuskrip ini merupakan sebahagian hasil kajian ILKAN dan penghargaan buat pihak ILKAN kerana menaja yuran ICTE 2024.

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KESEPADUAN SOSIAL MELALUI DASAR PENDIDIKAN RABBANI KELANTAN : SINERGI UNTUK MASYARAKAT KELANTAN

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ABSTRAK

Bermula tahun 1990, Kerajaan Negeri Kelantan melaksanakan Dasar Membangun Bersama Islam (MBI). Kemudian, Dasar Merakyatkan Membangun Bersama Islam diperkenalkan sebagai pelan pengukuhan. Dasar ini merupakan perancangan bersepadu bagi memantapkan cara hidup masyarakat Kelantan berprinsipkan hidup beragama. Melalui gagasan ini, Dasar Pendidikan Rabbani Kelantan (DPRK) telah membentuk kemenjadian insan mulia selari dengan prinsip 'Ubudiyah, Mas'uliyah dan Itqan (UMI). Pendidikan Rabbani merupakan ciri paling utama bagi Islam yang merujuk kepada sifat pengabdian diri kepada Tuhan. Hal ini kerana cabaran besar dalam proses pendidikan hari ini ialah pengaruh pendidikan yang dipengaruhi oleh ideologi Barat yang memisahkan urusan manusia dengan Tuhan. Secara realitinya, Malaysia tidak terlepas daripada perangkap ini melalui penjajahan yang boleh memecahbelahkan masyarakat. Oleh demikian, pendidikan adalah suatu aspek penting dalam usaha mengisi kebangkitan umat Islam melalui proses mempersiapkan modal insan yang bertakwa dan berkualiti tinggi. Maka, artikel ini bertujuan mengenal pasti prinsip-prinsip DPRK serta membincangkan elemen prinsip DPRK dalam memperkukuh kesepaduan sosial masyarakat di Kelantan. Artikel ini menggunakan kaedah pengumpulan data melalui kajian kepustakaan. Manakala, analisis kandungan digunakan untuk menganalisis data yang diperolehi. Hasil dapatan mendapati elemen kesepaduan sosial dalam DPRK diberi penekanan dalam Prinsip 3 iaitu Kemenjadian Insan Mulia (Hidup Bermasyarakat), Prinsip 4 iaitu Pengalaman dan Penyebaran (Pemartabatan Bahasa Melayu Sebagai Bahasa Ilmu dan Peningkatan Penguasaan Bahasa Lain), Prinsip 6 iaitu Pembangunan dan Pengislahan Masyarakat (Mempelajari Bahasa Kaum Tempatan) dan Prinsip 7 iaitu Kebersamaan Tanggungjawab (Kerjasama Institusi Kerajaan, Swasta dan Masyarakat).

Kata kunci: Kesepaduan Sosial, Dasar Pendidikan Rabbani Kelantan, Masyarakat Kelantan

PENGENALAN

Kesepaduan sosial merupakan elemen penting dalam sesebuah masyarakat memastikan sesebuah masyarakat berada dalam keadaan aman dan harmoni. Kebanyakan negara yang terdiri daripada masyarakat majmuk mengalami konflik ekoran perbezaan latar belakang sehingga berlakunya peperangan, diskriminasi, penindasan dan sebagainya. (Shamsul Amri, 2011).

Salah satu negeri yang memperkasakan nilai-nilai Islam ialah negeri Kelantan. Teras Islam di Kelantan adalah lebih tebal kerana terasnya adalah agama. Apabila teras agama kuat, masyarakat lain turut datang bermastautin di Kelantan. Hal ini kerana, pentadbiran negeri Kelantan sangat meyakinkan maka generasi lama seperti Cina Kelantan datang dan bermastautin di Kelantan (Mansor Mohd Noor, 2021). Perbezaan agama dan kepercayaan yang diamalkan tidak mencetuskan jurang yang besar walaupun Kelantan melaksanakan dasar Membangun Bersama Islam (MBI) serta dianggap sebagai *cradle of Malay Culture* (Pue, 2013). Salah satu usaha yang telah dilaksanakan oleh Kerajaan Negeri Kelantan dalam memperkukuh kesepaduan sosial adalah melalui Dasar Pendidikan Rabbani Kelantan (DPRK). DPRK merupakan salah satu dasar di bawah dasar utama iaitu dasar Membangun Bersama Islam (MBI) telah diperkenalkan oleh Kerajaan Negeri Kelantan pada tahun 1990 yang mengutamakan konsep

pembangunan holistik yang selari dengan nilai-nilai Islam. Konsep ini mengutamakan aspek kemanusiaan, pemantapan ketaatan kepada agama serta tidak memudaratkan kepeberibadian manusia bagi mencapai keredaan Allah (Urusetia Penerangan Kerajaan Negeri Kelantan, 1995).

Pendidikan adalah suatu aspek penting dalam usaha mengisi kebangkitan umat Islam melalui proses mempersiapkan modal insan yang bertakwa dan berkualiti tinggi (Noor Hisham Md. Nawawi, 2012). Pendidikan mendorong kepada kesejahteraan hidup dan memimpin individu ke arah sumber ekonomi yang baik, keupayaan kawalan diri dan kestabilan hubungan sosial (Affizal Ahmad, 2013). Pendidikan juga bertujuan melahirkan insan yang berakhlak baik dan beradab. Sejak zaman Greek, Rom dan zaman Islam hingga ke pasca moden kini, matlamat pendidikan tetap sama iaitu melahirkan insan yang berhikmah dan bijaksana (Abd. Jalil Borham, 2008). Hal ini kerana pendidikan dan penerapan nilai saling berkait rapat (Tajul Ariffin & Nor 'Ain, 1992; Wan Mohd Zahid, 1993).

Namun begitu, cabaran besar dalam proses pendidikan hari ini ialah pengaruh pendidikan yang dipengaruhi oleh ideologi Barat yang memisahkan urusan manusia dengan Tuhan. Secara realitinya, Malaysia tidak terlepas daripada perangkap ini melalui penjajahan yang boleh memecahbelahkan masyarakat. Kini, masyarakat berlumba-lumba mengejar kemajuan menuju negara maju sehingga leka terhadap tuntutan keagamaan. Hal ini juga berlaku dalam aspek pendidikan yang mengalami cabaran dalam pelaksanaan kurikulum pendidikan Islam. Noor Hisham Md. Nawawi (2011) berpandangan, antara cabaran tersebut adalah kegagalan guru dalam memahami konsep pendidikan dan kurikulum pendidikan Islam, kelemahan pengajaran dan pembelajaran, kelemahan pengurusan, kekurangan rujukan yang berpaksikan tauhid dan aktiviti ko-kurikulum yang tidak selaras dengan visi serta misi Islam. Affizal Ahmad (2013) menyatakan hal ini penting kerana pendidikan mendorong kepada kesejahteraan hidup dan memimpin individu ke arah sumber ekonomi yang baik, keupayaan kawalan diri dan kestabilan hubungan sosial.

Maka, terdapat dua objektif artikel ini. Pertama, ingin meneliti prinsip DPRK. Kedua, ingin membincangkan elemen prinsip DPRK yang memperkukuh kesepaduan sosial masyarakat Kelantan. Hal ini kerana kesepaduan sosial adalah medium penting dalam mengekalkan keharmonian dan kestabilan masyarakat khususnya dalam bidang pendidikan. DPRK dilihat sebagai salah satu usaha Kerajaan Negeri Kelantan dalam memperkukuh kesepaduan sosial di Kelantan.

Kesepaduan Sosial

Kesepaduan sosial merupakan elemen penting dalam memastikan sesebuah masyarakat berada dalam keadaan aman dan harmoni. Hal ini merupakan prasyarat kepada keadaan stabil dan tanpa konflik. Justeru, negara-negara maju seperti Amerika Syarikat, Kanada, United Kingdom, Perancis dan Australia telah meletakkan kesepaduan sosial sebagai satu polisi penting untuk negara mereka. Perbincangan berkaitan dengan kesepaduan sosial pula bukan merupakan sesuatu yang baharu. Malah, Bapa Sosiologis seperti Emile Durkheim telah memperkatakan keadaan kesepaduan sosial dalam karya beliau melalui konsep kesepaduan mekanikal dan kesepaduan organik. Kemudian, diteruskan pula oleh tokoh-tokoh selepasnya seperti Ferdinand Tonnies, Robert Redfield, Hillery dan sebagainya. Shamsul Amri Baharuddin telah mengetengahkan konsep kesepaduan sosial yang diletakkan sebagai formula penting untuk menguruskan masyarakat majmuk (Mohd Syariefudin Abdullah, Mohd Mahadee Ismail & Mansor Mohd Noor, 2013).

Durkheim (1982) melihat bahawa kesepaduan sosial dalam usaha menilai keupayaan masyarakat untuk kekal berhubung dalam pelbagai peringkat pembangunan. Kesepaduan sosial merupakan perpaduan berbentuk mekanikal (masyarakat pra-industri) kepada perpaduan berbentuk organik yang merujuk kepada dunia moden. Beliau melihat kesepaduan dapat dikekalkan melalui kerajaan dan undang-undang yang dibentuk. Antara konsep yang berkaitan untuk melihat kesepaduan berlawanan dengan konflik adalah konsep solidarisme (kesepaduan), anomie (huru-hara/perpecahan) dan *alienation* (pengasingan) untuk melihat masyarakat yang stabil dan bekerjasama, bukannya berkonflik. Justeru, kesepaduan sosial amat berkait rapat dengan proses pembangunan sesebuah negara.

Weber (1949) pula melihat kesepaduan sosial sebagai idea-idea yang kolektif dan merupakan nilai-nilai penting dalam pembangunan sosial. Sementara itu, Parsons (1965) melihat kesepaduan sosial daripada aspek struktur fungsional, iaitu masyarakat yang berpadu adalah diasaskan dengan sistem nilai yang dikongsi bersama. Antara sarjana terkini yang melihat kesepaduan adalah Maxwell (1996). Beliau melihat kesepaduan sosial dalam dimensi perkembangan ekonomi. Justeru, pada pandangan beliau, kesepaduan sosial adalah proses yang membina dan mengekalkan perasaan kekitaan (*sense of belonging*) dalam masyarakat dan perasaan yang meletakkan diri seseorang dalam sesuatu komuniti. Oleh hal demikian, konsep dan definisi kesepaduan sosial adalah tidak lepas berada dalam komuniti. Nilai yang membentuk kesepaduan sosial adalah perasaan keberadaan dalam komuniti berkenaan. Perasaan kekitaan merupakan asas kepada pembentukan kesepaduan sosial.

Hubungan kerjasama memainkan peranan penting dalam mewujudkan suasana harmoni dalam masyarakat. Oleh sebab itu, hubungan kerjasama menjadi cita-cita seluruh masyarakat untuk hidup secara aman dan harmoni (Zaleha Embong & Noor Hisham Md. Nawi, 2019). Zaleha Embong dan Noor Hisham Md. Nawi (2019) mendapati, hubungan kerjasama dalam masyarakat wujud kerana masyarakat begitu aktif melaksanakan aktiviti-aktiviti kemasyarakatan secara kolektif dan berterusan. Sebagai contoh, Model Pembangunan Komuniti *Hijraturrasul* yang menerapkan prinsip *aulawiyat* (keutamaan) yang diperaktikkan dalam Program Makmal Sosial ini memberi impak positif kepada masyarakat Kg. Takang, Kelantan.

Dasar Pendidikan Rabbani Negeri Kelantan

Perkataan *Rabbani* berasal daripada perkataan Arab iaitu *Rabb* yang yang dikembangkan menjadi *Rabbi*, *Rabbana*, *Rabbuna*, *Rabbaniyyun*, *Rububiyyah* dan lain-lain. Maksud Rabbani merujuk kepada Tuhan Yang Maha Esa. Allah puncak kepada segala sesuatu yang mencipta, mentadbir dan berkuasa ke atas seluruh makhluk ciptaanNya di langit dan di bumi (Sidek Baba, 2006). Oleh hal demikian, Kerajaan Negeri Kelantan telah melancarkan gagasan Rakyat Membangun Bersama Islam (MMBI) sebagai sebuah perancangan program bersepadu bagi memacu pementapan persoalan teras cara hidup rakyat Kelantan berorientasikan prinsip hidup beragama (Mohamad, Adnan & Yusoff, 2016).

Melalui dasar MMBI, Kerajaan Negeri Kelantan telah menubuhkan Institut Latihan Perguruan Kelantan (ILPK) pada 8 November 2015 (Yaacob Yusoff 2017). ILPK berfungsi sebagai urusetia pelaksana Jawatankuasa Pembangunan Insan, Pendidikan, Pengajian Tinggi, Sains dan Teknologi, Kerajaan Negeri Kelantan (Umar et al. 2020). Kerajaan Negeri Kelantan (2020) menggariskan kandungan DPRK terdiri daripada 9 prinsip pendidikan Rabbani dan 46 amalan terbaik yang menjadi elemen teras. Sembilan prinsip Rabbani tersebut adalah seperti jadual 1 berikut:

Jadual 1: Senarai Utama Prinsip DPRK

Bil.	Prinsip	Keterangan
1	Ilmu Bermatlamatkan Allah	Ilmu yang dituntut adalah berteraskan dan terarah kepada Allah. 1.1 Ilmu Adalah Milik Allah SWT 1.2 Ilmu Bersumberkan al-Quran dan al-Sunnah 1.3 Ikhlas Berilmu Kerana Allah 1.4 Bermatlamatkan Akhirat
2.	Keutamaan Ilmu & Kefaqihan	Pendidikan yang menjurus ke arah melahirkan individu yang memahami tingkatan keutamaan ilmu dan mencapai tahap kepakaran dalam bidangnya 2.1 Keutamaan Ilmu <i>Fardhu 'Ain</i> 2.2 Pengajian Mengikut Turutan Ilmu 2.3 Pembangunan Individu <i>Faqih</i> 2.4 Pengintegrasian Ilmu <i>Aqli</i> dan <i>Naqli</i>

3.	Kemenjadian Insan Mulia	Mendidik individu ke arah pembentukan peribadi beradab dan berakhlak mulia. 3.1 Kecintaan Ilmu Pengetahuan 3.2 Melazimi Suruhan Agama 3.3 Berkeperibadian Mulia 3.4 Hidup Bermasyarakat 3.5 Keprihatinan Terhadap Alam Sekitar
4.	Pengalaman & Berterusan	Penyebaran Menterjemahkan ilmu dalam kehidupan seharian serta menyebarkan kepada yang lain. 4.1 Pembudayaan Ilmu 4.2 Penghayatan Ilmu 4.3 Perkongsian Ilmu 4.4 Penyebaran Ilmu Secara Meluas 4.5 Pemartabatan Bahasa Melayu Sebagai Bahasa Ilmu dan Peningkatan Penguasaan Bahasa Lain
5.	Pembelajaran & Berterusan	Pengkajian Meningkatkan ilmu, kemahiran dan membudayakan masyarakat dan melakukan islah. 5.1 Peningkatan Potensi dan Kemahiran 5.2 Pengaplikasian Ilmu Pengetahuan dan Teknologi 5.3 Pembinaan Jiwa Insan Pendidik 5.4 Pembudayaan Amalan Berguru 5.5 Pelaksanaan Penyelidikan Berterusan
6.	Pembangunan & Masyarakat	Pengislahan Mendidik individu ke arah membangunkan masyarakat dan melakukan islah. 6.1 Pembangunan Holistik dan Seimbang 6.2 Pengislahan Secara Berhikmah 6.3 Kewajipan Melaksanakan ' <i>Amar Ma'aruf Nahi Mungkar</i> 6.4 Mempelajari Bahasa Kaum Tempatan 6.5 Berkemahiran dalam Penyelesaian Masalah 6.6 Pengukuran Berterusan Secara Sainifik
7.	Kebersamaan Tanggungjawab	Individu yang menyedari sifat kebertanggungjawab dalam membangunkan masyarakat secara bersama. 7.1 Keutamaan Peranan Ibu Bapa 7.2 Kerjasama Institusi Kerajaan, Swasta dan Masyarakat 7.3 Kepemimpinan dan Kompetensi Pemimpin Pendidikan 7.4 Pentadbiran Menjiwai Pendidikan 7.5 Kelestarian Pengurusan Dana 7.6 Pengukuhan Amalan Persekutuan
8.	Bertepatan Realiti Semasa	Pendidikan yang melahirkan individu yang peka terhadap perkembangan terkini yang bergerak seiring dengan acuan Islam. 8.1 Kecukupan Keperluan <i>Fardhu Kifayah</i> dalam Kehidupan 8.2 Penggunaan Teknologi Terkini 8.3 Pengukuhan Amalan Pengajaran dan Pembelajaran Semasa 8.4 Cakna Kepada Realiti Kehidupan
9.	Kelestarian Ilmu	Kualiti pendidikan yang menekankan kesahihan sumber, pengintegrasian dan perubahan disiplin ilmu yang berterusan. 9.1 Penyepaduan Akal dengan Wahyu 9.2 Pengintegrasian Disiplin Ilmu 9.3 Keperluan Memenuhi Fitrah Manusia Sejagat 9.4 Pengiktirafan Sumbangan Ilmuan Silam 9.5 Pendokumentasian Ilmu 9.6 Pengawalseliaan Kualiti Institusi Pendidikan 9.7 Jaminan Kesahihan Sumber

(Sumber : Kerajaan Negeri Kelantan, 2020)

Objektif dan Soalan Kajian

Terdapat dua objektif artikel ini. Antaranya ialah:

- iv. Mengetahui pasti prinsip-prinsip DPRK.
- v. Membincangkan elemen prinsip DPRK yang memperkukuh kesepaduan sosial masyarakat Kelantan.

Berdasarkan objektif kajian yang ditetapkan dua soalan kajian telah diutarakan seperti berikut:

- iv. Apakah prinsip-prinsip DPRK?
- v. Apakah elemen dalam prinsip DPRK dalam memperkukuh kesepaduan masyarakat di Kelantan?

METODOLOGI

Kajian ini berbentuk kualitatif. Kaedah pengumpulan data diperoleh melalui kaedah kepustakaan. Manakala, kaedah analisis kandungan digunakan untuk menganalisis data yang diperoleh. Kajian ini memfokuskan kesepaduan sosial dalam prinsip DPRK terhadap masyarakat di Kelantan. Kesepaduan sosial dalam DPRK diberi penekanan dalam Prinsip 3 iaitu Kemenjadian Insan Mulia (Hidup Bermasyarakat), Prinsip 4 iaitu Pengalaman dan Penyebaran Berterusan (Pemartabatan Bahasa Melayu Sebagai Bahasa Ilmu dan Peningkatan Penguasaan Bahasa Lain), Prinsip 6 iaitu Pembangunan dan Pengislahan Masyarakat (Mempelajari Bahasa Kaum Tempatan) dan Prinsip 7 iaitu Kebersamaan Tanggungjawab (Kerjasama Institusi Kerajaan, Swasta dan Masyarakat).

DAPATAN DAN PERBINCANGAN

Prinsip 3: Kemenjadian Insan Mulia

Hidup Bermasyarakat

Manusia perlu bersosialisasi dalam melangsungkan kehidupan mereka. Dengan bersosialisasi mengikut lunas-lunas Islam, hal ini akan memberi banyak faedah dalam konteks dakwah iaitu melaksanakan *amar makruf* dan mencegah kemungkaran. Kehidupan bermasyarakat juga akan menjadi wadah ke arah melahirkan masyarakat berkasih sayang, berlumba-lumba untuk melakukan kebajikan, saling bantu dan meneguhkan *ukhuwah* dalam kalangan masyarakat pelajar dengan warga sekolah secara keseluruhan (Azizi Umar et al., 2020). Kehidupan bermasyarakat adalah suatu proses hubungan sosial yang berlaku bukan atas dasar untuk memenuhi kepentingan diri. Hal ini tidak akan dapat dicapai tanpa wujudnya sikap saling membantu, bersatu hati dan keterbukaan dalam pergaulan seharian (Azizi Umar et al., 2020). Hal ini seiring dengan firman Allah SWT yang bermaksud:

“Wahai manusia, sesungguhnya Kami telah menciptakan kamu daripada lelaki dan perempuan serta Kami menjadikan kamu berbagai bangsa dan bersuku-puak, supaya kamu saling mengenali. Sesungguhnya semulia-mulia kamu di sisi Allah SWT ialah orang yang bertakwa. Sesungguhnya Allah Maha Mengetahui, lagi Maha Mendalam Pengetahuannya”.

(Al-Hujurat, 49:13)

Hamka (1985) menjelaskan ayat ini bahawa Allah SWT menciptakan manusia berbagai bangsa dan bersuku-puak agar manusia saling mengenali asal-usul, asal nenek moyang, keturunan dan sebagainya. Kemuliaan manusia di sisi Allah SWT kemuliaan hati, budi, akhlak dan ketakwaan kepada Allah SWT. Ayat ini bertujuan mengawal perasaan manusia yang menganggap diri mereka lebih baik daripada yang lain. Manakala, Fathi Osman (1997:121) pula menyatakan ayat ini menjelaskan asas kepelbagaian supaya manusia menjauhi konflik. Malah, kepelbagaian manusia dapat menggalakkan hubungan interaksi, kerjasama dan saling melengkapi. Hal ini seiring dengan Ibnu Khaldun (2010) menyatakan

perbezaan adalah *sunnatullah* agar manusia saling mengenali satu sama lain dan bukan untuk mewujudkan persengketaan.

Amalan budaya bersosial dan berkoloni semut dan lebah dijadikan sebagai model amalan terbaik kehidupan bermasyarakat. Menurut Azizi Umar et al. (2020), budaya bersosial dan berkoloni semut dan lebah merupakan contoh terbaik bagi manusia dalam kehidupan bermasyarakat. Rasulullah SAW pernah menyamakan orang mukmin dengan lebah kerana sifatnya yang sentiasa memberi manfaat dan tidak menimbulkan kemudaratan. Haskins (1956-1971) turut berpandangan setelah 60 tahun mengkaji, kecanggihan perilaku sosial semut, semut adalah merupakan model yang indah untuk diaplikasi dalam mempelajari perilaku haiwan.

Analogi terbaik bagi menggambarkan karakter dan keistimewaan lebah ialah tentang sifatnya yang tidak akan merosakkan sedikit pun ranting atau pokok yang dihindangi walaupun di pohon kecil. Lebah sememangnya menghinggapinya bunga bagi mendapatkan madu. Namun hal ini bukan berarti lebah telah merosakkan bunga tersebut demi kepentingannya. Malah, dengan proses tersebut berlaku pula proses pendebungaan yang menyebarkan lagi benih bunga tersebut. Madu pula disimpan di dalam sarang, kemudian dimanfaatkan oleh manusia dan haiwan lain (Azizi Umar et al., 2020).

Dalam masyarakat, kumpulan individu yang berinteraksi secara berterusan, mempunyai satu pemikiran, satu perasaan di bawah aturan yang sama. Oleh hal demikian, interaksi tersebut akan mewujudkan hubungan yang harmoni (Dwi Ananta Dewy, 2020). Oleh kerana itu, pendidikan di sekolah perlu bersifat holistik yang merangkumi juga nilai hidup bermasyarakat sesuai dengan cara atau gaya seorang muslim melalui bermasyarakat akan semangat berkasih sayang dan bekerjasama.

Prinsip 4. Pengalaman & Penyebaran Berterusan

Pemartabatan Bahasa Melayu Sebagai Bahasa Ilmu dan Peningkatan Penguasaan Bahasa Lain

Bahasa Melayu merupakan bahasa ibunda yang dimartabatkan sebagai bahasa kebangsaan, lantas menjadi elemen jati diri rakyat Malaysia serta dianggap satu titik penyatuan seluruh masyarakat yang membawa kepada kesepaduan nasional (Muhammad Safuan Yusoff et al., 2021). Bahasa Melayu juga diangkat sebagai bahasa ilmu dan juga diaplikasi dalam semua urusan yang merangkumi bidang pendidikan, perundangan dan segala urusan rasmi negara. Pada masa yang sama bahasa lain juga perlu ditingkatkan penguasaannya seiring dengan keperluan semasa (Azizi et al., 2020).

Berdasarkan sejarah di Tanah Melayu, Bahasa Melayu telah diangkat sebagai bahasa ibunda yang diperakui sebagai bahasa kebangsaan. Disebabkan kepentingan ini Bahasa Melayu telah diangkat sebagai bahasa Rasmi kebangsaan Malaysia dalam struktur Perlembagaan Persekutuan di bawah Perkara 152 iaitu bahasa perhubungan antara etnik berbilang bangsa di Malaysia (Awang Sariyan, 2014). Usaha ini telah dilaksanakan oleh pihak kerajaan bagi membentuk perpaduan antara kaum dengan mewujudkan satu bahasa yang boleh difahami oleh semua lapisan masyarakat dalam negara ini (Othman, Yusoff, 2021).

Kisah Bahasa Melayu sebagai *lingua franca* merupakan model amalan terbaik dalam berkenaan pemartabatan bahasa tempatan. Pada abad yang ke-15 dalam sejarah Melayu, Bahasa Melayu telah direkodkan sebagai bahasa *lingua franca*, iaitu bahasa pertuturan utama yang digunakan oleh para pedagang yang datang berdagang di kepulauan Melaka dan hampir dalam semua urusan di Nusantara ini. Buktinya Thomas Bowrey, seorang pelayar dan pedagang Inggeris yang bekerja dengan Syarikat Inggeris India Timur sekitar tahun 1670-80-an di rantau Melayu telah menyusun sebuah kamus berjudul *English and Malayo Dictionary* pada tahun 1701. Beliau juga pernah menjelaskan bahawa Bahasa Melayu adalah *lingua franca* dalam aktiviti perdagangan di Kepulauan Melayu. Jika dahulu Bahasa Melayu telah diangkat tinggi sebagai bahasa pertuturan utama di rantau ini, maka adalah tidak mustahil untuk memartabatkan lagi Bahasa Melayu selaku bahasa kebangsaan ke peringkat yang lebih baik, iaitu

dengan berusaha menjadikannya sebagai bahasa ilmu. Oleh kerana itu, Kerajaan Negeri Kelantan menekankan agar Bahasa Melayu perlu dimartabatkan pada kedudukan yang tinggi selaras dengan peruntukan dalam Perlembagaan Persekutuan dan meningkatkan penguasaan bahasa lain (Azizi Umar et al., 2020).

Prinsip 6: Pembangunan Dan Pengislahan Masyarakat

Mempelajari Bahasa Kaum Tempatan

Malaysia merupakan sebuah negara yang mempunyai masyarakat berbilang kaum, agama, dan adat resam dikenali sebagai masyarakat majmuk (Alim, 2015). Keperluan mempelajari dan menguasai pelbagai bahasa dapat merapatkan jurang komunikasi dalam pelbagai lapisan masyarakat majmuk. Hal ini dapat memupuk semangat muhibbah dan sikap toleransi anggota masyarakat (Azizi Umar et al., 2020). Namun demikian, penguasaan bahasa asing perlu dikembangkan melalui proses pembelajaran yang tepat. Selain itu, usaha bersungguh-sungguh juga menjadi syarat utama keberhasilan dalam mempelajari bahasa asing (Salikin & Rasuki, 2018).

Kisah Sultan Muhammad al-Fatih dan penguasaan bahasa asing merupakan model amalan terbaik dalam penguasaan bahasa tempatan (Azizi Umar et al., 2020). Menurut Muhammad 'Ali al-Salabi (1963), Sultan Muhammad al-Fatih menguasai bahasa Rom dengan baik supaya muncul kebangkitan intelektual daripada rakyatnya. Sultan Muhammad al-Fatih memerintah supaya aktiviti penterjemahan khazanah klasik dalam Bahasa Yunani, Latin, Parsi dan Arab kepada bahasa Turki. Salah satu daripada buku yang diterjemahkan itu adalah *Mashahir al-Rijal* atau Orang-Orang Terkenal karya Poltark. Buku lain yang diterjemahkan kepada bahasa Turki adalah buku karangan Abu Al-Qasim al-Zahrawi yang berjudul *al-Tasrif fi al-Tibb*. Kemudian, buku ini diberi perbahasan tambahan oleh penulis-penulis 'Uthmaniyyah berbangsa Turki tentang alat-alat pembedahan dan keadaan pesakit ketika pembedahan dilakukan.

Kemajuan teknologi dan globalisasi menjadikan bahasa asing penting untuk dikuasai agar individu mampu memanfaatkan kedua-dua perkara tersebut secara maksima. Sebagai contoh, individu yang menguasai bahasa asing dapat memanfaatkan perkembangan teknologi dan globalisasi agar mereka dapat berkecimpung dalam berbagai aktiviti perkongsian maklumat serta memperluas jaringan sosial yang mendukung peningkatan profesionalisme diri yang lebih baik. (Muhlisin Rasuki, 2021). Hal ini kerana, penguasaan bahasa asing dapat membantu individu untuk memperluas jaringan sosial serta membuka peluang hidup yang lebih baik. Ekoran tersebut, maka berbagai negara dunia menetapkan bahasa asing sebagai salah satu mata pelajaran wajib di institut pendidikan (Long & Doughty, 2011).

Prinsip 7: Kebersamaan Tanggungjawab

Kerjasama Institut Kerajaan, Swasta dan Masyarakat

Azizi Umar et al., (2020) berpandangan bahawa tanggungjawab pendidikan bukan hanya terletak di bahu kerajaan semata-mata tetapi turut dibangunkan dan dimajukan oleh pihak swasta dan masyarakat. Kerajaan berperanan dalam menentukan dasar yang baik, berkeadilan dan mengutamakan pembangunan insan. Perincian tanggungjawab boleh dilihat dalam aspek pengawalan dan penguatkuasaan perundangan pendidikan, pembangunan sistem, penggajian, pembiayaan, pembangunan latihan dan kemahiran, pembentukan peribadi pelajar, penilaian dan pengiktirafan. Kehadiran dan peranan kerajaan sebagai pemberi pendidikan tidak seharusnya menjadi pesaing kepada pemberi pendidikan yang lain. Ketiga-tiga pihak perlu menyedari seperti berikut:

- i. Kerajaan: Kekuasaan adalah milik masyarakat yang memberikan kepercayaan.
- ii. Masyarakat: Tanggungjawab ke atas hak individu secara bersama.
- iii. Swasta: Tidak melupai tanggungjawab sosial dalam mencari keuntungan.

Azizi Umar et al., (2020) berpandangan bahawa kisah Saljuq semasa Pemerintahan Nizam al-Mulk wajar dijadikan sebagai model amalan terbaik kebersamaan tanggungjawab. Nizam Al-Mulk adalah merupakan seorang pemerintah yang terkenal dalam kerajaan Saljuq iaitu sebuah kerajaan dalam kerajaan 'Abbasiyah. Kegemilangannya tidak menjejaskan peranan sekolah milik masyarakat kerana ianya diperlukan oleh kerajaan pada masa tersebut. Malah kedudukannya sebagai wazir sangat terkenal sebagai seorang yang suka menyebarkan keadilan dan keamanan serta banyak menubuhkan madrasah dan masjid-masjid sebagai institusi keilmuan. Sebagai orang yang terlibat dengan politik atau lebih tepat lagi sebagai wakil bagi kerajaan, Nizam al-Mulk telah banyak memberi sumbangan kepada rakyat dari pelbagai segi. Antaranya ialah:

- i. Ekonomi: Beliau telah menghapuskan sistem pajak yang tidak bertepatan dengan syariat.
- ii. Pembangunan: Beliau telah memperluas Masjid al-Haram dan meningkatkan kemudahan bagi jemaah haji.
- iii. Pendidikan: beliau telah mendirikan Madrasah Nizamiyyah pada tahun 1607 di Baghdad dengan menjadikan al-Quran, sunnah, sirah Nabi SAW serta ilmu hisab sebagai kurikulum asasnya. Ilmu fiqh juga turut menjadi ketamaan memandangkan Madrasah Nizamiyyah ketika itu cenderung kepada *fiqh* Imam Shafi'i.

Sebagai seorang ahli politik yang bijak dan mementingkan ilmu pengetahuan, Nizam al-Mulk telah mempromosikan pembelajaran dan pengetahuan ke seluruh pelusuk kerajaan ketika itu. Bahkan beliau memperluas fungsi madrasah dan masjid menjadi pusat ilmu, budaya, seni Islam serta perdagangan. Nizam al-Mulk juga menggalakkan rakyat supaya belajar dan membaca sehingga kemudiannya Madrasah Nizamiyyah telah dibuka ke beberapa cawangan sekitar negara ketika itu. Beliau tidak teragak-agak untuk mengeluarkan belanja yang besar daripada dana kerajaan demi kepentingan dan kemajuan pendidikan. Hasilnya, Madrasah Nizamiyah telah banyak memberi pengaruh kepada masyarakat baik dari sudut politik, ekonomi, dan juga sosial serta keagamaan. Maka tidak hairanlah sehingga kini madrasah ini masih lagi dijadikan sebagai inspirasi dan prototaip oleh madrasah-madrasah Islam serta lembaga pendidikan sekarang (Azizi et al., 2020).

Dalam kehidupan perabadian umat Islam yang berilmu dan berakhlak mulia. Rasulullah SAW berjaya menggambarkan seharian, setiap individu memerlukan individu lain sama ada untuk urusan peribadi atau urusan bersama. Hal ini dinamakan sebagai hubungan sosial. Hubungan sosial sering dikaitkan dengan adanya suatu interaksi sosial. Hubungan sosial dalam kehidupan terjadi sama ada melalui hubungan kerja, hubungan institusi, hubungan aktiviti kemasyarakatan, kebajikan dan aktiviti sosial. Begitu juga dalam pengurusan institusi masjid, pihak pengurusan perlu menjaga hubungan yang baik di antara masyarakat sekeliling. Ini adalah institusi masjid merupakan tempat tumpuan masyarakat Islam (Mohd Ridhuan Remly et al., 2020).

Begitu juga kerjasama dalam aspek pendidikan. pada mulanya perkongsian dalam bidang pendidikan telah dimulakan oleh kakitangan sekolah untuk menggalakkan kerjasama antara komuniti dengan sekolah, menyediakan insentif untuk pelajar, menyediakan kurikulum tambahan untuk pelajar dan kakitangan serta untuk mendapatkan keperluan fasiliti (Clark, 1992). Kerjasama ini adalah program institusi pendidikan bekerjasama dengan industri yang berkaitan dalam bidang latihan kemahiran, penyelidikan atau di dalam proses pengajaran dan pembelajaran. Kerjasama ini akan memberi kebaikan dan keuntungan kepada kedua belah pihak serta kepada pelajar yang terlibat dalam usaha pembangunan sumber manusia negara yang berkualiti (Fatimatuzzahro Amin, 2012).

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Secara umumnya, pendidikan ialah hasil pengalaman pembelajaran meliputi pengetahuan, pemikiran, perasaan, perbuatan serta perlakuan yang dihasratkan. Justeru, pendidikan adalah wadah terbaik untuk memupuk semangat kesepaduan sosial dan jati diri individu. Artikel ini memfokuskan 4 prinsip utama

DPRK yang dilihat sebagai elemen penting dalam memupuk kesepaduan sosial masyarakat di Kelantan. Antara empat prinsip tersebut adalah Prinsip 3 iaitu Kemenjadian Insan Mulia (Hidup Bermasyarakat), Prinsip 4 iaitu Pengalaman dan Penyebaran Berterusan (Pemartabatan Bahasa Melayu Sebagai Bahasa Ilmu dan Peningkatan Penguasaan Bahasa Lain), Prinsip 6 iaitu Pembangunan dan Pengislahan Masyarakat (Mempelajari Bahasa Kaum Tempatan) dan Prinsip 7 iaitu Kebersamaan Tanggungjawab (Kerjasama Institusi Kerajaan, Swasta dan Masyarakat) telah mencapai objektif yang telah ditetapkan dalam artikel ini. Empat prinsip DPRK ini dilihat menjadi sinergi terhadap kesepaduan sosial masyarakat di Kelantan. Keempat-empat prinsip ini merupakan elemen penting dalam memperkukuh semangat kesepaduan masyarakat di Kelantan.

KESIMPULAN

Sistem pendidikan memainkan peranan penting sebagai agen sosialisasi bagi memupuk keperibadian dan kesedaran bersama dalam kalangan pelajar. Oleh hal demikian, adalah menjadi tanggungjawab pihak kerajaan dalam pembangunan dan perancangan kurikulum dalam memupuk kesepaduan sosial di Malaysia. Manakala peranan guru pula sebagai penyampai ilmu, penunjuk cara dan pembentuk jiwa pelajar. Hal ini kerana kepimpinan guru dalam memupuk kesepaduan sosial bukan sahaja diperlukan dalam kurikulum malah juga dalam aktiviti kokurikulum.

PENGHARGAAN

Artikel ini merupakan sebahagian daripada hasil usaha sama penyelidikan Institut Latihan Darul Naim. Setinggi-tinggi penghargaan diucapkan kepada pengarah dan kakitangan ILNAN atas usaha sama dan penajaan yuran pembentangan ICTE'24. Terima kasih juga kepada warga kerja Yayasan Islam Kelantan (YIK) yang telah memberikan kerjasama dalam menjayakan artikel ini.

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SENARAI TEMU BUAL

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KEBERKESANAN PENDIDIKAN ROHANI DALAM PEMBELAJARAN ATAS TALIAN TERHADAP PEMBENTUKAN AKHLAK PELAJAR: SATU KAJIAN DI KOLEJ PROFESIONAL MARA AYER MOLEK

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ABSTRAK

Pandemik COVID-19 telah memberi kesan yang besar terhadap institusi pendidikan, memaksa institusi pengajian, sama ada di peringkat sekolah, kolej, atau universiti, untuk mengaplikasikan pembelajaran secara atas talian sebagai norma baru. Kajian ini bertujuan untuk mengenal pasti bagaimana pendekatan pendidikan rohani menurut al-Quran diaplikasikan dalam pembelajaran secara atas talian melalui modul "Mukmin Profesional" di Kolej Profesional MARA Ayer Molek, Melaka. Modul ini berfungsi untuk membangunkan modal insan yang berkualiti dengan menggabungkan pendidikan rohani dan profesionalisme. Kajian ini bertujuan untuk menilai keberkesanan pendekatan pendidikan rohani dalam membentuk kemenjadian modal insan di kalangan pelajar dari aspek rohani, intelek, emosi, dan jasmani, sesuai dengan Falsafah Pendidikan Kebangsaan yang berteraskan kepercayaan kepada Tuhan. Metodologi kajian ini menggunakan pendekatan kuantitatif dengan borang soal selidik yang diedarkan kepada 41 orang pensyarah, manakala data dianalisis secara inferensi menggunakan perisian SPSS. Hasil kajian menunjukkan bahawa penghayatan pendidikan rohani dalam pembelajaran atas talian bukan sahaja membantu membentuk pelajar yang berakhlak mulia tetapi juga memainkan peranan penting dalam mengurangkan masalah keruntuhan akhlak, sekaligus menjamin pembangunan modal insan yang seimbang dan berkualiti.

Kata kunci: Pendidikan Rohani, al-Quran, Pembelajaran Atas Talian, Mukmin Profesional, Modal Insan Berkualiti, Falsafah Pendidikan Kebangsaan

PENGENALAN

Dalam era teknologi dan globalisasi, institusi pendidikan tinggi perlu terus berinovasi untuk menyokong keperluan pembelajaran kontemporari. Pembelajaran secara atas talian kini telah menjadi satu keperluan dalam memenuhi tuntutan pembelajaran abad ke-21, terutamanya dalam menghadapi cabaran yang dibawa pandemik dan perkembangan teknologi. Penggunaan platform yang pelbagai seperti Google Meet, Google Classroom, Whatsapp, Youtube dan lain-lain telah menjadi asas kepada sesi pembelajaran dan pengajaran pada masa kini. Namun begitu, cabaran kepada pembelajaran secara atas talian ini ialah untuk memastikan pembentukan pelajar yang menyeluruh dari aspek intelek, rohani dan jasmani seiring dengan hasrat Falsafah Kebangsaan Malaysia.

Organisasi MARA juga mempunyai objektif utama iaitu untuk melahirkan modal insan global dan berintegriti selari dengan falsafah ini. Oleh itu, kajian ini adalah bertujuan untuk mengkaji Pendidikan Rohani menurut al-Quran melalui pembelajaran secara atas talian di Kolej Profesional MARA Ayer Molek. Kajian ini akan menggunakan pendekatan kajian literatur serta metodologi yang komprehensif untuk memahami teori dan amalan Pendidikan Rohani yang dalam modul "Mukmin Profesional". Fokus utama kajian ini adalah untuk menilai keberkesanan modul tersebut dalam pembangunan modal insan yang seimbang dari segi rohani dan intelek sejajar dengan Falsafah Pendidikan Kebangsaan. Oleh itu, kajian ini bukan sahaja menyumbang kepada pemahaman yang lebih mendalam tentang Pendidikan Rohani, tetapi juga antara usaha untuk mengenal pasti cara yang terbaik untuk memastikan pelajar dapat mencapai kecemerlangan mereka secara menyeluruh melalui pembelajaran secara atas talian.

Refleksi Pembelajaran Dan Pengajaran

Mengimbu kembali aktiviti pengajaran dan pembelajaran yang berlaku semasa pandemik Covid-19, pembelajaran secara atas talian telah menjadi satu keperluan bagi semua institusi pendidikan untuk memastikan proses pembelajaran pelajar tidak terganggu. Namun begitu, hal ini telah menimbulkan kerisauan terhadap keberkesanan usaha membentuk akhlak pelajar dengan nilai-nilai yang baik. Dalam era perkembangan teknologi kini, mendidik pelajar menjadi semakin mencabar, terutama apabila sesi pengajaran dan pembelajaran secara atas talian berbeza daripada pengajaran secara bersemuka. Walaupun pelbagai kaedah menarik digunakan seperti Google Meet, Whatsapp, Google Classroom dan Youtube namun, ia tetap menyukarkan pendidik untuk mengaplikasikan teknik pengajaran yang lebih efektif seperti di dalam kelas fizikal. Kerisauan ini juga timbul apabila laporan di media menunjukkan peningkatan masalah keruntuhan akhlak dan moral dalam kalangan pelajar. Di Kolej Profesional MARA Ayer Molek sendiri, pelajar yang mengikuti pembelajaran secara atas talian dilihat kurang menumpukan perhatian, sukar menerima teguran dan kurang memberikan kerjasama di dalam kelas. Melalui pemerhatian pengkaji juga, hal ini mungkin berpunca daripada kurangnya penekanan aspek rohani oleh pensyarah semasa sesi pembelajaran, sebagai tidak memulakan kelas tanpa bacaan doa, tidak menegur kesilapan pelajar, kurang memberi peringatan seperti tazkirah atau refleksi diri atau mengingatkan pelajar tentang rukun Iman dan rukun Islam. Aspek-aspek ini walaupun nampak kecil, sebenarnya memainkan peranan besar dalam membentuk akhlak dan moral pelajar.

Pernyataan Masalah Dan Fokus Kajian

Berdasarkan kepada refleksi terhadap masalah pengajaran dan pembelajaran secara atas talian, satu soal selidik telah diedarkan untuk mengesahkan permasalahan yang berlaku dalam proses ini. Soal selidik tersebut telah diedarkan kepada 62 orang pelajar, majoriti pelajar telah mengalami pengalaman pembelajaran secara atas talian dengan pelbagai medium pembelajaran. Hasil maklumbalas menunjukkan bahawa 27% pelajar menyatakan pendidikan rohani yang disampaikan secara atas talian adalah kurang berkesan terhadap pembentukan akhlak, manakala 14% mengatakan modul pendidikan rohani yang digunakan tidak memberi impak yang signifikan dalam pembelajaran. Selain itu, soal selidik juga telah diedarkan kepada 41 orang pensyarah mendapati 78% daripada mereka mengakui menghadapi cabaran dalam menyampaikan pendidikan rohani semasa pembelajaran secara atas talian. Oleh itu, fokus kajian ini untuk menilai sejauh mana pendidikan rohani menurut al-Quran dapat diaplikasikan secara efektif dalam pembelajaran secara atas talian di Kolej Profesional MARA Ayer Molek, serta meneliti kesannya terhadap pembentukan akhlak, sikap, dan adab pelajar. Kajian ini juga memberi tumpuan kepada keberkesanan modul "Mukmin Profesional" yang dirangka dalam usaha untuk membangunkan pelajar dengan sahsiah yang seimbang, berlandaskan elemen rohani dan intelektual. Di samping itu, kajian ini akan mengkaji cabaran yang dihadapi oleh pensyarah dalam mengaplikasikan elemen pendidikan rohani dalam pembelajaran secara atas talian, serta impak kekurangan pemantauan langsung terhadap pembangunan akhlak pelajar.

Objektif dan Soalan Kajian

Berasaskan fokus kajian, objektif utama adalah untuk menilai keberkesanan penggunaan "Modul Mukmin Profesional" dalam meningkatkan kefahaman rohani, sikap, tingkah laku pelajar serta memperkasakan peranan pensyarah dalam menerapkan elemen kerohanian melalui pembelajaran secara atas talian di Kolej Profesional MARA.

Objektif khusus bagi kajian ini ialah:

- i. Menilai keberkesanan Modul "Mukmin Profesional" dalam meningkatkan kefahaman pelajar terhadap elemen kerohanian dalam pembelajaran secara atas talian.
- ii. Menganalisis perubahan dalam sikap dan tingkah laku pelajar yang mengikuti Modul "Mukmin Profesional".
- iii. Mengenalpasti cabaran yang dihadapi oleh pensyarah dalam melaksanakan Modul "Mukmin Profesional" dan menilai keberkesanan latihan serta bimbingan yang diberikan kepada mereka.

Berdasarkan objektif kajian yang ditetapkan tiga soalan kajian telah diutarakan seperti berikut:

- i. Adakah penggunaan Modul “Mukmin Profesional” dapat meningkatkan kefahaman pelajar terhadap elemen kerohanian dalam pembelajaran atas talian?
- ii. Bagaimanakah modul “ Mukmin Profesional” mempengaruhi sikap dan tingkah laku pelajar dalam kehidupan seharian mereka?
- iii. Apakah cabaran yang dihadapi oleh pensyarah dalam menerapkan Modul “Mukmin Profesional” , dan sejauh manakah latihan serta bimbingan profesional berkesan dalam menyokong mereka?

KAJIAN LITERATUR

Pendidikan Rohani Dalam Pembelajaran Secara Atas Talian

Pendidikan rohani dalam pembelajaran atas talian bertujuan untuk membina dan mengembangkan potensi rohani pelajar agar dapat melahirkan akhlak terpuji dan membentuk keperibadian yang mulia. Pendidikan rohani menurut al-Quran melibatkan usaha menyampaikan ajaran Islam, membentuk akhlak, menumbuhkan kesedaran spiritual, dan mengamalkan nilai-nilai murni dalam kehidupan seharian dengan tujuan memperoleh keredhaan Allah (Mohd Fuad Othman et al., 2017). Namun, dalam konteks pembelajaran atas talian, terdapat cabaran untuk memastikan elemen pendidikan rohani diterapkan secara efektif kerana kekurangan pemantauan langsung oleh pensyarah, yang berpotensi menjejaskan pembentukan sahsiah pelajar (Ramdani et al., 2018). Hal ini disebabkan oleh keterbatasan peranan pensyarah dalam menyampaikan pendidikan rohani yang lebih mendalam secara maya, terutamanya dalam memupuk keperibadian dan nilai rohani yang seharusnya diamalkan dalam kehidupan seharian (Nur Khamsiah, 2021).

Meskipun demikian, pembelajaran atas talian tetap menyediakan peluang untuk menyampaikan pendidikan rohani melalui penggunaan pelbagai platform seperti Google Meet, WhatsApp, dan YouTube, yang memungkinkan pensyarah untuk menyampaikan tazkirah, doa, dan refleksi rohani sebagai sebahagian daripada pengajaran. Pendidikan rohani dalam pembelajaran atas talian berfungsi untuk mengajar pelajar bagaimana memperbaiki hubungan mereka dengan Allah SWT, melalui amalan yang merendahkan diri kepada Allah dan mengikuti manhaj-Nya (Abdul Halim Mahmud, 2000). Model pendidikan rohani ini juga perlu diiringi dengan proses pembersihan jiwa daripada sifat-sifat mazmumah (takhalli) dan penghiasan jiwa dengan sifat-sifat terpuji (tahalli) sebagaimana yang dinyatakan oleh Mohd Murtada (2010), agar keberkesanannya dalam membentuk insan bertaqwa dapat dicapai walaupun dalam persekitaran atas talian. Oleh itu, pendidikan rohani dalam pembelajaran atas talian dapat memberi kesan positif sekiranya pendekatan yang komprehensif dan berkesan dilaksanakan bagi memastikan pelajar mencapai potensi rohani mereka sepenuhnya.

Modul Mukmin Profesional

Modul Mukmin Profesional merupakan modul pendidikan yang dirangka melalui Program Mukmin Profesional (PMP) di seluruh institusi pengajian tinggi MARA (IPMa). Program ini dirangka dengan tujuan menyahut saranan kerajaan untuk memperkasakan pelaksanaan Syariah di Malaysia. Program Mukmin Profesional ini adalah didasari oleh Maqasid Syariah yang juga menjadi tunjang utama pembentukan Dasar Pendidikan Kebangsaan. Ianya adalah selari dengan objektif MARA untuk melahirkan insan yang global dan berintegriti, maka Bahagian Pendidikan Tinggi MARA mengambil inisiatif merangka Program Mukmin Profesional untuk dilaksanakan di Kolej Profesional MARA (KPM) dan Kolej MARA (KM).

Objektif Program Mukmin Profesional ini juga terbahagi kepada lima iaitu melahirkan generasi pelajar yang mampu celik al-Quran, menjadikan al-Quran sebagai panduan dalam kehidupan seharian pelajar, pelajar dapat mengaitkan ilmu dipelajari dengan al-Quran, mewujudkan institusi pendidikan yang patuh Syariah dan melahirkan generasi mukmin profesional. Oleh itu, konsep modul “Mukmin Profesional”

yang dirangka ini adalah berasaskan konsep Ulul Albab yang berteraskan kepada 16 sifir. Modul "Mukmin Profesional" ini juga dibahagi kepada Modul Dalam Kelas (MDK) dan Modul Luar Kelas (MLK). Mukmin Profesional adalah bermaksud seorang yang berkemampuan menyepadukan pelaksanaan Fardhu Ain dan Fardhu Kifayah, tanggungjawab sebagai hamba Allah iaitu insan dengan tanggungjawab sebagai seorang pemimpin iaitu khalifah, kesinambungan penguasaan ilmu-ilmu naqli dengan aqli serta kesepaduan kesucian zikir dengan kekuatan fikir dalam kehidupan mereka (Mohd Radzi et al., 2016; Umi Kalthom et al., 2018). Oleh itu antara 16 sifir Ulul Albab yang diterapkan dalam modul "Mukmin Profesional" adalah surah al-Baqarah: 269 iaitu hikmah kepada pembelajaran, surah al-Imran:191 iaitu bersungguh-sungguh menuntut ilmu agar muhkamat, surah al-Ra'ad:9 iaitu peringatan dari al-Quran, surah al-Sad:43, mampu sabra dan big picture, surah al-Zumar:9, dengar dan pilih yang terbaik serta surah al-Zumar:21, fizikal dengan spiritual.

Tema-tema yang ditetapkan dalam Modul "Mukmin Profesional" ini adalah selari dengan tuntutan pendidikan kerohanian yang dinyatakan dalam al-Quran sebagaimana disebut oleh Abdullah Nasih Ulwan dalam kitab "Tarbiah Ruhiah" mengemukakan tiga faktor yang meningkatkan rohani iaitu zikrullah, solat dan puasa. Menurut Muhammad (2006), unsur-unsur kerohanian juga terbahagi kepada tiga iaitu tauhid, ibadah dan akhlak. Modul ini secara khususnya menggabungkan elemen kerohanian seperti bacaan doa sebelum kelas, tazkirah, refleksi diri, dan penggunaan dalil daripada al-Quran dan Hadis dalam sesi pengajaran (Kolej Profesional MARA, 2023). Melalui kaedah ini, modul Mukmin Profesional cuba memastikan bahawa setiap sesi pembelajaran bukan sahaja memfokuskan kepada kecemerlangan akademik tetapi juga penghayatan kepada nilai-nilai rohani yang membantu membentuk keperibadian pelajar. Kajian oleh Mohd Fuad et., al (2017) menyatakan bahawa pendidikan rohani yang efektif perlu melibatkan aktiviti praktikal yang menghubungkan pembelajaran dengan pengalaman hidup pelajar, dan ini terkandung di dalam modul Mukmin Profesional melalui amalan doa dan tazkirah untuk menghubungkan ilmu dengan kesedaran rohani.

Selain itu, modul Mukmin Profesional juga memberikan penekanan kepada konsep tazkiyah al-nafs dan tahalli yang dilaksanakan melalui aktiviti refleksi dan diskusi kumpulan. Aktiviti-aktiviti ini membantu pelajar membersihkan diri daripada sifat mazumah dan menghiasi diri dengan sifat-sifat terpuji, keduanya adalah elemen penting dalam pendidikan rohani menurut al-Ghazali (2022). Modul ini juga boleh disesuaikan dengan perkembangan teknologi melalui pembelajaran secara atas talian, yang melibatkan penggunaan platform seperti Google Meet, Whatsapp, dan Google Classroom untuk menyampaikan elemen kerohanian secara berterusan walaupun dalam situasi secara maya. Kajian oleh Ramdani et., al (2018) mendapati bahawa keberkesanan pendidikan rohani dalam pembelajaran atas talian amat bergantung kepada kreativiti pensyarah dalam mengintegrasikan elemen-elemen kerohanian melalui platform digital, yang mana modul Mukmin Profesional telah mengaplikasikannya dengan berkesan.

Hubungan Kefahaman Pendidikan Rohani Di Kalangan Pensyarah Terhadap Kesan Pembentukan Akhlak

Kefahaman pensyarah terhadap pendidikan rohani memainkan peranan penting dalam menentukan keberkesanan intervensi pendidikan rohani terhadap pembentukan akhlak pelajar. Pendidikan rohani menurut al-Quran adalah proses mendidik roh seseorang dengan tujuan memperbaiki hubungan mereka dengan Allah SWT melalui jalan penyembahan, merendahkan diri kepada Allah, serta ketaatan kepada manhaj-Nya (Abdul Halim Mahmud, 2000). Perkataan "rohani" di dalam al-Quran disebut sebagai *isim nisbat*, yang merujuk kepada unsur-unsur halus seperti jiwa, akal, hati, dan nafsu, yang semuanya berfungsi dalam membentuk karakter serta tingkah laku seseorang Muslim (Al-Ghazali, 2022). Dalam pendidikan, membersihkan hati dan jiwa merupakan asas penting untuk memperoleh ilmu yang sebenar, sebagaimana yang disebutkan dalam kitab *Ihya' 'Ulūm al-Dīn* bahawa "buah dari ilmu adalah mendekatkan diri kepada Allah, Tuhan semesta alam". Oleh itu, pensyarah yang memahami konsep ini

berupaya menyampaikan elemen rohani dengan cara yang lebih mendalam dan menghayati, bagi membentuk pelajar yang tidak hanya cemerlang dari aspek akademik tetapi juga memiliki jiwa yang bersih dan sahsiah yang mulia.

Selain itu, kefahaman yang mendalam terhadap aspek rohani seperti *al-ruh* dan *al-qalb* adalah penting dalam mempengaruhi jiwa dan sikap pelajar. *Al-ruh* mempengaruhi tindakan dan perbuatan, manakala *al-qalb* merupakan unsur rohani yang penting dalam mempengaruhi sikap yang membawa kepada kebaikan atau kemungkaran (Al-Ghazali, 2022). Dalam kajian Norhafizah et al. (2019), elemen kerohanian yang diterapkan kepada remaja berisiko di Pertubuhan Kebajikan Darul Islah Malaysia (PERKID) didapati berjaya melengkapi keperluan rohani mereka, yang membuktikan bahawa elemen rohani ini memainkan peranan besar dalam membentuk peribadi yang lebih baik. Oleh itu, kefahaman pendidikan rohani di kalangan pensyarah adalah asas yang kukuh untuk memastikan pendidikan rohani dapat dilaksanakan dengan berkesan dalam pembelajaran atas talian, meskipun terdapat cabaran dari segi kekurangan pemantauan langsung (Ramdani et al., 2018). Pendidikan rohani yang difahami dan disampaikan dengan berkesan dapat membantu pelajar membina hubungan yang lebih erat dengan Allah SWT, seterusnya mempengaruhi akhlak dan sahsiah mereka secara positif walaupun dalam konteks pembelajaran maya.

METODOLOGI

Intervensi/Strategi Tindakan

Intervensi dalam kajian ini melibatkan penggunaan modul pendidikan rohani iaitu Modul “Mukmin Profesional” yang menerapkan elemen-elemen kerohanian dalam proses pembelajaran dan pengajaran. Modul ‘Mukmin Profesional’ dibina berasaskan kepada al-Quran dan as-Sunnah, latihan dan pembangunan profesional untuk pensyarah, penggunaan kaedah pengajaran berasaskan nilai-nilai Islam, pemantauan dan bimbingan berterusan, serta pembangunan komuniti pembelajaran. Modul ini menerapkan konsep pendidikan rohani dalam pembelajaran dan pengajaran melalui pelbagai bahan digital, sementara pensyarah akan dilatih untuk mengaplikasikan nilai-nilai Islam dalam pengajaran. Modul ‘Mukmin Profesional’ ini juga sesuai untuk diaplikasi dalam pembelajaran secara atas talian. Kaedah pengajaran seperti tazkirah dan refleksi diri akan diterapkan, disertai dengan pemantauan dan bimbingan untuk memastikan keberkesanan. Selain itu, komuniti pembelajaran dalam talian akan diwujudkan untuk menyokong perkembangan rohani pelajar dan pensyarah. Penilaian keberkesanan intervensi ini dilakukan melalui soal selidik, pemerhatian, dan temu bual untuk menilai perubahan dalam sikap, tingkah laku, dan kefahaman peserta terhadap pendidikan rohani.

Peserta Kajian

Seramai 41 orang pensyarah dan 62 pelajar yang terlibat dengan kajian tindakan ini

Instrumen/Strategi Penilaian

Instrumen utama dalam kajian ini adalah modul “Mukmin Profesional” yang dirangka khusus untuk Intituti Pengajian Tinggi MARA. Modul ini terdiri daripada modul pembelajaran dalam kelas (MDK0 dan Modul Luar Kelas (MLK). Modul ini dirangka melalui program Mukmin Profesional bagi menyahut saranan kerajaan untuk memperkasakan pelaksanaan syariah di Malaysia. Menurut kajian Wan Mukhtar (2024) keupayaan sesebuah institusi untuk melaksanakan program pendidikan secara sistematik dengan sokongan pelbagai pihak akan membawa kepada pembentukan akhlak pelajar selari dengan objektif yang digariskan.

Modul Mukmin Profesional ini menggunakan pendekatan pembudayaan Ulul Albab, berasaskan kepada 16 sifir yang diterapkan dalam kursus-kursus wajib pengajian Islam. Modul ini diterapkan dalam kurikulum sedia ada di Kolej Profesional MARA (KPM) sebagai nilai tambah kepada program diploma,

dengan matlamat untuk membentuk modal insan profesional serta melahirkan generasi bercirikan quranik, ensiklopedik dan ijtihadik di semua Institusi Pendidikan MARA (IPMa). Ini termasuk melahirkan lebih ramai ahli professional, teknokrat dan usahawan yang mempunyai kemahiran dalam bidang keagamaan serta berlandaskan al-Quran dan as-Sunnah. Oleh itu, pendekatan yang digunakan di dalam modul ini adalah bersesuaian dengan semua kursus yang ditawarkan dalam semua program Diploma di KPM. Kaedah pengajaran yang berasaskan nilai-nilai Islam seperti tazkirah dan perbincangan moral yang terkandung dalam Modul ‘Mukmin Profesional’ dapat membantu pelajar memahami dan menghayati nilai-nilai Islam dalam kehidupan harian mereka. Penilaian berterusan akan digunakan untuk menilai keberkesanan modul ini. Pertama, melalui tugas yang diberikan yang dapat dipraktikkan dalam kehidupan seharian. Kedua, melalui program-program luar kelas seperti bacaan al-Quran harian, bacaan doa dan hadith Rasulullah SAW sebelum sesi pengajian pada setiap pagi, solat berjemaah, sesi tazkirah, usrah program infaq dan lain-lagi.

Pelaksanaan Tindakan

Kajian tindakan ini akan menggunakan reka bentuk *spiral* yang diperkenalkan oleh Kemmis dan McTaggart, yang melibatkan kitaran berulang dari empat fasa utama: Perancangan, Tindakan, Pemerhatian, dan Refleksi. Model ini sangat sesuai untuk kajian ini kerana ia membolehkan penilaian dan penyesuaian berterusan berdasarkan hasil yang diperoleh dalam setiap kitaran, dengan tujuan untuk meningkatkan dan mengoptimumkan pelaksanaan pendidikan rohani melalui pembelajaran atas talian.

Fasa 1: Perancangan

- Dalam fasa perancangan, pensyarah akan dilatih mengenai Modul “Mukmin Profesional” serta kaedah pengajaran elemen rohani yang berasaskan konsep Ulul Albab. Latihan ini bertujuan untuk memastikan pensyarah memahami dengan jelas pendekatan yang akan digunakan. Selain itu, bahan-bahan pengajaran digital serta modul dalam kelas dan luar kelas akan disediakan, manakala jadual pengajaran dan aktiviti seperti tazkirah, refleksi diri, solat berjemaah, dan bacaan doa turut dirangka dengan teliti.

Fasa 2: Tindakan

- Fasa tindakan melibatkan pelaksanaan modul dalam sesi pengajaran dan pembelajaran. Pensyarah akan mengaplikasikan elemen rohani seperti tazkirah, bacaan doa, dan perbincangan moral dalam setiap sesi pembelajaran dalam kelas. Di samping itu, aktiviti luar kelas seperti solat berjemaah, program infaq, dan usrah akan diadakan bagi mengukuhkan elemen pendidikan rohani. Pembelajaran secara atas talian juga akan dilaksanakan menggunakan platform digital seperti Google Meet, Google Classroom, dan Whatsapp bagi menyampaikan elemen rohani secara berkesan dalam suasana maya.

Fasa 3: Pemerhatian

- Dalam fasa ini, keberkesanan pelaksanaan modul akan dipantau melalui pemerhatian terhadap penglibatan dan interaksi pelajar dalam kelas serta aktiviti luar. Pensyarah akan menggunakan soal selidik dan rekod kehadiran untuk menilai tahap penglibatan pelajar. Data ini akan dikumpulkan bagi mengukur impak modul dalam meningkatkan kefahaman pelajar terhadap elemen rohani, serta sikap dan tingkah laku yang dapat dilihat dalam kehidupan mereka.

Fasa 4: Refleksi

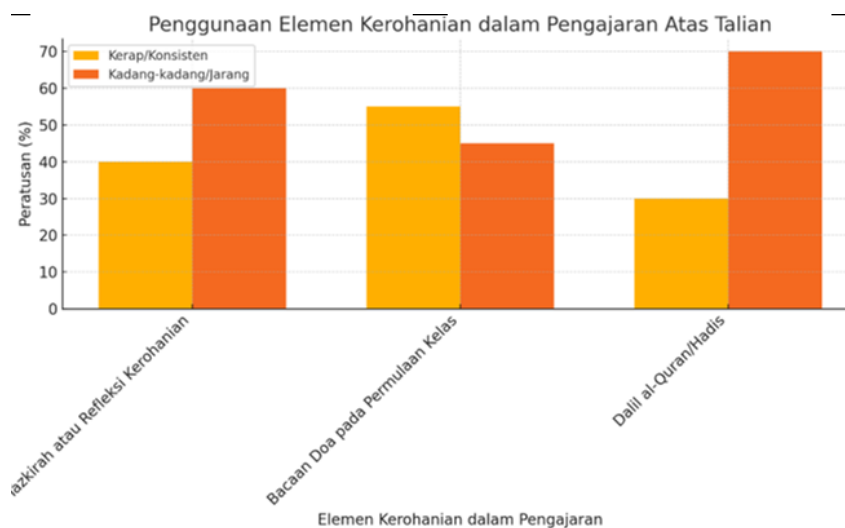
- Hasil dari pemerhatian melibatkan analisis keberkesanan modul “Mukmin Profesional” berdasarkan data yang telah dikumpulkan. Kejayaan dan cabaran yang dihadapi semasa pelaksanaan modul akan dikenalpasti, dan penambahbaikan akan dibuat pada modul serta strategi pengajaran. Perbincangan dengan pensyarah akan diadakan untuk menilai aspek yang

perlu diperbaiki berdasarkan maklum balas pelajar dan hasil pemerhatian, bagi memastikan modul ini terus relevan dan memberi kesan yang positif terhadap pendidikan rohani pelajar.

DAPATAN KAJIAN

Keberkesanan pendidikan rohani dalam pembelajaran secara atas talian dianalisis berdasarkan soal selidik yang diedarkan selepas pelaksanaan Modul “Mukmin Profesional”. Dapatan ini merangkumi keberkesanan modul “Mukmin Profesional” dalam meningkatkan kefahaman rohani pelajar, kesannya terhadap akhlak dan sikap, serta cabaran yang dihadapi oleh pensyarah dan pelajar dalam pembelajaran atas talian. Hasil ini memberi gambaran tentang pencapaian modul dan ruang penambahbaikan untuk meningkatkan pendidikan rohani pelajar.

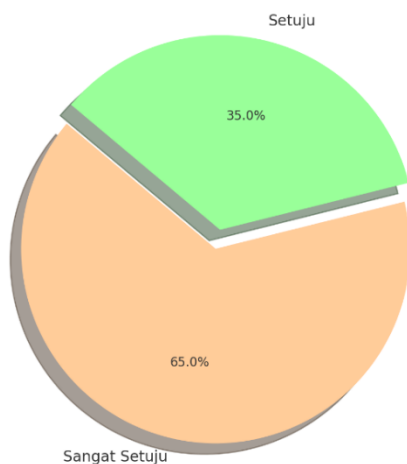
Penggunaan Elemen Kerohanian dalam Pengajaran secara atas talian



Dapatan kajian menunjukkan bahawa 40% pensyarah menggunakan tazkirah atau refleksi kerohanian secara konsisten, sementara 55% memulakan kelas dengan bacaan doa secara kerap. Namun, hanya 30% menggunakan dalil al-Quran atau Hadis secara kerap dalam pengajaran atas talian. Ini menunjukkan perlunya peningkatan dalam konsistensi penerapan elemen kerohanian oleh pensyarah.

Keberkesanan Pendidikan Rohani terhadap pembentukan akhlak

Pandangan Pensyarah terhadap Kesan Pendidikan Rohani



Dapatan kajian menunjukkan bahawa 65% pensyarah sangat setuju bahawa elemen pendidikan rohani memberi kesan positif terhadap pembentukan akhlak pelajar, manakala 35% lagi setuju. Selain itu, 70% pensyarah bersetuju bahawa kesan pendidikan rohani adalah tinggi atau sangat tinggi dalam membentuk akhlak pelajar. Ini menunjukkan persepsi positif pensyarah terhadap keberkesanan elemen rohani dalam membina akhlak yang baik dalam kalangan pelajar.

Dapatan kajian menunjukkan bahawa 80% pelajar melaporkan bahawa unsur pendidikan rohani yang diterapkan oleh pensyarah mempengaruhi cara mereka berfikir dan bertindak dalam kehidupan seharian. Selain itu, 70% pelajar berpendapat bahawa pembelajaran atas talian yang menerapkan nilai-nilai rohani dapat mengurangkan masalah keruntuhan akhlak. Dapatan ini mencerminkan impak positif elemen pendidikan rohani terhadap pemikiran dan tindakan pelajar.

Maklumbalas Soal Kesan Pendidikan Rohani melalui Pembelajaran secara Atas Talian

Aspek	Setuju	Sangat Setuju
Pembentukan Akhlak dalam Kehidupan Sehari-hari	30.77%	69.23%
Kesan Positif dalam Pembentukan Akhlak	100%	0%

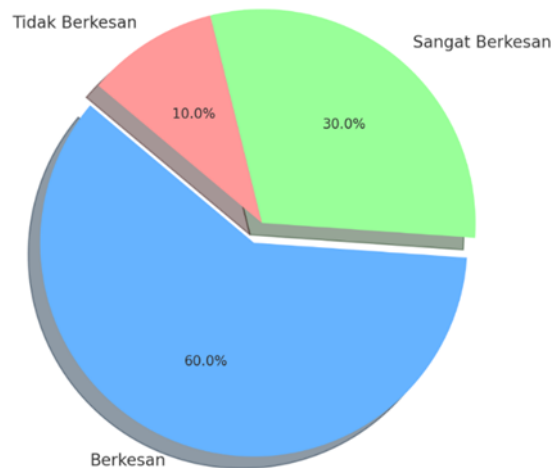
Berikut adalah petikan respons terbuka pendapat pensyarah dalam pelaksanaan amalan Pendidikan Rohani melalui pembelajaran secara atas talian

Pelajar sedar diri & makin matang berfikir
Elemen rohani boleh digunakan untuk menggalakkan nilai-nilai positif seperti kesabaran, empati, dan rasa syukur. Ini boleh membantu membentuk karakter pelajar yang lebih baik.
Pembelajaran rohani secara atas talian akan jadi kurang berkesan sekiranya pelajar tidak menumpukan sepenuh perhatian dan sekiranya mereka hilang fokus berbanding dengan pembelajaran secara bersemuka.
Bagus dan patut sentiasa diterapkan
Baik dan boleh diaplikasikan.
Sangat sesuai dan mampu memberi kesan yang baik untuk kemaslahatan pelajar
Mengintegrasikan Nilai-Nilai Rohani dalam Bahan Pembelajaran: Menggunakan cerita, analogi, atau contoh yang menekankan nilai seperti kesabaran, empati, dan integriti dalam bahan pembelajaran boleh membantu pelajar memahami konsep secara lebih mendalam dan bermakna.
Memulakan kelas dengan memberi motivasi dan nasihat selama 5 minit. (Sebelum memulakan kelas).
Perlu diamalkan setiap masa
Bacaan ummul kitab, doa dan selawat sebelum memulakan kelas online
Penting kerana akhlak anak2 mudah harus sentiasa diingatkan.
Dapat menggalakkan nilai dan adab serta etika sewaktu proses pembelajaran berlansung. Secara tidak langsung dapat menambah penghayatan pelajar berkenaan aspek rohani dalam kehidupan seharian mereka. Hal ini boleh menjadi nilai tambah kepada pelajar itu sendiri untuk lebih berdisiplin dan beretika dalam setiap perkara yang dilakukan.

Respon terbuka pelajar juga menunjukkan kesepadanan dengan maklumbalas soal selidik dimana lebih 90% peratus pensyarah memberikan respon yang amat positif dan menunjukkan sokongan yang kuat daripada pensyarah terhadap keberkesanan elemen pendidikan rohani dalam pembelajaran secara atas talian.

Keberkesanan Pelaksanaan Modul Mukmin Profesional

Keseluruhan Keberkesanan Modul Mengikut Pelajar



Dapatan kajian menunjukkan bahawa 60% pelajar menilai Modul "Mukmin Profesional" sebagai berkesan, manakala 30% lagi menilai ia sebagai sangat berkesan. Selain itu, 75% pelajar menyatakan bahawa mereka berasa lebih bersedia untuk menjadi insan berakhlak mulia dan profesional selepas mengikuti modul ini. Dapatan ini menunjukkan impak positif modul tersebut terhadap kesediaan pelajar dalam menerapkan nilai-nilai rohani dalam kehidupan seharian.

PERBINCANGAN

Sebelum kelas dimulakan, pelajar didedahkan dengan elemen kerohanian seperti tazkirah dan bacaan doa sebagai persediaan mental dan spiritual. Pensyarah memulakan setiap sesi pengajaran dengan bacaan doa bagi memberi ketenangan dan fokus kepada pelajar sebelum memulakan pembelajaran. Dalam masa yang sama, tazkirah pendek berkenaan topik yang akan diajar turut disampaikan, bertujuan untuk mengaitkan pelajaran akademik dengan aspek rohani dan moral. Tindakan ini diambil untuk memastikan pelajar bukan sahaja bersedia dari segi akademik, tetapi juga dari segi spiritual, selaras dengan objektif Modul "Mukmin Profesional". Dapatan menunjukkan bahawa 55% pensyarah memulakan kelas dengan bacaan doa secara konsisten, dan 40% melaksanakan tazkirah atau refleksi rohani dalam pengajaran atas talian.

Semasa kelas dijalankan, elemen pendidikan rohani diterapkan melalui sesi perbincangan moral dan penggunaan dalil daripada al-Quran dan Hadis. Aktiviti ini membantu menghubungkan antara pembelajaran akademik dengan prinsip rohani yang terkandung dalam Islam. Pensyarah mengaplikasikan konsep tazkiyah al-nafs (penyucian jiwa) dengan menekankan aspek tanggungjawab dan akhlak melalui perbincangan nilai-nilai Islam dalam setiap topik yang dibincangkan. Kajian menunjukkan bahawa, walaupun elemen rohani diterapkan, hanya 30% pensyarah menggunakan dalil al-Quran dan Hadis secara konsisten, menunjukkan terdapat ruang untuk memperbaiki konsistensi dalam penerapan elemen ini. Aktiviti-aktiviti ini juga memacu penglibatan pelajar secara aktif semasa sesi bersemuka, kerana pelajar telah diberikan pendedahan awal kepada konsep yang akan

dibincangkan, yang memudahkan pemahaman mereka terhadap hubungan antara ilmu akademik dan elemen kerohanian.

Selepas sesi kelas, pelaksanaan aktiviti di luar kelas seperti usrah, solat berjemaah, dan program infaq memberikan ruang kepada pelajar untuk mengaplikasikan ilmu yang dipelajari dalam situasi praktikal. Aktiviti ini juga melibatkan refleksi diri bagi pelajar untuk merenung bagaimana nilai-nilai rohani yang dipelajari boleh diaplikasikan dalam kehidupan harian mereka. Dalam konteks Flipped Classroom, pelajar turut diberikan tugas untuk mencipta peta minda yang mengaitkan nilai rohani dengan subjek akademik. Aktiviti ini menggalakkan kemahiran berfikir aras tinggi seperti penganalisan, penilaian, dan sintesis, yang membantu pelajar memahami konsep rohani dengan lebih mendalam. Kajian menunjukkan bahawa, selepas melalui aktiviti ini, 100% pelajar telah memahami konsep yang diajar dan mampu menggunakan kemahiran berfikir aras tinggi dalam tugas mereka, membuktikan keberkesanan modul dalam mempersiapkan pelajar secara holistik.

REFLEKSI

Refleksi terhadap pelaksanaan kajian ini menunjukkan bahawa walaupun Modul "Mukmin Profesional" berjaya dalam meningkatkan kesedaran rohani dalam kalangan pelajar, terdapat beberapa cabaran yang perlu diberi perhatian. Isu utama yang dihadapi adalah masalah teknikal dalam pelaksanaan pembelajaran atas talian seperti kekangan internet dan kurangnya konsistensi dalam penerapan elemen kerohanian. Pensyarah juga menghadapi cabaran untuk mengekalkan penglibatan dan fokus pelajar sepanjang sesi pengajaran atas talian. Oleh itu, refleksi ini penting dalam mengenal pasti keberkesanan pendekatan yang telah diambil dan menilai sejauh mana ia dapat diperbaiki.

Cadangan/Penambahbaikan

Untuk meningkatkan keberkesanan Modul "Mukmin Profesional," beberapa cadangan penambahbaikan dicadangkan. Pertama, menyediakan latihan berterusan untuk pensyarah dalam mengintegrasikan elemen rohani secara kreatif menggunakan platform digital. Kedua, memperbaiki rangkaian internet di kampus bagi mengatasi masalah teknikal yang sering menghalang kelancaran pengajaran atas talian. Ketiga, menambah elemen interaktif seperti video dan simulasi untuk meningkatkan penglibatan pelajar. Selain itu, pendekatan seperti pembelajaran berasaskan projek atau diskusi kumpulan yang lebih berfokus boleh digunakan untuk mengukuhkan lagi penghayatan terhadap nilai-nilai rohani dalam kalangan pelajar

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MEMBANGUN INSAN CEMERLANG: STRATEGI W-PASKI DALAM LATIHAN DI KELANTAN

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ABSTRAK

Artikel ini bertujuan untuk memperkenalkan Model W-PASKi dalam strategi pembangunan modul dan pengajaran latihan yang dilaksanakan oleh Institut Latihan Darul Naim (ILDAN) kepada sasaran peserta. Model ini dibangunkan berdasarkan konsep Attitude, Skill and Knowledge (ASK) dalam pembangunan modul dan siri latihan. Ia telah diubah suai agar menepati dari perspektif Islam. Model W-PASKi memberi maksud W: sumber wahyu, warisan ulama dan sumber watan (patriotisme sesebuah masyarakat). P; Pengetahuan, A; amalan terbaik, S; sikap, K; Kemahiran dan i; insani. Model ini telah digunakan dalam pembangunan modul dan latihan asas seperti Dasar Pendidikan Rabbani Kelantan, Modul Asas Budaya Komuniti Rabbani (K-Rabb), Modul Ubudiyah, Mas'uliyah, Itqan (UMI). Ia telah dikembangkan kepada modul baharu seperti Komunikasi Organisasi Berimpak, Pembimbing Rakan Sekerja, Imej dan Profesional Pendakwah. Cabaran besar dalam pembangunan model ini ialah keupayaan pakar pembangunan modul yang kompeten dalam pengintegrasian ilmu, sumber watan yang terhad dan kompetensi kejurulatihan. Input akhir kepada model ini juga ialah nilai insan dan perubahan sikap daripada tahap kompetensi yang sedia ada kepada kompetensi dan integriti yang lebih baik. Sekalipun berjaya dibangunkan bahan-bahan modul untuk diterbitkan namun tuntutan yang lebih utama ialah keupayaan kejurulatihan dalam membawa nilai-nilai perubahan sikap insan dalam budaya kerja masing-masing.

Kata kunci: Pembangunan Modul, Pengajaran Latihan, Model W-PASKi

PENGENALAN

Modul merupakan struktur pengajaran latihan terpenting dalam sesuatu pelaksanaan latihan. Ia tertakluk kepada keperluan sebenar kepada sasaran peserta. Dalam proses pembangunan modul, ia memerlukan strategi yang tersusun dan perencanaan pembangunan modul yang sistematik. Ia perlu ditentukan struktur dan skop yang diperlukan mengikut kesesuaian dan keupayaan persekitaran latihan. Selain itu, faktor garis masa dan penglibatan sumber daya juga perlu diambil kira. Memandangkan artikel ini akan memberikan tumpuan kepada latihan perkhidmatan bukan agenda pendidikan formal, bermakna kaedah pengajaran berasaskan pendidikan dewasa perlu menjadi strategi utama dalam pembangunan modul. Strategi menggunakan model W-PASKi sangat sesuai bagi menampung kekurangan yang ada dalam sistem pendidikan formal dan bukan informal sebelum memasuki alam pekerjaan.

Latar Belakang

Institut Latihan Darul Naim (ILDAN) adalah sebuah agensi latihan dan pendidikan strategik yang diwujudkan oleh Kerajaan Negeri Kelantan bagi membangunkan modal insan yang menjadi jentera pentadbiran utama negeri. Ia ditubuhkan pada tahun 2020 dengan menaiktaraf Institut Latihan Perguruan Kelantan (ILPK) yang telah diwujudkan pada tahun 2015. Bagi sesebuah agensi latihan, pembangunan modul merupakan core business bagi memastikan kesinambungannya pada masa hadapan. Ia adalah sama seperti mana institusi pendidikan dan pusat pemberi pendidikan yang lain yang

disebut kurikulum atau kursus pengajian. Kurikulum atau modul menjadi proses tadbir urus utama bagi agensi ini. Setiap modul atau kursus juga tertakluk kepada kerangka kurikulum dan matlamat latihan yang telah ditetapkan.

Bagi memastikan keberkesanan modul yang dihasilkan, satu kerangka strategi awal telah dibangunkan bagi memulakan proses pembangunan tersebut. Proses pembangunan modul ini perlu melibatkan strategi pemilihan proses pembangunan modul, pemilihan panel pembangun modul, mekanisme pasukan panel modul, keperluan jemputan pakar industri dan pemurnian sebelum TOT.

Definisi W-PASKi

Bagi memastikan jaminan kualiti dalam pembangunan modul dan latihan kejurulatihan, satu model kelayakan kompetensi dibangunkan berasaskan pengetahuan, kemahiran dan sikap iaitu model W-PASKi. W-PASKi adalah singkatan nama kepada W-wahyu, warisan ulama dan nilai watan, Ia memberi maksud sumber ilmu latihan professional yang dibangunkan hendaklah bersumberkan wahyu Al-Quran, warisan ulama' tafsir, ulama hadith dan nilai-nilai yang ditinggalkan tokoh watan negara. P ialah singkatan bagi pengetahuan dan pengalaman. Ia bermaksud semua sumber ilmu pengetahuan dan pengalaman tokoh nusantara dan negara. A – amalan terbaik dan aplikasi semasa. Ia memberi erti mana-mana amalan terbaik yang boleh dijadikan model dan contoh teladan. Ia juga boleh dibuktikan dengan pengetahuan statistik dan isu semasa yang sedang berlaku. S ialah singkatan bagi sahsiah dan sikap. Perubahan sikap dalam setiap pelatih perlu agar mereka menjadi pegawai bersahsiah tinggi. Manakala K ialah kemahiran, pelbagai kemahiran yang perlu ditambah nilai oleh seseorang pelatih samada kemahiran insaniah atau kemahiran dalam berorganisasi. i (ditulis dengan huruf kecil) kerana diambil daripada perkataan 'Insani'. 'i' di hujung menggambarkan nilai individu seseorang yang menggerakkan sebuah perubahan dengan niat yang ikhlas, penuh keyakinan, mengharapkan balasan akhirat dan seumpamanya.

Proses Pembangunan Modul

Pembangunan modul adalah proses penting dalam pendidikan yang melibatkan perancangan, pengembangan, dan pelaksanaan bahan ajar yang berstruktur untuk mencapai tujuan pembelajaran tertentu. Modul ini biasanya terdiri dari beberapa komponen, seperti materi ajar, aktiviti pembelajaran, dan penilaian. Kamus Dewan (1993) telah mendefinisikan modul sebagai satu unit atau bahagian tersendiri yang lengkap dengan komponen-komponennya yang melaksanakan fungsi-fungsi tertentu dan dapat dirangkaikan dengan unit-unit lain dalam suatu yang lebih besar. Dalam kajian ini, modul adalah satu pakej pembelajaran yang mana ia mengandungi kandungan pelajaran yang dipecahkan kepada unit-unit kecil berdasarkan topik yang dipelajari. Modul ini mengandungi bahan kuliah, contoh dan soalan latihan yang mempunyai arahan atau panduan pada setiap paparan.

Aspek Kejurulatihan Dalam Pembangunan Modul

Kejurulatihan adalah proses sistematik yang melibatkan bimbingan, sokongan, dan pengembangan individu atau kumpulan untuk mencapai potensi maksimum mereka dalam konteks peribadi atau profesional. Konsep ini sering digunakan dalam pelbagai bidang, termasuk pendidikan, sukan, perniagaan, dan pembangunan diri. Kejurulatihan adalah satu proses di mana seorang jurulatih membantu seorang klien (atau peserta) untuk mencapai matlamat, memperbaiki prestasi, atau mengembangkan kemahiran tertentu melalui perbincangan dan sokongan yang berterusan (Whitmore, J., 2017). Sebahagian jurulatih terlibat dalam proses pembangunan modul kerana asas keberkesanan dan mudah menjiwai objektif suatu modul. Namun modul yang baik mampu dilaksanakan oleh mana-mana jurulatih yang dilantik.

Kepelbagaian Kaedah Pengajaran atau Latihan

Kaedah pengajaran dan latihan merujuk kepada strategi dan teknik yang digunakan oleh pendidik atau pelatih untuk menyampaikan bahan ajar atau latihan dengan efektif. Kaedah ini bertujuan untuk memudahkan proses pembelajaran, meningkatkan pemahaman, dan memastikan pencapaian matlamat pembelajaran. Terdapat beberapa kaedah pengajaran dan latihan yang boleh diaplikasikan antaranya :

Kaedah pengajaran dan latihan merujuk kepada strategi dan teknik yang digunakan oleh pendidik atau pelatih untuk menyampaikan bahan ajar atau latihan dengan efektif. Kaedah ini bertujuan untuk memudahkan proses pembelajaran, meningkatkan pemahaman, dan memastikan pencapaian matlamat pembelajaran. Terdapat beberapa kaedah pengajaran dan latihan yang boleh diaplikasikan antaranya :

1. Kaedah Ceramah (Lecture Method) - Pendekatan di mana pengajar menyampaikan maklumat secara lisan kepada pelajar dalam format yang terstruktur. Ia biasanya digunakan untuk menyampaikan teori atau pengetahuan yang luas kepada kumpulan besar.
2. Kaedah Pembelajaran Berdasarkan Masalah (Problem-Based Learning, PBL) - Pendekatan di mana pelajar menyelesaikan masalah kompleks dan dunia nyata sebagai cara utama untuk belajar dan mengembangkan kemahiran penyelesaian masalah.
3. Kaedah Demonstrasi dan Praktikal (Demonstration and Practice Method) - Menggabungkan penerangan dengan demonstrasi langsung, diikuti oleh latihan atau amalan oleh pelajar untuk meningkatkan kemahiran.
4. Kaedah Pengajaran Kooperatif (Cooperative Learning) - Pendekatan di mana pelajar bekerja dalam kumpulan kecil untuk menyelesaikan tugas dan mencapai matlamat pembelajaran bersama.

Strategi Pengajaran Latihan dan Pendidikan Dewasa

Konsep latihan dan pendidikan dewasa merujuk kepada pendekatan yang dirancang khusus untuk memenuhi keperluan dan gaya pembelajaran individu dewasa. Berbeza dengan pendidikan kanak-kanak, pendekatan ini mengambil kira pengalaman hidup, kematangan, dan keperluan praktikal dewasa. Latihan dan pendidikan dewasa merangkumi proses dan strategi yang digunakan untuk meningkatkan pengetahuan, kemahiran, dan sikap individu dewasa dalam konteks profesional dan peribadi. Pendekatan ini sering menekankan pembelajaran yang relevan dengan kehidupan dan kerja peserta. Ciri latihan dan pendidikan dewasa ialah seperti relevansi dan aplikasi praktikal, kemandirian dan pengalaman. (Knowles, M. S., Holton III, E. F., & Swanson, R. A., 2015).

Amalan Terbaik Pengajaran Latihan dan Pembangunan Insan

Peserta akan mudah terasuh jiwa mereka jika jurulatih merupakan seorang pendidik yang memiliki kualiti latihan yang penuh dengan keinsanan berpaksikan kepada Tuhan. Firman Allah SWT;
“Maka dengan sebab rahmat (yang melimpah-limpah) dari Allah (kepadamu wahai Muhammad SAW), engkau telah bersikap lemah lembut kepada mereka (sahabat-sahabat dan pengikutmu), dan kalaulah engkau bersikap kasar lagi keras hati, tentulah mereka lari dari kelilingmu.

(Ali Imran 3:159)

Ahli falsafah Aristotle pernah menyebut ‘ Education the mind without educating the heart is no education at all. Bermaksud ‘mendidik minda tanpa melalui pendidikan jiwa tidak akan mencapai matlamat pendidikan sepenuhnya.

ANALISIS AWAL STRATEGI PEMBANGUNAN MODUL DAN PENGAJARAN LATIHAN

Perbincangan 1 : Bagaimana kaedah model W-PASKi dibangunkan?

Bagi membangunkan sesebuah modul yang sempurna, beberapa proses awal perlu dilakukan seperti analisis keperluan modul, sasaran peserta yang mengambil modul, pakar pembina modul, kaedah dan strategi latihan, bahan-bahan rujukan dan dokumentasi selain daripada sumber kewangan, lokasi dan komitmen majikan sebagai penyelarasan latihan. Keupayaan sebenar dalam pembangunan modul berasaskan model W-PASKi tertakluk kepada keupayaan dan kebolehan yang ada pada panel pembangunan pakar dan kejurulatihan. Sehingga ke hari ini, hanya Institut Latihan Islam Malaysia (ILIM) yang mempunyai kerangka konsep model latihan yang berasaskan prinsip Islam. Ini adalah kerana ia diuruskan oleh kerajaan dan jabatan yang mempunyai nio pengurusan Islam dan dijadikan sebagai satu pematuhan yang wajib.

Selain itu, terdapat beberapa inisiatif daripada pengamal-pengamal latihan bebas yang diwujudkan secara persendirian. Kaedah model W-PASKI dilaksanakan dengan menyarankan kepada setiap pembangun modul untuk melaksanakannya sebagai satu galakan dan saranan pematuhan jika melibatkan peserta di bawah perkhidmatan kerajaan negeri sesuai dengan dasar kerajaan ‘Membangun Bersama Islam’. Ia telah menjadi syarat keperluan asas bagaimana-mana pihak yang berminat membangunkan modul dan melaksanakan latihan di Kelantan. W-PASKi akan menjadi pelengkap kepada Dasar Membangun Bersama Islam.

Perbincangan 2 : Model Pembangunan Dasar Pendidikan Rabbani Kelantan

Sebagai langkah permulaan, Dasar Pendidikan Rabbani Kelantan (DPRK) telah dibangunkan berasaskan kerangka W-PASKi. Seramai 15 orang pakar dalam bidang pendidikan dari pelbagai universiti tempatan telah terlibat memberikan input melalui proses Focus Group Discussion (FGD). Semua pakar telah berjaya menghasilkan 9 prinsip pendidikan dan 46 amalan terbaik mengikut pecahan tertentu setiap prinsip. Pakar bersetuju untuk menjadikan kerangka pembangunan dasar berasaskan sumber ilmu Al-Quran, hadith, ahli tafsir, kata-kata sahabat dan ulama sebagai teras kepada sumber wahyu. Elemen sumber watan melalui peribahasa, tokoh tempatan seperti Hamka menjadi pelengkap kepada sumber wahyu. Amalan terbaik juga menjadi keutamaan dalam pembangunan dasar tersebut tanpa mengenyahkan keperluan maksud dan huraian amalan terbaik. Cadangan yang menjadi perbincangan akhir adalah manifestasi kepada keperluan perubahan sikap dan kemahiran yang diperlukan. Gabungan elemen tersebut, diharapkan mampu mengeluarkan nilai insan yang menjadi teras kepada perubahan kompetensi sasaran dasar tersebut.

Kumpulan pertama pelaksanaan penyebaran dasar ini telah bermula dengan melantik *naqib rabbani* seramai 46 orang yang diketuai oleh seorang *murshid rabbani*. Mereka telah diberikan latihan sebagai jurulatih untuk disampaikan kepada sepuluh buah sekolah YIK terpilih sebagai projek rintis. Kumpulan pertama ini juga telah diberikan tugas untuk menyebarkan kerangka dasar termasuk aspek pelaksanaan kepada setiap guru di sekolah YIK. Proses penggunaan strategi ini kurang berjaya dilaksanakan sepenuhnya kerana pihak pengurusan YIK melihat aspek penyebaran dasar dan pelaksanaan terus secara realiti melalui segmen pentadbiran sekolah perlu diutamakan terlebih dahulu.

Sebagai langkah alternatif dan persediaan dalam menerjemahkan dokumen rujukan DPRK di atas, turut dibangunkan empat modul pelaksanaan semasa latihan. Pembangunan dasar tersebut telah berjaya menghasilkan modul-modul baharu yang lebih kompeten iaitu Modul Murabbi Intelek, Modul Mudarris Inovatif, Modul Muslih Komuniti dan Modul Mudir Rabbani. Pembahagian segmen modul berasaskan keperluan kompetensi berbeza memerlukan kumpulan kejurulatihan yang baharu yang lebih berketrampilan.

Perbincangan 3 : Pembangunan dan Pelaksanaan Latihan Kepemimpinan K-Rabb

Satu program latihan kepemimpinan komuniti turut dijenamakan semula melalui dasar pendidikan rabbani yang dikenali sebagai Budaya Komuniti Rabbani (K-Rabb). Program latihan kepemimpinan dibangunkan bagi membezakan pelaksanaan pendidikan rabbani antara pentadbir institusi pendidikan dengan pentadbiran bukan institusi pendidikan atau bahasa lainnya ialah bagi tujuan pendidikan komuniti. Ia dimulakan dengan pemimpin komuniti seperti penghulu dan pegawai dakwah pada peringkat komuniti.

Sembilan budaya komuniti rabbani yang dibangunkan adalah berasaskan sembilan prinsip pendidikan rabbani di mana salah satu amalan terbaik yang berimpak komuniti telah dipilih bagi menjadikannya relevan dengan kehendak dan keperluan masyarakat. Terdapat dua segmen baharu dibangunkan dalam K-Rabb agar kerangka W-PASKi dipatuhi sepenuhnya. Dua segmen tersebut ialah pertama, cabaran dan masalah, kedua, cadangan penyelesaian. Kedua-dua segmen tersebut bagi memenuhi keperluan perubahan sikap, keperluan kemahiran dan kekuatan insan dalam mencari penyelesaian bagi setiap masalah yang dihadapi oleh komuniti.

Pelaksanaan modul K-Rabb masih dalam tahap pelaksanaan pertama iaitu berbentuk modul dua hari bermalam dengan membangunkan strategi modul tambahan berasaskan 3 segmen iaitu hubungan dengan Allah, hubungan diri dan hubungan dengan manusia atau alam. Ia diperkukuhkan dengan teknik-teknik latihan yang sesuai dengan kerangka W-PASKi.

Bagi memberikan impak jangka panjang modul ini semasa pelaksanaan kepada sasaran komuniti, tiga kaedah awal telah dikenal pasti iaitu penjenamaan Hari Komuniti Rabbani (kaedah permainan setempat), penciptaan lirik lagu dikir barat (kaedah hiburan lagu rakyat) dan pembangunan kitab rujukan pengajian *Halaqatur Rabbaniyyah* (kaedah pengajian bertalaqqi).

Perbincangan 4 : Penambahbaikan Modul dan Latihan Kursus Smart UMI

Bagi pembangunan modul latihan UMI pula, pada asasnya kekuatan sumber wahyu dan pengetahuan telah terserlah dalam modul-modul yang telah dibangunkan sebelum ini. Bagi memantapkan lagi modul dengan strategi W-PASKi, terdapat tiga kaedah baharu telah diterapkan.

Pertama, memasukkan elemen profesional dan nilai tadbir urus serta dilakukan pengintegrasian ilmu agama dan moden bagi mengukuhkan strategi. Strategi kedua ialah elemen kajian kes berasaskan masalah yang berlaku dalam alam pekerjaan. Manakala strategi ketiga ialah memasukkan nilai-nilai persekitaran pentadbiran agar benar-benar modul UMI sederap dengan tingkah laku profesional bagi penjawat awam dan bukan awam. Semua tiga strategi di atas bagi memastikan perubahan sikap mudah berlaku melalui kemahiran-kemahiran tersembunyi dan seterusnya memunculkan pekerja insan yang cemerlang kepada majikan masing-masing.

Perbincangan 5 : Pelaksanaan Pembangunan 3 Modul Baharu ; Komunikasi Organisasi Berimpak, Pembimbing Rakan Sekerja, Imej dan Profesional Pendakwah

Ketiga-tiga modul ini masih dalam proses pembangunan. Sebahagiannya juga telah diuji pelaksanaan dengan mengadakan bengkel pra-kejurulatihan. Pelaksanaannya sebahagiannya telah menggunakan kerangka W-PASKi melalui pematuhan kepada setiap pembangun modul. Perbezaan pelaksanaan berlaku dalam prorata isi kandungan kerana ia bergantung kepada kategori ilmu yang bersifat general dan fungsional.

Salah satu modul iaitu modul Pembimbing Rakan Sekerja yang mengambil pendekatan seumpama kaunseling kerjaya dengan mensasarkan kepada pekerja berprestasi rendah. Ia telah dijenamakan dengan nama 'Smart Itqan'. Tujuan utama penjenamaan ini ialah bagi mengaplikasi kerangka W-PASKi melalui pecahan UMI iaitu huruf 'i' yang bermaksud Itqan. Itqan memberi erti ketekunan dalam

pekerjaan. Gabungan antara amalan terbaik, perubahan sikap, kemahiran yang ada dan kekuatan dalaman mampu menghasilkan natijah kompetensi yang cemerlang.

RUMUSAN DAN CADANGAN

Berasaskan lima topik perbincangan di atas, pengkaji merumuskan bahawa kerangka W-PASKi sangat sesuai dilaksanakan dalam pembangunan modul latihan dalam konteks keperluan kepegawaian negeri Kelantan yang telah menjadikan Islam sebagai dasar pentadbiran. Malah pasukan pembangunan modul dan kejurulatihan bersetuju bahawa ia adalah identiti dan teras ilmu bagi sasaran peserta. Mana-mana modul yang dibangunkan tanpa teras ilmu W-PASKi akan dilihat kelompongan dalam strategi dan objektif latihan.

Bagaimanapun hasrat pelaksanaan latihan ini masih dalam peringkat awal pembangunan. Ia perlu kepada modul-modul baharu untuk diuji keperluan dan keberkesanan kepada peserta dan menarik minat majikan untuk pekerja-pekerja mereka.

KESIMPULAN

Pelaksanaan sesuatu latihan yang berkesan bergantung kepada sejauh mana keupayaan sesuatu modul dibangunkan bermula dari analisis keperluan, pemilihan peserta sehingga penilaian keberkesanan pelaksanaannya. Gabungan melibatkan pelbagai strategi dalam pembangunan modul sehinggalah pengajaran latihan telah memberikan impak berkesan kepada mana-mana kursus latihan yang telah dilaksanakan.

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EXPLORING THE EFFECTS OF *ISU-ISU KONTEMPORARI MUSLIM DI MALAYSIA* COURSE TOWARDS MEDICAL & HEALTH SCIENCES UNDERGRADUATES

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ABSTRACT

Isu-isu Kontemporari Muslim di Malaysia (ISKOM) is a course introduced in Universiti Kuala Lumpur for its students that provides knowledge related to contemporary issues surrounding the Muslim community in Malaysia. The history and development of Islam, as well as ideologies and beliefs that influence Muslims, are also explored in this course. Modern and contemporary issues related to consumerism, family and societal institutions, science and technology, along with the future of Islam and its implications, are clarified with reference to divine revelations and current realities are also discussed in this course as an extension to what undergraduates learned prior to their university lives. This research investigates the impact of the *Isu-Isu Kontemporari Muslim di Malaysia (ISKOM)* subject on medical and health sciences undergraduates and aims to assess how these subject influences student's understanding of societal, cultural, and ethical issues from an Islamic perspective, and how it informs their professional development in the medical and healthcare sectors. A total of 130 students participated in the research by completing a questionnaire designed to assess their perception of the subject's impact on their academic and professional development. This study is descriptive in nature and uses a questionnaire instrument with a four-point scale that caters to all topics in the course to measure the effects of the course towards the students as future medical practitioners. The results show that the course significantly contributes to students' awareness of how Islamic teachings can guide decision-making in medical and ethical contexts. Students' responses also reflect varying opinions on contemporary issues like vaccine acceptance and cosmetic procedures, revealing a range of interpretations of Islamic principles. By highlighting these intersections, the study provides deeper insights into the diverse cultural and religious landscape of Malaysia, fostering greater appreciation and respect for different perspectives within the Muslim community.

Keywords: *Isu-Isu Kontemporari Muslim di Malaysia*

INTRODUCTION

The course of *Isu-Isu Kontemporari Muslim di Malaysia (ISKOM)* is a key element of Universiti Kuala Lumpur's curriculum for students in various disciplines, including medical and health sciences. This subject provides an in-depth exploration of contemporary issues faced by the Muslim community in Malaysia, offering students the opportunity to connect Islamic teachings with modern realities. As Malaysia is a multicultural and multi-religious nation, it is crucial that students, especially those in healthcare, are equipped with the knowledge and tools necessary to navigate these complexities while maintaining their Islamic values. The course covers a wide range of topics such as the history and development of Islam in Malaysia, ideological influences, and the societal challenges Muslims face today. Specific themes include consumerism, family dynamics, the role of science and technology, and how Islam shapes and responds to these issues. It aims not only to prepare students for professional challenges but also to instill in them a holistic understanding of how Islamic concepts can be applied throughout their lives.

For medical and health sciences students, ISKOM serves as more than just a theoretical exploration of contemporary Islamic issues. The course is designed to impact their academic journey and professional development by helping them engage with real-world medical and ethical dilemmas. Topics such as

bioethics, vaccine acceptance, and the ethics of cosmetic procedures are examined through the lens of Islamic teachings, allowing future healthcare practitioners to better understand the ethical implications of their work in a culturally and religiously diverse environment. However, the importance of ISKOM extends beyond the professional realm. One of the primary objectives of the course is to shape students into holistic individuals who can apply Islamic values in all areas of their lives, not just in their careers. The course is structured to promote the development of ethical and moral consciousness, encouraging students to lead lives guided by principles of justice, compassion, and responsibility. Through its comprehensive curriculum, ISKOM fosters personal growth and social responsibility, helping students to become balanced individuals who can contribute positively to society.

Course Structure and Learning Outcomes

The ISKOM course has been crafted thoroughly with thorough objectives that encompass contemporary Islamic affairs in Malaysia. There are six main chapters that cover the emerging concerns of the Muslim's in the modern world which includes:

1. History of Islam and its development within Malaysia

This deals with the spread of Islam in the Malay Archipelago, its contribution in political, social and education fronts, and its constitutional status in Malaysia. This is vital in people's understanding about the rise of such issues in the contemporary age.

2. Islam in the context of today's beliefs and myths

In this section, various ideologies that are pro and anti-Muslim are examined. Misconceptions about Islam are also addressed, and students are armed with the requisite knowledge to challenge such errant beliefs.

3. Halal Industry and Islamic Consumerism

Muslim consumerism is one of the main themes in Islamic talk today. The class consider the ethics of consumption in Islam, touching upon themes such as the growing of halal industry in Malaysia and globally, Islamic Banking; administration of an Inheritance Property and how this relates to new economic orders.

4. Family and Societal Issues

This chapter explores family structures, marriage, gender relations and social responsibilities in the Muslim community. It analyzes the evolution of the family structure in our society.

5. Problems of Science and Technology

In short, the fast progress of science and technology raises new difficulties to Muslims specifically in medical ethics, biotechnology and information technology. In the next section of the course examines topics like organ transplantation and cosmetic surgeries and ethical concerns about these innovations from an Islamic point of view.

6. Muslims and Future Challenges

The last thematic area is about the future challenges faced by the community, raising questions about globalization, sustainability and good governance. These are the tools that will help our students better navigate future uncertainties, while always being rooted to their Islamic values.

One of the most significant impacts of ISKOM course is its role in fostering holistic human development. The curriculum is designed to equip students with not only professional skills but also personal and ethical insights that will guide them throughout their lives. According to the course learning outcomes (CLOs), students are expected to:

CLO1: Understand the history and development of Islam and the challenges faced by the Muslim community in Malaysia.

CLO2: Analyze contemporary issues in various aspects of life from an Islamic perspective.

CLO3: Apply a balanced Muslim approach to addressing current and future challenges.

These objectives reflect the course's broader aim: to prepare students to integrate Islamic principles in their decision-making processes, both in their careers and personal lives. For medical and health sciences undergraduates, this means being able to approach complex healthcare scenarios, such as ethical dilemmas in patient care, with a balanced and principled Islamic framework. However, the course also emphasizes that these principles should extend beyond professional settings, guiding students to become compassionate, ethical individuals who contribute positively to society.

In conclusion, the *Isu-Isu Kontemporari Muslim di Malaysia* course plays a crucial role in shaping the academic, professional, and personal development of medical and health sciences undergraduates. By providing a deep understanding of contemporary Islamic issues and equipping students with ethical frameworks rooted in Islamic teachings, the course ensures that they are prepared to handle the complexities of modern life. The impact of this subject goes beyond medical and healthcare contexts, fostering holistic human development that encourages students to apply Islamic principles throughout their lives, both professionally and personally.

LITERATURE REVIEW

The integration of Islamic education into various curricula, including health sciences, has been explored across different educational levels and cultural contexts. These studies reveal the influence of Islamic teachings on students' behavior, social interactions, and religiousness. A recurring theme is the role of Islamic education in fostering moral conduct and shaping social and personal development. A study by Sidek et al. (2018) investigates the impact of Islamic Shariah Education (PSI) on secondary school students' social interactions. This research highlights that while students exhibit a high level of understanding of Islamic principles, their appreciation of these teachings is moderate. The findings suggest that PSI has been effective in guiding students' interactions within the framework of Islamic values, yet there remains room for improving the depth of its impact on daily behavior. This points to the potential for Islamic teachings to influence students not just in moral understanding, but in lived practice a factor that could be relevant to undergraduates in medical and health sciences.

Kristianty (2019) examines the effect of Islamic education on students' social behavior, focusing on the intersection between Islamic moral teachings and students' actions in both school and society. The study demonstrates a strong relationship between Islamic education and positive social behavior, indicating that such education plays a vital role in shaping students' conduct. This is achieved through promoting good behavior and nurturing a sense of responsibility in religious practices. The implications for undergraduates, especially in health sciences, suggest that Islamic education might cultivate both personal discipline and ethical behavior, which are crucial in the medical field. Zurqoni (2018) further assesses the learning outcomes of Islamic education and its impact on students' religiousness in Islamic universities. His findings indicate a significant contribution of Islamic education to increasing students' religious commitment, particularly in the areas of belief (aqidah), religious practice (shari'a), and moral conduct. The study underscores the importance of structured religious education in reinforcing the spiritual and moral foundation of students, which is vital for those pursuing careers in fields that demand ethical sensitivity, such as health sciences.

Finally, Barkindo et al. (2022) address the challenges of teaching Islamic studies in Nigerian primary schools, noting the lack of qualified teachers and insufficient resources as major barriers to effective education. Despite these obstacles, the study advocates for a more structured and resource-backed curriculum, emphasizing the need for continual teacher training and curriculum development. This aligns with the challenges faced in higher education, where the quality and delivery of Islamic education

can significantly impact students' overall educational experience and its relevance to their professional fields. In conclusion, these studies suggest that Islamic education has a profound influence on students' social and moral development across different educational contexts. The integration of Islamic teachings into subjects such as those in health sciences could potentially foster not only academic growth but also the development of ethical and socially responsible professionals. This literature review provides a foundation understanding of how Islamic education can influence medical and health science undergraduates, especially in contemporary Muslim contexts like Malaysia.

RESEARCH METHODOLOGY

This study employed a quantitative approach through a structured questionnaire distributed via the Microsoft form platform. The questionnaire was designed to explore the effects of the *Isu-Isu Kontemporari Muslim di Malaysia* subject on medical and health sciences undergraduates. The online format was chosen for its accessibility, enabling a broader reach to students across various faculties. The survey was disseminated electronically, ensuring a quick and efficient response collection process while also minimizing the need for in-person interaction, which could introduce bias or inconvenience.

The questionnaire was divided into two primary sections. Part A focused on demographic data, gathering basic information about the respondents, such as their faculty, age, and gender. This data was crucial for segmenting the respondents to analyze the potential differences in perceptions based on these variables. Part B contained Likert-scale questions ranging from Strongly Agree to Strongly Disagree, targeting specific topics like the impact of the subject on students' character development, personal growth, and their understanding of contemporary Muslim issues in Malaysia. This section also evaluated students' awareness of the societal implications of Muslim issues and their ability to critically analyze them.

A total of 131 undergraduate students from the Faculty of Pharmacy and Health Sciences (FPHS) and the Faculty of Medicine (FOM) participated in the survey. The sample was diverse, with participants' ages ranging from 19 to 25 years and older. Gender distribution was significantly skewed, with 107 female respondents and 24 male respondents, reflecting the typical gender distribution in health sciences faculties. All respondents had taken the course *Isu-Isu Kontemporari Muslim di Malaysia* during their undergraduate studies, ensuring that their responses were informed by direct engagement with the subject.

The questionnaire comprises of 3 items of their demographic profile, 3 items on their ability to apply the knowledge on their lifestyles and 30 items of all 5 chapters of the course. The questionnaires were distributed over a period of several weeks to allow for ample response time. Participants were provided with a link to the Microsoft Form via email and other communication platforms used by the university. The online questionnaire took an average of 7 minutes to complete, allowing for a convenient and time-efficient process. Respondents were informed that their participation was voluntary, and they were assured that their responses would remain anonymous. Upon completion of data collection, responses were downloaded and analysed using SPSS (Statistical Package for the Social Sciences) software version 28.

Descriptive statistics, such as mean, and normality test were used to summarize the data. Additionally, Pearson's Correlation Coefficient analysis was conducted to explore relationships between variables, that is the students' knowledge with the subject and their reported ability to critically apply the information to their daily lifestyles accordingly to the current contemporary Muslim issues. This methodology, combining a comprehensive questionnaire with a well-defined data analysis process, allowed for a thorough exploration of the research question, providing insights into how the subject *Isu-Isu Kontemporari Muslim di Malaysia* influences the academic and personal development of medical and health sciences students.

RESEARCH OBJECTIVE

The course *Isu-Isu Kontemporari Muslim di Malaysia* plays a pivotal role in shaping the academic and personal growth of medical and health sciences undergraduates. This subject introduces students to contemporary Muslim issues, offering them a deeper understanding of how Islamic principles intersect with modern societal challenges.

By focusing on character development, critical thinking, and ethical decision-making, the course equips students with the knowledge needed to navigate complex professional and personal contexts. Based on this framework, the following research objectives are established:

1. To determine the contribution of *Isu-Isu Kontemporari Muslim di Malaysia* subject to the personal and moral development of medical and health sciences undergraduates, fostering ethical awareness and guiding their character formation.
2. To evaluate the extent to which the subject enhances students' critical thinking skills and deepens their knowledge of contemporary Muslim societal issues, enabling them to apply Islamic principles to both professional and personal contexts.
3. To assess the relationship between knowledge gained from the *Isu-Isu Kontemporari Muslim di Malaysia* subject and students' ability to apply Islamic teachings in addressing real-world healthcare challenges, such as ethical decision-making in medical practices.

FINDINGS

Demographic Factors of the Respondents

This section reports the background analysis of the respondents, which includes gender, age, and faculty enrolled. The method of frequency and percentage was used to analyze the respondents' background. The analysis of the study's background data is as shown in Table 1.

Table 1: Distribution of the Number and Percentage of Respondents by Gender

Gender	Number (N)	Percentage (%)
Male	24	18
Female	107	82
Total	131	100

Table 1 shows the distribution of the number and percentage of respondents by gender. The total number of respondents is 130. Of this total, 23 respondents (18%) are male, while 107 respondents (82%) are female.

Table 2: Distribution of the Number and Percentage of Respondents by Age

Age	Number (N)	Percentage (%)
19 – 20 years old	65	49.6
21 – 22 years old	37	28.2
23 – 24 years old	23	17.6
25 years old and above	6	4.6
Total	131	100

Table 2 shows the distribution of the number and percentage of respondents by age. Based on the data, 65 respondents (49.6%) are 19-20 years old, 37 respondents (28.2%) are 21-22 years old, 23 respondents (17.6%) are 23-24 years old and the remaining 6 respondents (4.6%) are of 24 years old and above.

Table 3: Distribution of the Number and Percentage of Respondents by Faculty

Faculty	Number (N)	Percentage (%)
Faculty of Pharmacy and Health Sciences	83	64
Faculty of Medicine	47	36
Total	131	100

Table 3 shows the distribution of the number and percentage of respondents by faculty. of this total, 83 respondents (64%) are from Faculty of Pharmacy and Health Sciences studying Bachelor of Pharmacy, Bachelor in Pharmaceutical Technology and Bachelor in Physiotherapy. while 47 respondents (36%) are from Faculty of Medicine studying in Bachelor of Medicine and Bachelor of Surgery (MBBS) program.

This study found that the course *Isu-Isu Kontemporari Muslim di Malaysia* has developed and foster the ethical awareness, personal and moral development of the medical and health sciences undergraduates. It was proven that the course has eventually helped the undergraduates to comprehend the cultural and societal implications in regard to the contemporary Muslim issues in the country and expand their awareness and hence allowed them to critically analyzed issues related to this matter. This can be presented below in Table 4.

Table 4: Item 5 - Please rate the extent to which you agree or disagree with the following statements based on your experience with the subject.

Statements	SD	D	A	SA
The subject has not helped me understand the cultural and societal implications of contemporary Muslim issues in Malaysia	76(58%)	44(33.6%)	4(3.1%)	7(5.3%)
The subject has no effects my awareness of contemporary Muslim issues in Malaysia.	72(55%)	54(41.2%)	2(1.5%)	3(2.3%)
The subject has enhanced my ability to critically analyze issues related to contemporary Muslim issues in Malaysia	2(1.5%)	5(3.8%)	59(45%)	65(49.6%)

**SD = Strongly disagree, D = Disagree, A = Agree, SA = Strongly agree

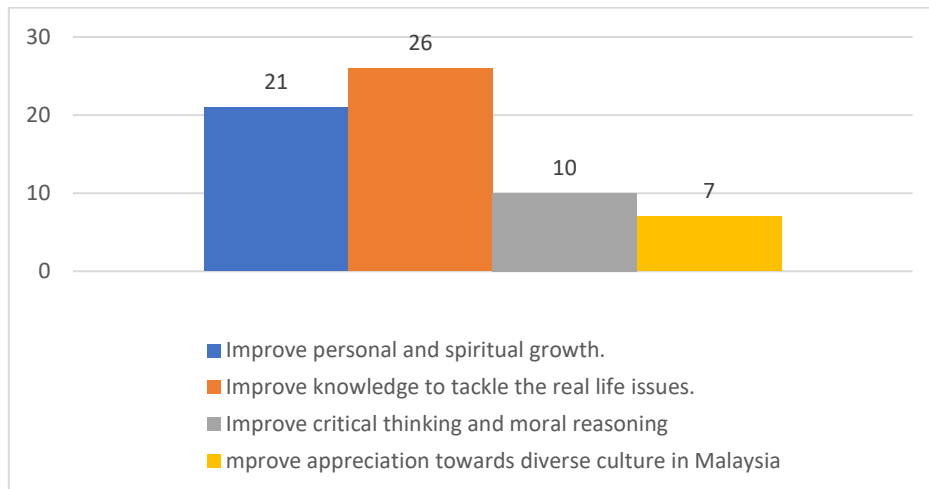
The course *Isu-Isu Kontemporari Muslim di Malaysia* had found to positively impact ethical behaviour and moral values of the undergraduates, enhances my understanding and tolerance towards diverse cultural and religious perspectives and promotes my critical thinking and reflection on Muslim contemporary societal issues.

Table 5 : Item 6 - How important do you think studying *Isu-Isu Kontemporari Muslim di Malaysia* course for your character development?

Statements	SD	D	A	SA
This subject does not give any impact on my ethical behavior and moral values.	64(48.9%)	55(42%)	8(6.1%)	4(3.1%)
This subject enhances my understanding and tolerance towards diverse cultural and religious perspectives.	0(0%)	1(0.8%)	57(43.5%)	73(55.7%)
This subject promotes my critical thinking and reflection on Muslim contemporary societal issues	0(0%)	3(2.3%)	45(45%)	52.7(49.6%)
I think my knowledge on Muslim contemporary issues is sufficient for me.	12(9.5%)	51(38.9%)	60(45.8%)	8(6.1%)

This study also revealed that the course has eventually contributed positively towards the students' personal growth and development. This can be seen from the open-ended answers provided in the questionnaire distributed to the participants. The responses were obtained from 64 respondents and arranged into thematic phrases and the results were tabulated below:

Table 6: Item 7 - In your opinion, how does studying *Isu-Isu Kontemporari Muslim di Malaysia* contribute to your personal growth and development?



19.8% (n=26) respondents mentioned that the course had improved their knowledge to tackle real life issues among Muslims community in Malaysia. Another 16% (n=21) respondents believed that the course improves personal and spiritual growth while the remaining 7.6% (n=10) and 5.3%(n=7) believed that the course improves other factors like critical thinking, moral reasoning and appreciation towards diverse cultures in Malaysia.

Table 7: Correlation between knowledge gained from the *Isu-Isu Kontemporari Muslim di Malaysia* subject and students' ability to apply Islamic teachings in their life.

Correlations

		Meanscore_knowledge	meanscore_ability
Meanscore_knowledge	Pearson Correlation	1	.413**
	Sig. (2-tailed)		<.001
	N	131	131
meanscore_ability	Pearson Correlation	.413**	1
	Sig. (2-tailed)	<.001	
	N	131	131

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

A Pearson Correlation was conducted to investigate whether there is any relationship between knowledge gained from the *Isu-Isu Kontemporari Muslim di Malaysia* subject and students' ability to apply Islamic teachings in their life and addressing real-world healthcare challenges. Table 7 reveals that there is a moderate correlation (r=.41) between the respondents' knowledge and their ability. The correlation is significant at 0.01 level. From this table, it can be concluded that as the knowledge increases, the ability to apply Islamic teachings in life among the respondents also increases.

DISCUSSION AND CONCLUSION

Based on the findings gathered from the research, it can be concluded that overall, the undergraduates are experiencing positive effects after studying *Isu-Isu Kontemporari Muslim di Malaysia* course. The subject has touched all the important elements in Islamic teachings, where even some students may have learnt about it during their primary and secondary years, to learn the course when they have reached a certain maturity age may have improved their comprehension and eventually expand their ability to become better Muslims dealing with everchanging issues in their lives.

This result indicates that the students really enjoy the course and learning this has made them feel amazing and liberating as they can critically solve modern problems and solve misunderstandings in the society. Topics like fara'id and marriage are common to be discussed in usual Islamic teachings. However, a more distinguished topics and issues such as Issues like halal industry and Islamic financing and consumerism like forex or bitcoins are more current and need modern and contemporary approaches and discussions which have been applied in the course especially in a community with diverse culture and races in Malaysia.

Overall, it can be stated that there is a correlation between their knowledge of contemporary Muslim issues and their ability to apply it in their daily lives. *Through Isu-Isu Kontemporari Muslim di Malaysia*, students can differentiate between reality and misconceptions, valid and invalid arguments, and between evidence and examples that support a viewpoint. These skills are essential in Islamic education, as many key concepts and principles, especially in the area of 'aqidah and fiqah, are often misunderstood.

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THE RELEVANCE AND IMPACT OF THE 'PENDIDIKAN ISLAM, MORAL DAN ETIKA (PIME)' CURRICULUM

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ABSTRACT

This study aims to assess the relevancy of the PIME curriculum that is offered to INTEC Education College that comprises of pre-university, professional accountancy and diploma programs students. In facing the rapid globalisation, technology without boundaries and the increase of social interaction, there is a need to support students' growth and development beyond academics. This includes shaping a strong personality and character based on Rabbani, Madani, and Karamah Insaniah values. As a result, a study involving 141 respondents was conducted to examine the extent to which the PIME curriculum influences the students' attitudes, values and character as well as to identify the challenges of its implementation. The finding shows that 86% of the respondents agree that the PIME curriculum is relevant, comprehensive, effectively integrating ethical values, communication and critical thinking skills and thus support the personal and academic growth of the students. With highest response, 83% respondents found that PIME curriculum gives a significant effects towards students' character, moral values and ethics development. The respondents also appreciate the benefits obtained from the subject such as the knowledge of religious diversity, teamwork and its application in real life. Though the findings in general shows that PIME curriculum has successfully shaped students' soft skills, there is an aspect that can still be refined in the future such as encouraging the insightful discussion from the perspective of religion and ethics. In conclusion, comprehensive approach towards this curriculum has an impact on students' personality which results them to be a responsible individual with good social network.

Keyword: *Pendidikan Islam, Moral dan Etika (PIME), curriculum relevancy, curriculum impact, Karamah Insaniah, Rabbani, Madani*

INTRODUCTION

As an education institution that acts as a preparation centre for overseas studies as well as offers Diploma Programs, and Professional Accounting Programs, INTEC Education College (INTEC) believes that every individual has the potential to grow intellectually, spiritually, and emotionally. The development of this potential aims to produce future graduates who can contribute to personal growth, knowledge advancement, and the progress of the nation. Therefore, a curriculum called Pendidikan Islam, Moral, dan Etika (PIME) offered to students at INTEC is aligned with a holistic and high-quality curriculum framework. This approach has significantly contributed to personality and character development that encompasses the values of *Rabbani, Madani, and Karamah Insaniah*.

The PIME curriculum at INTEC includes foundational principles of Islam (*akidah, ibadah, and akhlak*), the historical background of religions in Malaysia (Islam, Hindu, Buddha, and Christianity), as well as the understanding the development of ethics, and morals from both Islamic and Western perspectives. Students are also encouraged to engage in an academic discussion on the issues that are faced by the society today.

Table 1: List of Subjects and Programme

Subject & Code	Programme
CTIS10/MPU2323: Fundamental of Islam (for Muslims students)	A-Level, Diploma, and ACCA-FIA.
CTIS11: Introduction to Islamic Studies (for Muslims students)	Korean and Japanese Preparatory.
CTIS22: Ethics & Humanities Studies	SACE and ADTP
CTES20/MPU2333: Moral & Ethics Education (for non-Muslims students)	Diploma, Korean and Japanese.
CTES10: Introduction to Theology & Philosophy	ADTP, Korean and Japanese Preparatory.
CTES11: World Religion	ADTP

The inclusion of PIME subject at higher education level is in line with the Malaysia Higher Education Action Plan 2022-2025, which aims to enable students to focus on improving their quality and performance through six pillars. This includes ethics and spirituality aimed at developing students who are ethically and morally grounded, and who are loving, caring, and committed to the sustainable development and a healthy lifestyle (Dasar Pendidikan Kebangsaan 2022-2025). Similarly, the National Education Policy also emphasizes that one of the Ministry of Education's strategies is to strengthen education in spirituality, morals and discipline. This illustrates that education at both primary and higher levels stresses on the development of spiritual, morals, and ethical values, with their implementation integrated into every aspect of education and teaching (Pelan Tindakan Pendidikan Negara 2022-2025).

MORAL & ISLAMIC EDUCATION

Islamic education is defined as a process of teaching and learning based on Islamic teachings that aims to develop a holistic individual based on Islamic principles. According to Kamarul and Ab. Halim (2019), this education is not only focuses on academic aspects but also encompasses several important dimensions to ensure a balanced individual's personal development. One of the most important aspects in Islamic education is *Tarbiyah*, which refers to the process of individual preservation and education. *Tarbiyah* stresses on the development of morals and ethics, which are in tandem with intellectual growth. According to Shah (2008), *Tarbiyah* is an important element in ensuring that an individual is not only excellent in terms of knowledge but also possesses good morals. This holistic approach in Islamic education promotes physical, intellectual, emotional and spiritual development of individuals fostering balanced and comprehensive growth, where each aspect of life receives equal attention. In general, Islamic education is a lifelong continuous process that integrates religious values in every aspect of life. It aims to guide individuals to become responsible member of society who are ethical and possess noble character (Kamarul&Ab. Halim, 2019). This process makes Islamic education not only about academic teaching but also a comprehensive approach that shapes individuals' life from multiple perspectives.

On the other hand, Moral education is a program that educates students to become moral individuals or those of noble character by focusing on aspects of cognitive and emotional development, as well as promoting good and ethical behaviors. Moral education in schools focuses on nurturing students' spirituality and moral strengths through the appreciation and practice of good values found in the religions, traditions, and customs of various ethnic groups in this country. As a result, students are able to develop a guide that influences them to become individuals with a noble character, morally and socially responsible for all their decisions and actions (Ronald Deen, 2014). This aligns with Moral Education Standard Curriculum, which aims to shape individuals of noble character and integrity who can contribute to the peace and stability of both the nation and the global society (KPM, 2000). Moral education also encompasses a broad educational concept aimed at nurturing morals and ethical values

in individuals. It includes principles, values and noble qualities that are regarded as good and align with universal norms for individuals and society. Moral education may be secular and can be inspired by religious teaching, cultural traditions, or the philosophical perspectives of the individuals who instil the noble qualities such as honesty, responsibility, respect and other ethical values. Thus, the Moral education subject plays an important role in shaping individuals of moral and ethical character.

According to Vishalache Balakrishnan (2022), the implementation of Moral and Islamic education as the core subjects in primary and secondary schools aims to instil noble values that can be applied in their life, for instance volunteerism and acceptance to diversity. These subjects are important in moulding Malaysians based on the values along with leadership skills and universal principles such as integrity, compassion and justice, which influences in their ethical decision making. It also promotes greater acceptance towards diversity of race, religion, and ethnicity while helping in reducing corruption and crime. Ultimately, students are encouraged to practice these values in their daily lives.

RABBANI, MADANI AND KARMAH INSANIAH VALUES IN EDUCATION

Rabbani education emphasizes on individuals' development, that includes spiritual, morals, intellectual, and social aspects. In the modern Islamic education context, it refers to a curriculum that not only focuses on the mastery of academic knowledge, but also to the development of noble character and instilling of Islamic values. *Rabbani* education also emphasizes on the importance of integrating knowledge and faith. Students are also taught to observe the connection between the knowledge learned and Islamic teachings. This can be achieved through teaching that connects academic subjects with Islamic principles and encouraging students to apply their knowledge in religious and moral contexts. In addition, this holistic approach can help students to become well-rounded individuals, capable of facing life's challenges ethically and with wisdom (Anam, N, & Fikroni, M. R, 2020).

Madani education on the other hand integrates Islamic values such as respect, trustworthiness, and compassion in its curriculum. This approach aims to foster the spirit of unity and camaraderie among students from diverse background. By instilling humanitarian values into the learning process, *Madani* education shapes harmonious and mutual respect among the students while strengthening noble humanitarian principles (Aziz & Rusli, 2023). A research on the integration of *Madani* elements in the philosophy of education by M. Abdul Fattah Santoso (2024) outlines how *Madani* values such as courtesy, respect for differences, peaceful conflict management, autonomy and self-control as well as solidarity can be instilled in the philosophy of education. This research also emphasizes on integrating Islamic values into educational framework that produces quality individuals. Consequently, the integration ensures that the field of education plays its role in delivering fundamental Islamic values to produce a civilized Muslim community and nurture a responsible and ethical society.

Another significant value in education is *Karamah Insaniah*. In educational context, it refers to a concept that emphasizes respect for human dignity and the development of good morals through education. According to Mohd et al. (2023), *Karamah Insaniah* stems from the principle that every individual is a noble creature in the eyes of Allah, and education should aim to produce individuals who are civilized, possess integrity, and have a strong sense of identity. *Karamah Insaniah* is regarded as an outcome of the education provided by the educators that aims to produce individuals who are not only academically excellent but also morally and ethically. This includes the development of positive values, good manners and moral in students that consequently creating a harmonious and prosperous society (Mohd et al., 2023).

LITERATURE REVIEW

This literature review will focus on the importance of the subjects of Islamic Education, the effectiveness of these subjects in character and personality development of students, other factors that also influence the development of character and personality, as well as the relationship between the offering of Islamic Education subjects at the school level and higher education level.

Islamic Religious Education (PAI) plays a crucial role in shaping the moral and ethical values of Muslims. In this context, PAI serves as the main pillar that underpins individual behaviour and actions, while influencing the social norms accepted by society. This education goes beyond delivering religious knowledge; it also shapes the character and behaviour of the individuals in line with Islamic values. Through the appreciation and internalization of Islamic teachings, individuals can cultivate moral awareness that acts as the basis for positive social interactions (Norlaila, 2019). PAI also serves as a medium for internalizing moral values that are contained in Qur'an and Hadith. This process involves deep understanding towards religious and its implementation in daily life. A research shows that individuals who receive quality religious education tend to develop higher moral awareness, which is reflected in their ethical and responsible behaviours (Fitriani Rahayu, 2019).

A research by Mazlyana Buhairi (2012) demonstrates a strong correlation between the effectiveness of Islamic education and the formation of an Islamic personality. The research explores the relationship between the impact of Islamic education and the development of Islamic character among the respondents, with these traits being reflected through the practice of *ibadah*, a sense of responsibility, trustworthiness and the application of acquired knowledge. This research also stresses on the importance of Islamic education in facilitating educational institutions to address issues related to moral decline among students. Regardless of whether it is delivered in a formal and informal setting, Islamic education indeed plays a crucial role in nurturing students into individuals with good and admirable personalities.

In addition, the development of students' character is influenced by the effectiveness of Islamic education. This is apparent in a research by Dasima Sidek et al. (2018), that focuses on the effectiveness of Shariah Islamiah Education (PSI) subject in addressing social interaction issues among secondary school students. The objective of the research is to identify whether the issues originate from ineffective PSI learning or other factors that contribute to the violation of moral boundaries among students in their interactions. The finding of the research indicates that PSI is effective in guiding students' interaction in their daily lives, demonstrating a positive impact on their behaviour.

On the other hand, Ihsan Dacholfany (2019) asserts that PAI also acts significantly in cultivating noble characters such as honesty, responsibility, and empathy. Through this education, individuals are thought to understand the importance of ethics and morals in their social interactions. PAI addresses not only cognitive but also affective and psychomotor domains, which in general contribute to the development of ethical and moral individuals (Ihsan Dacholfany, 2019). This aligns with the principles of *Rabbani* education that emphasizes on the character and moral development. In modern Islamic education, this is reflected in the teaching values such as honesty, justice, and empathy. Through programs that emphasizes on character development, students are guided to apply these values in their daily lives, resulting them to excel not only academically but also as individuals of integrity (Anam, N., & Fikroni, M. R., 2020)

PAI has a significant impact in shaping individuals' character and behaviour as a foundation for moral support. By internalizing religious values, individuals are able to positively contribute to the society and help to foster a more ethical and moral environment. A research by Sitti Romlah and Rusdi Rusdi (2023) indicates that societies with strong religious education tend to have lower crime rates and harmonious social relationships. Therefore, it is crucial to continuously assess and develop relevant and

adaptive Islamic education curriculum to ensure its relevance and effectiveness in cultivating ethical and moral individuals (Sitti Romlah & Rusdi Rusdi, 2023)

From another perspective, the development of students' character and personality is also shaped by few factors. For instance, a systematic and organised class management plays a vital role in developing moral values among students. Syamsul Ariffin (2022) investigates how efficiency in teaching managements in Islamic education influences students' characteristics by emphasizing its positive impacts towards the development of moral principles and the implementation of organized education practices. The research found that an organized approach in Islamic education teaching management significantly improves students' moral development, both in classroom and curriculum activities. In brief, this research highlights the significant relationships between teaching management practise and students' moral development, as well as structured teaching methods that foster positive values among younger generations.

Another factor identified is the learning techniques employed through Self-Directed Learning Strategies in Islamic education, such as memorizing the Quran, reviewing films, and discussing current issues related to religious values, ethics, and morals empower students to take an active role in their moral development within the context of Islamic education. This learning strategy is also recognized as a pioneering effort in fostering *Karamah Insaniah* among students. It helps students to be honest and disciplined in completing their tasks, responsible in their teamwork, and to think critically in solving problems while maintaining ethical standards in their use of technology. This is supported by Khairunnisa A. Shukor et al. (2013), who highlights potential connections between strategic self-directed learning in Islamic education and the appreciation of moral values among students.

The understanding and influence of the Islamic education subject should be broadened to other higher education institutions. Fariza Md. Sham et al. (2015) assess the effectiveness of Islamic education on the Islamic practices of students at Politeknik Ungku Omar (PUO), focusing on their levels of *akidah*, *ibadah*, and ethics. The results show that Islamic education subject has positive impacts on PUO students – with 100% in *aqidah*, 94% in *ibadah*, and 96% in *akhlak*. This research also emphasizes on the importance of taking proactive measures to conduct further studies related to the effectiveness of Islamic education in other polytechnic and higher education institutions.

It is also essential to strengthen the system and structure of the Islamic education curriculum at the higher education level. Nor Hayati Fatmi Talib et al. (2018) evaluate the level of understanding of Islamic education among first-semester polytechnic students and analyse the relationships between this knowledge and students' moral appreciation. The finding indicates high level of knowledge in Islamic education with average score for *iman*, *syariah*, *muamalat* and moral appreciation ranging from 4.29 to 4.41 out of 5, signifying strong understanding. Additionally, the research found strong relationship between knowledge and moral appreciation. This finding suggests that there is a need for Islamic education in polytechnic education to be specifically improved, and generally to other educational institution. This enhancement should focus not only on moral appreciation but also on strengthening the moral values and behaviours of students, emphasizing the application of practical knowledge in daily lives.

In conclusion, Islamic and Moral education serve as the effective mediums for fostering *Karamah Insaniah* values among students in higher education. Albert and Arman Husni (2023) in his research asserts that the integration of Islamic values into PAI subject able to help students nurture and enhance their interpersonal skills, which are important for effective communication and interaction in various context, as well as potentially improve their career prospect. This is based on the paradigm that education should not only focus on achieving good grades in examinations but also guides students in internalizing noble values for the development of soft skills. Therefore, incorporating soft skills into Islamic education is essential for helping students to foster and refine their skills, particularly in their interactions and the effective application of noble values. The development of soft skills through PAI

provides long-term benefits, equipping students with essential tools for success in both their future career and personal lives. Ultimately, this produces balanced individuals who can contribute positively to the society (Albert & Arman Husni, 2023)

Additionally, these Islamic and moral education subjects can improve the soft skills among students at higher level by promoting good values, and positive behaviours, ultimately promoting goodness and yielding numerous benefits. Islamic teachings adopt a holistic approach in fostering virtuous behaviours among Muslims. Aries Musnandar and Abdillah Ubaidi (2022) state in their research that relevant soft skills are crucial for producing competent individuals, as Islamic values can effectively shape these soft skills, promoting a comprehensive approach to both individual and societal development.

RESEARCH METHODOLOGY

This quantitative study employs a survey design and utilizes a non-probability sampling method, as the aim is not to generalize the findings to the entire population. Instead, the study takes a descriptive approach, intending to provide an initial overview of the relevance and impact of the PIME curriculum. The survey consists of 141 respondents from INTEC Education College, including pre-university, diploma, and professional accounting students, all of whom have taken PIME subjects according to their respective program structures.

The study used Google Form questionnaire comprising 30 questions, divided into four sections: Section A focuses on demographics, gathering information such as age, study program, field of study, and subjects taken; Section B contains 11 items related to the relevance of the PIME curriculum; Section C includes 14 items concerning the impact of PIME subjects on students; Section D features four open-ended questions - Suggestions for Improvement. The evaluation of statements in section B and C is rated using 5-point Likert scale, as shown below:

Table 2: 5-point Likert scale

Scale	Level of Agreement
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

The data collected through the survey instrument were then descriptively processed (average score and standard deviation) using SPSS (*Statistical package for social sciences*) version 19.0. Mean score interpretation scale as recommended by Feldman & Sanger (2007) divides the descriptive statistical findings into five categories, as shown in Table 3 below:

Table 3: Mean Score Interpretation Scale

Mean Score	Interpretation
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

Source: Feldman & Sanger (2007)

OBJECTIVES

In general, this study examines the impact of PIME curriculum on students. The study specifically addresses the following aspects:

1. The relevance of the PIME curriculum design.
2. The impact of the PIME curriculum on the development and shaping of a strong personality, character based on *Rabbani*, *Madani*, and *Karamah Insaniah* values.

FINDINGS

Data Analysis

Section A: Respondents' Background Analysis

Table 4: Respondents' Background

No.	Background	Categories	Frequency	Percentage
1	Gender	Male	54	38.3
		Female	87	61.7
2	Programme Enrolled	Professional Accountancy (ACCA, ACCA-FIA, ICAEW, CFAB)	82	58.1
		Pre-University (ADTP, A-Level, AUSMAT, Japanese & Korean Preparatory Programme)	53	37.6
		Diploma Programme (DBM, DIA, DIF, DPMG, DSHP)	6	4.3

The results of the data analysis showed the distribution of respondents (population) involved in this study as per Table 4. Out of 141 respondents, 54 (38.3%) were male, while 87 (61.7%) were female. As for programme enrolled, 82 respondents (58.1%) were from Professional Accountancy programme (ACCA, ACCA-FIA, ICAEW, CFAB), while 53 respondents (37.6%) were from Pre-University programme (ADTP, A-Level, AUSMAT, Japanese & Korean Preparatory Programme) and the remaining 6 respondents (4.3%) were from Diploma programme (DBM, DIA, DIF, DPMG, DSHP).

Section B: Relevance of the PIME Curriculum

From the aspect of Relevance of the PIME Curriculum, 5 questionnaire items were analysed. The results showed that, overall, the level of the PIME Curriculum is high, with an average score of 4.20 – 4.50 (standard deviation = 0.89 – 1.11). The detailed results are as follows:

Table 5: Level of Relevance of the PIME Curriculum

No	Item	Frequency (N = 141)					Mean	Standard Deviation	Interpretation
		1	2	3	4	5			
B01	Do you think the 'Pendidikan Islam, Moral dan Etika (PIME)' curriculum is relevant to your current program?	7	5	18	34	77	4.20	1.11	High
B02	Do you think the content of the PIME curriculum is applicable to real-life situations?	4	1	12	28	96	4.50	0.90	Very High
B03	Do you think the PIME curriculum addresses contemporary issues and challenges faced by students today (e.g., racial discrimination, mental health, peer influence, social media usage)?	4	4	11	40	82	4.36	0.95	Very High
B04	Does the PIME curriculum provide a comprehensive understanding of religious, moral, and ethical principles?	4	1	11	34	91	4.47	0.89	Very High
B05	Do you find the topics covered in the PIME curriculum relevant to the current socio-cultural context of Malaysia (e.g., religious beliefs, multi racial, societal interactions)?	4	7	6	41	83	4.36	0.98	Very High

Table 6: Relevance of the PIME Curriculum

Item	Frequency	Percentage
Strongly Disagree	23	3.26
Disagree	18	2.55
Neutral	58	8.23
Agree	177	25.11
Strongly Agree	429	60.85
Total	705	100.00

Based on Table 6, 85.96% of respondents responded that PIME Curriculum is well received for its relevancy and comprehensiveness.

Item 6 in Section B required the respondents to rate the following statement - “The PIME curriculum integrates with the other subjects you are studying”, through encouraging responsibility, promoting honesty and integrity, enhancing communication and cooperation with peers, fostering an open-minded approach, and emphasizing the verification of information sources. The results showed, in average, 70% of the respondents stated that PIME Curriculum is comprehensive in nature in integrating ethical values,

communication skill, and critical thinking in students' learning experiences. The alignment with other subjects demonstrates a comprehensive educational approach that supports both personal and academic development.

Section C: Impact on Students

In terms of Impact on Students, 13 questionnaire items were analysed. The results showed that, overall, the level of impact of the PIME Curriculum on respondents is high, with an average score of 4.11 – 4.35 (standard deviation = 0.89 – 1.05). The detailed results are as follows:

Table 7: Level of Impact on Students

No	Item	Frequency (N = 141)					Mean	Standard Deviation	Interpretation
		1	2	3	4	5			
C01	The PIME curriculum influenced my personal attitudes and values (e.g., respect, empathy, kindness)	4	3	14	49	71	4.28	0.93	Very High
C02	The PIME curriculum contributed to shaping my character based on religious principle values.	3	4	12	46	76	4.33	0.90	Very High
C03	The PIME curriculum contributed to shaping my character based on attitudes and values.	4	6	12	37	82	4.33	0.99	Very High
C04	The PIME curriculum contributed to shaping my character based on soft skills values.	3	5	23	36	74	4.23	0.98	Very High
C05	The PIME curriculum influenced my sense of moral responsibility.	4	2	11	51	73	4.33	0.90	Very High
C06	The PIME curriculum helped me to better understand and practice ethical decision-making in my daily life.	4	5	12	44	76	4.30	0.97	Very High
C07	The PIME curriculum impacted my interpersonal relationships with everyone.	4	7	18	48	64	4.14	1.01	High
C08	The PIME curriculum influenced my understanding and appreciation of cultural and religious diversity.	3	3	13	44	78	4.35	0.89	Very High
C09	The PIME curriculum enhanced my commitment to	4	4	18	42	73	4.25	0.98	Very High

	community contribution and social responsibility.								
C10	I find that the PIME curriculum has encouraged me to reflect more deeply on my own beliefs and values.	3	6	13	42	77	4.30	0.95	Very High
C11	The PIME curriculum equipped me with the skills to resolve ethical dilemmas in real-life situations.	4	5	15	47	70	4.23	0.97	Very High
C12	The PIME curriculum foster a sense of integrity and honesty in its students.	4	3	13	42	79	4.34	0.94	Very High
C13	I feel more confident in leading by example (role model) after taking the PIME curriculum.	4	7	35	38	67	4.11	1.05	High

Table 8: Impact on Students

Item	Frequency	Percentage
Strongly Disagree	48	2.62
Disagree	60	3.27
Neutral	199	10.86
Agree	566	30.88
Strongly Agree	960	52.37
Total	1833	100.00

Based on Table 8, 83.25% of the respondents agreed that PIME Curriculum had effectively influenced their moral and ethical development, where majority of the respondents acknowledged its role in shaping their character and values.

Item 14 in Section C also required the respondent to rate the following statement - “The PIME curriculum helped students to develop skills”, through teamwork, leadership, critical thinking, communication, dan ethical decision making. On average, the results showed that 70% of the respondents revealed that PIME Curriculum is effective in developing various skills among themselves. The most frequent mentioned skills were teamwork, critical thinking, communication and ethical decision making, which clearly indicated that these skills are the main pillars of the curriculum. The emphasis on teamwork and ethical decision-making is in tandem with the goals of many professional and educational programme, which is to prepare students for collaborative and responsible roles in society.

Section D: PIME Curriculum’s Teaching Methods.

The final part in this questionnaire is an open-ended question about the PIME Curriculum’s Teaching Methods. The findings showed that majority of the respondents believed that a lecturer’s teaching method significantly contributed towards the effectiveness of the PIME Curriculum. Many of the respondents highlighted on interactive and engaging teaching methods such as group activities, problem-based learning as well as practical applications of the lessons learned.

To conclude, the results of this study suggest that the respondents value the interactive, practical and engaging teaching methods, particularly those emphasising real-life applications and a supportive learning environment. These methods are believed to enhance the effectiveness of the PIME Curriculum and at the same time promoting significant development in students' moral and ethical standards.

Data Finding

Overall, the findings show that PIME Curriculum at INTEC aligns with the educational concepts of *Rabbani, Madani* and the development of *Karamah Insaniah*. The curriculum successfully integrates several important aspects learned in the PIME subject with other subjects. Among the key aspects emphasized are:

- 1) **Character Development:** The PIME curriculum promotes honesty, integrity, responsibility, and teamwork. These values are recognized as foundational to the curriculum's impact on shaping students' moral and ethical behaviour.
- 2) **Skill Development:** The curriculum enhances critical thinking, communication, teamwork, and leadership skills. Ethical decision-making is frequently noted, highlighting its emphasis on moral judgment.
- 3) **Critical Thinking and Information Literacy:** The curriculum encourages students to acquire new knowledge with open-mindedness while stressing the importance of verifying information, thus fostering critical thinking and information literacy.
- 4) **Leadership:** Although mentioned less frequently, leadership is acknowledged as an important skill that the curriculum nurtures.

The most frequent elements mentioned are that the PIME curriculum encourages responsibility in completing assignments, promotes honesty and integrity in task execution, as well as improves communication and collaboration with peers. In addition, it fosters an open approach to acquiring new knowledge while stressing on the importance of verifying sources, aligning with the *Rabbani* principles that prioritize honesty and authenticity in the pursuit of knowledge.

The majority of respondents stress on the role of the PIME curriculum in promoting *Madani* values such as teamwork, mutual respect for diverse background, open-mindedness in learning, and responsibility. This demonstrates that the curriculum is consistently supports *Madani* values, which emphasize social harmony and cooperation among students.

The findings also indicate that the PIME curriculum is effective in cultivating various skills among students, particularly in communication skills, teamwork, and critical thinking. This reflects the curriculum's efforts in effectively nurturing cognitive and interpersonal skills. Ethical decision-making, which is often highlighted demonstrates that the curriculum emphasis on moral and ethical thinking are in tandem with *Karamah Insaniah* values. Although leadership skills are mentioned less frequently, they are recognized as a significant component in student's development, aligning with the curriculum's objective to produce leaders of integrity and good morals based on *Rabbani, Madani, and Karamah Insaniah* values.

DISCUSSIONS

The findings of the study show that PIME curriculum at INTEC effectively integrates key values with other subjects such as responsible, honesty, integrity, communication, and teamwork. These findings are supported by Anam and Fikroni, 2020; Dasima Sidek et al., 2018, that the PAI curriculum impacts the development of students' values and character. This also aligns with the concept of *Tarbiyah* in Islamic education that emphasizes on moral and ethical developments which progresses alongside intellectual growth (Shah, 2008; Norlaila, 2019). The curriculum encourages open-mindedness in acquiring new knowledge as well as emphasizes the importance of verifying sources of information,

that supports information literacy and critical thinking (Fitriani Rahayu, 2019; Albert & Arman Husni, 2023).

Embracing the diversity of race and religious beliefs undoubtedly presents a challenge in ensuring that the development of students' character can be shaped through an appropriate educational approach that is relevant for all. This is where the importance of the *Madani* education framework lies, which emphasizes the importance of civic responsibility, encouraging students to actively engage in the community and understand their roles as responsible citizens who contribute positively to all, regardless of religious background. This approach supports the development of student character, eventually leading to producing individuals who are more responsible, harmonious, appreciative of one another, and actively involved in the efforts to improve the quality of life (Aziz & Rusli, 2023). This curriculum also successfully developed the key skills such as teamwork, critical thinking, communication, and ethical decision making.

Though leadership skill were mentioned less frequently, it is still acknowledged as an important element in student development (Aziz & Rusli, 2023). Majority of the respondents reported progress in various skills, indicating the effectiveness of the curriculum in fostering various competencies simultaneously (Norlaila, 2019; Aries Musnandar & Abdillah Ubaidi, 2022). This development of *Karamah Insaniah* values is also found to be successfully implemented through PIME curriculum at INTEC.

The effectiveness of this PIME curriculum also depends on the teaching methods as well as learning styles employed by the lecturers. This is because the teaching methods and techniques used will influence the effectiveness of the curriculum in terms of understanding and its appreciation. This is further influenced by the diverse backgrounds of students such as ethnicity and religion, which also affects the implications of the curriculum for the students. The relevancy of the curriculum that integrates the Islamic and Western elements poses a challenge in shaping noble character. Noor Zulina S. De Asildo et al. (2022) observes that in the context of Moral education, Islamic moral principles can be integrated with fundamental Western moral ethics and various spiritual values that are practiced by the non-Muslims in Malaysia. The integration of fundamental Islamic morals and Western ethical principles along with religious values can significantly strengthen Moral education to achieve its goals. This view strongly supports the PIME curriculum at INTEC, where the institution's Moral Education subject integrates the Islamic and Western moral principles.

CONCLUSION

In conclusion, the study on PIME curriculum at INTEC demonstrates high effectiveness in shaping students' character based on *Rabani*, *Madani* and *Karamah Insaniah* values. The curriculum successfully integrates morals and ethical values in the academic subject that stresses on key elements such as responsibility, honesty, teamwork, and critical thinking. The respondents also reported that it enhances their teamwork, communication and ethical decision-making skill, which are the strengths of this curriculum.

Additionally, PIME curriculum also successfully fosters spiritual, moral and civic values that aligns with the aspiration of Malaysia Higher Education Action Plan 2022-2025 and National Education Standards. This holistic approach prepares students to become balanced, ethical, and responsible members of the society. The effectiveness of the curriculum is further strengthened by interactive and relevant teaching methods that nurture morals values among students from diverse backgrounds.

Other than cognitive, PIME curriculum also focuses on affective and psychomotor aspects, that wholly contributes to the development of students' character and their social interactions. Through the appreciation of Islamic teaching, students are guided to internalize the values such as empathy and justice in their everyday lives.

The study demonstrates that PIME curriculum is effective in every level of education, from school to higher education institutions. At the school level, it helps students to address social issues, while in higher education, PIME curriculum reinforces religious and moral practices and simultaneously develops soft skills that are relevant to their personal and professional life.

Overall, the PIME curriculum at INTEC plays a crucial role in shaping its students with a comprehensive approach that stresses *Rabani*, *Madani* and *Karamah Insaniah* values while maintaining to be relevant in facing the challenges of modern education in Malaysia. It is indeed essential to continuously develop this curriculum to ensure it remains relevant to the changing times, producing individuals who are excellent, possess integrity, and can contribute positively to society.

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KERALEVENAN KARYA YUSOFF ZAKY YACOB MENURUT PSIKOLOGI DALAM PERSPEKTIF ISLAM TERHADAP KEMENJADIAN PERSONALITI

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ABSTRAK

Kajian ini adalah kajian tinjauan berbentuk kualitatif yang mengkaji kerelevanan karya Yusoff Zaky Yacob dari perspektif pendidikan psikologi Islam dalam melahirkan kemenjadian personaliti. Kajian yang dilaksanakan bertujuan mengkaji kerelevanan karya beliau yang boleh membantu membentuk kemenjadian personaliti, elemen kesesuaian penerbitan karya beliau dengan masa kini serta sasaran penerbitan karya dari perspektif pendidikan. Metodologi yang digunakan menerusi data temu bual melalui penggunaan perisian Nvivo. Dapatan kajian menunjukkan karya Yusoff Zaky Yacob sangat relevan berdasarkan konstruk untuk digunakan dalam proses membentuk kemenjadian personaliti. Kajian juga berjaya mengenal pasti elemen kesesuaian penerbitan karya dengan masa kini serta sasaran penerbitan pendidikan psikologi dalam perspektif Islam. Berdasarkan dapatan kajian, beberapa cadangan dikemukakan di akhir kajian kepada pihak berkepentingan bagi memantapkan pendidikan psikologi menurut perspektif Islam.

Kata kunci: Pendidikan Psikologi Islam, Kemenjadian Personaliti, Yusoff Zaky Yacob

PENGENALAN

Pendidikan merupakan suatu aktiviti yang berlangsung bermula sejak manusia dilahirkan lagi yang akan berjalan secara terus menerus sama ada secara sedar ataupun tidak terhadap semua insan dalam situasi yang berbeza. Menurut Sidek Baba (2006), pendidikan merupakan aspek yang amat penting bagi melahirkan modal insan sama ada terhadap individu, keluarga, masyarakat, negara seterusnya umat yang cemerlang. Psikologi pula menurut Azizi *et al.*, (2004) merupakan satu bidang ilmu yang melibatkan persoalan kejiwaan seseorang untuk mengenal pasti, mengkaji serta menganalisis corak kehidupan setiap individu. Aspek pendidikan psikologi Islam pula melibatkan usaha mendidik manusia melalui psikologi yang berhubung kait rapat dengan agama Islam sebagai jalan kelangsungan yang bahagia sama ada di dunia mahupun di akhirat. Dalam kajian ini pengkaji memilih pandangan Djamludin Ancok dan Fuad Nashori Suroso (2011) menjurus tentang definisi psikologi Islam sebagai salah satu psikologi moden dengan membuang konsep yang tidak sesuai dan bertentangan dengan Islam. Subandi (1999) pula mengemukakan bahawa psikologi Islam merupakan salah satu bidang dalam psikologi moden yang memasukkan unsur-unsur keagamaan secara khusus dalam ilmu psikologi.

Dalam kajian ini pengkaji telah menemu bual beberapa orang informan yang mempunyai hubungan secara langsung atau tidak langsung dengan Yusoff Zaky Yacob serta karya-karya sehingga beliau disebut sebagai seorang ilmunan tersohor di Pantai Timur Malaysia sekitar tahun 50-an sehingga akhir 90-an. Antara karya beliau yang menjadi rujukan iaitu *Dari Rahim ke Dunia, Saikologi Kanak-kanak, Ilmu Jiwa, Saikologi Takut, Saikologi Remaja, Manusia yang Sempurna, Saikologi Remaja, Rahsia Kebahagiaan, Mencari Kejernihan Jiwa, 1001 Masalah Jiwa Manusia, Memahami Jiwa Manusia Menurut Perspektif Islam* dan lain-lain.

PERNYATAAN MASALAH

Fenomena kemenjadian songsang yang berlaku dalam masyarakat Malaysia meliputi pelbagai jenis masalah dan konflik sukar diatasi jika isu ini tidak difahami secara mendalam seterusnya diselesaikan. Masalah yang sering dihadapi oleh masyarakat meliputi pengambilan najis dadah, histeria, kelakuan

kurang ajar dalam kalangan remaja, gejala ponteng, pengaruh seks, rogol, melayari laman web lucah dan sebagainya adalah merupakan fenomena yang menimbulkan persoalan mengapakah ia semakin berleluasa. Jelasnya, isu ini bukan sahaja melibatkan masyarakat bahkan golongan terpelajar yang beragama Islam di universiti. Menurut Mahmood Nazar (1992), isu ini bukan sahaja perlu didedahkan begitu sahaja malahan keperluan mengetahui punca dan alternatif untuk mencari jalan keluar khususnya menerusi ilmu psikologi. Golongan pelajar, pendidik dan masyarakat perlu mengetahui faktor-faktor yang mendorong manusia bertindak demikian. Di pusat-pusat pengajian tinggi atau di institut pendidikan guru di negara ini teori-teori atau aliran psikologi Barat sememangnya dijadikan sumber utama oleh ahli akademik, kaunselor dan mahasiswa terutama dalam membuat penyelidikan atau mengendalikan sebuah sesi kaunseling. Perkara ini berlaku sama ada di sekolah ataupun di universiti. Teori psikoanalisis, humanisme, behaviorisme dan kognitif tetap didahulukan serta dititik beratkan dalam subjek psikologi dan kaunseling. Tokoh ahli psikologi Barat seperti Freud, Maslow, Piaget, Kohlberg dan lain-lain lebih dikenali berbanding Al-Farabi, Ibnu Miskawiyh, Al-Ghazaliyy dan lain-lain. Walaupun konsep psikologi Islam ada diselitkan semasa sesi pembelajaran, namun ia hanya merupakan topik serpihan selepas selesai teori dan konsep psikologi barat dipelajari dan dibincangkan.

Menurut Asmadi Jacob dan Mustafa Abdullah (2011: 54-55) dan Raja Nur Afida (2005: 22), salah seorang yang berlatar belakang pendidikan keagamaan dan mendapat pendedahan ilmu psikologi Barat secara akademik ialah Yusoff Zaky Jacob. Kelayakan Yusoff Zaky Jacob dalam ilmu keagamaan yang diperoleh sebelum ke Mesir lagi serta kemantapan ilmu pendidikan dan psikologi Barat yang dipelajarinya di American University, Kaheerah membuktikan beliau sangat layak untuk memberikan pendedahan ilmiah terhadap ilmu kejiwaan atau psikologi melalui penulisan. Pendedahan beliau dalam pelbagai ilmu khususnya ilmu agama, psikologi, pendidikan dan sosiologi membolehkan beliau meneroka ilmu baru pada tahun 50-an hingga 90-an seterusnya mempersembahkannya dalam bentuk penulisan. Hasil karya beliau dianggap Islamik kerana menjadikan al-Quran dan al-Sunnah sebagai sumber rujukan utamanya. Kerja keras beliau seharusnya dimanfaatkan oleh umat Islam kini dan para penerbit bahan ilmiah sepatutnya merasa terpanggil untuk mengambil peluang mencetak kembali karya berharga beliau sebagaimana larisnya pada tahun 60-an dan 70-an. Jika ditinjau daripada penulisan beliau masih lagi tidak ketinggalan dari segi penggunaan bahasa yang mudah difahami serta menarik sebagaimana sambutan hangat terhadap karya terjemahan beliau iaitu *Tafsir Fi Zilalil Qur'an – Di Bawah Bayangan Al-Qur'an*. Namun begitu, berdasarkan pemerhatian dan tinjauan pengkaji, kebanyakan hasil karya beliau yang begitu banyak, bernilai bahkan pernah mendapat sambutan hangat suatu ketika dahulu semakin hari semakin dilupa dan diabaikan. Buktinya ialah kebanyakan golongan muda dan dewasa kini tidak lagi mengenali nama beliau apatah lagi untuk mengenal karya-karya beliau. Menyedari beberapa kepincangan yang berlaku seperti yang dinyatakan di atas, pengkaji merasa terpanggil untuk melakukan kajian spesifik berdasarkan objektif yang dinyatakan di bawah.

OBJEKTIF KAJIAN

Pengkaji telah menggariskan beberapa objektif utama dalam kajian ini iaitu:

1. Mengkaji keralevenan karya Yusoff Zaky Jacob yang boleh membantu kemenjadian personaliti menurut pendidikan psikologi dalam perspektif Islam.
2. Mengetahui pasti kesesuaian penerbitan karya Yusoff Zaky Jacob dengan masa kini
3. Mengetahui pasti sasaran penerbitan karya Yusoff Zaky Jacob daripada perspektif pendidikan

METOD KAJIAN

Kajian ini menggunakan kajian berbentuk deskriptif (tinjauan). Hasil analisis kualitatif biasanya mampu meneroka perhubungan antara kategori yang signifikan berkaitan dengan sesuatu data. Dapatan kajian juga boleh berbentuk pernyataan deskriptif yang tersusun, tema-tema atau pelbagai kategori yang merentas data (Othman Lebar, 2007: 27). Sebagaimana yang dinyatakan oleh Mohd Majid Konting (2009: 96-99), penyelidikan deskriptif adalah penyelidikan yang bermatlamatkan untuk menerangkan

sesuatu fenomena yang sedang berlaku. Untuk mendapatkan maklumat mengenai sesuatu peristiwa yang sedang berlaku, maka penyelidikan ini digunakan. Penjelasan ini berdasarkan faktor-faktor atau pemboleh ubah yang belum dikenal pasti. Seringkali juga penyelidikan deskriptif dijalankan untuk menerokai sesuatu bidang yang belum ataupun masih kurang dikaji.

Pengkaji menggunakan kaedah temu bual dalam kajian ini bertujuan untuk mengenal pasti kerelevanan karya Yusoff Zaky Yacob dengan generasi masa kini serta faktor penerimaan masyarakat kini sekiranya diterbitkan. Menurut Mohd Majid Konting (2009: 237-239), temu bual merupakan satu kaedah ketika subjek dan penyelidik hadir bersama-sama dalam proses memperolehi maklumat secara langsung. Ia digunakan untuk memperolehi sesuatu maklumat meliputi sesuatu fakta, kepercayaan, perasaan dan kehendak yang diperlukan untuk mencapai sesuatu objektif penyelidikan. Cara penyoalan mempunyai perbezaan yang nyata antara kaedah temu bual dengan soal selidik. Temu bual menghendaki kehadiran kedua-dua belah pihak dan interaksi antara penyelidik dan subjek secara langsung serta aktif.

Bentuk temu bual yang dikemukakan oleh pengkaji adalah gabungan temu bual separa berstruktur dengan temu bual tidak berstruktur. Menurut Ghaziah *et al.*, (2010: 320-322), kaedah tersebut adalah dengan menggabungkan temu bual semi berstruktur dengan cara menyediakan soalan-soalan terlebih dahulu sebelum sesuatu sesi temu bual dijalankan. Pengkaji juga menggunakan pendekatan temu bual tidak berstruktur iaitu penulis bebas mengolah soalan mengikut kesesuaian responden (informan), emosi, situasi, masa dan tempat. Responden berpeluang menjawab secara terbuka dan bebas sama ada secara panjang lebar ataupun secara ringkas. Penemu bual juga boleh mengabaikan soalan yang dirasakan tidak sesuai atau menambah soalan mengikut keperluan. Untuk tujuan inilah pengkaji telah merakam setiap perbualan dari awal sehinggalah tamat sesi temu bual tersebut dengan alat perakam elektronik.

RESPONDEN KAJIAN

Pengkaji telah memilih beberapa orang individu yang berkait rapat sama ada dengan bahan kajian pengkaji atau individu yang akrab dengan Yusoff Zaky Yacob selama beliau hidup sebagai responden (informan) temu bual. Antara individu yang ditemu bual dalam penyelidikan ini ialah anak beliau, guru pembaca karya beliau, anak didik dan rakan yang paling akrab, pensyarah dalam bidang psikologi dan psikologi Islam, pengarang majalah *Dian Digest* dan *Mingguan Kota Bharu*, penyusun buku *Buruan Dosa* yang menghimpunkan koleksi terjemahan cerpen-cerpen Yusoff Zaky Yacob. Alasan pemilihan informan hanya dihadkan kepada 10 orang sahaja ialah data yang diperolehi daripada mereka telah sampai kepada tahap ketepuan (*saturated*). Disebabkan alasan ini, pengkaji berpendapat memadai dengan bilangan tersebut kerana jawapan yang akan diterima tidak jauh bezanya. Untuk memudahkan analisis dijalankan, pengkaji memilih kaedah paparan analisis daripada perisian *Nvivo* versi 10.0 dalam bentuk jadual seterusnya diberikan penjelasan sambil diselitkan ungkapan kata-kata informan yang dianggap penting semasa sesi temu bual dijalankan. Berikut merupakan karya daripada aspek psikologi yang mendapat perhatian masyarakat terutamanya sekitar tahun 60-an hingga 90-an.

ANALISIS KAJIAN

Paparan beberapa jadual berikut merupakan analisis dapatan kajian temu bual yang memaparkan peratusan persepsi informan mengikut peratusan terhadap kerelevanan penerbitan semula, kesesuaian penerbitan masa kini dan sasaran penerbitan karya Yusoff Zaky Yacob. Berikut merupakan senarai beberapa karya daripada aspek psikologi yang mendapat perhatian masyarakat terutamanya sekitar tahun 60-an hingga 90-an.

Jadual 1: Karya Yusoff Zaky Yacob Berlatar Belakang Psikologi

BIL	TEMA	R 1	R 2	R 3	R 4	R 5	R 6	R 7	R 8	R 9	R 10	Jumlah (Σ)	%
1	Mencari Kejernihan Jiwa	3	1	6	0	2	8	4	2	3	0	29	22.7
2	Saikologi Remaja	4	1	6	2	3	8	3	5	3	2	37	29
3	Saikologi Kanak-kanak	2	0	1	1	2	0	1	4	1	0	12	9.4
4	Ilmu Jiwa	1	0	0	0	0	0	1	1	1	0	4	3.1
5	Memahami Jiwa Manusia Menurut Perspektif Islam	1	1	3	0	0	0	2	2	1	1	11	8.6
6	1001 Masalah Jiwa Manusia	2	3	2	1	0	0	3	0	0	0	11	8.6
7	Manusia yang Sempurna	0	0	1	0	0	0	0	0	0	0	1	0.8
8	Buruan Dosa	0	0	1	0	0	1	1	4	0	0	7	5.5
9	Dari Rahim ke Dunia	0	0	0	4	0	0	0	2	0	1	7	5.5
10	Saikologi Takut	0	0	0	0	3	3	0	3	0	0	9	7

Jadual 1 di atas menyerlahkan sambutan hangat terhadap karya yang bertemakan psikologi karangan Yusoff Zaky Yacob yang berjudul, “Saikologi Remaja” dan “Mencari Kejernihan Jiwa” yang disebut sebanyak 37 kali (29 peratus) dan 29 kali (22.7 peratus). Antara ungkapan yang menyokong dapatan di atas iaitu:

Itulah... buku lain, “Psikologi Remaja”. Dianya macam ni... buku-buku psikologi ni mendapat sambutan... memang mendapat sambutan

(R3, Temu bual 3, baris 072 - 073)

“Mencari Kejernihan Jiwa”. Buku... nipis, tapi dia satu buku motivasi untuk semua peringkat.

(R3, Temu bual 3, baris 047 - 048)

Guru saya ni sangat luas pergaulannya dengan guru-guru lain dan saya difahamkan Ustaz Abdul Rahman Hassan... ada sekolah-sekolah di Tanah Merah yang turut menggunakan buku “Mencari Kejernihan Jiwa” itu sebagai buku motivasi dalam kelas. Awal 60-an, hampir akhir 60-an saya tak sekolah di situ lagi... saya dah masuk sekolah... tempat lain meninggalkan sekolah agama. Tapi saya masih ingat bahawa buku-buku itu sangat berjasa.

(R6, Temu bual 6, baris 160 - 166)

Jadual berikut memaparkan peratusan persepsi informan mengikut peratusan terhadap kesesuaian karya Yusoff Zaky Yacob dengan zaman kini:

Jadual 2: Peratusan Rumusan Persepsi Informan Terhadap Kerelevanan Karya Yusoff Zaky Yacob dengan Zaman Kini

Bil	Informan	Sesuai Diterbitkan	Tidak Sesuai
1	R1	94.23 %	0 %
2	R2		
3	R3		
4	R4		
5	R5		
6	R6		
7	R7		

8	R9		
9	R10		
10	R8	0 %	5.77 %

Berdasarkan Jadual 2.0, persepsi semua informan cukup optimis dan bersetuju terhadap kerelevanan karya Yusoff Zaky Yacob dengan zaman sekarang yang mencapai peratusan sebanyak 94.23 peratus tetapi informan R8 (5.77 peratus) tidak mempersetujuinya. Antaranya ungkapan informan berkaitan perkara ini seperti:

Memang, sesuai dengan masa kini. Cuma... kita nak... aaa... kita nak... apa nama ni... menarik minat generasi muda ni untuk memahami, mendalami psikologi khususnya berkaitan karya yang dikarang oleh Yusoff Zaky ni.

(R10, Temu bual 10, baris 117 - 119)

Betullah yang lepas tu tidak perfect... tidak sempurna, tapi banyak yang lepas tu yang sempurna dan masih boleh diterima pakai. Salah satu yang evergreen, karya Yusoff Zaky Yacob. Semua buku beliau evergreen. Boleh kata selama manapun... seperti padi beras sahaja... mana-mana orang makan padi beras.

(R6, Temu bual 6, baris 395 - 399)

Jadual berikut memaparkan peratusan persepsi persetujuan informan terhadap penerbitan semula karya Yusoff Zaky Yacob:

Jadual 3.0: Persepsi Persetujuan Informan Terhadap Penerbitan Semula Karya Yusoff Zaky Yacob Berdasarkan Hubungan

Bil	Hubungan	Persepsi Penerbitan Semula			
		Setuju Diterbitkan	Tidak Bersetuju	Setuju dengan Olahan	Tidak Setuju dengan Olahan
1	Pembaca (R1)	√	-	√	-
	(R2)	√	-	√	-
	(R4)	√	-	√	-
	(R7)	√	-	√	-
	(R9)	√	-	√	-
	(R10)	√	-	√	-
2	Rakan (R5)	√	-	√	-
	Karib (R6)	√	-	√	-
	(R8)	-	√	√	-
3	Anak (R3)	√	-	√	-

Berdasarkan Jadual 3 di atas, persepsi informan terhadap penerbitan semula karya Yusoff Zaky Yacob dalam kalangan pembaca karya beliau semuanya bersetuju diterbitkan semula dan diolah terlebih dahulu untuk kesesuaian dari pelbagai sudut yang perlu sebelum diterbitkan. Persepsi yang sama turut dipersetujui oleh anak beliau (informan R3). Namun begitu, daripada tiga orang informan yang terdiri daripada rakan karib beliau yang turut melibatkan diri dalam mengarang dan menulis terdapat seorang informan (informan R8) yang berpendirian tidak bersetuju untuk penerbitan karya beliau tanpa olahan semula.

Para informan telah membahagikan golongan sasaran yang akan memperoleh manfaat dari sudut pendidikan psikologi Islam sekiranya karya Yusoff Zaky Yacob diterbitkan kembali iaitu:

Jadual 4: Golongan Sasaran Hasil Terbitan Semula Karya Yusoff Zaky Yacob daripada Perspektif Pendidikan

BIL	TEMA	R 1	R 2	R 3	R 4	R 5	R 6	R 7	R 8	R 9	R 10	Jumlah (Σ)	%
1	Pensyarah	2	5	4	10	8	7	14	4	3	6	63	19.3
2	Ustaz, Guru & Guru Kaunseling	7	5	4	10	10	24	16	8	5	12	101	31.0
3	Pelajar & Mahasiswa	7	8	4	9	10	17	17	8	5	12	97	29.8
4	Individu Awam	3	3	4	9	10	8	11	5	2	10	65	19.9

Berdasarkan Jadual 4 di atas, informan lebih cenderung untuk memilih pendidik yang terdiri daripada para ustaz, guru dan guru kaunseling (31.0 peratus) diikuti golongan pelajar dan mahasiswa (29.8 peratus) seperti teks di bawah:

Patut gunanya... cikgulah!... supaya senang nak apa?... mengatasi masalah-masalah yang dihadapi pelajar-pelajar pada masa sekarang mengikut perspektif Islam (R1, Temu bual 1, baris 084 - 086)

Samalah... makna kita terpaksa cetak balik, terbitkan balik dengan... apa? Gunakan bahasa terkini... kemudian jadikan rujukan di... kepada pelajar-pelajar yang mengambil kaunseling ini di universiti, lepas tu letakkan di pustakaan awam, sekolah, jadikan bacaan tambahan,...

(R7, Temu bual 7, baris 137 - 140)

Pendakwah memang sesuaiilah digunakan psikologi ni... psikologi Islam ni. (R1, Temu bual 1, baris 102-103)

Ya, suatu yang... antara buku yang sesuai untuk masyarakat awam ialah "1001 Masalah Jiwa Manusia". Ia berbentuk Q & A... soal jawab. Saya rasa ia akan sentiasa relevan. Aaa... mungkin ada jawapan yang sudah updated tapi asasnya tetap relevan. Aaa... kalau diterbitkan semula mungkin boleh digunakan bahasa bahasa yang lebih saintifik, lebih moden supaya mudah difahami oleh aaa... masyarakat... masyarakat sekaranglah. Aaa... dan kalau untuk tujuan individu awam, sekolah, universiti... bahasa yang lebih saintifik untuk diberikan. (R2, Temu bual 2, baris 170 - 177)

KEPUTUSAN KAJIAN

Berdasarkan Jadual 2.0, kekerapan kenyataan daripada informan menunjukkan 94.23 peratus yang mewakili sembilan orang informan menyatakan kerelevanan karya beliau diterbitkan yang boleh membantu kemenjadian personaliti menurut pendidikan psikologi dalam perspektif Islam. Menurut semua informan, olahan semula dikira perlu untuk tujuan menyesuaikan bahasa dan ejaan perkataan 50-an hingga 70-an dengan bahasa Melayu kini. Mereka juga bersetuju agar sesetengah karya beliau diolah semula sekiranya terdapat penggunaan perkataan yang tidak sesuai digunakan lagi pada masa sekarang seperti ejaan lama, ungkapan yang tidak lagi sesuai digunakan pada masa kini atau idea yang perlu ditambah baik atau diubah terus. Kelebihan karya berharga beliau sepatutnya tidak dibiarkan begitu sahaja tanpa dimanfaatkan. Kajian dan usaha penerbitan sepatutnya dijalankan dengan versi baru supaya masyarakat kini yang dahagakan sumber pengisian dalam pendidikan jiwa berteraskan Islam dapat direalisasikan.

Bagi informan kelapan (R8), usaha penerbitan semula boleh dilaksanakan bagi sesetengah karya Yusoff Zaky Yacob dengan mengambil faktor bahasa serta ejaan yang berbeza dengan era terkini. Namun bagi beliau banyak perkara yang perlu dilaksanakan bahkan melibatkan kos yang tinggi dan masa yang panjang. Secara motivasi beliau mengharapkan timbul penulis generasi baru terutama berkaitan psikologi Islam untuk menghasilkan karya yang bermutu sebagaimana ungkapan temu bual beliau iaitu:

Jadi, apa yang Yusoff Zaky buat ni... zaman dia... 50-an. Orang baca jawi masa tu. Sekarang ni enam puluh tahun kemudian, tujuh puluh tahun kemudian. Sekarang bukan masalah nak terbit semula buku Yusoff Zaky... masalah kita nak menulis buku lain yang sekarang sesuai dengan era tempat kita haa... haa macam dia buat dah zaman 50-an dulu.

(R8, Temu bual 8, baris 348 - 352)

Membincangkan golongan sasaran hasil terbitan yang akan mendapat manfaat, pengkaji mendapati semua informan bersetuju sasaran penerbitan semula karya Yusoff Zaky Yacob melibatkan para pensyarah, ustaz, guru, guru kaunseling, pelajar, mahasiswa dan individu awam.

KEPENTINGAN KAJIAN

Kepentingan utama kajian ini lebih menyumbang kepada penerbitan semula sumber rujukan ilmu pendidikan psikologi menurut perspektif Islam. Melalui kajian ini, faktor-faktor pendorong ke arah penerbitan karya Yusoff Zaky Yacob berlandaskan cabang ilmu psikologi dari perspektif Islam yang dikaji dapat memberikan manfaat yang besar kepada pelbagai pihak seperti penyelidik psikologi dan kaunseling Islam, kaunselor, jabatan-jabatan kerajaan dan swasta serta para pensyarah, ustaz, guru, guru kaunseling, pelajar, mahasiswa dan individu awam. Pengkaji atau penyelidik boleh menjadikan sumber rujukan karya-karya beliau dalam mengenal pasti konsep asas pendidikan yang berjalan seiring dengan ilmu psikologi Islam.

KESIMPULAN

Kajian yang dibuat oleh pengkaji adalah kajian berbentuk kajian kualitatif iaitu kajian melalui temu bual. Pengkaji mendapati kebanyakan informan bersetuju terhadap penerbitan semula karya beliau atas dasar ilmu yang berkaitan kejiwaan amat sesuai pada setiap zaman dan beranggapan karya Yusoff Zaky Yacob masih lagi tidak ketinggalan dari sudut penggunaan perkataan dan gaya bahasanya. Majoriti informan amat bersetuju agar karya beliau yang tertentu perlu melalui proses olahan semula dari sudut gaya bahasa, prosa kata dan permasalahan jiwa masyarakat moden sebelum diterbitkan. Karya beliau sangat relevan untuk rujukan generasi masa kini termasuk golongan pelajar, mahasiswa, para pendidik di sekolah, kaunselor, pensyarah serta orang awam dalam komunikasi harian dalam usaha mendidik bagi membentuk kemenjadian personaliti yang menepati kehendak Allah S.W.T. Karya beliau boleh

membantu pengajaran dan pembelajaran masa kini sama ada secara formal atau tidak formal sama ada di sekolah, institusi pengajian tinggi (IPT), di rumah dan di mana sahaja berpaksikan pendidikan psikologi menurut neraca keislaman. Ilmu psikologi atau kejiwaan yang Islamik amat penting dalam mendidik dan mempraktikkannya dalam kehidupan supaya terbentuk personaliti unggul, tenang, stabil, dan bertakwa. Aspek ini penting dalam proses mengawal emosi, perasaaan, tumpuan terhadap pelajaran, memotivasi diri, meningkatkan kualiti pemikiran dan pendidikan terutama ketika menghadapi kesukaran kehidupan dalam situasi yang mencabar.

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KOMPETENSI LIBAT URUS KOMUNITI DALAM KALANGAN PENGETUA YAYASAN ISLAM KELANTAN (YIK) TERHADAP PENYAMPAIAN DASAR-DASAR KERAJAAN NEGERI

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ABSTRAK

Kompetensi seseorang pengetua memainkan peranan penting dalam pembangunan sesebuah kerajaan dalam konteks hubungannya dengan komuniti. Kajian ini bertujuan meninjau bagaimana kompetensi libat urus komuniti dalam kalangan pengetua sekolah Menengah Yayasan Islam Kelantan (YIK) terhadap penyampaian dasar-dasar kerajaan negeri Kelantan. Metodologi yang digunakan ialah kaedah persampelan bertujuan iaitu temubual separa berstruktur kepada enam pengetua yang berpengalaman. Dapatan kajian menunjukkan lima kompetensi libat urus komuniti yang membantu pengetua YIK menyampaikan dasar-dasar kerajaan negeri Kelantan iaitu kompetensi pengetua dalam membina hubungan dengan ibubapa, kompetensi dalam menyampaikan ilmu-ilmu semasa di masjid termasuk dasar-dasar kerajaan, kompetensi penglibatan pengetua dalam aktiviti-aktiviti sosial (NGO), kompetensi dalam mendokong program dan aktiviti komuniti anjuran kerajaan semasa (government of the day) dan kompetensi dalam menyelesaikan masalah setempat. Kebolehan pengetua dalam menguasai kompetensi libat urus komuniti tersebut mampu mempercepatkan pemahaman dan penghayatan dasar-dasar kerajaan negeri Kelantan.

Kata kunci: *Kompetensi, libat urus komuniti, pengetua, penyampaian dasar, kerajaan negeri*

PENGENALAN

Setiap dasar yang digubal oleh kerajaan, seperti Dasar Pendidikan mengandungi segala arahan, peraturan dan garis panduan yang menjadi asas untuk melaksanakan cita-cita yang terkandung di dalamnya demi mencapai matlamat kepimpinan negara atau negeri iaitu mewujudkan sebuah pentadbiran yang gemilang, disegani dan progresif. Dasar awam merupakan suatu program atau undang-undang yang diperkenalkan oleh pihak kerajaan di dalam sesebuah negara bagi mengatasi masalah atau isu yang berlaku di dalam sesebuah negara (Hanim Ismail et al. 2021).

Setiap organisasi mempunyai seorang ketua atau pemimpin yang bertindak selaku pentadbir dalam memacu dan memangkin pasukannya bagi mencapai visi dan misi organisasi yang telah ditetapkan (Shin, 2020). Pentadbir sekolah harus mempunyai halatuju yang jelas dalam mencapai visi dan misi yang telah ditetapkan melalui sebarang langkah ataupun usaha yang dilakukan (Murgaya & A Hamid, 2020). Namun, mereka juga hendaklah memahami dasar organisasi masing-masing dan berikhtiar untuk melaksanakannya.

Negara atau negeri yang tidak mempunyai dasar-dasar tertentu akan kelihatan pincang dan sukar bagi pemimpinnya mentadbir atau merancang pembangunan. Ini bererti, pembangunan sukar dilaksanakan tanpa adanya dasar yang menjadi asas atau tapak yang kukuh. Selain itu, dasar amat penting dibentuk dan dilaksanakan oleh kerajaan bagi menangani pelbagai masalah yang timbul ekoran kesan peninggalan penjajah. Selepas merdeka, banyak negara bekas jajahan menghadapi masalah ekonomi yang teruk seperti ketidakseimbangan ekonomi, ketergantungan pada satu sektor ekonomi (seperti pertanian), dan ketidaksamaan sosioekonomi yang luas. Oleh itu, dasar kerajaan bertujuan untuk memperbaiki struktur ekonomi yang diwarisi daripada penjajah melalui pelbagai strategi pembangunan

ekonomi yang lebih menyeluruh dan inklusif. Contohnya, Malaysia memperkenalkan Rancangan Malaysia untuk memastikan pembangunan ekonomi yang seimbang antara kaum dan wilayah. Keperluan dasar ialah untuk mengatasi masalah ketidakseimbangan yang wujud di dalam masyarakat dan ini dapat menjamin kebajikan dan kesejahteraan masyarakat. Dasar-dasar dibentuk bukan sahaja oleh negara-negara maju sahaja, bahkan yang lebih penting lagi bagi negara yang sedang membangun seperti Malaysia termasuklah negeri Kelantan.

Negeri Kelantan merupakan sebuah negeri yang berada di bawah Persekutuan Malaysia dan mempunyai dasarnya yang tersendiri. Proses merancang, menganalisis dan mengadakan perubahan demi perubahan terhadap dasar-dasar yang sedia ada perlu dilaksanakan di samping membuat dasar-dasar baharu yang bersesuaian. Bagi memastikan penyampaian dasar yang berkesan, seseorang pemimpin atau pentadbir perlu mempunyai kompetensi yang sesuai agar keberkesanan sesuatu dasar dapat dihayati pada peringkat komuniti.

SOROTAN LITERATUR

Kompetensi telah didefinisikan dengan pelbagai cara mengikut pendekatan yang digunakan oleh pengkaji. McClelland (1973) mendefinisikan kompetensi sebagai ciri asas yang membezakan antara seseorang yang dapat menunjukkan prestasi kerja yang baik dengan seseorang yang tidak dapat menunjukkan prestasi kerja yang baik. Rychen dan Salganik (2003) pula mendefinisikan kompetensi sebagai pengetahuan dan kemahiran serta keupayaan untuk memenuhi permintaan yang kompleks dengan mengarah dan menggerakkan sumber psikososial. Mohd. Suryadi Syarief (2009) pula mendefinisikan kompetensi sebagai keupayaan untuk menjalankan tugas yang diberikan.

Program libat urus adalah sesi perjumpaan dan perundingan dengan kumpulan sasar. Ianya merupakan satu proses pembuatan keputusan dalam pengurusan organisasi yang dilakukan, dengan membenarkan dan menggalakkan pengetua untuk turut serta, melalui perkongsian pendapat dan idea. Keputusan yang dicapai melalui proses ini dianggap lebih berkualiti memandangkan pengetua juga merupakan golongan penting dalam membuat keputusan.

Justeru, bagi memastikan samada berjaya atau gagal nya dasar Kerajaan Negeri Kelantan, peranan kompetensi pengurus sekolah atau dalam konteks Yayasan Islam Kelantan (YIK) sebagai pengetua memainkan peranan yang sangat penting. Mereka juga bertanggungjawab dalam memastikan dasar-dasar Negeri Kelantan dapat dilaksanakan dengan sebaiknya. Libat urus komuniti dalam kalangan pengetua YIK, merupakan satu aspek yang penting dalam menentukan kejayaan penyampaian dasar-dasar kerajaan negeri. Sebagai sebuah institusi yang berorientasikan pendidikan, YIK perlu berperanan aktif membangunkan warganya untuk menjayakan hasrat kerajaan negeri. Warga yang produktif dalam kajian ini merujuk kepada pengetua yang mempunyai kompetensi, pengetahuan dan kemahiran tertentu dan boleh dibangunkan secara berterusan selari dengan keperluan negeri. Sebagai pemimpin yang dilantik secara formal oleh kerajaan negeri dalam organisasi di sekolah, pengetua YIK bukan sahaja memainkan peranan selaku pemimpin dan pengurus di sekolah, bahkan terlibat dalam penggubalan dan penyampaian dasar-dasar negeri Kelantan. Pengetua harus terlebih dahulu memahami apakah isu-isu yang berlaku dalam masyarakat, sebelum terlibat untuk menggubal, seterusnya menyampaikan dasar tersebut kepada masyarakat. Dalam konteks Malaysia, Zakaria (1996) menyatakan bahawa pemimpin sekolah yakni pengetua mesti mempunyai kemahiran kuat untuk memimpin, mempunyai visi, contoh yang baik, berilmu, proaktif, rajin, tidak mudah mengalah dan mempunyai kemahiran komunikasi yang tinggi.

Pengetua adalah pemimpin di sesebuah sekolah dan memikul tanggungjawab yang amat penting dalam sistem sekolah. Malah kejayaan atau kegagalan sesebuah sekolah selalu dikaitkan dengan kepimpinan seseorang pengetua (Hasifah Hassan dan Muhammad Faizal A.Ghani 2022). Kejayaan atau kegagalan sesuatu dasar itu juga bergantung kepada kompetensi dan pengurusan kualiti pengurus termasuklah pengetua. Ini bermaksud peranan pengetua YIK bukan sahaja setakat memastikan kecemerlangan serta

pencapaian di sekolah semata-mata, malahan sebagai seorang ketua, pengetua YIK juga hendaklah menggerakkan orang bawahannya agar memahami dasar-dasar negeri, supaya organisasi YIK akan lebih sensitif dan bergandingan bagi menangani arus perubahan yang melanda negara Malaysia dan juga negeri Kelantan. Penglibatan mereka dalam komuniti dapat menjayakan proses penyampaian dasar-dasar kerajaan.

METODOLOGI KAJIAN

Penyelidikan ini menggunakan pendekatan kualitatif. Pendekatan kualitatif melibatkan kajian lapangan seperti temu bual, pemerhatian dan tinjauan dokumen, yang telah digunakan dalam kajian kes, bagi mengenal pasti kompetensi libat urus komuniti dalam kalangan pengetua YIK terhadap penyampaian dasar-dasar kerajaan negeri. Data dikumpulkan dan dicerakinkan bagi mendapatkan penemuan. Menurut Merriam (1998), kualitatif merupakan satu usaha untuk memahami sifat suasana dan pengalaman yang diperolehi oleh orang lain dalam sesuatu konteks. Ini bertujuan supaya pengkaji dapat memahami kompetensi libat urus pengetua YIK dalam penyampaian dasar-dasar kerajaan negeri. Temu bual yang digunakan dalam kajian ini telah diuji kesahan melalui penilaian pakar yang arif dalam pengurusan dan pentadbiran serta penyelidikan.

Patton (1980) menyatakan terdapat tiga jenis temu bual iaitu temu bual formal, temu bual tidak formal dan temu bual terbuka. Merriem (1998) menyatakan pula terdapat tiga jenis temu bual iaitu temu bual berstruktur, temu bual separa berstruktur dan temu bual tidak berstruktur. Dalam penyelidikan ini, penyelidik menggunakan reka bentuk kajian kes iaitu mengadakan temu bual dengan informan untuk mendapatkan data serta maklumat. Kaedah temu bual secara separa berstruktur diadakan dengan menggunakan protokol temu bual. Protokol temu bual dibuat untuk dijadikan panduan dalam melakukan temu bual, supaya temu bual yang dilakukan lebih terarah dan tidak terkeluar daripada permasalahan kajian yang dijalankan. Soalan temu bual dibina oleh penyelidik berdasarkan persoalan kajian seperti profil informan, kompetensi libat urus komuniti dalam kalangan informan terhadap penyampaian dasar-dasar kerajaan negeri dan sebagainya. Kajian kepustakaan juga digunakan bagi memperoleh kajian lepas berkaitan libat urus komuniti dalam kalangan pengetua terhadap penyampaian dasar-dasar kerajaan negeri.

Seramai enam orang pengetua telah dipilih dalam kajian ini. Di antara mereka ada yang telah bersara, dan ada juga yang telah menjadi wakil rakyat serta Ahli Majlis Mesyuarat Kerajaan Negeri (MMK). Pemilihan pengetua juga berdasarkan pengalaman mereka dalam mentadbir sekolah dan bergiat aktif dalam komuniti, di samping cadangan dari pihak YIK sendiri. Kajian ini memberi fokus kepada kompetensi libat urus komuniti dalam kalangan pengetua YIK terhadap penyampaian dasar-dasar kerajaan negeri. Impak hasil kajian ini terbatas kepada reka bentuk kajian yang dikemukakan. Kajian yang berbentuk kualitatif ini menggunakan pendekatan kajian kes di pelbagai tapak lokasi. Oleh yang demikian, dapatan maklumat yang diperolehi adalah berdasarkan latar belakang, pengetahuan, pemahaman, pengalaman dan perspektif pengetua yang terpilih sahaja.

Untuk menganalisis data kualitatif dari temu bual yang dilakukan, beberapa langkah telah dilakukan oleh pengkaji. Pertama, rakaman temu bual diubah menjadi teks bertulis. Setelah itu, transkrip dibaca untuk mendapatkan pemahaman umum. Kemudian, tema atau pola yang berulang diidentifikasi dan diberi kod. Kod-kod tersebut dikelompokkan menjadi tema utama. Seterusnya, jawapan antara informan dibandingkan untuk menemukan pola umum. Akhirnya, penemuan kajian dituliskan dengan kutipan yang mendukung dan disusun dalam laporan yang ringkas.

DAPATAN KAJIAN DAN PERBINCANGAN

Dapatan kajian menunjukkan terdapat beberapa konsep kompetensi yang diamalkan oleh pengetua dalam libat urus bersama komuniti dalam penyampaian dasar. Setiap satu daripada konsep tersebut adalah amalan yang diamalkan berdasarkan kenyataan yang dikemukakan dalam temu bual yang dilaksanakan serta disokong oleh pemerhatian dan analisis dokumen.

Secara umumnya, kompetensi libat urus komuniti dalam kalangan pengetua YIK terbahagi kepada lima bahagian:

1. Kompetensi pengetua dalam membina hubungan dengan ibubapa.

Sikap pengetua yang mengamalkan corak komunikasi secara terbuka kepada seluruh warga sekolah dan ibu bapa juga dapat mewujudkan ciri iklim sekolah berkesan (Ahmad Zabidi Abdul Razak, 2006). Pendekatan ini amat mustahak untuk diamalkan kerana dalam menentukan kejayaan penyampaian dasar yang melibatkan ibubapa dengan pihak sekolah, peranan pengetua cukup penting.

Berdasarkan profil pengetua berkesan menurut model Malaysia (Institut Aminuddin Baki 1998), kesimpulan daripada dapatan kajian yang dibuat di sekolah-sekolah di Malaysia menyatakan bahawa antara ciri penting pengetua berkesan ialah pengetua atau guru besar yang mengamalkan cara berkomunikasi yang cekap dalam pelbagai hala dan cara. Sekiranya pengetua tidak mengamalkan konsep terbuka, ini akan menyukarkan pengetua untuk mendapat maklum balas yang diperlukan untuk menggubal dasar, serta mengemas kini perancangan yang sedang dibuat bagi meningkatkan keberkesanan sekolah.

Di samping itu, Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025, melalui anjakan yang kesembilan, telah memberikan penekanan terhadap penglibatan ibu bapa, komuniti dan pihak swasta dalam memperkasakan sekolah. Justeru, pengetua hendaklah melibatkan semua pihak dalam membawa halatuju sekolah, dan menggubal dasar yang bersesuaian dengan persekitaran sekolah. Perkongsian tanggungjawab antara ibu bapa, komuniti dan sekolah merupakan satu inisiatif utama dalam mewujudkan suasana pembelajaran yang berkualiti untuk murid-murid (Kementerian Pendidikan Malaysia, 2013).

Menurut informan 1, perkara yang paling utama ialah membina hubungan baik dengan komuniti, termasuk ibubapa. Ini kerana, komuniti akan menghormati dan mempercayai pengetua, melalui *qudwah* yang ditunjukkan, seterusnya menjadikan pengetua sebagai tempat rujukan. Ketika itulah pengetua dapat mengambil peluang untuk menyampaikan dasar-dasar kerajaan.

Ini turut diakui oleh informan 3 yang menyatakan bahawa dengan selalu mengadakan perjumpaan, gotong-royong, seminar, kuliah dan sebagainya akan merapatkan lagi hubungan dengan komuniti dan juga ibubapa.

Informan 1: *Pertama sekali bina hubungan baik dengan komuniti. Komuniti ni dia menghormati kita, kalau kita boleh bantu dia sekali dua, dia lebih dekat dan mempercayai kita, dengan qudwah yang ada pada kita. Jadi dia menjadikan kita sebagai tempat rujukan. Ketika itulah kita boleh beritahu. Maknanya ada hubungan baik.*

Informan 3: *Kita buat program, ikutlah program gotong royong, program pungut derma, sebarang program lah. Lepas tu kita ada buat apa nama ni seminar, kuliah dan sebagainya. Maknanya membina hubungan dengan komuniti.*

Berdasarkan dapatan, pengetua selaku penasihat PIBG di sekolah telah memainkan peranan yang penting untuk menghubungkan sekolah dengan ibubapa. Penglibatan mereka dalam penyampaian dasar dengan mengambil kira pandangan dari pihak ibubapa di dalam pertemuan yang diadakan seperti

mesyuarat ahli jawatankuasa PIBG, mesyuarat agung PIBG, majlis himpunan solat hajat ibubapa, motivasi keibubapaan, majlis penyerahan slip keputusan peperiksaan dan sebagainya. Proses ini memerlukan pengetua bersikap terbuka, menerima pandangan serta mesra terhadap ibubapa. Sebarang maklum balas dan cadangan daripada ibubapa akan dijadikan sebagai satu resolusi yang akan diserahkan kepada pihak yang berkenaan, sebelum kerajaan melihat keperluan dan rasional dalam menggubal atau memperkemas dasar yang sedia ada.

Informan 2: Pertama melalui PIBG. Sebagai contoh, bila PIBG, kita punya suara dan peluang untuk kita menyampaikan dasar-dasar kepada ibubapa secara langsung.

Informan 5: Masyarakat memang memberi kepercayaan dan keyakinan kepada pengetua khususnya pengetua-pengetua YIK kerana mereka yakin dan percaya ustaz ataupun pengetua YIK ini mempunyai ketinggian ilmu, kemampuan berinteraksi dengan masyarakat, mempunyai sistem komunikasi yang baik. Itu di antara faktor masyarakat di luar sana dapat menerima pengetua sebagai pembawa dasar di peringkat surau, masjid dan sebagainya, kerana mereka mempunyai keyakinan kepada kita berdasarkan kepada keilmuan yang kita miliki.

Informan 6: Dengan komuniti ni, contoh kerajaan menubuhkan Majlis MPKK di peringkat jawatankuasa kampung. Jadi melalui itulah kita turun. Contoh kita buat pertandingan halaman ceria, dasar kerajaan Kelantanku Bersih tadi. Jadi semua komuniti kampung tu beri kerjasama.

Disamping itu juga, Pusat Kajian Strategik (PKS) yang ditubuhkan oleh kerajaan negeri, telah membuat berbagai kajian, penelitian dan sebagainya untuk diajukan kepada komuniti, termasuk ibubapa, sebelum sesuatu dasar itu digubal. Mereka telah mengambil kira pandangan komuniti setempat dengan cara turun padang ke semua 45 DUN untuk berjumpa dengan masyarakat serta mendapatkan maklum balas berkaitan dasar-dasar dan polisi kerajaan selama tempoh 33 tahun pentadbiran kerajaan Membangun Bersama Islam.

2. Kompetensi pengetua dalam menyampaikan ilmu-ilmu semasa di masjid termasuk dasar-dasar kerajaan.

Terdapat banyak takrif dakwah yang diberikan oleh para ulama. Antaranya Syeikh Muhammad Khodri Husin yang menyatakan dalam kitabnya *Dakwah I'la Islah* bahawa dakwah Islamiyah ialah galakan kepada manusia ke arah kebaikan dan petunjuk, mengajak ke arah kebaikan dan mencegah kemungkaran supaya memberi kegembiraan di dunia dan akhirat (Khodri 2010). Manakala, menurut Ain Nabila dan Khazri Osman (2022), dakwah merupakan perlaksanaan terhadap perintah Allah, iaitu menyeru manusia ke arah ajaran Islam yang meliputi persoalan teologi, syariah, akhlak, dan institusi.

Komitmen yang tinggi terhadap konsep dakwah semasa ini turut membuahkan hasil dalam usaha menyampaikan dasar-dasar kerajaan. Keseluruhan subjek kajian memperkatakan tentang kepentingan penglibatan di dalam menyampaikan ilmu-ilmu di masjid dan dalam masa yang sama turut menyelitkan dasar-dasar kerajaan di dalam kuliah mereka.

Informan 1: Dalam kuliah, walaupun kuliah itu di masjid, orang awam ada situ. Mana-mana yang ada kaitan kita selit sikit, sebab tajuk yang kita bincang mesti ada terlibat.

Informan 2: Secara peribadi bila ana terlibat dengan masyarakat secara langsung melalui kuliah dan ceramah tertentu atau tazkirah tertentu, maka ana mengambil peluang menggunakan medium dakwah ini untuk menerangkan pelbagai perkara termasuk dasar-dasar tadi.

Selaku pengetua yang aktif, mereka bukan hanya menjalankan tugas untuk membangunkan sekolah semata-mata, bahkan mereka juga terlibat dengan komuniti seperti menyampaikan ceramah di masjid-masjid, surau, dan sebagainya. Dalam ertikata yang lain, pengetua juga terlibat secara langsung sebagai pendakwah, iaitu mengajak orang ramai ke arah kebaikan. Dalam masa yang sama, peluang ini dapat digunakan untuk menyampaikan dasar-dasar kerajaan, disamping menyampaikan ilmu-ilmu agama dan isu-isu semasa kepada komuniti.

Informan 4: Peluang mengajar di masjid satu peluang untuk sebar dasar kepada rakyat. Saya tidak nampak macam orang parti, terbuka sikit, orang nampak saya terbuka menyebabkan orang ramai boleh terima.

Peluang mengajar atau menyampaikan ilmu di masjid merupakan satu wasilah untuk menyebarkan dasar kepada rakyat. Penglibatan mereka yang tidak terlalu menonjolkan kecenderungan kepada mana-mana parti politik, dan bersifat terbuka menyebabkan orang ramai boleh menerima apa yang disampaikan. Di antara pengetua yang ditemui juga merupakan pegawai takmir lantikan Majlis Agama Islam Kelantan (MAIK). Ini merupakan satu peluang yang terbaik bagi menyampaikan hasrat dan dasar-dasar kerajaan khususnya kerajaan negeri kepada komuniti, jemaah dan sebagainya. Ada juga yang telah dilantik sebagai guru Halaqat, Guru Agama MAIK dan dalam masa yang sama memegang amanah sebagai pengetua. Justeru peluang ini telah digunakan semaksima mungkin untuk menyampaikan hasrat dan dasar kerajaan melalui kuliah, forum dan ceramah kepada komuniti.

Di antara dasar kerajaan yang disampaikan kepada mereka ialah berkaitan dengan konsep UMI (Ubudiyah, Mas'uliyah dan Itqan). Dasar ini tidak boleh dipisahkan dengan semua anggota masyarakat kerana semua amalan akan dilihat, dinilai dan dicatat oleh Allah SWT. Keberhasilan kerja ini adalah bergantung kepada kesungguhan dan keikhlasan seseorang itu kepada Allah SWT. Sepanjang menyampaikan ceramah, konsep itulah yang selalu ditekankan oleh mereka, iaitu penekanan tentang dasar UMI yang telah dilaksanakan di negeri Kelantan sepanjang 33 tahun pentadbiran kerajaan Membangun Bersama Islam. Justeru keterlibatan mereka dalam konsep dakwah ini juga merupakan satu peluang untuk menyampaikan dasar kepada komuniti setempat.

Selain itu juga, kuliah merupakan satu platform ataupun saluran untuk mereka memberikan kefahaman kepada masyarakat tentang dasar-dasar yang baik berasaskan Islam. Di samping itu, mereka juga menggalakkan ustaz-ustaz dan juga guru-guru yang lain untuk turut serta bersama masyarakat melalui apa jua platform yang bersesuaian, seperti kuliah, tazkirah dan sebagainya. Ini bersesuaian dengan falsafah YIK itu sendiri yang ingin mendidik masyarakat melalui pendidikan Islam, sebagaimana yang diperintah oleh Allah SWT samada melalui al Quran dan juga hadis nabi SAW.

Peranan yang dimainkan oleh pengetua ini juga telah menaikkan nama Kelantan sebagai sebuah negeri yang terkehadapan dalam bab keagamaan sehingga digelar Serambi Mekah. Ini bertepatan dengan hasrat Mantan Menteri Besar Kelantan Tuan Guru Hj Nik Abdul Aziz Nik Mat yang ingin menjadikan negeri Kelantan sebagai negeri yang maju dalam pembangunan Islam, sementara rakyatnya bertaqwa kepada Allah SWT. Penglibatan pengetua dalam kuliah di masjid merupakan satu ruang dakwah. Di samping mengajar di masjid, ada juga pengetua yang dijemput untuk menyampaikan ceramah agama di jabatan-jabatan kerajaan. Peluang ini juga dapat diambil oleh pengetua untuk menyampaikan ilmu dan dalam masa yang sama dapat menyampaikan dasar-dasar kerajaan.

3. Kompetensi penglibatan pengetua dalam aktiviti-aktiviti sosial (NGO)

Pertubuhan bukan kerajaan atau NGO adalah organisasi yang ditubuhkan untuk memperjuangkan suatu kepentingan awam dan bukannya bersifat individu atau komersial. Sinonim dengan istilah NGO ialah CSO (Civil Society Organization) dan organisasi sukarela (Dr Norma Mansor, 2014). Kerja amal atau sukarelawan adalah satu aktiviti yang melibatkan komuniti dalam membantu mereka yang memerlukan, seperti aktiviti bergotong-royong atau menyampaikan bantuan makanan kepada mangsa banjir dan sebagainya.

Pengetua yang ditemubual, juga memegang jawatan dan terlibat aktif di dalam badan bukan kerajaan (NGO) samada sebagai pengerusi ataupun Ahli Jawatankuasa (AJK). Keterlibatan ini membuktikan bahawa mereka bukan sahaja memfokuskan kepada pengurusan sekolah sahaja, bahkan terlibat juga di dalam komuniti iaitu menjaga dan memberikan kebajikan kepada mereka.

Mereka berpandangan bahawa terdapat NGO yang bersifat mendesak, tetapi sebenarnya bertujuan membantu menampung kelompangan yang ada pada pihak kerajaan, sebagaimana pembangkang yang menegur mana-mana kekurangan yang ada, dengan bertujuan untuk memperbaiki. Justeru, kerajaan wajar mengambil kira pandangan yang dilontarkan oleh pengetua melalui NGO, samada di dalam mesyuarat, seminar dan sebagainya.

Melalui dapatan yang diperolehi oleh pengkaji, penglibatan pengetua di dalam NGO yang adakalanya ditubuhkan oleh orang-orang yang berpengaruh ini, telah membantu pihak kerajaan samada secara langsung ataupun tidak, begitu juga golongan tertindas, fakir miskin dan mereka yang memerlukan kepada bantuan. Peranan NGO cukup penting, namun memerlukan kepada perancangan yang tersusun serta kolaborasi yang lebih baik. Penglibatan NGO dalam pengurusan bencana seperti banjir telah dapat menanganikan beban dan kesusahan hidup rakyat. Mereka amat membantu dalam kerja-kerja kebajikan di mana kerajaan tidak mungkin berupaya melakukan kerja-kerja ini tanpa bantuan serta penglibatan daripada NGO.

Menerusi penglibatan di dalam NGO seperti pengerusi AADK di peringkat komuniti, pengerusi Pertubuhan Kanak-Kanak Kurang Upaya, maka banyak dasar seperti Dasar Kebajikan, Dasar Wanita dan Dasar OKU telah dapat disampaikan kepada golongan sasaran. Tanggungjawab kerajaan negeri ialah mendekati NGO, supaya mereka dapat menyokong dan membantu dalam menyampaikan dasar-dasar kerajaan.

Informan 1: NGO yang ada banyak mendesak. Tapi mendesak tu untuk membantu sebenarnya. Jadi kerajaan kadang-kadang mana yang lompong tu didesak oleh NGO. NGO ada peranan yang baik serupa pembangkang jugak.

Informan 3: Sebenarnya NGO pun, ada NGO yang pro pada kerajaan dan ada NGO yang tidak kerajaan negerilah. Biasa NGO hok yang pro kerajaan negeri dia libat samalah untuk menyampaikan segala mesej-mesej yang disuruh oleh kerajaan sendirilah. Maknanya matlamat Allah dan target kerajaan tu semuanya dimaklum sebagaimana NGO ni terlibat urus sama.

Matlamat NGO bertujuan membantu kerajaan terutama sekali Jabatan Kebajikan Masyarakat. Mereka telah mengagihkan sumbangan kepada golongan yang memerlukan, dengan menggunakan dana ataupun sumbernya sendiri dan tidak bergantung kepada kerajaan. Sumbangan daripada golongan hartawan, korporat, dan orang ramai telah digunakan untuk membantu mereka yang memerlukan. Ini membuktikan bahawa mereka ini membantu Kerajaan Negeri dan juga Kerajaan Persekutuan, terutama sekali Jabatan Kebajikan Masyarakat dan sebagainya.

Di samping itu, terdapat juga pengetua yang memegang jawatan sebagai pengerusi alumni. Peluang yang ada ini telah digunakan untuk memahami mereka tentang tanggungjawab pendidikan yang berasaskan ketuhanan. Itulah kelebihan yang ada pada pengetua YIK, kerana selain terlibat dalam dunia pendidikan, mereka juga dapat menyalurkan jasa melalui platform NGO dan sebagainya. Kepakaran yang dimiliki telah banyak membantu masyarakat dan juga kerajaan. Contohnya untuk menjayakan program Kelantanku Bersih, banyak NGO seperti Persatuan Perubatan Ibnu Sina (PAPISMA), Jabatan Amal, Misi Kembara Dakwah dan sebagainya telah membantu kerajaan dalam melaksanakan dasar tersebut.

Informan 6: NGO juga banyak membantu dasar-dasar kerajaan. Contohnya Kelantanku Bersih. Jadi NGO-NGO macam Papisma, Jabatan Amal, Misi Kembara Dakwah dan sebagainya ni membantu kerajaan melaksanakan dasar Kelantanku Bersih, contohnya. Itulah hasrat sebenarnya, NGO, dia membantu kerajaan.

4. Kompetensi pengetua dalam mendokong program dan aktiviti komuniti anjuran kerajaan semasa (*government of the day*)

Wala' ataupun memberi ketaatan kepada kerajaan yang ada merupakan satu kemestian. *Wehdatul fikri* serta penyatuan pemikiran di antara pengetua dan juga kerajaan mestilah diselaraskan. Di samping itu, bertolak ansur juga merupakan satu perkara yang mesti ditekankan di dalam melaksanakan arahan yang dikehendaki oleh kerajaan, serta mensepakati segala keputusan, dan memberikan kerjasama yang terbaik dalam menyampaikan dasar kerajaan.

Penjawat awam yang menjadi nadi dan tunjang kepada negara perlu berkhidmat kepada kerajaan yang memerintah atau "*government of the day*". Melalui akujanji yang dilakukan, penjawat awam harus meneruskan komitmen dan kebertanggungjawaban untuk memberikan perkhidmatan yang terbaik kepada rakyat dengan melaksanakan dasar kerajaan yang memerintah. Sebagai pegawai yang berkhidmat dengan kerajaan negeri, pengetua hendaklah sentiasa menyokong dan mendokong segala dasar dan aktiviti-aktiviti yang dianjurkan oleh kerajaan semasa, selagi mana ianya tidak bertentangan dengan nilai-nilai Islam.

Ini diakui sendiri oleh pengetua yang pernah terlibat dengan dasar pendidikan. Beliau telah diberi tanggungjawab untuk mengembangkan pendidikan Islam di Kemboja, dan telah mengadakan kerjasama di atas dasar kerajaan dengan kerajaan, walaupun berlainan fahaman dan juga parti politik. Seseorang pengetua tidak mampu untuk melaksanakan tugasnya secara berseorangan. Di peringkat sekolah dia memerlukan pembantu seperti penolong kanan, barisan guru-guru kanan dan juga panitia. Dalam konteks yang lebih luas lagi, dia memerlukan kerjasama PIBG dan juga pemimpin-pemimpin masyarakat. Seterusnya, dia memerlukan kepada sokongan daripada majikan iaitu Yayasan Islam Kelantan. Apabila sesuatu tindakan yang diambil mendapat sokongan yang mantap daripada pihak-pihak yang disebutkan tadi, telah membantu melancarkan lagi gerakerja seseorang pengetua. Kerjasama daripada semua pihak termasuk kerajaan amat diperlukan.

Sementara itu, pihak YIK dan kerajaan negeri pula hendaklah memberikan taklimat khusus kepada pengetua tentang dasar-dasar dan juga halatuju kerajaan. Kadang-kadang ada juga pengetua yang kurang memahami dasar-dasar kerajaan. Justeru menjadi tanggungjawab kepada pihak YIK dan Exco Kerajaan Negeri untuk memberikan taklimat kepada pengetua supaya mereka dapat mengetahui secara jelas tentang dasar-dasar kerajaan.

Pengetua YIK juga telah memainkan peranan dalam penyampaian dasar kerajaan negeri melalui platform lain termasuklah dilantik sebagai Ahli Majlis Daerah bagi Pihak Berkuasa Tempatan (PBT). Dengan kuasa yang diberikan, mereka dapat merealisasikan dasar Membangun Bersama Islam. Melalui jawatankuasa Potfolio Pembangunan Islam contohnya, mereka telah membuat pemantauan dan

pemeriksaan melalui penguatkuasa yang telah dilantik, untuk mencegah sebarang kemungkaran yang berlaku seperti mengambil tindakan kepada pekerja muslimah yang tidak menutup aurat, mengenakan kompaun kepada pemilik rumah-rumah tumpangan yang tidak mematuhi syariah dan menyerbu tempat-tempat maksiat. Semua itu dilakukan untuk melaksanakan dasar kerajaan melalui PBT.

Pengetua juga telah memberikan kerjasama dalam membantu dasar-dasar kerajaan melalui penglibatan mereka di dalam program yang dianjurkan oleh Institut Latihan Darul Naim (ILDAN) seperti menghadiri kursus-kursus yang dianjurkan, serta menjadi jawatankuasa program Dasar Membangun Bersama Islam (MBI) dan Dasar Pendidikan Rabbani Kelantan (DPRK). Mereka juga sentiasa berhubung dan membuat kerjasama dengan agensi yang menjadi teras pentabiran dan kestabilan pihak kerajaan seperti Urus Setia Belia dan Sukan (U-BES), Urus Setia Penerangan dan Komunikasi Negeri Kelantan (UPKN), Urus Setia Kebajikan, Pembangunan Keluarga dan Wanita (U-KEKWA), Majlis Daerah dan sebagainya.

5. Kompetensi pengetua dalam menyelesaikan masalah setempat.

Penyelesaian masalah setempat menjadi fokus utama kepada Pihak Berkuasa Tempatan (PBT). Isu-isu yang sering melanda rakyat seperti isu banjir, kebersihan, jalanraya rosak dan longkang tersumbat perlu ditangani segera. Dalam konteks pengetua YIK, ada di kalangan mereka yang telah dilantik sebagai ahli kepada Pihak Berkuasa Tempatan. Di sinilah mereka dapat memainkan peranan untuk menyelesaikan permasalahan yang berlaku dalam komuniti seperti masalah infrastruktur dan juga masalah sosial seperti penyalahgunaan dadah dan sebagainya. Melalui penglibatan mereka di dalam pihak PBT ini, mereka dapat membawa suara komuniti semasa di dalam mesyuarat dan sebagainya, yang akhirnya dapat menyelesaikan permasalahan tersebut. Disinilah menunjukkan bahawa peranan pengetua yang aktif dalam komuniti dapat menjadi penghubung di antara rakyat dengan kerajaan.

Hubungan baik di antara pengetua dengan komuniti juga merupakan faktor penting dalam membina keyakinan komuniti agar menghormati mereka. Keyakinan ini semakin bertambah apabila pengetua dapat membantu menyelesaikan permasalahan mereka. Peribadi mulia yang ditonjolkan oleh pengetua akan menambahkan lagi kepercayaan mereka, serta menjadi rujukan di dalam masyarakat.

Di samping itu juga, pengetua selalu mengadakan perjumpaan dengan komuniti samada secara langsung ataupun tidak, menjayakan program bersama seperti gotong royong, program memungut derma, menghadiri kenduri, mengadakan seminar, kuliah dan sebagainya. Dengan cara ini, hubungan dengan komuniti dapat dibina.

Mengambil pengalaman daripada pengetua yang ditemui, sebelum menyampaikan dasar, beliau terlebih dahulu berkunjung ke pejabat pegawai, DO atau ketua jajahan, pejabat tanah, polis, bomba, pimpinan komuniti, NGO dan sebagainya, serta mengadakan perbincangan dengan mereka tentang bagaimana hendak menyampaikan sesuatu dasar. Mereka mengadakan pertemuan terlebih dahulu, dan membina hubungan yang baik dengan pihak-pihak yang berkenaan.

Masyarakat sememangnya memberi kepercayaan dan keyakinan kepada pengetua khususnya pengetua-pengetua YIK kerana mereka yakin dan percaya kepada ketinggian ilmu yang dimiliki, di samping kemampuan berinteraksi dan berkomunikasi dengan baik. Itu di antara faktor masyarakat dapat menerima pengetua sebagai pembawa dasar, kerana mereka mempunyai keyakinan berdasarkan kepada keilmuan yang dimiliki.

Informan 3: *Apabila saya sebagai pemimpin di peringkat komuniti, pemimpin di peringkat sekolah, pemimpin di peringkat PBT, pembuat dasar dan sebagainya, itu merupakan peluang yang terbaik untuk kita menyampaikan hasrat dan dasar kerajaan.*

Melalui komuniti, kerajaan telah menubuhkan Majlis Pengurusan Komuniti Kampung (MPKK). Berbagai-bagai program telah diadakan seperti pertandingan halaman ceria, penerangan dasar kerajaan seperti Kelantanku Bersih dan sebagainya. Semua komuniti kampung telah memberikan kerjasama untuk menjayakan program ini. Walaupun peruntukan yang diberikan tidaklah besar, tetapi di atas semangat kemasyarakatan mereka rela mengeluarkan belanja sendiri untuk menjayakan program tersebut.

Kajian ini mendapati bahawa kompetensi libat urus komuniti dalam kalangan pengetua YIK terhadap penyampaian dasar-dasar kerajaan negeri Kelantan adalah merupakan satu perkara yang tidak dapat dinafikan. Pengetua YIK telah memainkan peranan yang penting dalam penyampaian dasar-dasar kerajaan negeri Kelantan, seterusnya menjayakan dasar tersebut. Di antara peranan yang telah dimainkan oleh pengetua YIK adalah sepertimana berikut:

- i. Menyampaikan dasar kepada masyarakat melalui penglibatan dalam komuniti seperti menjadi imam atau khatib di masjid, menyampaikan kuliah dan sebagainya. Semasa menyampaikan khutbah atau ceramah, pengetua juga dapat menerangkan dasar kerajaan kepada masyarakat. Ini secara tidak langsung menyebabkan maklumat mengenai dasar-dasar negeri sampai kepada mereka.
- ii. Melalui penglibatan pengetua di dalam Persatuan Ibubapa Dan Guru (PIBG) pula, pengetua telah menyampaikan dasar-dasar tersebut ketika mengadakan mesyuarat ahli jawatan kuasa (AJK), dan juga ketika mesyuarat agung PIBG yang diadakan setiap tahun di sekolah. Melalui pendekatan ini, para ibubapa akan mendapat maklumat mengenai dasar tersebut. Pengetua juga dapat menyampaikan dasar ketika bercakap atau berbual dengan ibubapa secara tidak langsung.
- iii. Di sekolah, pengetua dapat menyampaikan dasar kerajaan negeri kepada warga sekolah terutamanya guru-guru dan pelajar ketika bermesyuarat, semasa perhimpunan, tazkirah, usrah dan sebagainya.
- iv. Bagi pengetua yang terlibat sebagai Ahli Majlis bagi Pihak Berkuasa Tempatan (PBT), mereka telah mengemukakan cadangan ataupun idea tentang penggubalan dan penyampaian dasar kepada rakyat. Ini dapat direalisasikan melalui program dan kempen yang telah diadakan.
- v. Pengetua juga mempunyai hubungan yang baik dengan komuniti atau masyarakat setempat seperti ibubapa, ketua kampung atau penghulu, imam dan sebagainya. Mereka juga telah melibatkan komuniti sekitar dalam menjayakan aktiviti-aktiviti sekolah seperti gotong royong, mengadakan solat hajat dan aktiviti-aktiviti yang lain. Ini kerana sekolah dan masyarakat mempunyai hubungan. Hubungan antara sekolah dan masyarakat merupakan suatu bentuk jaringan interaksi yang kompleks (Amir Hasan Dawi, 2009).

KESIMPULAN

Berdasarkan hasil dapatan kajian secara keseluruhannya, dapat disimpulkan di sini bahawa kompetensi libat urus komuniti dalam kalangan pengetua YIK terhadap penyampaian dasar-dasar kerajaan negeri mampu mempercepatkan pemahaman dan penghayatan dasar-dasar kerajaan negeri Kelantan. Justeru, diharap kajian ini mampu memberi impak kepada kejayaan pelaksanaan dan penyampaian dasar di negeri Kelantan, meskipun berhadapan dengan pelbagai cabaran dan juga rintangan. Kejayaan dasar

pada hari ini menuntut kepada kerjasama dari pelbagai pihak, bermula dari pemimpin tertinggi hinggalah kepada rakyat biasa, agar negeri Kelantan juga dapat bersaing dengan negeri-negeri lain di Malaysia. Matlamat ini akan dapat direalisasikan dengan kerjasama semua pihak termasuklah pengetua-pengetua YIK.

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PERBANDINGAN AMALAN PENGAJARAN DAN PEMBELAJARAN TAHFIZ AL-QURAN IBNU SAHNUN (m.875M) DENGAN PROGRAM TAHFIZ AL-QURAN KIAS: SATU TINJAUAN AWAL

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ABSTRAK

Tahfiz al-Quran merujuk kepada amalan menghafaz al-Quran secara keseluruhannya. Usaha murni ini berakar umbi dalam tradisi Islam, sejak zaman Nabi Muhammad (saw), yang menghafal al-Quran dan menggalakkan para sahabatnya melakukan perkara yang sama. Istilah Tahfiz yang berasal dari kata akar bahasa Arab "hafaza" bermaksud memelihara, melindungi, atau menjaga, yang bermaksud pemeliharaan teks al-Quran melalui hafalan. Kajian ini dilakukan secara kualitatif, bertujuan melihat perbandingan antara amalan pengajaran dan pembelajaran hafazan al-Quran oleh Ibnu Sahnun (m.875M) dengan amalan yang dilaksanakan dalam program tahfiz al-Quran KIAS. Dapatan kajian menunjukkan terdapat persamaan dari segi prosedur hafazan al-Quran iaitu mengenal huruf, sebutan huruf yang betul, bacaan bertajwid, penulisan ayat hafazan, memperdengarkan hafazan ayat, menghafaz mengikut jadual tertentu dan berdasarkan kemampuan pelajar. Perbezaan hanya pada peringkat awal prosedur iaitu ikrab ayat. Manakaala pendekatan pedagogi, kurikulum, serta penekanan terhadap adab dan etika dalam mempelajari al-Quran, sasaran pelajar, dan penekanan kepada pembelajaran berterusan adalah saling melengkapi. Diharapkan hasil kajian ini boleh menjadi panduan kepada penghafaza al-Quran, golongan pendidik hafazan serta pengusaha pusat-pusat hafazan al-Quran.

Kata kunci: Pengajaran dan pembelajaran, hafazan al-Quran, Ibnu Sahnun, Tahfiz al-Quran KIAS

PENGENALAN

Pengajaran tahfiz al-Quran adalah penting dalam membentuk generasi yang berpegang teguh kepada ajaran Islam dan untuk memahami makna yang mendalam dalam setiap ayat al-Quran. Ia bukan sahaja melibatkan menghafalan teks suci al-Quran sahaja, malah ia memerlukan kepada pemahaman yang mendalam mengenai sebutan yang betul serta pelaksanaan bacaan bertajwid di samping penekanan dalam pemahaman dan penghayatan terhadap kandungan al-Quran. Pengajaran yang berkesan dapat membantu pelajar mengaitkan ayat-ayat al-Quran dengan kehidupan seharian, menjadikan mereka lebih dekat kepada Allah serta membina sahsiah yang mulia dan berakhlak tinggi.

Hafazan al-Quran memerlukan tumpuan, kesabaran, dan usaha yang konsisten. Proses ini mendidik pelajar tentang pentingnya pengurusan masa dan usaha yang bersungguh-sungguh dalam mencapai matlamat mereka. Dengan disiplin ini, pelajar tahfiz dapat mengembangkan keupayaan untuk menghadapi cabaran dalam pelbagai aspek kehidupan. Pendekatan yang berkesan dalam pengajaran tahfiz harus melibatkan kaedah yang pelbagai dan sesuai dengan keperluan pelajar. Setiap pelajar mempunyai gaya pembelajaran yang berbeza, dan guru tahfiz perlu bijak dalam menyesuaikan teknik pengajaran mereka. Penggunaan teknologi, kaedah interaktif, serta bimbingan rohani seperti tazkiyatun nafs dapat meningkatkan keberkesanan pembelajaran tahfiz, memastikan pelajar bukan sahaja menghafaz, tetapi juga menghayati dan mengamalkan al-Quran dalam kehidupan mereka.

Dalam konteks moden, terdapat pelbagai institusi tahfiz yang bertujuan yang sama iaitu melahirkan generasi penghafaz al-Quran. Di negara Malaysia umpamanya, institusi ini semakin pesat membangun

umpama cendawan tumbuh selepas hujan. Perkembangannya seiring dengan perkembangan semasa yang semakin menerima suasana integrasi pengajian. Kajian ini memberi tumpuan kepada perbandingan amalan pengajaran dan pembelajaran hafazan al-Quran antara Ibnu Sahnun (m. 875M), seorang tokoh pendidikan Islam terkemuka, dan amalan program tahfiz al-Quran di Kolej Islam Antarabangsa Sultan Ismail Petra (KIAS).

Pernyataan Masalah dan Fokus Kajian

Walaupun penghafazan al-Quran telah lama diamalkan, wujud pelbagai pendekatan dan kaedah dalam proses pengajaran dan pembelajaran hafazan. Sebahagian daripada kaedah tersebut adalah bersandarkan kepada tokoh-tokoh ulama terdahulu, manakala sebahagian lagi diolah mengikut konteks pendidikan moden. Oleh itu, kajian ini berusaha untuk melihat sejauh mana amalan pengajaran dan pembelajaran hafazan al-Quran yang diamalkan oleh Ibnu Sahnun dibandingkan dengan amalan yang diterapkan dalam program tahfiz di KIAS. Persoalan utama yang dikaji ialah persamaan dan perbezaan dalam prosedur pengajaran hafazan al-Quran antara kedua-dua pendekatan tersebut.

KAJIAN LITERATUR

Bagi menilai keperluan dan kepentingan kajian ini, beberapa kajian terdahulu telah dijadikan rujukan. Antaranya ialah kajian oleh Engku Alwi (2014) yang mengupas tentang cabaran besar yang dihadapi umat Islam masa kini, termasuk di Malaysia. Dalam menghadapi cabaran dalaman dan luaran, setiap muslim memerlukan bimbingan dan panduan yang sahih daripada al-Quran dan al-sunah, malah, al-Quran dan al-sunah berpotensi menjadi pemangkin kecemerlangan dalam pelbagai aspek kehidupan.

Seterusnya, kajian Ahmad Hilmi et al. (2018) menggariskan cabaran dan peluang dalam landskap pengajaran dan pembelajaran al-Quran, termasuk aspek kebolehcapaian, kualiti pengajaran, sensitiviti budaya, serta penglibatan dan perkaitan. Kebolehcapaian merujuk kepada memastikan pendidikan al-Quran dapat diakses oleh semua, tanpa mengira lokasi geografi atau status sosio-ekonomi. Walaupun platform digital telah banyak membantu, masih terdapat jurang yang perlu diatasi. Dari segi kualiti, standard pengajaran yang tinggi mesti dipelihara terutama dengan peningkatan kursus dalam talian, yang memerlukan tenaga pengajar yang berkelayakan dan terlatih. Sensitiviti budaya pula menuntut pengajaran al-Quran yang peka terhadap adat dan bahasa tempatan, dengan penyesuaian kaedah tanpa mengubah intipati ajaran. Pengajaran yang relevan dan kontekstual dapat membantu pelajar menghubungkan al-Quran dengan kehidupan semasa mereka.

Dalam konteks pendidikan Islam yang lebih luas, kajian Nor Adzimah et al. (2017) membincangkan program Ulul Albab yang menggabungkan pendidikan agama dan sekular untuk melahirkan individu berilmu dan berakhlak mulia. Pihak berkepentingan menekankan bahawa program ini bukan sahaja bertujuan mencapai kecemerlangan akademik, tetapi juga membentuk sahsiah yang baik dan tanggungjawab terhadap agama serta masyarakat. Pendekatan pendidikan holistik ini penting dalam membina pemimpin masa depan yang bukan sahaja kompeten dalam bidang profesional, tetapi juga komited terhadap nilai-nilai Islam.

Berdasarkan kajian Binti Zakaria et al. (2021), pelaksanaan pengajaran tarannum al-Quran dalam Program Kelas Khas Kemahiran al-Quran (KKQ) dianalisis dari perspektif pelajar. Kajian ini menggunakan Model CIPP (Stufflebeam & Shinkfield, 1985) sebagai kerangka teori, dengan data dikumpulkan melalui soal selidik dan temu bual separa berstruktur yang melibatkan 78 pelajar KKQ dari Sekolah Menengah Kebangsaan Agama (SMKA) dan tiga orang guru. Hasil kajian menunjukkan bahawa tahap pelaksanaan berada pada tahap sederhana tinggi, menunjukkan walaupun pelbagai teknik dan strategi telah digunakan untuk menyesuaikan diri dengan pelajar yang memiliki tahap kebolehan berbeza, masih ada ruang untuk penambahbaikan dan pembangunan berterusan dalam kaedah pengajaran. Interaksi positif serta dinamik antara guru dan pelajar dilihat sebagai elemen yang memberikan kesan yang baik.

METODOLOGI

Kajian ini dilakukan secara kualitatif, bertujuan untuk menganalisis kandungan perbandingan antara amalan pengajaran dan pembelajaran hafazan al-Quran oleh Ibnu Sahnun (m.875M) dengan amalan yang dilaksanakan dalam program Program Tahfiz Al-Quran KIAS KIAS. Model pengajaran dan pembelajaran al-Quran yang digagaskan oleh Ibnu Sahnun melalui karya pendidikannya, Kitab Adab al-Mu'allimin yang merupakan sumber utama kajian manakala beberapa dokumen pengajaran dari Program Tahfiz Al-Quran KIAS diambil untuk melakukan perbandingan dalam pengamalan tersebut. Ia juga dikuatkan data-data tambahan dari buku-buku, artikel, dan dokumen lain yang berkaitan. Kitab Adab al-Mu'allimin yang digunakan dalam kajian ini adalah edisi terbitan 2014 yang disunting oleh Abdullah 'Adil. Untuk membantu pemahaman teks tersebut, pengkaji juga merujuk terjemahan kitab ini yang disusun oleh Mohd Syafiq pada tahun 2019.

DAPATAN KAJIAN

Berdasarkan sejarah kedua-dua institusi ini, masing-masing memiliki kepakaran tersendiri dalam mengemudi bidang tahfiz al-Quran. Kajian ini akan mengetengahkan pendekatan yang digunakan oleh kedua-dua institusi dalam memastikan pengajaran tahfiz al-Quran dilaksanakan dengan cekap dan berkesan. Pendekatan tersebut akan memperlihatkan bagaimana strategi yang diambil mampu menjamin kelancaran proses hafazan serta pembentukan sahsiah pelajar, sesuai dengan matlamat melahirkan generasi huffaz yang bukan sahaja mahir dalam hafalan, tetapi juga cemerlang dalam akhlak dan ilmu pengetahuan.

Biodata Ibnu Sahnun

Ibnu Sahnun, yang nama penuhnya ialah Muhammad bin Abdul Salam bin Sa'id bin Habib bin Hasan bin Hilal bin Bikar bin Rabi'ah al-Tanukhi, dikenali dengan gelaran Abu Abdullah (Adil, 2014). Nama Ibnu Sahnun lebih popular, diambil daripada gelaran bapanya, Abdul Salam Sahnun. Beliau dilahirkan di Qairawan (kini Tunisia) pada tahun 202 H (817 M) dan meninggal dunia pada tahun 256 H (870 M) ketika berumur 54 tahun. Ibnu Sahnun merupakan seorang ahli perundangan Islam yang terkenal serta ulama mazhab Maliki. Sumbangan beliau yang besar dalam bidang pendidikan Islam dan perundangan mencipta legasi yang kukuh, khususnya di Afrika Utara. Beliau juga dikenali sebagai seorang ulama yang cerdas dengan kepakaran dalam pelbagai bidang seperti hadis, fiqh, akidah, ilmu kalam, pendidikan, pengajaran, perdebatan, dan penulisan. Ibnu Sahnun merupakan tokoh penting dalam pembangunan teori perundangan Islam dan amalan pendidikan Islam.

Kitab Adab al-Mu'allimin

Berdasarkan pengalaman belajar di kuttab dan penglibatannya dalam pengajaran di pusat pendidikan tersebut, Ibnu Sahnun telah menulis sebuah buku mengenai pendidikan kanak-kanak di kuttab yang dikenali sebagai Kitab Adab al-Mu'allimin. Buku ini merangkumi hasil perbincangan beliau dengan bapanya, Imam Sahnun, dan merupakan panduan bertulis pertama dalam sejarah pendidikan Islam. Kitab Adab al-Mu'allimin terdiri daripada sepuluh bab yang mengandungi 145 perkara. Isinya merangkumi aspek seperti pengurusan sekolah, pengurusan guru dan profesionalisme keguruan, pengurusan pelajar, pengurusan kurikulum dan pedagogi, pengurusan sumber pengajaran, serta hubungan antara sekolah dengan ibu bapa dan masyarakat. Ibnu Sahnun memberi perhatian kepada semua perkara ini berasaskan prinsip fiqhiyyah untuk membentuk sistem pendidikan yang menyeluruh dan holistik bagi mendidik kanak-kanak. Matlamat utama pendidikannya adalah untuk melahirkan individu yang berilmu, beramal, dan beribadah melalui pendidikan al-Quran serta berlandaskan pendidikan spiritual. Kajian ini juga merujuk kepada Kitab Adab al-Mu'allimin yang telah diterbitkan semula pada tahun 2014 dengan pemurnian oleh Abi Abdullah Adil bin Abdullah Ali Hamdan. Edisi ini melibatkan penyusunan semula teks manuskrip, pembetulan kata yang tercicir, takhrij hadis dan al-athar, komentar, serta nukilan pandangan ulama salaf, bersama penjelasan biodata perawi hadis, dan penandaan ayat-ayat al-Quran serta faedah fiqhiyyah.

Melalui analisis kandungan Kitab *Adab al-Mu'allimin*, dapat dirumuskan pengajaran dan pembelajaran al-Quran mengikut perspektif Ibnu Sahnun adalah sebagaimana di dalam jadual di bawah;

Jadual 1: Rumusan Berkaitan Pengajaran dan Pembelajaran Al-Quran Mengikut Perspektif Ibnu Sahnun Berdasarkan Teks Kitab *Adab al-Mu'allimin*

Bil	Pengajaran dan Pembelajaran al-Quran	Perkara	Rujukan teks Kitab <i>Adab al-Mu'allimin</i>
1.	Keutamaan pengajaran dan pembelajaran al-Quran	Kelebihan orang belajar dan mengajar al-Quran	Fasal 1; Perkara 1& 2; ms71
		Keistimewaan orang belajar al-Quran	Fasal 1; Perkara 3; ms72
		Kelebihan golongan yang mempelajari al-Quran dalam usia muda	Fasal 1; Perkara 8; ms84
2.	Kepentingan hafalan al-Quran	Kelebihan menghafal al-Quran	Fasal 1; Perkara 5; ms73
3.	Kaedah dan teknik pengajaran dan pembelajaran al-Quran	Mengenal huruf al-Quran	Fasal 8; Perkara 62; ms113
		Menulis ayat-ayat al-Quran	Fasal 8; Perkara 62; ms113
		Bacaan bertajwid	Fasal 8; Perkara 62; ms113
		Ikrab	Fasal 1; Perkara 7; ms74 Fasal 8; Perkara 62; ms113
		Qiraat	Fasal 8; Perkara 64; ms114
		Tarannum (bacaan dengan suara merdu)	Fasal 8; Perkara 62; ms113
		Hafazan	Fasal 8; Perkara 67; ms117-118
4.	Susunan ayat dan surah bacaan dan hafazan	Dua pertiga hafazan adalah pada surah Yunus.	Fasal 8; Perkara 79; ms125-126 Fasal 9; Perkara 122; ms156-157
		Satu pertiga hingga surah al-Baqarah	
5.	Kebenaran berpindah ayat baharu	Penguasaan; membaca, menghafaz, menulis	Fasal 8; Perkara 77; ms125
6.	Jadual kelas hafazan al-Quran	Masa dan hari memulakan ayat baharu untuk hafazan (Malam hari Rabu atau hari Khamis)	Fasal 8; Perkara 67; ms117-118
7.	Tamat pengajian	Khatam bacaan dan khatam hafazan al-Quran	Fasal 5; Perkara 36; ms96 Fasal 7; Perkara 48; ms103-104
8.	Hukum berkaitan dengan pengajian al-Quran	Membersih tulisan ayat al-Quran	Fasal 3; Perkara 17-18; ms83-83
		Cara bacaan al-Quran yang dilarang	Fasal 8; Perkara 71; ms119
		Boleh membaca ayat al-Quran yang ditulis tanpa berwuduk	Fasal 8, Perkara 94, ms137
		Berwuduk untuk menyentuh mushaf	Fasal 8, Perkara 95, ms137
		Sujud tilawah dan tatacara sujud bila mendengar orang lain membaca ayat sajdah	Fasal 8; Perkara 102-106; ms147-148
		Larangan membaca al-Quran di dalam tandas	Fasal 8; Perkara 103; ms148

Pengajaran dan Pembelajaran Al-Quran

Sorotan pengajaran dan pembelajaran al-Quran dalam Kitab *Adab al-Mu'allimin* adalah sebagaimana berikut:

Jadual 2: Petikan Teks Kitab *Adab al-Mu'allimin* (Ibnu Sahnun, m.875H) Berkaitan Pengajaran dan Pembelajaran al-Quran

Bil	Fasal	Perkara	Kandungan	Muka surat
1.	1	1	Bapaku Sahnun meriwayatkan kepadaku, daripada Abdullah bin Wahb, daripada Sufyan al-Thauri, daripada 'Alqamah bin Marthad. daripada Abu Abd al-Rahman al-Sulami, daripada Usman bin 'Affan RA, bahawa sesungguhnya Rasulullah SAW bersabda, " <i>Yang paling mulia antara kalian ialah yang mempelajari al-Quran dan mengajarkannya.</i> " -Hadis sahih	71
2.	1	2	Muhammad (bin Sahnun, meriwayatkan), daripada Abu Tahir, daripada Yahya bin Hassan, daripada Abdul Wahid bin Ziyad, daripada Abdul Rahman bin Ishak, daripada Nukman bin Saad, daripada Ali bin Abi Talib RA, beliau berkata: Rasulullah SAW bersabda, " <i>Yang terbaik antara kalian ialah yang mempelajari al-Quran dan mengajarkannya.</i> " Hadis sahih	72
3.	1	3	Daripada Yaakub bin Kasib, daripada Yusuf bin Abi Salamah, daripada bapanya (Abu Salamah), daripada Abdul Rahman bin Hurmuz, daripada 'Ubaidullah bin Abi Rafi', daripada Ali bin Abi Talib RA, bahawa sesungguhnya Nabi SAW bersabda, " <i>Allah mengangkat beberapa golongan (manusia) kerana al-Quran.</i> " Hadis hasan	72
4.	1	5	Musa, daripada Abdul Rahman bin Mahdi, daripada Abdul Rahman bin Budayl, daripada bapanya (Budayl), daripada Anas bin Malik RA, Rasulullah SAW bersabda, " <i>Sesungguhnya Allah memiliki ahli-Nya daripada kalangan manusia.</i> " Dikatakan, " <i>Siapakah mereka, wahai Rasulullah?</i> " Baginda menjawab, " <i>Mereka adalah hamalah (penghafal) al-Quran. Mereka inilah ahli Allah dan golongan khas buat-Nya.</i> " -Hadis sahih	73
6.	1	8	Ahmad bin Abu Bakar memberitahuku (Muhammad), daripada al-Zuhri, daripada Muhammad bin Talhah, daripada Said bin Abi Said al-Magburi, daripada Abu Hurairah RA, beliau berkata, Rasulullah SAW bersabda, " <i>Barangsiapa yang mempelajari al-Quran di usia muda belianya, (nescaya) al-Quran bercampur dengan daging dan darahnya. Barangsiapa yang mempelajarinya di usia tuanya, dalam keadaan dia mudah terlepas daripadanya (hafalan dan bacaan tidak salah) dan dia tidak meninggalkannya (al-Quran itu, meskipun susah dipelajarinya), maka dia mendapat pahalanya dua kali ganda</i> ". Hadis hasan	74-75
7.	8	62	Hendaklah dia mengajarkan bacaan al-Quran yang tepat, dan demikian itu menjadi kewajipan buatnya. Begitu juga baris huruf, sebutan huruf, tulisan yang cantik, bacaan yang merdu, hukum-hakam <i>waqf</i> (berhenti), dan tartil (tajwid), menjadi kewajipan buatnya (mengajarkannya kepada kanak-kanak).	113
8.	8	64	Wajib untuknya mengajarkan mereka tentang apa yang diketahuinya daripada qiraat (bacaan al-Quran) yang baik, iaitulah bacaan Nafi'. Tidak mengapa sekiranya dia mengajarkan qiraat yang lain kepada mereka, selama mana ia (bacaan) itu tidak buruk. Seperti: (بَيْتْرُك) ، (وُلْدُهُ) ، (وَجِزْمٌ عَلَى قُرْيَةٍ) Akan tetapi dia mengajarkan bacaannya: (بَيْتْرُك) Ayat 39, surah Ali Imran	114

			(وَلِدَةٍ) Ayat 33, Surah Luqman (وَحَرَّمَ عَلَى قَرِيْبَةٍ) Ayat 95, Surah al-Anbiya' Dan yang seumpama dengannya. Serta seluruh (bacaan) yang dibacakan oleh para sahabat Rasulullah SAW.	
9.	8	67	Hendaklah dia mengawasi mereka saat pengajaran dan 'ard (mengajarkan hafalan baru). Hendaklah dia menentukan hari bagi 'ard ini, misalnya pada hari Khamis, atau malam hari Rabu.	117-118
10.	8	70	Daku berpendapat bahawa dia tidak boleh mengajarkan lahan (bacaan berlagu) bagi al-Quran	118
11.	8	77	Tidak boleh baginya (guru itu) untuk memindahkan mereka daripada satu surah kepada surah yang lain, sehinggalah mereka menghafalnya dengan bacaan dan tulisannya, melainkan sekiranya para bapanya memudahkan (memberi izin) pada demikian baginya.	125

Keutamaan mempelajari dan mengajar al-Quran sebagai kalamullah yang menjadi pedoman Ilahi dalam kehidupan manusia sangat ditekankan oleh Ibnu Sahnun. Beliau menanamkan keyakinan kepada kanak-kanak dan guru untuk mempelajari al-Quran dengan baik melalui penjelasan hadis-hadis Rasulullah SAW, seperti yang disebutkan dalam Fasal 1 Perkara 1-9. Motivasi ini juga menekankan keistimewaan golongan yang berusaha menjadi penghafal al-Quran, iaitu ahlu al-Quran, sebagaimana dinyatakan dalam Fasal 1 Perkara 5. Pembelajaran al-Quran dijadikan sebagai mata pelajaran wajib bagi setiap kanak-kanak di kuttab, tanpa mengira jantina atau usia, seperti yang disebut dalam Fasal 8 Perkara 62.

Pendidikan al-Quran di kuttab, mengikut pemikiran Ibnu Sahnun seperti yang dijelaskan dalam Jadual 4.9, dilaksanakan secara komprehensif. Proses pengajaran dan pembelajaran ini dinyatakan dengan jelas dalam catatan beliau, di mana pembelajaran dimulakan dengan mengenal huruf al-Quran, mengenal baris huruf, menyebut huruf dengan betul, menulis ayat-ayat al-Quran dengan kemas, membaca dengan suara yang merdu, mempelajari tajwid, serta membaca secara tartil, sebagaimana tercatat dalam Fasal 8 Perkara 62. Suruhan dan galakan ini ada disebutkan dalam hadis iaitu :

ليس منا من لم يتغن بالقرآن، وزاد غيره: يجهر به

Terjemahan: “Bukan dari kalangan kami mereka yang tidak memperindahkan bacaan al-Quran”. Sebahagian yang lain menyebut menyaringkannya. (Riwayat al-Bukhari, Kitab at-Tauhid, Bab *Qaulillah Taala “Wa Asirru Qaulakum aw Ijharu bihi, Innahu ‘Alim bi Dzaati As-Sudur, Ala Ya’lamu Man Khalaqa wa Huwa Al-Latiif Al-Khabir, no hadis 7527*).

Pelajar diwajibkan menulis ayat-ayat hafazan serta mempelajari ikrab al-Quran, yang merujuk kepada pemahaman terhadap makna, maksud, dan penjelasan setiap perkataan dalam ayat al-Quran dari aspek bahasa dan tatabahasa. Mereka diajar untuk menulis ayat-ayat al-Quran di papan tulis menggunakan dakwat, kemudian memadamnya setelah menghafaz ayat tersebut dengan tertib dan penuh adab, seperti yang dinyatakan dalam Fasal 3 Perkara 17-18. Selain itu, Fasal 8 Perkara 64 menyebut bahawa pelajar diajar dan dilatih membaca al-Quran mengikut qiraat Nafi’.

Pelajar diwajibkan untuk menguasai sepenuhnya ayat al-Quran yang telah dihafaz, iaitu mampu membacanya dengan lancar, menulis ayat tersebut, dan memahami isi kandungannya sebelum dibenarkan oleh guru untuk beralih kepada ayat baharu. Jadual dan masa khusus untuk penulisan ayat serta memulakan hafalan ayat baharu telah ditetapkan sebagai panduan bagi guru dan pelajar untuk mengurus hafazan dengan teratur dan tersusun, seperti yang dinyatakan dalam Fasal 8 Perkara 67. Tempoh pembelajaran al-Quran tidak ditetapkan secara khusus kerana ia bergantung kepada kemampuan individu pelajar. Mereka dianggap tamat pengajian di kuttab setelah menyelesaikan bacaan dan hafazan keseluruhan al-Quran yang merangkumi 114 surah, sebagaimana disebut dalam Fasal 8

Perkara 79 dan Fasal 9 Perkara 122. Walaupun susunan ayat dan surah hafazan tidak dinyatakan secara terperinci, dapat difahami bahawa hafazan bermula dengan surah al-Fatihah dan al-Baqarah, manakala dua pertiga hafazan biasanya berada pada surah Yunus, seperti yang dijelaskan dalam Fasal 5 Perkara 36 dan Fasal 7 Perkara 48.

Sepanjang proses pengajaran dan pembelajaran al-Quran secara formal di dalam kelas, Ibnu Sahnun juga membimbing para pelajar menghargai dan menghormati al-Quran sebagai kitab suci umat Islam. Dalam konteks ini, antara yang dianalisis dalam Kitab *Adab al-Mu'allimin* ialah berkaitan pendidikan hukum dan etika berkaitan dengan al-Quran. Hasil analisis adalah sebagaimana di dalam jadual berikut;

Jadual 3: Petikan Teks Kitab Adab al-Mu'allimin (Ibnu Sahnun, m.875H), Berkaitan Pendidikan Hukum Dan Etika Dengan al-Quran

Bil	Fasal	Perkara	Kandungan	Muka surat
1.	3	17	Muhammad bin Abdul Rahman mengkhabarkan kepadaku, daripada Abdulah bin Said, daripada Zaid bin Rabi'; daripada Bishr bin Hakim, daripada Sa'id bin Harun, daripada Anas bin Malik RA, beliau berkata, "Sekiranya kanak-kanak al-Kuttab (sekolah) memadam " <i>Tanzil (al-Quran) daripada Tuhan sekalian alam</i> " (al-Waqi'ah, 80) daripada papan tulis mereka dengan tapak kaki mereka, guru itu sesungguhnya telah melemparkan Islam di belakang badannya (yakni murtad). Dia tidak hiraupun akan bagaimana keadaannya bertemu dengan Allah (di akhirat kelak)." Anas ditanya, "Bagaimanakah keadaan para muaddib (guru) pada zaman para Imam: Abu Bakar, Umar, Usman dan Ali RAnhum?" Anas menjawab, "Guru itu memiliki tempat basuhan, dan setiap kanak-kanak akan datang setiap hari dengan bekas airnya membawa air yang bersih, mereka menyiramnya (papan itu) di dalamnya (tempat basuhan itu), dan memadam papan tulis mereka dengannya." Anas berkata lagi, "Lalu mereka menggali sebuah lubang di atas permukaan tanah, mereka menuang bekas air tadi ke dalamnya, dan (dibiarkan) kering (dengan sendirinya)	83-84
2.	3	18	Daku (Muhammad) bertanya (kepada Sahnun), "Bagaimana pendapatmu, bolehkah dibersihkan dengan jilatan (yakni air liur)? "Beliau (Sahnun) menjawab, "Harus (hukumnya). Jangan saja dipadam dengan kaki, tapi dipadam dengan sapu tangan dan apa yang seumpamanya."	85
3.	3	19	Daku (Muhammad) bertanya (kepada Sahnun), "Bagaimana pendapatmu tentang persoalan-persoalan (ilmiah) yang ditulis kanak-kanak di <i>Kuttab</i> (sekolah)?" Beliau (Sahnun) menjawab, "Kalau ada daripadanya zikrillah (al-Quran), janganlah dipadam dengan kakinya. Tidak mengapa dipadam selainnya apa saja yang bukan al-Quran."	85
4.	8	71	Kerana Malik berkata, "Tidak boleh membaca al-Quran dengan berlagu (<i>lahan</i>) (Maksud berlagu di sini merujuk kepada lagu-lagu dan notasi-notasi Arab yang dilagukan dengan suara nyanyian sebagaimana nyanyian di dalam majlis-majlis keramaian dan dengan tujuan mendapatkan duit. Adapun membaca al-Quran dengan suara yang merdu dan tajwid yang tepat merupakan saranan Rasulullah SAW; " <i>Hiasilah al-Quran dengan suara-suara kalian</i> ". Hadis riwayat Ahmad, Abu Daud, an-Nasa'i dan Ibnu Majah)	119
5.	8	73	Beliau (Muhammad) berkata, Sahnun berkata, "Malik sesungguhnya pernah ditanya berkenaan majlis-majlis	122

			perhimpunan untuk membaca (al-Quran). Beliau berkata, "Bid'ah" Daku berpendapat bahawa para wali (penjaga kanak-kanak itu) hendaklah melarang mereka daripada perbuatan sedemikian.	
6.	8	94	Tidak mengapa bagi kanak-kanak - sekiranya dia belum mencapai <i>hulum</i> (yakni belum baligh) - untuk membaca di papan tulis, tanpa wuduk, sekiranya dia mempelajarinya. Demikian juga guru.	137
7.	8	95	Kanak-kanak tidak boleh menyentuh mushaf melainkan dengan wuduk, dan hendaklah dia (guru) memerintahkan mereka untuk melakukan demikian hinggalah mereka mempelajarinya.	137
8.	8	101	Daku (Muhammad) tidak berpendapat bolehnya dia membaca di tempat mandi.	146
9.	8	102	Malik berkata, "Sekiranya seorang guru melewati bacaan sajdah (bacaan sujud tilawah), dalam keadaan kanak-kanak itu membacakannya kepadanya (yakni sajdah itu merupakan pada bacaan kanak-kanak yang diperdengarkan kepada guru), maka tidak perlulah untuk dia (guru) sujud padanya. Hal ini kerana kanak-kanak bukanlah (layak dijadikan) sebagai seorang imam. Melainkan sekiranya dia seorang yang baligh, maka tidak mengapa untuknya (guru) itu sujud (tilawah bersamanya). Sekiranya dia meninggalkannya (sujud tilawah itu), maka tidak mengapa, kerana ia bukan wajib.	147

Dalam catatan Ibnu Sahnun yang dirujuk dalam Jadual 3, beliau membincangkan hukum dan etika berkaitan pembelajaran al-Quran. Pelajar diajar untuk memahami peraturan dan adab dalam berinteraksi dengan al-Quran, terutama ketika memegang dan membaca kalamullah. Kanak-kanak dibenarkan membaca al-Quran tanpa wuduk selagi mereka tidak memegang mushaf, seperti dinyatakan dalam Fasal 8 Perkara 94. Namun, dalam Fasal 8 Perkara 95, pelajar diwajibkan berwuduk untuk memegang mushaf. Bagi menghormati kesucian al-Quran, mereka diingatkan agar tidak membaca al-Quran di dalam tandas, sebagaimana dalam Fasal 8 Perkara 103. Larangan lain yang ditekankan ialah pelajar tidak dibenarkan membaca al-Quran dengan cara berlagu (lahan), yang merujuk kepada menyanyikan ayat al-Quran dengan melodi seperti nyanyian di majlis-majlis untuk mendapatkan wang, sebagaimana dalam Fasal 8 Perkara 72. Namun, membaca al-Quran dengan suara yang merdu dan tajwid yang tepat adalah disarankan oleh Rasulullah SAW berdasarkan hadis yang diriwayatkan oleh Ahmad, Abu Daud, an-Nasa'i, dan Ibnu Majah: "Hiasilah al-Quran dengan suara-suara kalian." Pelajar juga dilarang membaca al-Quran secara berkumpulan dalam satu majlis, seperti dinyatakan dalam Fasal 8 Perkara 73.

Selain itu, pelajar diajar untuk melakukan sujud tilawah ketika membaca ayat-ayat tertentu dalam al-Quran, termasuk tatacara sujud tilawah apabila mendengar bacaan orang lain, sebagaimana dijelaskan dalam Fasal 8 Perkara 102-106. Peraturan mengenai menulis dan memadam tulisan al-Quran di papan *luh* turut dijelaskan dalam Fasal 3 Perkara 17, 18, dan 19. Pelajar dilatih untuk mencuci tulisan tersebut dengan penuh adab, menggunakan air yang kemudian ditadah dalam bekas khas sebelum dicurahkan ke dalam lubang yang digali untuk tujuan itu. Mereka juga dibenarkan menggunakan sapu tangan untuk membersihkan dakwat yang melekat, tetapi tidak boleh menggunakan kaki untuk mencuci tulisan ayat tersebut. Ini menunjukkan betapa pentingnya adab terhadap al-Quran dipupuk sejak kecil agar menjadi kebiasaan hingga dewasa.

Kolej Universiti Islam Antarabangsa Sultan Ismail Petra (KIAS) dan Program Program Tahfiz Al-Quran KIAS

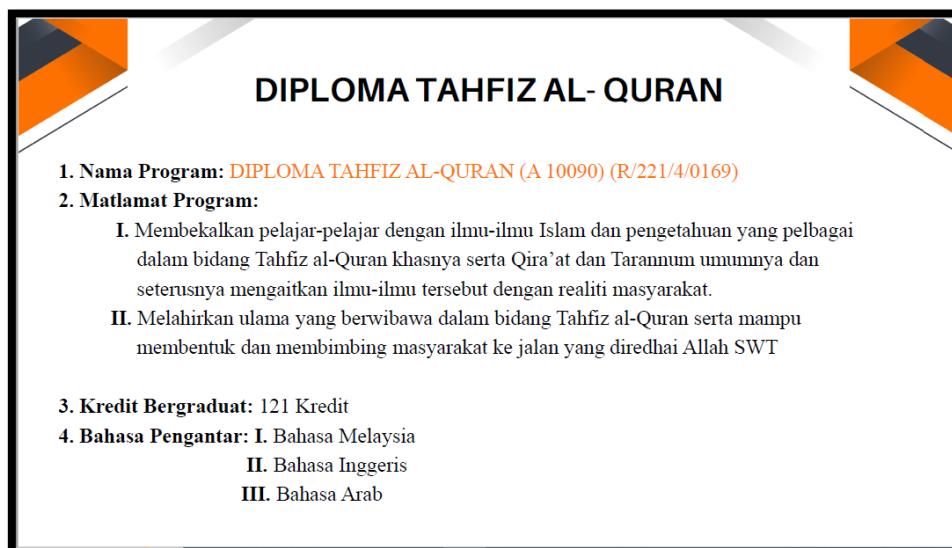
Kolej Universiti Islam Antarabangsa Sultan Ismail Petra (KIAS) merupakan sebuah Institusi Pengajian Tinggi Swasta (IPTS) yang ditubuhkan di bawah Akta Institusi Pengajian Tinggi Swasta 1996 (Akta 555) dan diuruskan oleh KIAS Darul Naim Sdn Bhd (KDSB), anak syarikat kepada Akademi Yakin

Sdn Bhd (AYSB). Idea penubuhan kolej ini berasal dari inisiatif Kerajaan Negeri, yang berhasrat untuk menjadikan Kelantan sebagai pusat utama perkembangan ilmu Islam yang terkenal di rantau ini.

KIAS ditubuhkan sebagai kesinambungan daripada Yayasan Pengajian Tinggi Islam Kelantan (YPTIK) di Nilam Puri, yang ditubuhkan pada tahun 1965. Pada 1 April 1981, YPTIK diserap ke Universiti Malaya dan dinamakan Akademi Islam Universiti Malaya (AIUM), sebelum digabungkan dengan Jabatan Pengajian Islam untuk membentuk Akademi Pengajian Islam Universiti Malaya (APIUM) pada tahun 1996. Kesedaran tentang pentingnya pendidikan Islam di peringkat tinggi kekal kukuh, yang kemudian diwujudkan melalui penubuhan Maahad Dakwah Wal Imamah oleh Yayasan Islam Kelantan (YIK) pada tahun 1994, berdasarkan idea YAB Tuan Guru Dato' Bentara Setia Hj. Nik Abdul Aziz bin Nik Mat, Menteri Besar Kelantan ketika itu. Pada 23 Mac 2021, KIAS mendapat kelulusan untuk dinaiktaraf menjadi Kolej Universiti oleh Kementerian Pengajian Tinggi (KPT).

Menurut Muhammad Zulhildi (2020) menjelaskan bahawa pada tahun 2010, KIAS telah menawarkan beberapa program baharu antaranya Diploma Qiraat Dan Tarannum dan Program Tahfiz Al-Quran KIAS. Diploma ini diletakkan di bawah Jabatan al-Quran dan Hadis. Mahasiswa dan mahasiswi program pengajian ini mempelajari subjek-subjek berkaitan ilmu al-Quran yang dijalankan sebanyak enam semester iaitu selama tiga tahun. Program ini telah mendapat perakuan akreditasi daripada Agensi Kelayakan Malaysia (MQA) dan diiktiraf oleh Jabatan Perkhidmatan Awam (JPA). Diploma ini juga turut diiktiraf untuk menyambung pengajian di institut pengajian tinggi tempatan dan antarabangsa. Pada tahun 2024, ia berada di bawah penyeliaan Jabatan Pengajian Al-Quran dan Hadis bersama beberapa program yang lain seperti Diploma Tarannum Al-Quran, Diploma Al-Quran wal Qiraat dan Ijazah Sarjana Muda Tahfiz dan Pengurusan.

Matlamat program Program Tahfiz Al-Quran KIAS ialah membekalkan pelajar-pelajar dengan ilmu-ilmu Islam dan pengetahuan yang pelbagai dalam bidang Tahfiz al Quran khususnya serta Qira'at dan Tarannum umumnya dan seterusnya mampu memanfaatkan ilmu-ilmu tersebut dengan suasana realiti masyarakat. Ia juga bermatlamatkan dalam melahirkan ulama yang berwibawa dalam bidang Tahfiz al Quran serta mampu membentuk dan membimbing masyarakat ke jalan yang diredhai Allah SWT sebagaimana dalam jadual di bawah.



Rajah 1: Matlamat Penubuhan Program Tahfiz Al-Quran KIAS

MAKLUMAT PROGRAM		
5. Mod Pengajian: Sepenuh Masa & Separuh Masa		
6. Kaedah Pengajaran: Kuliah dan Tutorial		
7. Tempoh pengajian :		
Sepenuh masa:		
Bil	Perkara	Tempoh
1	Bilangan Minggu Pengajian	14 Minggu
2	Bilangan Semester Pengajian	6 Semester
3	Bilangan Tahun Pengajian	3 Tahun
Sepenuh masa:		
Bil	Perkara	Tempoh
1	Bilangan Minggu Pengajian	14 Minggu
2	Bilangan Semester Pengajian	9 Semester
3	Bilangan Tahun Pengajian	4 Tahun 6 Bulan

Rajah 2: Maklumat Program Program Tahfiz Al-Quran KIAS

a) Sebelum pembukaan semester

Sebelum memulakan pengajian setiap semester, para pensyarah perlu menyediakan beberapa dokumen penting untuk persediaan dalam pengajaran dan pembelajaran. Setiap dokumen diteliti dengan baik oleh pihak akademik dalam memastikan ia berjalan seiring dengan kehendak pihak MQA. Pihak Jabatan Pengajian Al-Quran dan Hadis begitu komited dalam memastikan setiap pelajar mendapat hasil pengajaran dan pembelajaran yang optimum dalam setiap sesi pengajian mereka.

Pelajar yang membuat permohonan masuk ke program Program Tahfiz Al-Quran KIAS perlu melalui proses sesi temuduga. Setiap permohonan akan disaring terlebih dahulu dari beberapa syarat kemasukan, iaitu seperti yang tercatat di bawah:

MAKLUMAT PROGRAM	
Syarat Kemasukan	
I. Lulus Sijil Pelajaran Malaysia (SPM) dengan mendapat sekurang-kurangnya tiga (3) kepujian (kredit) dalam mana-mana mata pelajaran	
Atau	
II. Lulus Sijil Tinggi Agama Malaysia (STAM) atau setara).	
Atau	
III. Kelayakan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia; Dan Lulus Ujian Temuduga Khas (Syafawi) bagi memastikan kebolehan dan kemampuan calon untuk menghafal Al-Quran.	

Rajah 3 : Syarat Kemasukan ke Program Tahfiz Al-Quran KIAS

Kemudian, selepas itu diadakan sesi temuduga yang diadili oleh para pensyarah Jabatan Pengajian Al-Quran dan Hadis. Antara kriteria yang dinilai ialah calon dikehendaki menghafaz ayat al-Quran sebanyak satu (1) muka dalam tempoh satu (1) jam dan kemudian dikehendaki tasmī' apa yang telah dihafaz. Penilaian dikira dari sudut markah kelancaran bacaan, dan hukum tajwid, iaitu berdasarkan kemampuan masing-masing dalam menghafal al-Quran.

Setelah calon berjaya melepasi sesi temuduga, maka pelajar yang layak akan ditawarkan belajar ke program ini dan mendaftar ke KIAS. Selepas minggu 'Taaruf Week' pelajar dikehendaki mengikuti kelas intensif bahasa yang terdiri dari bahasa Inggeris, Arab dan bacaan al-Quran selama seminggu untuk setiap kursus bahasa. Dalam tempoh seminggu ini, pelajar yang mengikuti kursus intensif al-Quran akan disaring bacaannya dari sudut kebolehan membaca al-Quran dan mengenal huruf. Pelajar yang lemah bacaannya akan dikenalpasti dan diberi penekanan yang agak serius. Walaupun dalam masa seminggu ini mungkin tidak mampu memberi jaminan untuk perubahan dalam kebolehbacaan ayat al-Quran secara drastik, namun sekurang-kurangnya tahap kemampuan pelajar dapat dikenalpasti lebih awal dan disediakan langkah-langkah awal untuk mengatasi isu tersebut.

b) Sesi pengajaran dan pembelajaran

Sebelum sesi pengajaran dan pembelajaran bermula, beberapa dokumen perlu disediakan oleh pensyarah untuk panduan sepanjang sesi semester tersebut. Antaranya ialah Pengajaran Kursus (*Course Allignment*). Dokumen ini mengandungi beberapa maklumat seperti berikut:

a) Hasil Pembelajaran Program (*Programme Outcomes*). Ia boleh dirumuskan seperti di bawah:

Jadual 4 - Hasil Pembelajaran Program (Programme Outcomes), Program Tahfiz Al-Quran KIAS, Kolej Universiti Islam Antarabangsa Sultan Ismail Petra, KIAS

1.	Pelajar berupaya menggunakan dan mengaplikasikan hafalan al-Quran bidang pendidikan.
2.	Pelajar berupaya menunjukkan kepakaran dalam teknik-teknik bacaan yang menyeluruh pada bidang yang diceburi.
3.	Pelajar berupaya mengintegrasikan nilai-nilai etika dan profesionalisme dalam menyediakan khidmat dan memenuhi tanggungjawab sosial kepada masyarakat.
4.	Pelajar berupaya memahami dan melakukan kewajipan profesional dan kemanusiaan secara beretika dalam aspek Tahfiz al-Quran, dan ilmu-ilmu Quran bagi memelihara kesahihan serta keselamatan ilmu tersebut daripada penyelewengan.
5.	Pelajar berupaya berkomunikasi dalam pelbagai medium antara ahli huffaz dan komuniti di samping mampu berfungsi dengan berkesan secara individu atau berkumpulan dengan keupayaan untuk menjadi pemimpin yang berkualiti.
6.	Pelajar berupaya mengenal pasti, mengformulasi dan memberikan penyelesaian yang kreatif dan efektif dalam masalah Tahfiz alQuran melalui reka bentuk rutin.
7.	Pelajar berupaya melibatkan diri dalam pembelajaran sepanjang hayat, pengurusan maklumat dan pembangunan profesional.
8.	Pelajar berupaya memotivasikan diri, meningkatkan kemahiran keusahawanan dan kemahiran mengurus untuk pembangunan kerjaya.

b) Pemetaan Hasil Pembelajaran Kursus Hafazan Al-Quran Juzu' Satu Hingga Lima

Setiap kursus wajib menyediakan dokumen ini sebelum mememulakan pengajaran. Ia diperolehi dari Maklumat Kursus yang telah disahkan oleh pihak akademik. Maklumat lanjut adalah seperti dalam rajah di bawah:

COURSE OUTCOMES – PROGRAM OUTCOMES MATRIX (CA – Constructive Alignment)											
KOD KURSUS	KDT 2213				PROGRAM	DIPLOMA TAHFIZ AL-QURAN					
NAMA KURSUS	HAFAZAN AL-QURAN JUZU' 1 HINGGA				KEMASKINI	NUR AINA MARDHIAH BT CHE RAHIM					
JAM KREDIT	3JAM				TARIKH	SEPTEMBER 2023					
HASIL PEMBELAJARAN KURSUS (CLO) (C, P, A, PLO)	HASIL PEMBELAJARAN PROGRAM (PLO / HPP)								KAEDAH PENYAMPAIAN	KAEDAH PENILAIAN	KPI
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	(state the TLA for the outcomes)	(state the assessments)	
CLO1: Pelajar berupaya mengaplikasikan penulisan al-Quran juzu' pertama hingga juzu' lima dengan menggunakan kaedah Rasm al-Uthmani. (C3, PLO 1)	√								Kaedah pengajaran • Tutorial Aktiviti Pengajaran & Pembelajaran • Tutorial	- Peperiksaan Akhir	
CLO2: Pelajar berupaya memperdengarkan bacaan dan hafazan dengan yakin dari juzu' pertama hingga juzu' kelima daripada al-Quran melalui kaedah yang sistematik secara konsisten. (C2, A2, PLO7)							√		Kaedah pengajaran • Tutorial Aktiviti Pengajaran & Pembelajaran • Tutorial	- Tasmii - Tugas	
CLO3: Pelajar berupaya mengulang bacaan dari juzu' pertama hingga juzu' kelima daripada al-Quran dengan sebutan yang sahih dan bertajwid secara hafalan. (P1, A4, PLO2)		√							Kaedah pengajaran • Tutorial Aktiviti Pengajaran & Pembelajaran • Tutorial	- Tugas, - Ujian Lisan	
OVERALL	2	1	1			1	1				

Rajah 4 : Pemetaan Hasil Pembelajaran Kursus Hafazan Al-Quran Juzu' Satu Hingga Lima, Program Tahfiz Al-Quran KIAS, Kolej Univerisiti Islam Antarabangsa Sultan Ismail Petra, KIAS

Dalam pemetaan ini, hasil dari pembelajaran program hendaklah seiring dengan hasil yang akan diperoleh dari kursus ini iaitu pada akhir semester nanti. Sebagai contoh, Hasil Pembelajaran Kursus 1 (CLO 1) dipetakan kepada Hasil Pembelajaran Program 1 iaitu yang melibatkan metod Pengetahuan dan Kefahaman.

Hasil Pembelajaran Kursus 1 (CLO 1) iaitu *'Pelajar berupaya mengaplikasikan penulisan al-Quran juzu' pertama hingga juzu' lima dengan menggunakan kaedah Rasm al-Uthmani'* yang mana ia bersesuaian dengan Hasil Pembelajaran Program 1 iaitu yang melibatkan metod Pengetahuan dan Kefahaman. Para pelajar didedahkan cara penulisan ayat Rasm al-Uthmani yang mana ia merupakan sistem yang digunapakai dalam penulisan ayat al-Quran. Pemakaian kaedah ini akan dinilai pada 'Peperiksaan Akhir' iaitu pada hujung semester. Ia dinilai dalam bentuk bertulis yang mana soalnya merangkumi dari empat belas minggu (14) pembelajaran iaitu hafazan dari Juzu' Satu sehingga ke Juzu' Lima.

Kandungan (Topik dan Subtopik)	CLO	Hasil Pembelajaran Topik (Pada akhir perbincangan topik, pelajar akan dapat)	Metodologi Pengajaran	Aktiviti Pengajaran	Pemberat Penilaian
Minggu 1 Hafaz dan Tasmii : Surah al-Fatihah dan 10 halaman pertama juzu' 1 (dari halaman 2 sehingga halaman 11)	CLO1 CLO2 CLO3	Memperdengarkan bacaan dari halaman 2 sehingga 11 secara hafalan dengan baik dan bertajwid.	Tutorial	Tasmii	Tugas Ujian Lisan Peperiksaan Akhir
Minggu 2 Hafaz dan Tasmii : 10 halaman kedua juzu' 1 (dari halaman 12 sehingga halaman 21)	CLO1 CLO2 CLO3	Memperdengarkan bacaan dari halaman 12 sehingga 21 secara hafalan dengan baik dan bertajwid.	Tutorial	Tasmii	Tugas Ujian Lisan Peperiksaan Akhir
Minggu 3 Hafaz dan Tasmii : 10 halaman pertama juzu' 2 (dari halaman 22 sehingga halaman 31)	CLO1 CLO2 CLO3	Memperdengarkan bacaan dari halaman 22 sehingga 31 secara hafalan dengan baik dan bertajwid.	Tutorial	Tasmii	Tugas Ujian Lisan Peperiksaan Akhir
Minggu 4 Murajaah : Surah al-Fatihah 30 halaman (dari halaman 2 sehingga halaman 31)	CLO1 CLO2 CLO3	Mengulang bacaan dari halaman 2 sehingga 31 dengan sebutan yang sahih dan bertajwid secara hafalan.	Tutorial	Tasmii	Tugas Ujian Lisan Peperiksaan Akhir
Minggu 5 Hafaz dan Tasmii : 10 halaman kedua juzu' 2 (dari halaman 32 sehingga halaman 41)	CLO1 CLO2 CLO3	Memperdengarkan bacaan dari halaman 32 sehingga 41 secara hafalan dengan baik dan bertajwid.	Tutorial	Tasmii	Tugas Ujian Lisan Peperiksaan Akhir
Minggu 6 Hafaz dan Tasmii : 10 halaman pertama juzu' 3 (dari halaman 42 sehingga halaman 51)	CLO1 CLO2 CLO3	Memperdengarkan bacaan dari halaman 42 sehingga 51 secara hafalan dengan baik dan bertajwid.	Tutorial	Tasmii	Tugas Ujian Lisan Peperiksaan Akhir
Minggu 7 Hafaz dan Tasmii : 10 halaman kedua juzu' 3 (dari halaman 52 sehingga halaman 61)	CLO1 CLO2 CLO3	Memperdengarkan bacaan dari halaman 52 sehingga 61 secara hafalan dengan baik dan bertajwid.	Tutorial	Tasmii	Tugas Ujian Lisan Peperiksaan Akhir

Rajah 5: Isi Kandungan Kursus, Program Tahfiz Al-Quran KIAS, Kolej Univerisiti Islam Antarabangsa Sultan Ismail Petra, KIAS

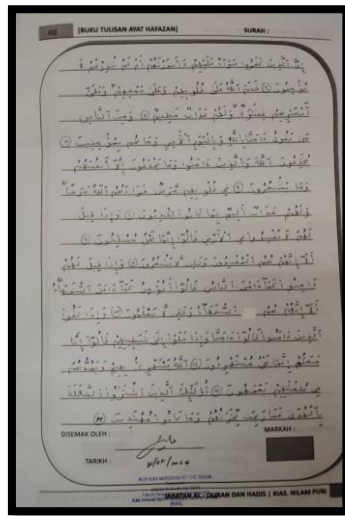
Kandungan (Topik dan Subtopik)	CLO	Hasil Pembelajaran Topik (Pada akhir perbincangan topik, pelajar akan dapat)	Metodologi Pengajaran	Aktiviti Pengajaran	Pemberat Penilaian
Minggu 8 Murajaah: 30 Halaman (dari halaman 32 sehingga 61)	CLO1 CLO2 CLO3	Mengulang bacaan dari halaman 32 sehingga 61 dengan sebutan yang sahih dan bertajwid secara hafalan.	Tutorial	Tasmi'	Tugasan Ujian Lisan Peperiksaan Akhir
Minggu 9 Hafaz dan Tasmi' : 10 halaman pertama juzu' 4 (dari halaman 62 sehingga halaman 71)	CLO1 CLO2 CLO3	Memperdengarkan bacaan dari halaman 62 sehingga 71 secara hafalan dengan baik dan bertajwid.	Tutorial	Tasmi'	Tugasan Ujian Lisan Peperiksaan Akhir
Minggu 10 Hafaz dan Tasmi' : 10 halaman kedua juzu' 4 (dari halaman 72 sehingga halaman 81)	CLO1 CLO2 CLO3	Memperdengarkan bacaan dari halaman 72 sehingga 81 secara hafalan dengan baik dan bertajwid.	Tutorial	Tasmi'	Tugasan Ujian Lisan Peperiksaan Akhir
Minggu 11 Hafaz dan Tasmi' : 10 halaman pertama juzu' 5 (dari halaman 82 sehingga halaman 91)	CLO1 CLO2 CLO3	Memperdengarkan bacaan dari halaman 82 sehingga 91 secara hafalan dengan baik dan bertajwid.	Tutorial	Tasmi'	Tugasan Ujian Lisan Peperiksaan Akhir
Minggu 12 Murajaah : 30 halaman (dari halaman 62 sehingga halaman 91)	CLO1 CLO2 CLO3	Mengulang bacaan dari halaman 62 sehingga 91 dengan sebutan yang sahih dan bertajwid secara hafalan.	Tutorial	Tasmi'	Tugasan Ujian Lisan Peperiksaan Akhir
Minggu 13 Hafaz dan Tasmi' : 10 halaman kedua juzu' 5 (dari halaman 92 sehingga halaman 101)	CLO1 CLO2 CLO3	Memperdengarkan bacaan dari halaman 92 sehingga 101 secara hafalan dengan baik dan bertajwid.	Tutorial	Tasmi'	Tugasan Ujian Lisan Peperiksaan Akhir
Minggu 14 Murajaah : 10 halaman (dari halaman 92 sehingga halaman 101) dan murajaah umum : 5 juzu' (dari halaman 2 sehingga halaman 101)	CLO1 CLO2 CLO3	Mengulang bacaan dari halaman 92 sehingga 101 dengan sebutan yang sahih dan bertajwid secara hafalan.	Tutorial	Tasmi'	Tugasan Ujian Lisan Peperiksaan Akhir

Rajah 5.1 : Isi Kandungan Kursus, Program Tahfiz Al-Quran KIAS, Kolej Univerisiti Islam Antarabangsa Sultan Ismail Petra, KIAS
(sambungan)

Dalam tahap ini, para pelajar dikehendaki memperdengarkan hafazan mereka atau disebut sistem 'tasmi'. Pengamalan sistem *tasmi'* hafazan al-Quran dibimbing melalui perkara berikut:

- 1) pelajar wajib menghantar hafazan (*tasmi'*) sebanyak dua (2) muka setiap hari
- 2) Jika ada kesalahan bacaan, pelajar dikehendaki mengulang kembali 'tasmi' mereka sehingga mencapai kesalahan minimal.
- 3) Bacaan perlu mengikut jalan Imam Hafs an Asim.
- 4) Bacaan hendaklah menepati ilmu tajwid yang disepakati oleh ulama.
- 5) Kesalahan minima sahaja dari sudut kelancaran bacaan dan tulisan.
- 6) Perlu menghafaz mengikut muka surat dalam al-Quran Rasm al-Uthmani dan tulisan ayat juga perlu ditulis mengikut tulisan tersebut.
- 7) Ketika sesi tasmi' dijalankan, tulisan ayat pelajar akan disemak oleh pensyarah kursus.
- g) Setiap helaian tasmi akan direkod oleh pensyarah dan diteliti perkembangannya dari semasa ke semasa.
- 8) Selepas selesai sesi tasmi', para pelajar dikehendaki mengikut sistem murajaah, yang disediakan modul oleh pensyarah mengikut prestasi para pelajar.
- 9) Prestasi pelajar dianalisis oleh pensyarah kursus dari semasa ke semasa. Pelajar yang lemah akan diteliti kelemahannya dan diberi modul khusus mengikut kemampuan mereka sehingga boleh mencapai target sukatan.

Gambar di bawah menunjukkan hasil tulisan ayat pelajar:



Rajah 6 : Tulisan Ayat Pelajar

Dalam masa yang sama, di samping penerapan secara bersistem dalam sesi pengajaran dan pembelajaran, para pelajar juga diberi taklimat pada permulaan sesi semester, iaitu contohnya diadakan seminar tentang cara menghafaz al-Quran, bengkel pemantapan hafazan dan sebagainya untuk memberi pendedahan awal kepada para pelajar dalam mengikuti pengajian dalam program tahfiz di KIAS. Pendedahan dan bimbingan seumpama ini penting agar boleh memantapkan lagi kemahiran menghafaz dan boleh memberi galakan dan dorongan yang efektif terutamanya kepada pelajar yang baru memulakan hafazan di KIAS.

PERBINCANGAN

Dalam membandingkan pelaksanaan sistem hafazan al-Quran yang dijelaskan oleh Ibnu Sahnun dan program Tahfiz Al-Quran, terdapat persamaan dari segi prosedur hafazan al-Quran iaitu mengenal huruf, sebutan huruf yang betul, bacaan bertajwid, penulisan ayat hafazan, memperdengarkan hafazan ayat, menghafaz mengikut jadual tertentu dan berdasarkan kemampuan pelajar. Perbezaan hanya pada peringkat awal prosedur iaitu ikrab ayat. Dalam hal yang sama, terdapat beberapa aspek yang perlu diperhatikan, termasuk pendekatan pedagogi, kurikulum, serta penekanan terhadap adab dan etika dalam mempelajari al-Quran, sasaran pelajar, dan **penekanan kepada pembelajaran berterusan yang mana kesemuanya saling melengkapi. Perinciannya adalah seperti berikut:**

1. Pendekatan Pedagogi

Dalam pemikiran Ibnu Sahnun, pengajaran al-Quran di kuttab dilakukan secara komprehensif dengan penekanan kepada penguasaan asas seperti mengenal huruf, baris, tajwid, serta membaca secara tartil. Beliau juga memberikan penekanan kepada adab semasa belajar, seperti kewajiban berwuduk untuk memegang mushaf dan larangan membaca al-Quran dengan cara berlagu. Pelajar diajar untuk menghargai al-Quran dan mematuhi peraturan yang ditetapkan, seperti tidak membaca di tempat yang tidak sepatutnya. Sebaliknya, program Tahfiz Al-Quran menekankan persediaan akademik dan evaluasi berterusan. Sesi temuduga untuk pengambilan pelajar mencerminkan penekanan kepada kelancaran bacaan dan hukum tajwid. Selain itu, pelajar perlu mengikuti kursus intensif bahasa dan bacaan al-Quran sebelum memulakan pengajian rasmi, menandakan pendekatan yang lebih sistematik dan terstruktur. Pelaksanaan sistem tasmi juga menjadi fokus utama dalam proses pembelajaran, di mana pelajar diwajibkan untuk menghafal dan memperdengarkan bacaan mereka secara berkala.

2. Kurikulum dan Penilaian

Kurikulum di kuttab tidak menetapkan masa khusus untuk menyelesaikan hafazan, bergantung kepada kemampuan pelajar. Pelajar dianggap tamat setelah menguasai keseluruhan al-Quran, yang menunjukkan pendekatan yang lebih fleksibel dan berdasarkan individu. Ini memberi peluang kepada pelajar untuk belajar mengikut kadar mereka sendiri, yang mungkin lebih sesuai untuk kanak-kanak yang baru mula belajar. Sebaliknya, kurikulum program Tahfiz Al-Quran KIAS dirancang dengan hasil pembelajaran yang jelas dan terukur. Setiap kursus mempunyai dokumen yang menyenaraikan hasil pembelajaran yang harus dicapai oleh pelajar. Penilaian dilakukan secara berkala, dan pelajar diwajibkan untuk menghantar tasmi setiap hari serta mengikuti sistem murajaah. Ini menunjukkan struktur yang lebih ketat dan objektif dalam penilaian kemajuan pelajar.

3. Penekanan Terhadap Adab dan Etika

Ibnu Sahnun menekankan adab dan etika dalam berinteraksi dengan al-Quran, seperti tidak membaca al-Quran dalam tandas dan menghormati kesucian kitab suci tersebut. Ini mencerminkan usaha untuk menanamkan rasa hormat terhadap al-Quran dalam kalangan pelajar sejak usia muda. Program Tahfiz Al-Quran KIAS juga menekankan nilai etika dan profesionalisme dalam pembelajaran al-Quran. Pelajar diharapkan untuk mengintegrasikan nilai-nilai tersebut dalam kehidupan mereka dan berkhidmat kepada masyarakat.

Secara pelaksanaannya sistem hafazan al-Quran oleh Ibnu Sahnun dan program Tahfiz Al-Quran KIAS menunjukkan pendekatan yang bagus dalam mendidik pelajar. Ibnu Sahnun menekankan penguasaan individu dan adab dalam mempelajari al-Quran, sementara program Tahfiz Al-Quran KIAS berfokus kepada mendidik pelajar secara tak langsung disamping memberi penekanan kepada struktur pengajaran, penilaian berterusan, dan persediaan akademik yang sistematik yang mana kedua-dua pendekatan ini mempunyai kelebihan tersendiri dan boleh saling melengkapi dalam usaha melahirkan generasi yang cintakan al-Quran dan mampu berkhidmat kepada masyarakat.

4. Sasaran Pelajar

Ibnu Sahnun menetapkan pendidikan al-Quran sebagai kewajipan bagi semua kanak-kanak tanpa mengira jantina atau usia. Ini menunjukkan inklusiviti dalam pendidikan al-Quran. Manakala Program Tahfiz Al-Quran KIAS memerlukan proses saringan dan temuduga yang ketat, di mana calon diharuskan untuk menghafaz al-Quran terlebih dahulu sebagai syarat kemasukan. Pemilihan ini penting untuk memastikan kesinambungan dalam kemajuan menghafaz di peringkat pelajar.

5. Penekanan kepada Pembelajaran Berterusan

Ibnu Sahnun mengajar bahawa proses pembelajaran al-Quran adalah berterusan, di mana pelajar mesti menguasai satu surah sebelum beralih ke yang lain. Program Tahfiz Al-Quran juga menekankan pentingnya pembelajaran sepanjang hayat, di mana pelajar dianalisis dan dibimbing berdasarkan perkembangan mereka.

KESIMPULAN

Pengajaran tahfiz yang diperkenalkan oleh Ibnu Sahnun serta program tahfiz al-Quran di Kolej Universiti Islam Antarabangsa Sultan Ismail Petra (KIAS) dapat memberi panduan yang berguna dalam pelaksanaan program tahfiz secara lebih berkesan. Ibnu Sahnun, seorang ulama terkenal dalam bidang pendidikan Islam, telah menggariskan prinsip-prinsip asas dalam pendidikan al-Quran dan tahfiz yang masih relevan hingga ke hari ini. Beliau menekankan adab guru dan pelajar, teknik pengajaran yang sesuai, serta kepentingan membina akhlak mulia di kalangan pelajar tahfiz. Pendekatan Ibnu Sahnun yang berfokus kepada keseimbangan antara ilmu, akhlak, dan disiplin dapat menjadi panduan dalam merangka program tahfiz yang holistik.

Dalam masa yang sama, program tahfiz di KIAS pula membina prinsip-prinsip asas dengan memperkenalkan elemen moden dalam pengajaran dan pembelajaran. Program ini menggabungkan kaedah tradisional hafazan dengan penggunaan teknologi dan kaedah pengajaran inovatif, membolehkan pelajar mengakses bahan-bahan pembelajaran secara lebih mudah dan berkesan. Selain itu, program tahfiz di KIAS turut menekankan kepentingan integrasi antara pendidikan agama dan akademik, bertujuan melahirkan pelajar yang tidak hanya mampu menghafal al-Quran tetapi juga berkemampuan dalam bidang lain.

Dengan kombinasi prinsip pengajaran Ibnu Sahnun dan pendekatan terkini di program tahfiz al-Quran KIAS, pelaksanaan tahfiz dapat diperkukuh melalui pemantapan disiplin, penerapan adab, serta pengajaran yang berkesan, sekaligus melahirkan generasi huffaz yang cemerlang dari segi akademik dan sahsiah. Secara keseluruhan, kedua-dua pendekatan ini saling melengkapi dalam memastikan pelajar bukan sahaja mampu menghafaz dengan baik, tetapi juga memahami dan mematuhi adab yang berkaitan dengan al-Quran.

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PERBANDINGAN APLIKASI AL-QURAN DI DALAM TELEFON PINTAR: SATU KAJIAN KOMPREHENSIF

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ABSTRAK

Teknologi masa kini sangat membantu manusia dalam menjalankan kehidupan seharian. Tidak ketinggalan juga dalam aspek Al-Quran Al-Karim yang kini boleh didapati menerusi aplikasi pada setiap telefon pintar. Aplikasi al-Quran sangat banyak dan boleh dimuat turun melalui Play store atau AppsStore. Menjadi permasalahan kerana aplikasi Al-Quran yang dimuat turun didapati aplikasi yang tidak mengikut Rasm Uthmani. Lebih membimbangkan terdapat juga aplikasi al-Quran yang salah baris dan sebagainya. Namun hari ini aplikasi al-Quran sudah semakin ditambah baik dari kesilapan. Perkara ini perlu dititikberatkan kerana tanpa sedar ia akan memberi kesan kepada pembacaan al-Quran. Oleh itu, kajian ini dijalankan untuk membuat analisis aplikasi al-Quran yang terdapat pada telefon pintar. Analisis ini boleh menjadi panduan kepada umat Islam supaya tidak sembarangan memuat turun aplikasi al-Quran. Perkara ini demi menjaga kesucian al-Quran daripada tersalah tulisan mahupun bacaan. Dengan tujuan agar setiap ayat al-Quran yang dibaca adalah betul sebagaimana yang terdapat pada Mushaf Al-Quran. Kesimpulannya, aplikasi al-Quran hari ini telah memudahkan setiap muslim membaca serta menjadikan rujukan ketika di rumah, dalam pemusafiran mahupun dimana lokaliti berada.

Kata kunci : Aplikasi, Al-Quran, Rasm Uthmani

PENGENALAN

Pada era digital yang semakin berkembang pesat, telefon pintar telah menjadi alat yang sangat penting dalam kehidupan seharian, termasuk dalam amalan keagamaan. Aplikasi Al-Quran di dalam telefon pintar telah menjadi satu keperluan bagi umat Islam. Ia memudahkan pembacaan Al-Quran di mana-mana dan pada bila-bila masa tanpa perlu membawa mushaf. Banyak aplikasi Al-Quran tersedia di dalam telefon pintar namun tidak semua menawarkan fungsi dan kualiti yang sama. Aplikasi Al-Quran bukan sahaja menyediakan teks Al-Quran tetapi turut menawarkan pelbagai ciri tambahan seperti tajwid berwarna, bacaan qari, terjemahan, tafsir, dan mod *offline*. Kajian ini bertujuan untuk membandingkan beberapa aplikasi Al-Quran yang popular di pasaran, mengenal pasti kelebihan dan kekurangannya, serta mengukur sejauh mana ia memenuhi keperluan pengguna dalam mendalami Al-Quran melalui teknologi mudah alih.

KAJIAN LITERATUR

Jika ditinjau dari kajian-kajian lepas, ia menunjukkan bahawa teknologi telah memberikan kesan ketara terhadap umat Islam. Menurut Zahari et.al (2021) seiring kepesatan teknologi hari ini turut mempengaruhi bidang pendidikan yang juga menerima tempas gelombang ledakan itu. **Bunt (2003) di dalam** bukunya *Islam in the Digital Age: E-Jihad, Online Fatwas and Cyber Islamic Environments* dalam kajiannya tentang Islam dalam era digital membincangkan bagaimana penggunaan teknologi digital, termasuk aplikasi Al-Quran, telah meningkatkan akses kepada maklumat dalam perkara agama. Ini menunjukkan perkembangan teknologi dalam perkara agama.

Manakala kajian oleh **Katz dan Rice (2002) di dalam** *Social Consequences of Internet Use: Access, Involvement, and Interaction* telah membincangkan tentang peralihan umat Islam kepada penggunaan teknologi dalam kehidupan seharian, termasuk aplikasi keagamaan. Kajian ini melihat bagaimana aplikasi seperti Al-Quran dalam telefon pintar membantu umat Islam dalam beribadah, terutama mereka yang sibuk dan sentiasa bergerak. Kemajuan teknologi ini telah memudahkan umat Islam untuk berinteraksi dengan Al-Quran secara lebih fleksibel dan mudah.

Campbell dan Tsuria (2021) dalam buku *Religion, Online and Offline: Digital Media and the Transformation of Religious Practice* telah membincangkan impak media digital terhadap amalan keagamaan, termasuk pembacaan Al-Quran melalui aplikasi di telefon pintar. Kajian ini menekankan bahawa aplikasi Al-Quran membolehkan lebih ramai pengguna untuk mengakses dan membaca Al-Quran di mana-mana dan pada bila-bila masa, sekali gus meningkatkan kadar keterlibatan dalam amalan keagamaan. Namun, mereka juga memberi perhatian terhadap cabaran seperti gangguan daripada notifikasi telefon yang boleh mengganggu fokus semasa membaca Al-Quran. Masyarakat kebanyakannya beralih kepada aplikasi Al-Quran di dalam telefon pintar seperti aplikasi iQuran dan Muslim Pro. Hal ini kerana akan memudahkan untuk berinteraksi dengan Al-Quran ketika berada bermusafir. Dua aplikasi ini telah dikenalpasti sebagai alat yang meningkatkan keterlibatan umat Islam dalam amalan ibadah.

Jafari dan Rahman (2014) turut menjalankan kajian tentang kepuasan pengguna dan pengalaman terhadap aplikasi Al-Quran, di mana mereka mendapati bahawa aspek seperti paparan teks yang jelas, kemudahan penggunaan dan ciri tajwid berwarna menjadi faktor utama dalam penerimaan pengguna yang lebih cenderung untuk menggunakan aplikasi yang menawarkan antara muka yang intuitif dan mesra pengguna. Sementara itu, kajian **Mahir dan Kadir (2016)** membincangkan keberkesanan aplikasi Al-Quran sebagai alat bantu dalam pembelajaran agama, terutama di kalangan pelajar sekolah. Kajian itu dijalankan untuk mengetahui cara aplikasi Al-Quran digunakan sebagai alat bantu dalam pembelajaran agama di sekolah-sekolah. Kajian ini menunjukkan bahawa penggunaan aplikasi Al-Quran di kalangan pelajar membantu meningkatkan minat mereka dalam mempelajari Al-Quran dan hukum tajwid. Keupayaan untuk mendengar bacaan qari dan mengulang ayat-ayat tertentu menjadikan aplikasi ini sebagai alat yang efektif dalam pendidikan agama.

Seterusnya kajian yang dijalankan oleh Turner dan Campbell (2018) dalam *Journal of Contemporary Religion* telah membincangkan tentang pengaruh Aplikasi ini terhadap golongan muda kerana mereka lebih akrab dengan teknologi digital. Kajian ini mendapati

bahawa generasi muda lebih mudah untuk terlibat dengan amalan keagamaan melalui aplikasi di telefon pintar kerana ia selari dengan gaya hidup digital mereka. Aplikasi Al-Quran dianggap sebagai medium yang membantu dalam mempelajari Al-Quran dengan lebih mudah dan efisien.

Kajian oleh Alam dan Wan Ahmad (2017) mengenai Penerimaan Aplikasi Al-Quran dalam kalangan masyarakat Islam. Kajian ini menyentuh aplikasi Al-Quran sebagai alternatif kepada mushaf al-Quran. Mereka mendapati bahawa walaupun aplikasi Al-Quran semakin popular, terdapat kebimbangan dari segi adab dan etika penggunaan telefon pintar untuk membaca Al-Quran, terutama berkaitan dengan isu kesucian dan gangguan semasa beribadah.

OBJEKTIF KAJIAN

1. Mengenal pasti ciri-ciri utama dalam aplikasi Al-Quran

Kajian ini bertujuan untuk mengenal pasti dan menganalisis ciri-ciri utama yang ditawarkan oleh beberapa aplikasi Al-Quran yang popular, seperti tajwid berwarna, terjemahan, tafsir, dan bacaan qari. Ini termasuk ciri tambahan seperti mod offline, pengingat solat, dan arah kiblat.

2. Membuat perbandingan antara aplikasi Al-Quran

Kajian ini bertujuan untuk membuat perbandingan secara komprehensif antara aplikasi-aplikasi Al-Quran yang ada di pasaran bagi mengenal pasti kelebihan dan kekurangan setiap aplikasi. Perbandingan ini akan memberikan gambaran yang lebih jelas tentang aplikasi mana yang lebih sesuai untuk pelbagai jenis pengguna.

3. Menilai kesesuaian aplikasi Al-Quran untuk pelbagai keperluan pengguna

Kajian ini bertujuan untuk menilai sejauh mana aplikasi-aplikasi ini memenuhi keperluan pengguna dengan gaya hidup dan tahap pengetahuan agama yang berbeza. Ini termasuk pengguna yang ingin membaca Al-Quran secara rutin, pengguna yang mempelajari tajwid, atau mereka yang mendalami tafsir dan terjemahan.

KELEBIHAN APLIKASI AL-QURAN

Kajian ini membantu pengguna mengenal pasti aplikasi Al-Quran yang paling sesuai dengan keperluan dan gaya hidup mereka. Dengan maklumat tentang ciri-ciri utama dan kelebihan setiap aplikasi, pengguna dapat membuat pilihan yang lebih bijak sama ada mereka mencari aplikasi dengan tajwid berwarna, tafsir, mod offline, atau fungsi tambahan seperti pengingat solat dan arah kiblat. Pada waktu yang sama, aplikasi ini dapat membantu untuk memahami dengan lebih mendalam kerana disusun setiap ayat atau perkataan yang terdapat terjemahan padanya. Pengguna yang ingin mendalami tafsir atau terjemahan setiap perkataan Al-Quran boleh memilih aplikasi yang menyediakan ciri-ciri tersebut, seperti Al-Quran (Tafsir & by Word).

Selain itu didapati teknologi digital ini khususnya aplikasi telefon pintar, telah membuka peluang kepada lebih ramai umat Islam untuk berinteraksi dengan Al-Quran khususnya bagi mereka yang mempunyai gaya hidup yang sibuk. Hal ini akan menggalakkan orang Islam konsisten dengan adanya aplikasi yang mudah digunakan dan dapat diakses di mana-mana. Fungsi tambahan seperti pengingat solat dan bacaan audio juga menyokong pengguna dalam mengekalkan amalan harian mereka.

METODOLOGI KAJIAN

Metodologi kajian ini menggunakan pendekatan kualitatif untuk mendapatkan maklumat yang lengkap dan komprehensif mengenai aplikasi Al-Quran di dalam telefon pintar. Kajian ini merujuk kepada kajian-kajian lepas yang dijalankan. Kajian ini juga menumpukan kepada lima aplikasi Al-Quran yang popular di pasaran, iaitu: iQuran, Al-Quran (Tafsir & by Word), Quran Majeed, Ayat Al-Quran dan Muslim Pro. Pemilihan aplikasi ini dibuat berdasarkan kepopularan di dalam platform Google Play Store dan Apple App Store, serta ulasan positif yang diberikan oleh pengguna di platform tersebut.

Kriteria Perbandingan

Bagi membandingkan aplikasi-aplikasi ini, beberapa kriteria utama digunakan, termasuk Antara muka Pengguna yang digunakan mudah dan keselesaan ketika membaca Al-Quran. Aplikasi tersebut juga memiliki Ciri Tajwid: Ketersediaan tajwid berwarna untuk membantu pengguna dalam pembacaan yang betul. Seterusnya adalah kriteria Terjemahan dan Tafsir: Pelbagai bahasa terjemahan yang disediakan serta tafsir untuk memahami ayat-ayat. Aplikasi tersebut masih boleh digunakan ketika mode offline iaitu keupayaan untuk membaca Al-Quran tanpa memerlukan sambungan internet. Selain itu aplikasi al-Quran telah tersedia bacaan audio oleh para qari yang terkenal. Manakala fungsi tambahan didapati terdapat pengingat solat, arah kiblat, zikir harian, selawat dan ciri lain yang meningkatkan pengalaman pengguna.

Analisis

NO	NAMA APLIKASI	CIRI-CIRI UTAMA	KELEBIHAN	KEKURANGAN	ANALISIS
1	iQuran iQuran merupakan salah satu aplikasi Al-Quran yang paling lama bertapak di pasaran dan terkenal dengan antara yang mesra pengguna.	1.Paparan Ayat yang Jelas: iQuran menampilkan paparan ayat yang mudah dibaca, dengan pilihan untuk mengubah saiz dan jenis font. 2.Tajwid Berwarna: Aplikasi ini menyokong ciri tajwid berwarna yang membantu pengguna memahami cara bacaan yang betul. 3.Terjemahan Pelbagai Bahasa: Terdapat banyak pilihan terjemahan termasuk bahasa Melayu, Inggeris, dan bahasa Arab. 4.Mod Offline: Pengguna boleh memuat turun Al-Quran dan terjemahan untuk dibaca tanpa sambungan internet.	1. Reka bentuk minimalis yang mesra pengguna. 2. Penggunaan tajwid berwarna yang sangat membantu dalam pembelajaran.	Versi percuma mempunyai had ciri tertentu, manakala versi berbayar diperlukan untuk akses penuh.	Aplikasi ini menawarkan paparan teks yang jelas dan tajwid berwarna untuk membantu pembacaan yang betul. Ciri mod offline membolehkan pengguna membaca Al-Quran tanpa sambungan internet. Namun, versi percuma aplikasi ini terhad dalam beberapa ciri premium
2	Al-Quran (Tafsir & by Word)	1. Tafsir:	1.Ciri perkataan demi perkataan	Antara muka agak sesak bagi	Aplikasi ini menyediakan

	<p>Aplikasi ini adalah pilihan yang sangat baik untuk mereka yang ingin memahami Al-Quran secara lebih mendalam, kerana ia menyediakan tafsir dan terjemahan setiap perkataan.</p>	<p>Disertakan tafsir yang komprehensif untuk setiap ayat, menjadikan ia sesuai bagi mereka yang ingin mendalami makna ayat.</p> <p>2. Perkataan demi Perkataan: Terjemahan setiap perkataan Al-Quran membolehkan pengguna memahami makna secara lebih terperinci.</p> <p>3. Audio <i>Recitation</i>: Aplikasi ini turut menyediakan bacaan audio daripada qari terkenal.</p>	<p>yang unik dan berguna untuk pembelajaran.</p> <p>2. Tafsir yang mendalam.</p>	<p>pengguna yang hanya mahu membaca Al-Quran secara santai tanpa mendalami setiap makna.</p>	<p>terjemahan setiap perkataan secara individu, menjadikannya ideal untuk pembelajaran mendalam. Tafsir komprehensif dan bacaan audio daripada qari terkenal menambah nilai kepada pengguna.</p>
3	<p>Quran Majeed</p> <p>Merupakan salah satu aplikasi Al-Quran yang popular di kalangan pengguna iOS dan Android.</p>	<p>1. Audio Qari Terkenal: Terdapat pilihan bacaan audio daripada pelbagai qari seperti Sheikh Sudais dan Sheikh Mishary Al-Afasy.</p> <p>2. Peningkat Solat: Aplikasi ini juga dilengkapi dengan ciri waktu solat dan arah kiblat, menjadikannya lebih daripada sekadar aplikasi Al-Quran.</p> <p>3. Mod Malam: Ciri mod malam yang mengurangkan keletihan mata semasa membaca dalam keadaan gelap.</p>	<p>1. Pelbagai fungsi tambahan seperti waktu solat dan arah kiblat.</p> <p>2. Audio bacaan berkualiti tinggi.</p>	<p>1. Saiz aplikasi agak besar, memerlukan ruang storan yang lebih pada telefon pintar.</p> <p>2. Sesetengah ciri hanya boleh diakses melalui pembelian dalam aplikasi.</p>	<p>Selain menyediakan bacaan Al-Quran, Quran Majeed menawarkan peningat solat dan arah kiblat, menjadikannya lebih dari sekadar aplikasi Al-Quran. Audio bacaan qari yang berkualiti tinggi menjadi nilai tambah. Namun, aplikasi ini memerlukan ruang storan yang besar.</p>
4	<p>Ayat - Al-Quran</p> <p>Ayat merupakan aplikasi Al-Quran yang disediakan oleh Kementerian Awqaf Mesir. Ia merupakan pilihan popular di kalangan pengguna yang mahukan aplikasi yang bebas daripada iklan dan</p>	<p>1. Antara muka Bersih: Ayat mempunyai antara muka yang ringkas dan mudah difahami.</p> <p>2. Tafsir dan Terjemahan: Disediakan terjemahan dan tafsir dalam pelbagai bahasa.</p> <p>3. <i>Audio Streaming</i>: Pengguna boleh mendengar bacaan Al-Quran daripada qari terkenal dalam talian.</p>	<p>1. Tiada iklan dan sepenuhnya percuma.</p> <p>2. Dilengkapi tafsir dan terjemahan</p>	<p>Tidak mempunyai beberapa ciri premium seperti tajwid berwarna atau ciri tambahan seperti peningat solat.</p>	<p>Sebagai aplikasi yang bebas iklan dan percuma sepenuhnya, Ayat menonjol dalam kalangan pengguna yang mencari aplikasi yang tidak membebankan. Walaupun ia tidak menawarkan ciri-ciri premium seperti tajwid berwarna, ia tetap menjadi</p>

	sepenuhnya percuma.				pilihan popular kerana kemudahan dan kelengkapannya.
5	Muslim Pro Bukan sekadar aplikasi Al-Quran tetapi juga dilengkapi dengan ciri waktu solat, arah kiblat, dan kalendar Islam. Aplikasi ini sering menjadi pilihan utama bagi umat Islam yang ingin menggabungkan semua keperluan ibadah dalam satu aplikasi.	1. Waktu Solat & Azan: Pengguna boleh mendapatkan notifikasi waktu solat dengan azan, dan ia juga menyediakan arah kiblat yang tepat. 2. Kalendar Hijrah: Aplikasi ini dilengkapi dengan kalendar Hijrah dan waktu puasa. 3. <i>Audio Recitation</i> : Terdapat bacaan audio daripada qari terkenal.	1. Fungsi yang sangat komprehensif, menggabungkan pelbagai keperluan ibadah dalam satu aplikasi. 2. Antara muka yang menarik dan mudah digunakan.	1. Versi percuma disertakan iklan yang mungkin mengganggu pengguna. 2. Sesetengah ciri penting hanya tersedia dalam versi premium.	Muslim Pro dikenali dengan ciri-ciri komprehensif seperti pengingat solat, arah kiblat, dan kalendar Hijrah. Ia juga menawarkan bacaan Al-Quran dan audio qari terkenal. Walaupun ciri-ciri ini menjadikannya aplikasi yang versatil, iklan dalam versi percuma sering mengganggu pengguna.

DAPATAN KAJIAN

Dengan merujuk kajian perbandingan ini, didapati bahawa setiap aplikasi Al-Quran mempunyai kekuatan dan kelemahan tersendiri, ia bergantung kepada keperluan pengguna. **iQuran** menonjol dalam aspek pembacaan yang jelas dan mesra pengguna, manakala **Al-Quran (Tafsir & by Word)** menawarkan ciri pembelajaran yang lebih mendalam. **Quran Majeed** dan **Muslim Pro** menyediakan fungsi tambahan yang melangkaui bacaan Al-Quran yang menjadikan ia lebih bermanfaat untuk kegunaan seharian. Aplikasi **Ayat** walaupun tidak mempunyai ciri *premium*, namun ia menjadi pilihan kerana ia bebas daripada iklan dan sepenuhnya percuma. Kebanyakan pengguna menghargai ciri mod *offline*, yang membolehkan mereka membaca Al-Quran tanpa perlu bimbang tentang sambungan internet. Ciri tajwid berwarna, tafsir, dan terjemahan juga sangat dihargai oleh mereka yang ingin memahami Al-Quran dengan lebih mendalam. Namun, beberapa pengguna menyatakan kekurangan seperti ruang storan yang besar diperlukan oleh aplikasi tertentu, serta gangguan iklan dalam aplikasi percuma seperti Muslim Pro.

KESIMPULAN

Perbandingan ini menunjukkan bahawa kemajuan teknologi digital telah membawa manfaat besar kepada umat Islam dalam memudahkan akses kepada Al-Quran. Namun, cabaran seperti saiz aplikasi dan gangguan digital memerlukan perhatian. Secara keseluruhan, aplikasi-aplikasi ini telah memberi sumbangan positif dalam mempromosikan pembacaan dan pembelajaran Al-Quran di kalangan pengguna telefon pintar di seluruh dunia. Namun pengguna perlu bijak memilih aplikasi al-Quran agar tepat tulisan dan bacaannya tanpa mempunyai kesilapan pada bacaan mahupun tulisan.

Secara keseluruhannya, kajian-kajian lepas menunjukkan bahawa penggunaan aplikasi Al-Quran di dalam telefon pintar memberikan manfaat yang besar dari segi kemudahan akses dan penyebaran maklumat keagamaan. Penggunaannya semakin meluas, terutamanya dalam kalangan generasi muda yang lebih mesra teknologi. Namun, terdapat juga beberapa cabaran yang dihadapi seperti etika

penggunaan teknologi dalam beribadah dan gangguan digital yang boleh mengurangkan fokus semasa membaca Al-Quran. Lebih banyak kajian diperlukan untuk melihat impak jangka panjang terhadap amalan keagamaan umat Islam.

PENGHARGAAN

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PENGGUNAAN LAGU KANAK-KANAK DALAM PROSES PERKEMBANGAN KEMAHIRAN BAHASA MELAYU DI TADIKA SWASTA

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ABSTRAK

Kajian ini bertujuan untuk melihat penggunaan lagu kanak-kanak dalam membantu proses perkembangan kemahiran Bahasa Melayu di tadika. Reka bentuk kajian ini menggunakan kaedah kajian kes. Sampel kajian ini terdiri daripada 3 orang guru Pendidikan Awal Kanak-Kanak yang mengajar di tadika swasta di Daerah Besut, Terengganu. Kajian ini secara keseluruhannya menggunakan kaedah persoalan kajian yang ditetapkan iaitu kaedah proses penguasaan perkataan baru melalui penggunaan lagu kanak-kanak, kelebihan dan kesan penggunaan lagu kanak-kanak dalam membantu mengingat dan melatih menyebut perkataan dan tahap pengetahuan guru terhadap penggunaan lagu kanak-kanak melibatkan perkataan. Hasil dapatan kajian menunjukkan bahawa penggunaan lagu kanak-kanak dapat membantu guru dalam proses meningkatkan perkembangan kemahiran bahasa kanak-kanak tadika. Antaranya, pengetahuan guru terhadap penggunaan lagu kanak-kanak melibatkan perkataan mendapati pengaplikasian lagu kanak-kanak di dalam kelas dan juga penglibatan kanak-kanak dalam aktiviti pembelajaran memberi kesan terhadap perkembangan bahasa kanak-kanak. Malahan, proses penguasaan perkataan baru juga berdasarkan teknik penyampaian dan kekerapan pendedahan lagu kepada kanak-kanak. Kesan kepada penggunaan lagu kanak-kanak di dalam kelas memberikan pelbagai impak yang positif kepada perkembangan bahasa kanak-kanak. Setelah melaksanakan kajian, terdapat beberapa impak kajian yang diperolehi antaranya pengkaji menerima pendedahan tentang penggunaan lagu kanak-kanak dalam kalangan guru Pendidikan Awal Kanak-Kanak dan juga bagaimana lagu kanak-kanak dapat membantu proses perkembangan Bahasa Melayu kanak-kanak tadika. Kesimpulan kajian ini menunjukkan bahawa lagu kanak-kanak dapat membantu guru Pendidikan Awal Kanak-Kanak dalam proses pengajaran dan pembelajaran.

Kata kunci: *Lagu Kanak-Kanak, Perkembangan Bahasa, Guru, Kanak-Kanak, Tadika Swasta*

PENGENALAN

Pembelajaran alaf 21 menegenahkan strategi yang penting dalam membantu kanak-kanak belajar di samping menyokong penyampaian pembelajaran awal yang optimum. Lagu kanak-kanak sudah tidak asing lagi di dalam dunia pendidikan awal malah juga digunakan di peringkat pendidikan yang tinggi. Zakaria Khalid dan Ariff Fadillah Khalil (2011) berpendapat belajar sambil bermain atau didik hiburan dapat meningkatkan minat membaca kanak-kanak seterusnya mewujudkan suasana yang menyenangkan. Bukan itu sahaja, melalui belajar sambil bermain, tingkah laku murid turut dipengaruhi dan bertambah baik (Rohaty Mohd Mazjub dan Nor Aisyah Buang, 2010). Melalui pendapat yang diberikan, ianya mengukuhkan lagi bahawa penggunaan muzik iaitu lagu kanak-kanak sesuai digunakan dalam pendidikan pada masa kini.

Melalui nyanyian, kanak-kanak mampu untuk mengingat sesuatu dengan lebih cepat berbanding mereka hanya membaca. Kanak-kanak sememangnya mempunyai daya ingatan yang kuat. Oleh itu, latihan perlu dilakukan secara konsisten untuk membantu mereka dalam belajar bahasa. Nyanyian merupakan salah satu cara yang terbaik dalam meningkatkan minat kanak-kanak untuk belajar.

Menurut Nurul Huda Nordin (2009), “Kajian terbaru membuktikan bahawa muzik boleh memantapkan perkembangan bahasa, hubungan bunyi perkataan, keupayaan matematik kanak-kanak dan sesetengahnya meningkatkan keupayaan intelektual kanak-kanak”.

Selain itu, nyanyian dalam lagu dapat menarik minat kanak-kanak untuk sentiasa mengulangi lagu tersebut dan kanak-kanak mampu untuk menyebut perkataan di dalam lagu dengan kadar kekerapan yang tinggi. Oleh sebab itu, mereka dapat melatih menyebut perkataan dengan kerap tanpa mereka sedar. Jika dilihat di dalam Kurikulum Standard Prasekolah Kebangsaan 2017 (KSPK), Bahasa Melayu ini dibawah tunjang komunikasi. Aspek bahasa yang diketengahkan di bawah tunjang ini ialah merujuk kepada keupayaan murid dalam memahami, mengungkap, dan menghargai bahasa yang indah melalui pembelajaran yang menyeronokkan termasuklah nyanyian.\

KAJIAN LITERATUR

Menurut Rosny Maidin (2023) di dalam kajiannya yang bertajuk Meneroka Memori Kanak-Kanak Kecil: Satu Kajian Kes Memfokuskan Pada Aspek Daya Ingatan Dan Pembelajaran ABC: iaitu hakikatnya kanak-kanak juga mempunyai memori yang segar dan apa sahaja yang masuk dalam pemikiran kanak-kanak hasil daripada interaksi alam mudah diserap dalam ingatan kanak-kanak. Pengkaji mengetengahkan bahawa lazimnya kanak-kanak akan sentiasa menunjukkan perubahan ingatan. Oleh itu, dengan adanya penggunaan lagu kanak-kanak dalam mempelajari dan meningkatkan perkembangan bahasa kanak-kanak, hal ini menjelaskan bahawa mereka mampu untuk menerima perkara yang baru dan menyeronokkan. Kanak-kanak yang terlibat dalam aktiviti menyanyi menunjukkan peningkatan dalam penguasaan perbendaharaan kata.

Dalam kajian Patricia Antai Robin, Mahizer Hamzah, dan Madeline Pandang (2020), yang bertajuk Penguasaan Kosa Kata Bahasa Melayu Kanak-Kanak Iban Melalui Lagu Didi & Friends yang menyatakan bahawa keberkesanan penggunaan kaedah lagu Didi & Friends ini dapat dilihat melalui perkembangan dan penglibatan kanak-kanak yang pada awalnya lagu ini dimainkan, mereka memerhati terlebih dahulu pergerakan yang ada dalam lagu tersebut sebelum membuat pergerakan dan kemudiannya menyanyi bersama sambil membuat pergerakan. Penggunaan lagu Didi & Friends meninggalkan impak yang positif dalam diri kanak-kanak. Bukan sahaja membantu dari segi perkembangan bahasa namun juga mempengaruhi perkembangan emosi dan fizikal mereka. Penguasaan kosa kata Bahasa Melayu dapat dipertingkatkan melalui nyanyian.

Muhammad Fadhil, Mahzan bin Arshad dan Norul Haida (2021) yang melakukan kajian mengenai Amalan Pengajaran Guru Dalam Pengajaran Bahasa Melayu Berasaskan Pendekatan Didik Hibur Di Sekolah Rendah juga bersetuju bahawa didik hibur merupakan satu pendekatan dalam teknik pengajaran dan pembelajaran secara santai dan berhibur yang terancang dan sistematik. Bukan itu sahaja, malah ianya juga menyediakan kanak-kanak peluang untuk mengintegrasikan, bereksperimen dan menggunakan apa yang telah dipelajari dalam modul berdasarkan aktiviti, seronok dan bermakna.

Melalui kajian-kajian yang telah dilakukan ini, sudah terang lagi bersuluh bahawa penggunaan teknik pengajaran secara hiburan iaitu nyanyian ini mampu untuk membantu perkembangan kanak-kanak terutama perkembangan bahasa. Teknik yang digunakan oleh pendidik untuk memastikan kanak-kanak dapat mencapai tahap perkembangan yang maksimum adalah bergantung pada kreativiti dan juga cara pendidik untuk menyampaikan sesuatu kepada kanak-kanak.

METODOLOGI

Reka Bentuk Kajian

Secara umumnya, kajian ini dilakukan dalam bentuk kualitatif di mana kajian ini mengumpul data mengenai topik kajian secara temubual. Data kualitatif berbentuk deskriptif, berupa kata-kata lisan atau tulisan tentang tingkah laku manusia yang diamati (Taylor dan Bogdan, 1984).

Manakala menurut Patton, data kualitatif terhasil daripada tiga jenis data sebagaimana yang berikut iaitu:

- I. Hasil pemerhatian: huraian terperinci tentang situasi, kejadian, interaksi, dan tingkah laku yang diamati di lapangan.
- II. Hasil pembicaraan: kutipan langsung dari pernyataan orang tentang pengalaman, sikap, keyakinan dan pemikiran mereka dalam kesempatan temubual mendalam.
- III. Bahan tertulis: petikan atau keseluruhan dokumen, surat menyurat, rakaman dan kes sejarah.

Kajian secara kualitatif ini mementingkan tentang bagaimana pandangan dan keterangan yang diberikan oleh seseorang manusia berdasarkan pengalaman dan maklumat yang ada pada mereka. Temubual yang dijalankan bersama dengan responden menjadi bukti kepada pemerolehan fakta kajian. Temubual ialah temu muka berulang oleh pengkaji dan subjek pengkajian, dalam rangka memahami pandangan subjek pengkajian di dalam hidupnya, pengalamannya, ataupun situasi sosial sebagaimana diungkapkan dalam bahasanya sendiri (Taylor dan Bogdan, 1984).

Menurut Burn (1995), Merriem (1998) dan Yin (1995) penggunaan reka bentuk penyelidikan kajian kes menggunakan data kualitatif amat sesuai apabila sesuatu kajian melibatkan pemerhatian seseorang individu atau unit, satu kumpulan manusia, keluarga, satu kelas, sekolah, satu masyarakat, peristiwa atau budaya. Sesuatu kajian kes harus memfokuskan kepada subjek yang mempunyai sesuatu kriteria atau ciri yang ingin dikaji. Ini bermakna sesuatu kajian kes kebanyakannya mengkaji tentang individu atau peristiwa dalam lingkungan budaya dan persekitaran mereka (Burn, 1995).

Kaedah kajian yang dipilih ini adalah untuk menjawab persoalan kajian yang telah disenaraikan iaitu:

- I. Bagaimanakah kaedah proses penguasaan perkataan baru melalui penggunaan lagu kanak-kanak?
- II. Sejauh manakah kesan penggunaan lagu kanak-kanak dalam membantu mengingat dan melatih menyebut perkataan?

Dalam proses untuk mendapatkan maklumat persoalan kajian yang telah ditetapkan, pengkaji menggunakan kaedah temubual yang dilakukan terhadap 3 orang guru Pendidikan Awal Kanak-Kanak. Maklumat yang diperolehi dicatat di dalam hasil dapatan kajian dengan menjawab kesemua persoalan kajian yang ditetapkan.

Sampel Kajian

Dalam menjalankan kajian dan mendapatkan maklumat mengenai kepentingan penggunaan lagu kanak-kanak ini, beberapa orang responden diambil bagi membantu menjalankan kajian. Pemilihan responden hanyalah seramai 3 orang dan responden tersebut terdiri daripada guru Pendidikan Awal Kanak-Kanak. Pengkaji menemubual 3 orang responden tersebut dalam usaha untuk mendapatkan maklumat mengenai kepentingan penggunaan lagu kanak-kanak dalam proses perkembangan kemahiran bahasa kanak-kanak tadika. Pemilihan sampel kajian adalah berdasarkan pengalaman mengajar yang ada pada pendidik dan juga teknik nyanyian yang digunakan oleh mereka semasa mengajar.

Instrumen Kajian

Kajian ini dilakukan secara kualitatif. Pengkaji memutuskan untuk menggunakan kaedah temu bual dalam mengumpul maklumat mengenai kajian yang dijalankan. Objektif kajian yang ditetapkan dijawab dengan mengumpul maklumat melalui sesi temubual bersama beberapa orang sampel yang dipilih dalam membantu meyiapkan kajian ini. Kaedah temu bual adalah salah satu kaedah yang penting dalam kajian kualitatif dalam mendapatkan maklumat secara tepat dan mendalam kerana informasi yang diperoleh melalui sesi temu bual adalah lebih banyak dengan respon sampel yang didapati secara langsung daripada mereka. Malah, terdapat juga kaedah yang digunakan selain daripada temu bual dalam kajian kualitatif seperti kaedah pemerhatian yang terbahagi kepada dua iaitu pemerhatian secara terus dan pemerhatian melalui penglibatan. Pengkaji secara automatik akan melakukan pemerhatian berperanan terhadap subjek pengkajiannya. Pemerhatian berperanan merujuk kepada proses kajian yang mempersyaratkan interaksi sosial antara pengkaji dengan subjek pengkajiannya. Alasan ahli metodologi penggunaan teknik ini ialah (Melong, 1989):

1. Pemerhatian memungkinkan pengkaji untuk melihat, merasakan dan memaknai dunia beserta ragam peristiwa dan gejala sosial dalamnya, sebagaimana subjek pengkajian melihat, merasakan dan memaknainya.
2. Pemerhatian memungkinkan pembentukan pengetahuan secara bersama-sama antara pengkaji dan subjek pengkajiannya (intersubjektiviti).

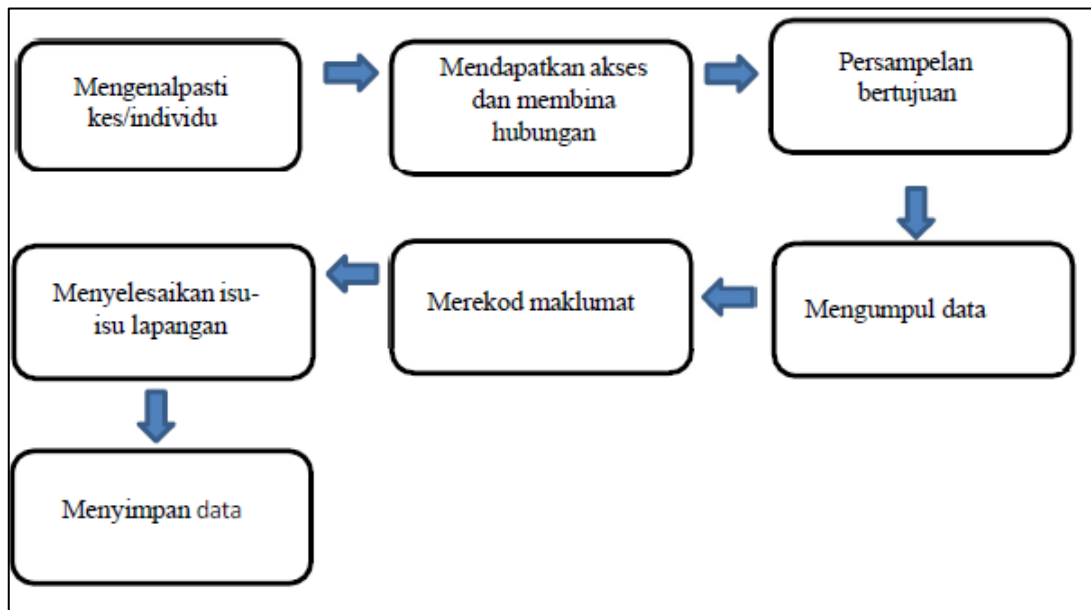
Temu Bual

Dalam mendapatkan maklumat mengenai persoalan kajian, dan untuk menjawab objektif kajian yang diinginkan, pengkaji menggunakan kaedah temu bual. Temu bual yang dilakukan adalah berdasarkan latar belakang responden yang menggunakan muzik dalam proses pengajaran dan pengajaran mereka. Disebabkan keadaan yang tidak mengizinkan untuk bersemuka, pengkaji mengadakan sesi temu bual bersama dengan responden secara atas talian.

Dalam proses untuk memastikan sesi temu bual berjalan dengan lancar, pengkaji menyediakan set soalan yang ditanyakan kepada responden. Pengkaji melakukan sesi temu bual bersama dengan responden secara atas talian dengan menggunakan aplikasi *Google Meet*. Pengkaji menyediakan soalan-soalan yang berkaitan dengan tajuk dan menggunakan soalan tersebut dalam mendapatkan jawapan daripada responden. Soalan yang diajukan dijawab oleh responden dan pengkaji mencatat maklumat yang diperoleh. Sesi temu bual dirakam supaya semua jawapan yang diberikan oleh responden dicatat dengan betul. Segala bentuk jawapan yang diberikan oleh responden kepada pengkaji dimasukkan ke dalam maklumat yang diperoleh untuk kajian ini.

Prosedur Pengumpulan Data

Pengkaji telah menggunakan satu kaedah dalam proses pengumpulan data yang telah disarankan oleh Creswell. Menurut Creswell (1994), terdapat tujuh proses dalam pengumpulan data yang boleh dilihat pada rajah di bawah.



Rajah 3 menunjukkan carta aliran proses mengumpul maklumat

Dalam melakukan kajian ini, pengkaji merujuk kepada tujuh proses dalam pengumpulan data yang terdapat pada rajah di atas. Proses yang pertama ialah mengenalpasti individu. Individu yang dipilih untuk dijadikan sampel adalah individu yang dikenali oleh pengkaji dan pengkaji mengetahui teknik pengajaran yang digunakan oleh individu tersebut. Untuk itu, pengkaji telah melengkapkan proses kedua iaitu mendapatkan akses dan membina hubungan bersama dengan sampel. Pengkaji membina hubungan baik untuk memastikan proses temu bual yang dijalankan dapat dilakukan dengan lancar dan respon yang diberikan oleh sampel dapat menjawab persoalan yang ditetapkan.

Proses ketiga adalah persampelan bertujuan. Persampelan ini adalah secara tidak rawak kerana tumpuan terhadap ciri-ciri tertentu dan kesesuaian terhadap fokus penyelidikan yang ingin dilakukan oleh pengkaji. Seperti kajian ini, iaitu untuk melihat tentang penggunaan lagu kanak-kanak dalam perkembangan bahasa kanak-kanak tadika swasta. Maka, pemilihan sampel hanya diambil dalam kalangan pendidik Pendidikan Awal Kanak-Kanak di tadika swasta sahaja. Pengumpulan data dilakukan dengan melakukan temu bual bersama dengan responden dan kemudian merekod maklumat yang diperoleh dan kemudian menyelesaikan isu- isu lapangan serta menyimpan data yang diperoleh.

Kaedah Analisis Data

Setelah melakukan sesi temubual bersama dengan responden yang dipilih, pengkaji mengumpul semua data yang diperoleh semasa temu bual dan menganalisis data tersebut. Pengkaji menganalisis data secara manual dengan melakukan transkripsi temu bual berdasarkan jawapan yang diberikan oleh responden dan juga tingkah laku yang ditunjukkan semasa melakukan sesi bersama pengkaji. Setelah selesai membuat analisis data, pengkaji membuat rumusan terhadap maklumat yang diperoleh. Analisis yang telah diperoleh telah disusun mengikut tema yang berkaitan. Tema-tema tersebut adalah berdasarkan objektif kajian yang telah ditetapkan dan diagihkan mengikut tema yang tertentu.

OBJEKTIF KAJIAN

Secara umum, kajian ini dilaksanakan untuk melihat sejauh manakah penguasaan bahasa kanak-kanak dapat dibantu melalui penggunaan lagu kanak-kanak yang semakin meluas dewasa ini. Secara spesifik, kajian ini bertujuan untuk melihat mengetahui keberkesanan penggunaan lagu kanak-kanak daripada aspek berikut:

1. Mengenalpasti kaedah proses penguasaan perkataan baru melalui penggunaan lagu kanak-kanak
2. Mengkaji kesan penggunaan lagu kanak-kanak dalam membantu mengingat dan melatih menyebut perkataan

DAPATAN KAJIAN

Pengetahuan Guru Terhadap Penggunaan Lagu Kanak-Kanak Melibatkan Perkataan

Berdasarkan maklumat yang telah diperoleh daripada temu bual yang dijalankan bersama responden, pengkaji telah menentengahkan dua tema yang berkaitan bagi menjawab persoalan kajian yang pertama.

Pengaplikasian Lagu Kanak-Kanak di Dalam Kelas

Setelah meneliti transkrip temu bual yang dilakukan bersama dengan responden, pengkaji mendapati terdapat petikan penting yang dinyatakan oleh responden bagi menjawab persoalan kajian.

“Jika saya ingin menggunakan lagu, saya akan menggunakannya. Tetapi boleh dikatakan memang saya akan menggunakan lagu kerana saya inginkan kanak-kanak untuk menguasai bahasa dengan cepat.” –G1-

G1 menyatakan bahawa beliau akan menggunakan lagu sekiranya beliau merasakan untuk menggunakan lagu dalam sesi pembelajaran bersama kanak-kanak. Akan tetapi beliau juga mengatakan bahawa hampir keseluruhan sesi pembelajarannya ada menggunakan lagu kanak-kanak kerana beliau ingin membantu kanak-kanak untuk menguasai bahasa dengan lebih cepat.

“Memang saya akan menggunakan lagu. Saya gemar menggunakan lagu untuk aktiviti pembelajaran kerana bagi saya lagu kanak-kanak itu sangat sesuai untuk digunakan di mana lagu ini boleh kita guna untuk mengajar perkataan, untuk hiburan, dan untuk cipta suasana ceria untuk kanak-kanak. Sebagai guru, kita perlu cipta suasana yang kondusif untuk kanak-kanak belajar. Jadi memang saya akan pastikan kanak-kanak selesa dengan mewujudkan aktiviti yang seronok untuk mereka.” –G2-

G2 menyatakan bahawa beliau akan menggunakan lagu untuk aktiviti pembelajaran dengan kanak-kanak kerana beliau berpendapat bahawa lagu kanak-kanak sesuai untuk digunakan sebagai satu alat bantuan untuk mengajar perkataan atau bahasa kepada kanak-kanak. Malah, peranan guru untuk mencipta suasana kondusif juga boleh dilakukan dengan menggunakan hiburan kepada kanak-kanak supaya mereka seronok untuk belajar.

“Ya saya gunakan lagu untuk setiap aktiviti pembelajaran. Selain mengajar subjek Bahasa Melayu, saya juga mengajar subjek Sains. Jadi untuk subjek Sains pun saya gunakan lagu. Contohnya, untuk lagu Didi and Friends ada lagu untuk anggota badan. Selain dapat mendedahkan tentang anggota badan kepada kanak-kanak, saya juga dapat melatih kanak-kanak menyebut perkataan pada setiap anggota badan.” –G3-

G3 menyatakan bahawa beliau akan menggunakan lagu untuk setiap aktiviti pembelajaran. Malah, beliau juga mengajar untuk subjek Sains dan mengaplikasikan penggunaan lagu di dalam subjek Sains. Di samping dapat memperkenalkan bahagian anggota badan kepada kanak-kanak, ianya juga dapat melatih kanak-kanak berbahasa.

Guru berperanan dalam menjalankan sesi pengajaran dan pembelajaran di dalam kelas. Pearson & Johnson (1978) menyatakan bahawa guru, rakan sebaya dan ekologi sesebuah bilik darjah mempengaruhi kebolehan membaca dan kefahaman murid. Peranan guru dalam menyediakan murid dalam keadaan yang selesa untuk pembelajaran bacaan, pemilihan bahan dan alatan yang digunakan untuk mengajar perlu diwujudkan sebagai dorongan kepada kanak-kanak sebagai pengukuhan dan juga dapat mempengaruhi kefahaman murid. Dengan menggunakan lagu sebagai salah satu elemen dalam pembelajaran, kanak-kanak dapat belajar dalam suasana yang ceria dan selesa.

Penglibatan Kanak-Kanak Dalam Sesi Pembelajaran

Setelah meneliti transkrip temu bual yang dilakukan bersama dengan responden, pengkaji mendapati terdapat petikan penting yang dinyatakan oleh responden bagi menjawab persoalan kajian.

“Budak-budak memang akan ikut menyanyi sekali kalau saya pasang lagu. Kalau saya pasang je lagu Didi, memang diorang akan ikut nyanyi sekali.”- G1-

Berdasarkan petikan, G1 menerangkan bagaimana reaksi kanak-kanak sekiranya beliau menggunakan lagu kanak-kanak dalam sesi pengajaran dan pembelajaran. Dapat dilihat bagaimana kanak-kanak seronok dengan kaedah P&P yang dilakukan bersama dengan guru. Mereka ikut menyanyikan lagu Didi yang dipasang oleh guru mereka semasa aktiviti dijalankan.

“Kalau saya gunakan lagu kanak-kanak sebagai set induksi, memang saya akan minta kanak-kanak untuk menyanyi bersama dengan saya. Saya akan minta kanak-kanak untuk nyanyi dan buat gaya sekali.” –G2-

G2 memberitahu bahawa beliau akan meminta kanak-kanak untuk melibatkan diri dalam aktiviti set induksi sekiranya menggunakan lagu. Beliau akan meminta kanak-kanak untuk menyanyi dan juga membuat gaya seperti yang dilakukan di dalam klip video. Berdasarkan penceritaan, dapat digambarkan bahawa kanak-kanak seronok dengan kaedah penggunaan lagu yang digunakan oleh guru. Mereka dapat menyanyi dan joget bersama dengan rakan dan juga guru.

“Setakat yang saya nampak semasa saya menggunakan lagu, kanak-kanak cuba untuk ikut menyanyi. Ada yang tidak hafal lirik pun cuba untuk menyanyi sekali dengan kawan-kawan mereka.” –G3-

G3 menerangkan tentang penglibatan kanak-kanak di dalam aktiviti semasa memainkan lagu kanak-kanak. Beliau menyatakan bahawa kanak-kanak yang tidak hafal lirik juga berusaha untuk menyanyi bersama dengan rakan-rakan mereka. Oleh kerana lagu kanak-kanak mempunyai melodi yang dapat menarik minat kanak-kanak, mereka ingin turut serta menyanyi dengan guru dan rakan.

Penglibatan kanak-kanak di dalam aktiviti pengajaran dan pembelajaran sangat digalakkan. Kanak-kanak sukakan sesuatu yang boleh menggembirakan hati mereka. Muzik adalah salah satu daripadanya. Ini kerana muzik sentiasa dianggap penting sebagai pengalaman setiap hari kanak-kanak di taska (Lagerlof, Pernilla; Wallerstedt, Cecilia; Pramling & Niklas, 2013). Salah satu kaedah untuk memastikan kanak-kanak dapat melatih sebutan perkataan adalah dengan memastikan kanak-kanak melibatkan diri dalam aktiviti. Sekiranya kanak-kanak tidak melibatkan diri dalam aktiviti bersama

dengan rakan yang lain, maka tidak akan ada sesi latihan untuk kanak-kanak dengan menggunakan lagu. Kaedah yang terbaik untuk mengaktifkan penglibatan kanak-kanak adalah dengan melaksanakan sesi pengajaran yang menyeronokkan dan sememangnya penggunaan lagu dapat meningkatkan keseronokan dalam aktiviti pembelajaran bersama dengan kanak-kanak.

Kaedah Proses Penguasaan Perkataan Baru

Berdasarkan maklumat yang telah diperolehi daripada temu bual yang dijalankan bersama responden, pengkaji telah mengetengahkan dua tema yang berkaitan bagi menjawab persoalan kajian kedua.

Teknik Penyampaian Guru

Setelah meneliti transkrip temu bual yang dilakukan bersama dengan responden, pengkaji mendapati terdapat petikan penting yang dinyatakan oleh responden bagi menjawab persoalan kajian.

“Saya selalu gunakan lagu untuk memulakan sesi pengajaran. Macam selalunya saya akan pasang lagu “Didi and Friends” lah. Tapi saya akan ambil lagu yang kena dengan topik pengajaran saya lah.” –G1-

Berdasarkan maklum balas yang diterima, G1 menyatakan bahawa beliau selalu menggunakan lagu dalam sesi pengajaran yang dilakukan bersama dengan kanak-kanak. G1 akan menggunakan lagu kanak-kanak yang bersesuaian dengan topik pengajaran yang dilakukan pada hari tersebut. G1 menyatakan bahawa beliau sering akan menggunakan lagu daripada “Didi and Friends” sebagai bahan bantu mengajar namun tidak hanya memfokuskan kepada “Didi and Friends” sahaja. Sekiranya memerlukan lagu dari video lain juga digunakannya.

“Saya memang suka gunakan lagu untuk aktiviti pengajaran saya bersama kanak-kanak. Saya anggap itu adalah sebagai satu pembukaan yang menarik untuk kanak-kanak” –G2-

G2 menyatakan bahawa beliau gemar menggunakan lagu untuk aktiviti pengajaran bersama kanak-kanak. Beliau menganggap bahawa lagu itu adalah pembangkit semangat kepada kanak-kanak untuk meneruskan aktiviti pembelajaran. Berdasarkan petikan, boleh dilihat G2 memang selalu gunakan lagu kanak-kanak dalam setiap aktiviti pengajaran dan pembelajaran di tadika.

“Adakalanya saya guna, adakalanya tidak. Saya ikut juga kesesuaian topik pengajaran saya. Kalau tak perlu guna, saya tak guna.” –G3-

G3 tidak selalu menggunakan lagu dalam aktiviti pengajaran dan pembelajaran beliau. G3 berpendapat bahawa sekiranya perlu untuk menggunakan lagu, maka beliau akan menggunakannya mengikut kesesuaian topik pengajaran yang diajar pada hari tersebut. Penggunaan lagu kanak-kanak adalah bergantung pada kesesuaian topik pengajaran pada G3 lebih kurang dengan G2.

Pendidikan masa kini lebih banyak menggunakan teknologi. Tidak ketinggalan juga dalam dunia Pendidikan Awal Kanak-Kanak. Teknologi yang ada pada masa kini perlu digunakan dengan sebaik mungkin. Oleh itu, penggunaan lagu kanak-kanak itu boleh dikatakan sebagai satu penggunaan teknologi kerana ianya adalah berasaskan internet dan menggunakan televisyen atau laptop untuk dipaparkan.

Bahan audiovisual iaitu klip video yang digunakan semasa melaksanakan aktiviti pengajaran dapat menarik minat kanak-kanak untuk belajar. Oleh sebab itu, jika dilihat pada respon daripada guru-guru, mereka menyatakan bahawa mereka sering juga menggunakan video lagu kanak-kanak dalam

menyampaikan sesuatu pembelajaran. Dalam mewujudkan proses pembelajaran yang bermakna, pendidik menggunakan muzik sebagai pembukaan sesuatu pembelajaran. Cara penyampaian guru yang dilihat daripada komen responden adalah bergantung pada kesesuaian topik yang diajar. Tidak semua topik pembelajaran memerlukan guru untuk menggunakan lagu kanak-kanak namun penggunaan lagu kanak-kanak dapat menaikkan semangat kanak-kanak untuk belajar. Bergantung kepada cara guru tersebut untuk menggunakan kaedah pengajaran di dalam kelas. Namun begitu, penggunaan lagu kanak-kanak sangat meluas digunakan dalam kalangan pengasuh dan juga pendidik bagi pendidikan awal kanak-kanak.

Kekerapan Pendedahan Lagu

Setelah meneliti transkrip temu bual yang dilakukan bersama dengan responden, pengkaji mendapati terdapat petikan penting yang dinyatakan oleh responden bagi menjawab persoalan kajian.

“Lagu kanak-kanak itu sendiri sudah dapat membantu penguasaan perkataan baru. Sekiranya guru mendedahkan lagu kepada kanak-kanak dengan kadar yang kerap, kanak-kanak dapat menguasai perkataan baru dengan cepat.” – G1-

Berdasarkan skrip temu bual, G1 menyatakan bahawa kanak-kanak akan dapat menguasai perkataan baru sekiranya didedahkan dengan kerap. Seperti memainkan video lagu kanak-kanak pada setiap kali sesi pengajaran. Kanak-kanak akan selalu mendengar lagu yang dimainkan dan sedikit sebanyak dapat membantu menguasai perkataan baru.

“Untuk membantu kanak-kanak menguasai perkataan baru, cikgu boleh gunakan lagu kanak-kanak dengan cara menggunakan lagu sebagai set induksi.” –G2-

“Lirik lagu yang ditunjukkan di dalam video mungkin dapat bantu kanak-kanak membaca dan menguasai perkataan baru.” –G2-

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G2 menyatakan yang lagu kanak-kanak dapat membantu kanak-kanak menguasai perkataan baru. Namun guru perlu mendedahkan lagu tersebut kepada kanak-kanak. Oleh itu, G2 mengesyorkan agar guru menggunakan lagu sebagai set induksi sebelum memulakan pembelajaran. Beliau menyatakan bahawa lirik lagu yang ditunjukkan di dalam video dapat membantu kanak-kanak untuk membaca.

“Mungkin cikgu boleh mainkan lagu kanak-kanak secara berulang-ulang kali. Sekiranya kanak-kanak selalu dengar, mereka boleh cepat ingat perkataan atau ayat. Nak senang kita tengok kanak-kanak boleh ingat lirik lagu yang mereka dengar.” –G3-

G3 juga menyatakan bahawa cikgu perlu memainkan lagu kanak-kanak secara berulang kali untuk kanak-kanak dengar. Ia adalah bertujuan untuk membantu kanak-kanak mendengar perkataan banyak kali supaya mereka boleh mengingat dan melatih menyebut perkataan.

Setiap aktiviti pembelajaran perlu dimulakan dengan set induksi. Responden banyak menyarankan tentang penggunaan lagu semasa set induksi. Selain untuk mendedahkan kanak-kanak dengan perkataan baru, ianya juga dapat memberikan semangat kepada kanak-kanak untuk belajar. Guru perlu mendedahkan lagu kepada kanak-kanak dengan kadar yang kerap supaya mereka dapat menyanyikan lagu dan pada masa yang sama, kanak-kanak dapat melatih untuk menyebut perkataan baru.

Proses pengajaran dan pembelajaran masa kini selari dengan perkembangan teknologi yang berlaku di negara kita. Dengan adanya pelbagai jenis kaedah untuk digunakan seperti menggunakan klip video lagu kanak-kanak untuk membantu proses perkembangan bahasa kanak-kanak, ianya dapat memudahkan para guru untuk mengajar. Memulakan set induksi dengan menggunakan lagu dan dilakukan dengan berulang kali pada setiap kali sesi pengajaran dapat menarik minat kanak-kanak namun perlulah berbeza dari segi penyampaian supaya kanak-kanak tidak bosan dengan perkara yang sama.

PERBINCANGAN

Pengetahuan Guru Terhadap Penggunaan Lagu Kanak-Kanak Melibatkan Perkataan

Pengkaji percaya bahawa hampir kesemua guru Pendidikan Awal Kanak-Kanak menggunakan lagu di dalam sesi pengajaran dan pembelajaran yang mereka lakukan bersama kanak-kanak. Namun, perlu dilihat juga tahap pengetahuan guru terhadap sesuatu topik pengajaran dan juga pengetahuan guru terhadap lagu kanak-kanak melibatkan perkataan. Sejauh mana guru-guru di institusi pendidikan awal kanak-kanak menggunakan lagu kanak-kanak di dalam sesi pengajaran dan pembelajaran mereka.

Dapatan kajian mendapati guru-guru mengaplikasikan penggunaan lagu kanak-kanak di dalam kelas. Ketiga-tiga guru menggunakan lagu untuk sesi pengajaran mereka di dalam kelas. Guru-guru menggunakan lagu kanak-kanak untuk sesi pengajaran dan pembelajaran. Guru berpendapat bahawa lagu kanak-kanak dapat membawa suasana yang dapat membantu kanak-kanak untuk menguasai bahasa dengan baik. Menurut salah seorang guru yang mengajar subjek Bahasa Melayu dan Sains, beliau menggunakan lagu kanak-kanak untuk mengajar Sains dan di kesempatan itu, kanak-kanak dapat menguasai perkataan selain dapat mempelajari topik untuk subjek Sains.

Malah, bukan itu sahaja. Guru-guru juga menggalakkan penglibatan kanak-kanak di dalam sesi pembelajaran menggunakan lagu. Mereka meminta kanak-kanak untuk menyanyikan lagu bersama-sama semasa memainkan lagu kanak-kanak di dalam kelas. Melalui penglibatan tersebut, kanak-kanak dapat merangsang kemahiran kognitif mereka dan dapat meresap perkataan baru semasa menyanyikan lagu. Guru-guru pada masa kini perlu kreatif untuk melibatkan kanak-kanak dalam sesi pembelajaran supaya kanak-kanak tidak bersikap pasif di dalam kelas. Rangsangan terhadap kanak-kanak adalah berdasarkan muzik dan juga persekitaran.

Kemahiran mengajar yang ada pada guru sebenarnya dapat mempengaruhi kanak-kanak. Sekiranya kanak-kanak menerima pengajaran yang tidak dapat merangsang pemikiran mereka, maka tidak berlaku proses pembelajaran yang terbaik untuk kanak-kanak. Oleh itu, guru perlu kreatif dan inovatif dalam merancang dan melaksanakan aktiviti pengajaran dan pembelajaran di dalam mahupun di luar kelas bersama dengan kanak-kanak. Selari dengan perkembangan teknologi masa kini, guru perlu lebih peka dan mengikuti perkembangan yang sedang pesat berlaku di negara kita. Secara tidak langsung, kanak-kanak juga dapat merasai perubahan yang berlaku kepada negara pada masa kini. Walaupun banyak kekangan yang bakal dihadapi, sebagai guru mestilah sentiasa mengambil inisiatif yang berbeza dan kreatif bagi mewujudkan persekitaran pembelajaran yang kondusif dan selesa buat kanak-kanak (Masnan, Che Mustafa, Rohaizad & Jamil, 2017).

Dalam memastikan kanak-kanak memahami setiap apa yang disampaikan, guru perlu memastikan bahawa teknik penyampaian yang digunakan kepada kanak-kanak adalah bersesuaian dengan tahap perkembangan mereka. Pengetahuan guru dalam menggunakan pelbagai bahan yang wujud pada era masa kini amat penting bagi memastikan objektif pembelajaran tercapai. Contohnya, dengan menggunakan lagu kanak-kanak yang melibatkan perkataan. Guru perlu kreatif dalam menggunakan bahan dengan penambahan idea yang baru berbanding hanya menunjukkan tayangan video sahaja.

Teknik pengajaran dan penyampaian perlulah lebih menyeronokkan untuk kanak-kanak. Sekiranya kanak-kanak seronok semasa melaksanakan aktiviti, maka lebih mudah untuk mereka mencapai objektif sesuatu topik pengajaran.

Kaedah Proses Penguasaan Perkataan Baru

Hasil dapatan kajian yang telah dianalisis mendapati telah menjawab objektif kedua iaitu mengetahui kaedah proses penguasaan perkataan baru. Dapatan kajian telah menunjukkan bahawa kaedah proses penguasaan perkataan baru adalah bergantung kepada cara guru untuk mendedahkan bahan bantu mengajar kepada kanak-kanak. Bahan bantu mengajar di sini termasuklah lagu kanak-kanak yang digunakan semasa sesi pengajaran dan pembelajaran. Ianya bergantung kepada teknik penyampaian guru dan juga kadar kekerapan pendedahan lagu yang didedahkan kepada kanak-kanak.

Micheal G.Fullan yang dipetik oleh Suyanto dan Djihad Hisyam (2000) mengemukakan argumen bahawa “...*educational change depends on what teachers do and think...*” Pendapat tersebut mengisyaratkan bahawa perubahan dan pembaharuan sistem pendidikan sangat bergantung kepada “*what teachers do and think*” atau dengan kata lain bergantung kepada penguasaan kompetensi guru. Guru yang memainkan peranan penting dalam membentuk kemahiran kanak-kanak. Dengan bahan yang digunakan oleh guru dalam sesi pengajaran dan pembelajaran, kanak-kanak dapat dibantu dengan teknik yang bersesuaian dengan tahap kefahaman mereka. Wilkinson (1971), menegaskan bahawa bahan bantu mengajar dapat memberi keberkesanan dalam proses pembelajaran dan menjadi lebih menarik serta menggemirakan murid-murid.

Melalui perbincangan yang dilakukan, dapat diketahui juga bahawa kadar kekerapan pendedahan lagu kanak-kanak juga mempengaruhi proses penguasaan perkataan kanak-kanak. Sesi pengajaran dan pembelajaran perlu diselitkan dengan lagu kanak-kanak supaya kanak-kanak mudah untuk memperoleh ilmu yang baru. Oleh kerana muzik adalah sesuatu yang digemari oleh kanak-kanak, maka penggunaan lagu perlu digunakan dan kemudahan yang disediakan pada masa kini dapat digunakan dengan sebaiknya oleh semua guru di luar sana. Klip video lagu kanak-kanak mampu untuk mempengaruhi kefahaman kanak-kanak.

RUMUSAN

Dengan berbekalkan dapatan kajian yang diperolehi daripada kajian yang dijalankan oleh pengkaji, dapat disimpulkan secara menyeluruh bahawa penggunaan lagu kanak-kanak dalam Pendidikan Awal Kanak-Kanak sangat membantu para pendidik dalam meningkatkan tahap perkembangan kanak-kanak. Sememangnya tidak mudah untuk menjalankan tugas sebagai seorang guru Pendidikan Awal Kanak-Kanak kerana guru tersebut perlu kreatif dalam melaksanakan sesi P&P bersama dengan kanak-kanak untuk meningkatkan tahap keinginan mereka dalam melaksanakan pembelajaran. Usaha untuk mendapatkan perhatian kanak-kanak adalah tidak semudah yang difikirkan. Oleh itu, guru perlu melaksanakan kaedah pembelajaran yang terbaik untuk menarik minat kanak-kanak.

Dengan adanya perbincangan mengenai tajuk kajian ini, sedikit sebanyak dapat membantu guru lain untuk menambahbaik kualiti pengajaran mereka dengan menggunakan bahan bantu mengajar yang sedia ada seperti lagu kanak-kanak yang semakin hari semakin banyak diciptakan dan juga kesediaan yang secukupnya sebelum melaksanakan sesi pengajaran dan pembelajaran bersama dengan kanak-kanak. Ini termasuklah pengetahuan tentang teknik pengajaran yang akan digunakan kepada kanak-kanak dengan menggunakan bahan bantu mengajar tersebut. Secara keseluruhannya, bab ini telah merumuskan bahawa lagu kanak-kanak yang ada di platform YouTube dapat membantu guru dalam melaksanakan sesi P&P di dalam atau di luar kelas. Pengkaji berharap agar kajian yang dihasilkan ini dapat memberi manfaat kepada guru atau bakal guru dalam melaksanakan sesi P&P menggunakan lagu kanak-kanak.

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THE DEVELOPMENT OF THE ENGLISH LANGUAGE TEACHING TEXTBOOK EVALUATION CHECKLIST (ELT-TEC)

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ABSTRACT

Textbook evaluation checklists are instruments that help teachers and researchers assess and evaluate teaching-learning materials like textbooks systematically. The English Language Teaching Textbook Evaluation Checklist (ELT-TEC©) is a web-based database that allows users to exchange their evaluations of ELT textbooks developed by our research team. The final version of ELT-TEC© available at www.textbookevaluation.com has been developed, validated, and refined through rigorous studies in our research lab. According to the data gathered from a group of ESL experts who evaluated the checklist, two items were removed to make the checklist more economical. Later, we tested the validity, reliability, and economy of this checklist by assigning two ELT experts to evaluate the same textbook using the checklist. The inter-rater reliability results showed acceptable reliability coefficients ($r=.88$). The checklist was tested for the correlation of its results with those of a well-established instrument, and a high correlation was observed ($r=.77$). The instrument also proved to be economical. On average, the two experts' time consumption was almost three times less compared to the time they spent using the Skierso checklist. The checklist was highly rated by the evaluators, who also highly agreed on its utility. In our later study, we investigated the usefulness of the checklist in a questionnaire by a group of evaluators ($n=82$). Results showed that the checklist reached 'high' to 'very high' levels. Later on, we refined the checklist following comments by a panel of experts ($n=3$), who evaluated the old version of the checklist.

Keywords: *ELT-TEC, textbooks evaluation, checklist, material selection and evaluation, teaching-learning materials assessment.*

INTRODUCTION

Textbooks provide some necessary structure for teaching English through pre-structured content and activities; however, not all textbooks suit learners' needs or fit educational objectives well, and therefore a proper evaluation of textbooks is quite imperative (Tomlinson, 2011). Without tools of evaluation, teachers and schools might choose materials that do not help them achieve the learning objectives. Due to this problem, the ELT-TEC, short form of the English Language Teaching Textbook Evaluation Checklist, was designed to guide teachers in choosing textbooks. Specifically, the need in Malaysia, where the students study English as their second language, drove the creation of the ELT-TEC (Mukundan & Anealka Aziz, 2007). The tool helps to check how vocabulary is shown in textbooks, how language skills are combined, and if they fit the school programs. Below is described an

explanation of the main stages of development and testing of ELT-TEC and its possible use in classes of English language teaching around the world.

Background: The Need for Structured Textbook Evaluation

Until very recently, textbooks were selected at the discretion of a teacher. Sometimes, these personal choices led to uneven decisions that might not show the best teaching methods. Along with the growth in popularity in teaching the English language came a corresponding increase in demand for clear and organized ways to assess it. Early checklists, either too long or not based on real data, often proved to be unhelpful because they wasted time. With regards to solving these problems, Mukundan (2007) analyzed ELT textbooks in Malaysian schools and revealed a number of serious problems in the way vocabulary was issued and presented. Based on this investigation, the online ELT-TEC to be proposed was built to meet a list of textbook evaluation criteria ranging from curriculum matching up to handling key language skills. This gives a complete way to help teachers by providing a tool that looks deeper into the quality of teaching materials, not just at surface-level evaluation (Mukundan et al., 2011).

METHODOLOGY: Development and Refinement of the ELT-TEC

The construction of the ELT-TEC is based on a combination of criteria selected from existing checklists. This was done with the view to developing a checklist that is helpful yet comprising a core component of an ELT textbook, namely, syllabus alignment, teaching method, and content appropriacy for the learners (Mukundan & Nimehchisalem, 2012a). Following this preliminary development of criteria, this checklist was initially subjected to a group of 207 ESL experts. Accordingly, two items were removed - based on their recommendations - to make the checklist more focused and user-friendly (Mukundan et al., 2011a).

Validation and Expert Feedback

First, reliability of the checklist was verified by having two accomplished ELT professionals assess the same textbook using the ELT-TEC. The robust agreement between evaluators, $r = .88$, showed that different people used the tool well (Mukundan & Nimehchisalem, 2012b). The ELT-TEC also showed extremely high criterion validity, as indicated by its correlation of $r = .77$ with an established and very reliable assessment tool (Skierso, 1991). One of the nicest features of the ELT-TEC is that it is very efficient. Assessors completed their evaluations considerably faster than they did when using much more laborious older tools, such as the Skierso checklist (Mukundan & Nimehchisalem, 2012b). This efficiency makes the ELT-TEC appealing to the teachers who need to go over textbooks without disrupting their main job.

Large-Scale User Testing

During the process, an extended user study that involved 82 teachers in using the ELT-TEC in evaluating two textbooks provided feedback through questionnaires. The users rated the practicality, reliability, and relevance of the ELT-TEC as "high" to "very high." The findings were used to improve the checklist and add a scoring guide to assist in getting consistency among users.

OBJECTIVE OF THE STUDY

Textbooks are among the most important teaching materials that have provided guidelines for instructional practices and student learning in ELT. In the light of such importance, textbooks require urgently valid and systematic tools as supportive aids in assessments of quality and effectiveness. This

paper reports on developing the online tool, ELT-TEC, which was intended to help teachers make decisions related to evaluating ELT textbooks. It has been studied with care that the ELT-TEC is trustworthy, cost-effective, and useful to its users. This tool offers better ways of choosing textbooks, professional growth, and researching ELT materials.

FINDINGS

Key Features of the ELT-TEC

Evaluation checklists are the guides for teachers and researchers to go through systematically in assessing teaching-learning materials in textbooks. The ELT-TEC© is an online database where the users can share their evaluation of ELT textbooks developed by our research team (Mukundan et al., 2012). The final version of ELT-TEC©, accessible via www.textbookevaluation.com, was developed, validated, and refined through rigorous studies in our research laboratory. This final version of the ELT-TEC has several features to assist in the evaluation of textbooks. The checklist covers all significant aspects of ELT textbooks, including the syllabus, the presentation of language skills, the suitability of exercises, and even how materials are physically arranged. Such an integrated approach will ensure that no significant aspect of the textbook is left unaddressed (Mukundan & Nimehchisalem, 2012a).

The easy-to-use web format created in the tool provides a step-by-step way to evaluate teaching and learning materials. The web-based checklist can easily be accessed and shared for evaluations, making the work of teachers collaborative. The tool intends to make the process of evaluation simpler and to be used by many users (Mukundan & Nimehchisalem, 2015). Below is the main features of the web textbook evaluation tool. Access the following website for further details: www.textbookevaluation.com.

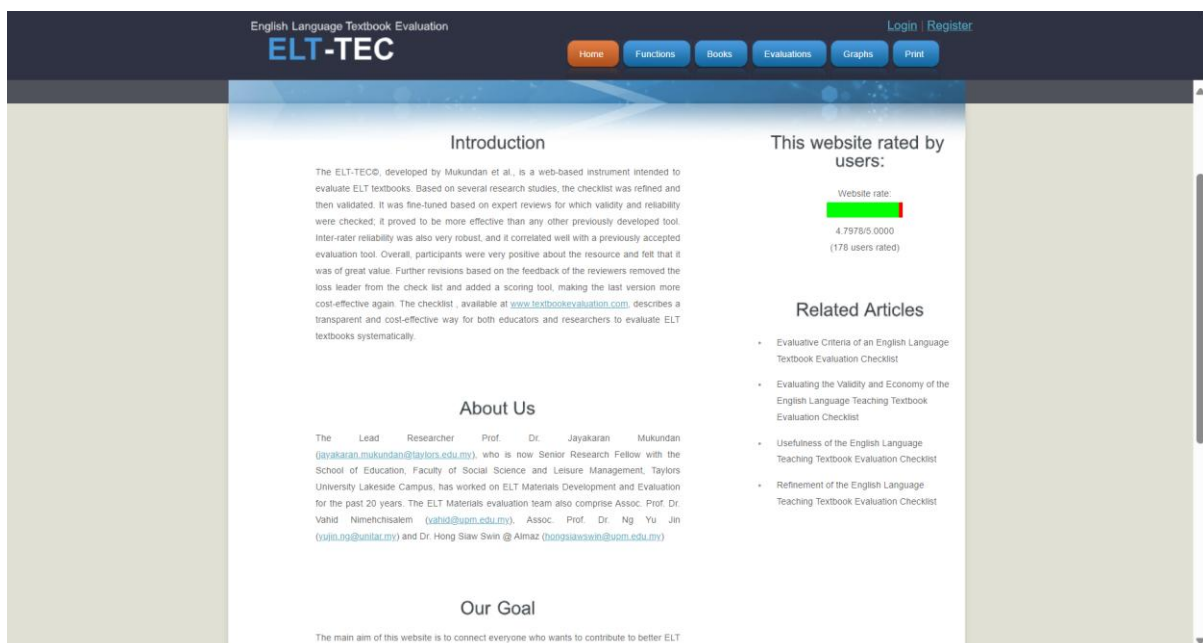


Figure 1: Introduction Page of ELT-TEC

The introductory page, see Figure 1, provides essential information about the developers as well as the ideas obtained from meaningful articles adopted to engineer the finalised checklist, As for Figure 2, it highlights the available functionalities of the web tools. In this personalised interface, users are able to view the book(s) uploaded for evaluation. The ‘view my evaluations’ tab would display the evaluation completed on any target book. Users could add their book (s) in the portal via the ‘add new book’ tab, and perform their holistic evaluation via ‘submit new evaluation tab. As for the ‘custom checklist’, users are able to edit the built-in checklist for their personalised needs. Users may remove or add needed evaluation criteria for their personalised materials or textbooks evaluation. Refer to Figure 3 to see the illustration.

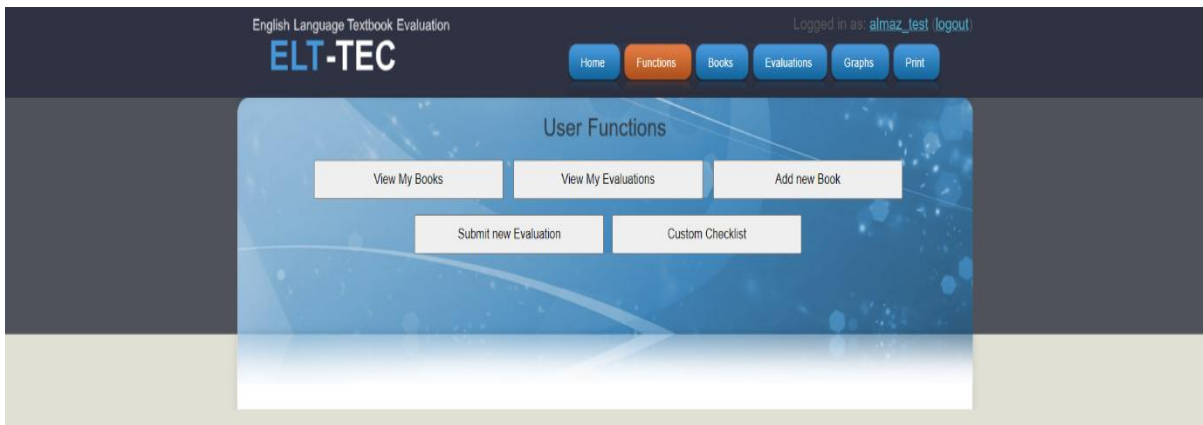


Figure 2: Key User Functions of ELT-TEC

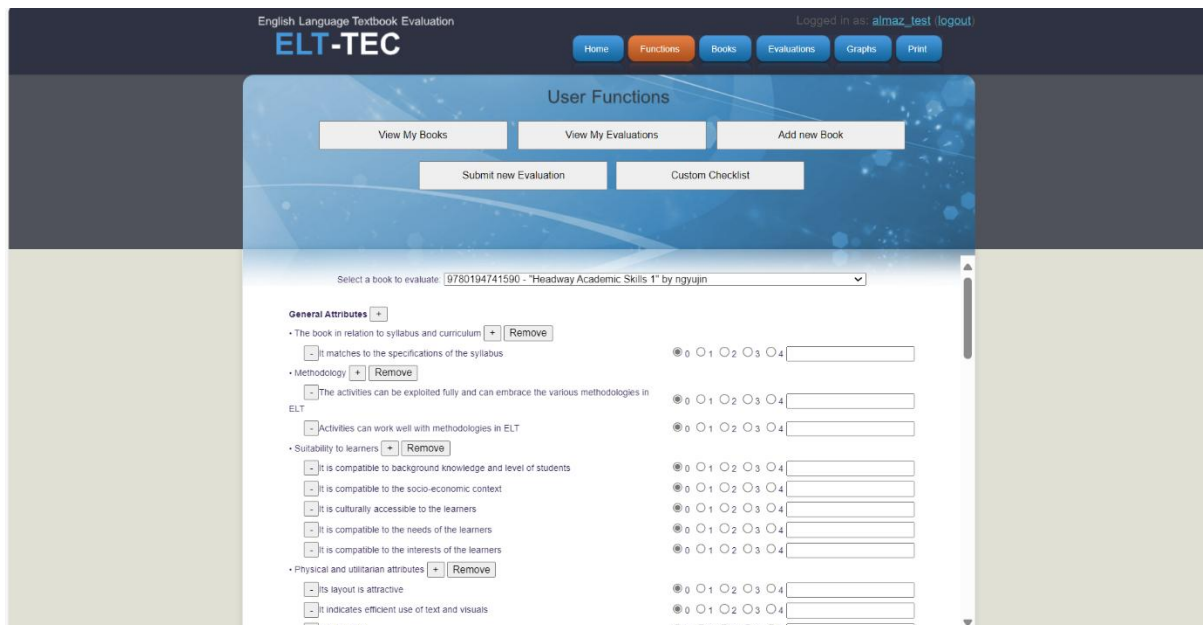


Figure 3: Customisable Built-in Checklist

Figure 4 shows the samples of textbooks we have uploaded and evaluated throughout the years. The evaluation count refers to the number of evaluators invited to provide their evaluation insights of the target textbooks. Figure 5 illustrates the previous users' evaluation we have collected and the average scores of textbooks. The higher the scores, the better or more suitable the textbooks are for more effective pedagogy, adaptation, to name a few, based on the users' ultimate needs. The evaluation scale compiled and created is shown in Figure 6. On the other hand, Figure 7, provides an overview of the evaluation performances based on various evaluators in the form of graphical representation.



Figure 4: Samples of Uploaded Books with Evaluation Count



Figure 5: Previous Users' Evaluations

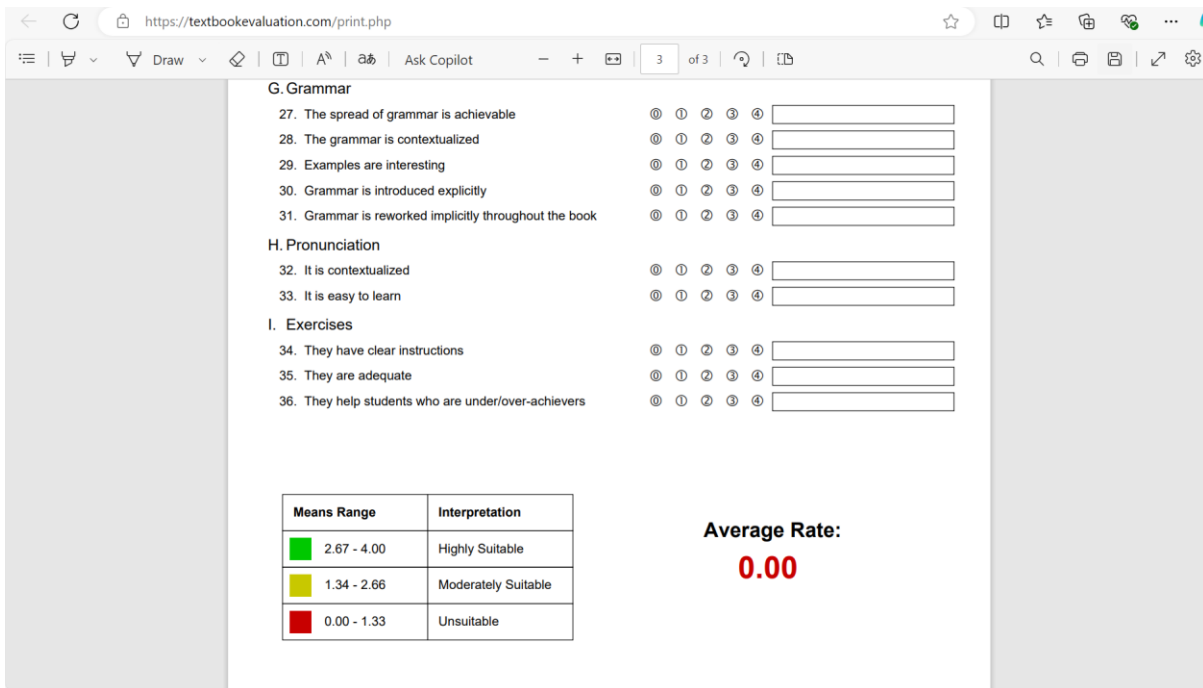


Figure 6: Rubric or Scale Created for the Interpretation of the Results of Textbook Evaluation



Figure 7: Graphical Representation of Target Book Evaluation

The comprehensive criteria adopted in the research to formulate the checklist are comprehensively discussed. The data collected from a group of ESL experts' evaluation of the checklist (n=207) led to the deletion of two items to render the checklist more economical (Mukundan & Nimehchisalem, 2012a). Later, we tested its validity, reliability, and economy (Mukundan & Nimehchisalem, 2012b) in which two ELT experts used the checklist against the same textbook. Results for inter-rater reliability gave acceptable coefficients of reliability: $r=.88$. The checklist was tested for the correlation of its results with those of a well-established instrument, and a high correlation was observed at $r=.77$. The instrument also proved to be economical. On average, it took the two experts almost three times less time compared to the time they spent using the Skierso checklist. Expectedly, it turned out that the evaluators showed high satisfaction with the checklist and also had high consensus on its usefulness. In fact, in our subsequent study, we investigated a group of evaluators' (n=82) perceptions regarding the

usefulness of the checklist (Nimehchisalem & Mukundan, 2013) using a modified adapted version of Nimehchisalem (2010). Based on the results, the checklist indicated 'high' to 'very high' levels of usefulness. We finally refined the checklist based on the comments received from a panel of experts (n=3), who appraised the old version of the checklist implemented earlier.

The checklist includes clear descriptors for each criterion, ensuring consistency across evaluations. The scoring guide further enhances the tool's usability by helping evaluators interpret their results with greater accuracy (Mukundan et al., 2011b). The streamlined format of the ELT-TEC allows for rapid evaluations without sacrificing thoroughness. Teachers can use the checklist to evaluate textbooks efficiently, ensuring that their time is spent effectively (Mukundan & Nimehchisalem, 2012b). According to the experts' individual comments on the comprehensiveness, importance, and clarity of the domains and items of the checklist, we refined the checklist, by removing the problematic items and by adding a scoring guide to the checklist. The refined checklist proved to be more economical than its previous version, shown in Figure 8. For the complete checklist, visit www.textbookevaluation.com.

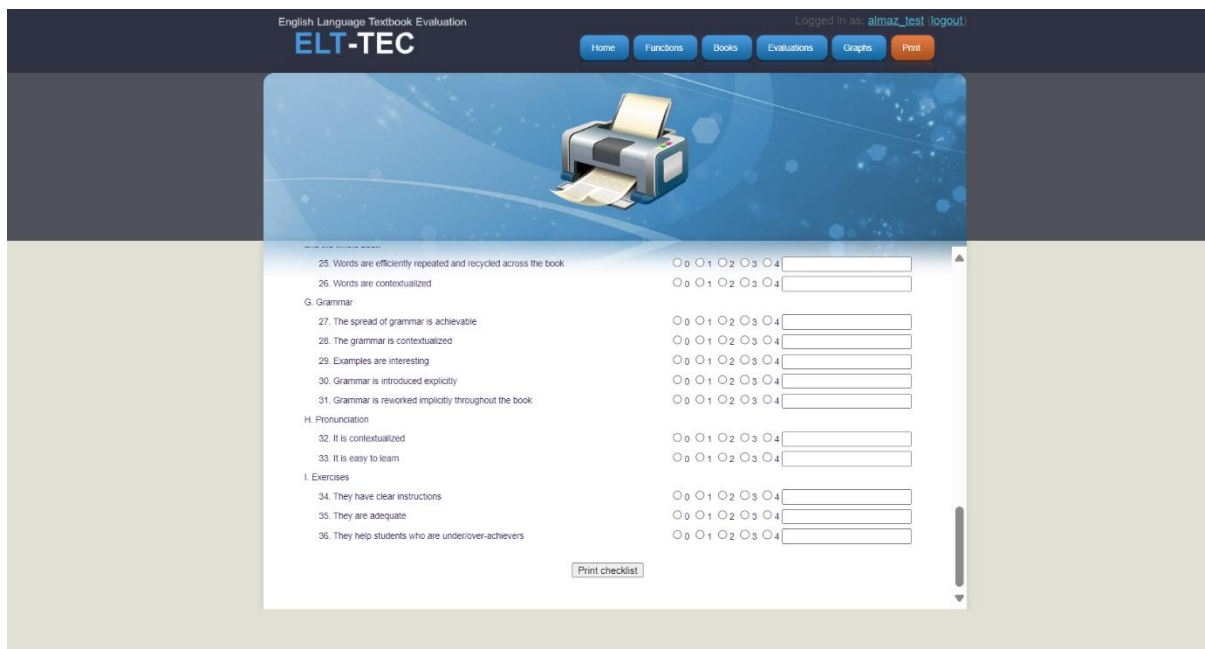


Figure 8: Illustration of the Refined Checklist

DISCUSSION: Applications and Broader Implications

The ELT-TEC will help choose textbooks and other major activities like continuous textbook evaluation. The ELT-TEC also aids in the professional development of teachers and serves as a research base where feedback is offered. Schools can use the ELT-TEC to explore different textbooks to choose the most appropriate ones for the students. It ensures that textbooks will be in line with both the curriculum and teaching objectives through its structured system for evaluation. Teachers can go through textbooks from time to time, identifying those portions that may require additional material or editing to fit the students' needs better. This will keep the usefulness of the textbook relevant throughout the teaching. Clear rules of the ELT-TEC provide for the teachers' professional development by refining their notion of a good textbook, thus making better choices while selecting and adapting materials. The ELT-TEC is a useful research tool that gives steady and trustworthy data for studies on ELT materials. Publishers and authors can use the feedback from the ELT-TEC to make better future textbook editions (Nimehchisalem & Mukundan, 2015).

CONCLUSION

The ELT-TEC is a very important tool for reviewing English language teaching textbooks. It is quick and reliable, covering everything needed for assessment. This was accomplished through diligent research and is readily available online to any teacher in the world. As the paradigm for teaching English keeps changing in the future, this and similar tools will have a place of pride, ensuring that textbooks allow for different types of learners and effective methods of teaching. Further studies can investigate how this checklist functions in various educational contexts and look into its effect on choosing and changing ELT materials. According to the users' constant feedback, ELT-TEC would be an increasingly indispensable tool for teachers, researchers, and publishers as well in years to come.

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