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Sekapur Sireh Seulas Pinang

Alhamdulillah, segala pujian milik Allah yang telah mengizinkan jurnal Fikrah An-Naim Bil.2/2021 diterbitkan setelah jurnal sulung dihasilkan pada penghujung tahun 2020 yang lalu. Syabas diucapkan kepada warga pendidik KPTM Kota Bharu dan semua penyelidik yang telah menghantar makalah untuk diterbitkan di dalam jurnal keluaran kali ini. Diakui bahawa penganjuran seminar antarabangsa *International Conference on Teacher Education* (ICTE`20) masih terus memberi impak yang positif kepada bidang penyelidikan dan penerbitan di Kolej Poly-Tech MARA Kota Bharu sehingga ke tahun ini.

Transformasi pendidikan sedang pesat berlaku di seluruh dunia ekoran daripada pandemik yang telah merubah lanskap pendidikan negara. Terdapat banyak kajian dan penyelidikan telah dijalankan oleh para akademia bagi meneroka pelbagai kaedah serta kesan kepada bidang pendidikan. Justeru, KPTM Kota Bharu akan terus memainkan peranan untuk terlibat di dalam perkembangan pendidikan terkini melalui penerbitan jurnal tahunan sebegini. Diharapkan platform perkongsian ilmu ini akan memicu budaya berfikir ke arah amalan pendidikan yang dinamik selain menjadi pemangkin penyelidikan dan budaya intelektual di kalangan pendidik di Kolej Poly-Tech MARA khasnya dan diseluruh negara amnya.

Sekalung penghargaan serta setinggi-tinggi tahniah kepada warga kerja KPTM Kota Bharu serta semua penyelidik yang sentiasa bersedia menyahut cabaran baru demi meningkatkan martabat para ilmuan. KPTM Kota Bharu sekali lagi membuktikan bahawa sebuah institusi ilmu, tanpa mengira taraf mahupun tahap pengajian yang ditawarkan, mampu menjadi platform perkongsian sumber dan kepakaran tempatan dan antarabangsa dalam membangunkan ilmu pengetahuan dan perkembangan profesional para akademia.

Semoga usaha murni ini akan diberkati oleh-Nya dan mendapat sokongan daripada semua pihak yang ingin melihat bidang pendidikan terus dimartabatkan.

"BERKHIDMAT UNTUK NEGARA"
"LUAR BANDAR SEJAHTERA"

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Dari Meja Editor

Segala pujian adalah milik Allah kerana dengan izin-Nya , KPTM Kota Bharu telah dapat menerbitkan `Fikrah An-Naim' buat kali ke-2. Jurnal kali ini bukan sahaja menerbitkan makalah-makalah yang dihasilkan oleh para pensyarah KPTM Kota Bharu, tetapi juga mengandungi makalah dari hasil penyelidikan para akademia dari beberapa buah institusi pendidikan tinggi yang lain.

Disini saya ingin mengambil kesempatan ini untuk menyeru semua pihak memberi sokongan agar hasrat KPTM Kota Bharu untuk menganjurkan seminar peringkat antarabangsa setiap 2 tahun sekali dapat direalisasikan. Daripada penganjuran seminar atau persidangan sebeginilah, lebih banyak makalah-makalah hebat dan berkualiti dapat dikumpulkan dan diterbitkan di dalam jurnal-jurnal yang akan datang.

Akhir sekali, saya ingin mengucapkan tahniah dan terima kasih kepada semua pihak yang terlibat didalam penerbitan jurnal `Fikrah An-Naim' ini khasnya kepada para editor, ahli jawatankuasa penerbitan Kolej Poly-Tech MARA Kota Bharu dan pihak pengurusan yang telah memberikan komitmen sepenuhnya untuk memastikan kejayaan ini. Saya berharap agar penerbitan ilmiah ini akan diteruskan pada masa akan datang serta menjadi budaya ilmu kepada warga KPTM Kota Bharu.

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PREPARING OURSELVES FOR MOBILE TEACHING AND LEARNING: A CASE STUDY AT KOLEJ POLY-TECH MARA IPOH

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ABSTRACT

Recognizing the need to practice mobile teaching and learning during this pandemic season, KPTM Academic Unit has organized a Mobile Teaching and Learning Course which took place from 10-20 June 2020. Among the objectives of the course was equip the lecturers with basic technological knowledge and skills of using several online teaching-and-learning platforms such as Google Meet, Edmodo, Loom etc in their mobile classrooms. There has been a large number of studies evaluating the effectiveness of trainings before and immediately after them. However, research studying the effectiveness of the training after some time (post-study) has been scanty. Based on the Kirkpatrick course evaluation model framework (1996) this study was conducted to evaluate the effectiveness of the course in increasing the teachers 'knowledge on using technology to assist their mobile classrooms at two events; immediately after completing the course and after a 9-month educational intervention. It was found that within nine months the course had successfully helped teachers to be more proficient in their online mobile teaching without facing any significant constraints.

INTRODUCTION

Overview

Since the World Health Organization labelled COVID-19 a pandemic disease, countries all around the world have taken actions to battle the outbreak, including implementing several important prevention measures. The educational sector is one of many agencies that have been adversely affected by the pandemic. Thousands of universities and colleges have been closed in order to encourage social distancing measures and limit virus spread (Aziz Nachiri et al, 2021). This precarious scenario has sparked widespread concern about the long-term consequences of closing universities and colleges, which could result in a decline in the quality of tertiary education and the future prospects of graduates (Usak et.al. 2020). As a result, there has been a great dire for all

educational institutions to employ new, innovative teaching techniques to ensure learning continuously occurs at their respective centres. Mobile learning has become incredibly important, necessary, and beneficial for both students and instructors.

Mobile Learning

Mobile learning (M-Learning) denotes the use of mobile devices along with internet facilities to help learners to access to learning contents anywhere and at any time (Corbeil & Valdes-Corbeil, 2007). Mobile learning has emerged to be the best option because besides allowing teachers to self-design their instructions, mobile learning gives way for students to self-regulate their own learning in this highly challenging situation (Sha et.al. 2012). To ensure that students are not left behind in their studies many universities have started delivering online courses to via computers laptos, mobile devices etc.

Research Objectives

As to respond to the call for 'Kita Jaga Kita, Kolej Poly-Tech MARA Ipoh has conducted an online mobile teaching and learning since March 2020. Recognizing the need to practice mobile teaching and learning, KPTM Academic Unit has organized a Mobile Teaching and Learning Course which took place from 10-20 June 2020. Among the objectives of the course was equip the lecturers with basic technological knowledge and skills of using several online teaching-and-learning platforms such as Google Meet, Edmodo, Loom etc in their mobile classrooms.

A short survey has been carried out to evaluate the effectiveness of the course in providing basic skills for the lecturers to utilize technological features of the online teaching platforms. Based on the Kirkpatrick evaluation model framework (1996) the study was conducted to assess the effectiveness of the course in increasing the teachers' knowledge on using technology to assist their mobile classrooms, strengthening their mobile teaching skills and looking for the what influences the results of the course.

Among the objectives of the survey were to evaluate:

  i. Participants' levels of satisfaction regarding the course
 ii. The effects on the training towards participants' mobile teaching skills immediately after the course
iii. The effects of the training towards participants' mobile teaching skills after a 9-month educational intervention after the course.

Research Questions

In order to accomplish the aim of the study, the following primary research questions were considered:
  1. What are the participants' levels of satisfaction towards the course?

2. What are the effects of the training on the participants' mobile teaching skills immediately after the course?
3. **What** are the effects of the training towards participants' mobile teaching skills after a 9-month educational intervention after the course?

Participants

This longitudinal study involves 45 academic staff working in Kolej Poly-Tech MARA Ipoh.

LITERATURE REVIEW

Training / courses are among the most effective mediums can be used to improve to improve the quality of services and financial stability of a company (Al Yahya and Norsiah, 2013).

One of the frameworks used to evaluate the effectiveness of trainings is the Kirkpatrick's model (Kirkpatrick, 1996). The characteristics of this model include the simplicity of the process, measurement of a limited number of variables, ease of evaluation criteria, and lack of need to collect the basic data and learners' previous performance, and independence of individual and environmental variables.

Kirkpatrick's model evaluates the effectiveness of training programs at four levels; (1) response of the trainees to the training experience (including training experience); (2) the trainees' learning outcomes and increases in knowledge, skill, and attitude towards the content after training; (3) the trainees' change in behavior and improvement; (4) the benefits experienced by the trainees and the institution

Kirkpatrick Evaluation Model

Level 4
Results
What benefits has the organization experienced as a result of the training?

Level 3
Behavior
Have participants applied what they learned from the training?

Level 2
Learning
How much did participants learn from the training and have their skills improved?

How did participants respond to the training?

Level 1
Reaction

Made in
Lucidchart

According to Aliya A- Mughairi (2018), most of the studies conducted using Kirkpatrick's framework focus on evaluating the effectiveness of trainings before and immediately after them. However, research studying the effectiveness of the training after some time (post-study) has been

scanty. Therefore, she conducted a very large and rigorous quantitative study looking at on the impact of training on the health and safety to a group of oil workers in Iman at three separate times; pre-training, immediately after completion and post-training 2-3 months.

Mobile Learning denotes learning involving the use of a mobile devices. It has several advantages and benefits. First, this teaching method can occur at anyplace, anytime, and anywhere and the learning process is not limited to one particular place (Corbeil & Valdes-Corbeil, 2007). Besides, it allows teachers to personalize instruction (Steel, 2012) and allows students to self-regulate learning (Sha et.al. 2012). Generally, mobile learning helps students to develop technological skills, conversational skills, find answers to their questions, develop a sense of collaboration, allow knowledge sharing, and hence leverage their learning outcomes (Al-Emran et.al, 2016).

METHOD
Data Collection Procedures

A short course, KPTM Mobile Teaching and Learning Course was held from 10-20 June 2020 at Kolej Poly-Tech MARA Ipoh. In this workshop, participants learned the basic knowledge of using few interactive online teaching platforms that can help them to effectively handle their mobile classrooms such as Google Classroom, Edmodo, Loom etc.

Based on the Kirpatrick's Course Evaluation Model (1996) the researchers evaluated the educational effect of this workshop using 2 sets of questionnaires, adapted from Aliya Al Mughairi (2018) which were administered at 2 different time intervals:

3.1.1 The 1st set of questionnaires was administered right after the course. The questionnaires are divided into 3 parts:
- Part A: Demographic analysis which consists of few questions pertaining the personal information of the participants including years of teaching experiences
- Part B: Consists pf questions examining participants' attitudes, readiness and satisfaction towards the training
- Part C: Consists of questions identifying changes in the participants' learning behaviors after completing the course

3.1.2 The 2nd set of questionnaires was administered after an educational intervention period which involved nine months after the course. The educational intervention period was administered to allow the teachers to practice what they have learned during the course in their daily mobile instructional practices. The questionnaires contain another set of questions identifying the changes in the participants' learning behaviors 9 months after completing the course.

Data Analysis

The data were analyzed through SPSS 21 and presented based on (1) Percentage (RQ1), (2) Mean and p value (RQ2), (3) Mean and p value (RQ3) and (4) Grand Mean Score (RQ4)

RESULTS
Demographic Analysis

This study was an interventional study conducted to 45 academic staff working at Kolej Poly-Tech MARA Ipoh. Only 33 (73%) responded to the questionnaires. The findings are summarized as below:

4.1.1 Gender
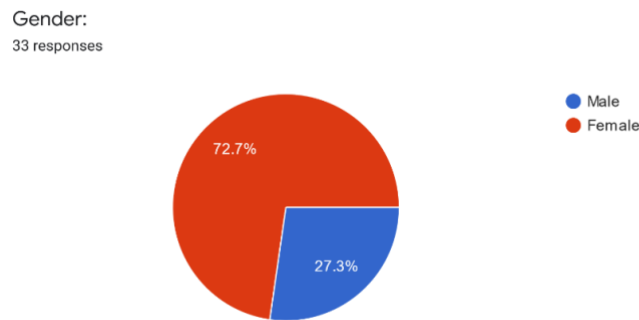
Figure 4.1: Gender differences

Among the participants, 24 (27.3%) were male, and 9 (72.7%) were female.

4.1.2 Age
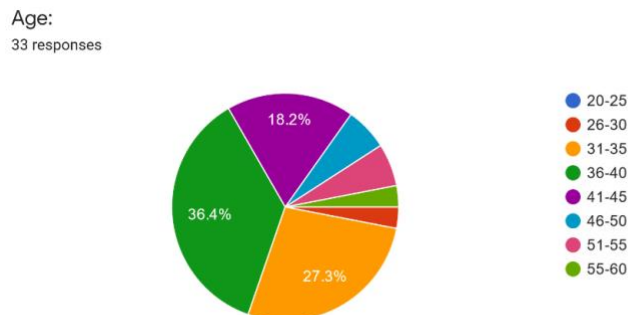
Figure 4.2: Percentages with regard of the differences in the age of the participants

With regards of the participants' age, out of the whole population, 12 participants (36.4%) were between the age of 36-40, 9 participants (27.3%) were between 31-35, 6 participants (18.2%) were between the age of 41-45, and (18.1%) were 45 years old and above.

Teaching Experience
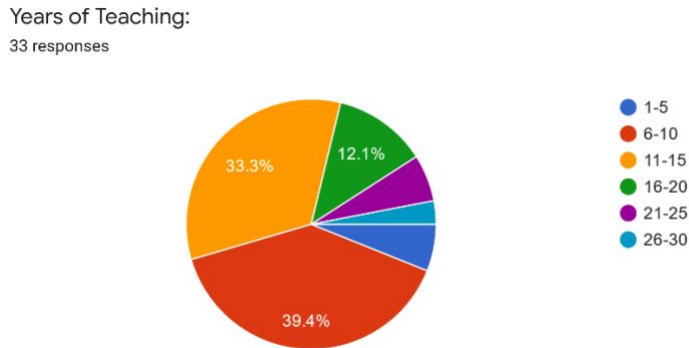
Figure 4.3: Percentages with regard of the participants' years of teaching experience.

With regards of teaching experience, out of the whole population, 13 participants (39.4) have been teaching between 6-10 years, 11 (33.3%) have been teaching between 11-15 years, 4 participants (12.1%) have been teaching between 16-20 years and the remaining 5 participants (15.2%) are with more than 20 years of teaching experience.

Level of satisfaction

This section analyzes the data gathered to answer the 1st RQ; What are the participants' levels of satisfaction regarding the course? There were altogether 13 questions in this part. To accommodate with the limited space, only 4 items will be presented in Table 4.1 which will strongly support the research objectives and research questions.

Table 4.1: Participants' Level of Satisfaction

	QUESTIONS	SD	D	N	A	SA
1	I was well informed about the course			4 (12%)	14 (42.4%)	15 (45.5%)
2	The course materials were sufficient and well comprehended		1 (3%)	2 (6.1 %)	19 (57.6 %)	11 (33.3%)
3	The course content matches my teaching need			2 (6.1%)	20 (60.6 %)	11 (33.3%)
4	I am satisfied with the overall training		1 (3.3)	3 (9.1%)	19 (57.5%)	10 (30.3 %)

29 out of 33 participants (87.8%) fall in the category AGREE (Agree or Strongly Agree) in the fact that they were well informed about the course. The remaining 4 participants (12%) act as neutral. None of the participants falls into the category DISAGREE (Disagree and Strongly Disagree)

31 subjects (90.9%) fall in the category AGREE (Agree or Strongly Agree) in declaring that the materials used in the course were sufficient and easily comprehended. 2 (6.1%) acts neutral while 1 (3%) disagrees.

31 subjects (93.9%) fall in the category AGREE (Agree or Strongly Agree) in declaring that the course content matches their teaching needs. The remaining (6.1%) act as neutral. None of the participants falls into the category DISAGREE (Disagree and Strongly Disagree)

31 subjects (93.9%) fall in the category AGREE (Agree or Strongly Agree) in declaring their utmost satisfaction with the overall training. 3 subjects (9.1%) act as neutral whereas the remaining 1 subject (3%) disagrees.

Learning And Behavior Changes Right After The Course And After The Educational Intervention.

This section will analyze the data pertaining the participants' learning and behavior changes at two-time interval, right after the course and after the 9-month educational intervention period. It is hoped that the data gathered could answer the 2nd and 3rd RQ:

- What are the effects on the training towards participants' mobile teaching skills immediately after the course?
- What are the effects on the training towards participants' mobile teaching skills after a 9-month educational intervention after the course?

In this section, the researchers used the descriptive analysis of frequencies, percentages and means to analyze the result of each variable. Next the researchers categorize and interpret the average mean score into five levels based on Mohamed Amin et.al (2001) as shown in Table 4.2 to determine the average mean value for each of the variables studied.

Table 4.2 Levels of Mean Score Interpretation (Mohamed Amin et.al. 2001)

MEAN SCORE	LEVEL
From 1 to 1.80	Very negative
From 1.81 to 2.60	Negative
From 2.61 to 3.40	Neutral
From 3.41 to 4.30	Positive
From 4.31 to 5.00	Very positive

The questions in this set of questionnaires focus on whether the knowledge learned during the course pertaining the technological application of several online teaching and learning platforms has successfully (1) added the teachers' knowledge on the use those teaching applications in their mobile classes; (2) improved their mobile class teaching skills; (3) helped to teach their mobile classes effectively; (4) increased their students' interest; (5) helped students understand better and (6) helped students perform better in their assessments; at two time intervals, right after the course and 9 months after teaching their mobile classrooms. It was found that at the former event, each item shows mean score from 3.9 - 4.5 which falls between positive and very positive. Meanwhile, at the latter event ie. after a period of 9-months of educational intervention, it was found that the level of mean score for each item also show a significant increase to 4.5 and above as shown in Table 4.3. The difference in

the grand mean score between the two events also indicates a significate increase of 0.2 as shown in Figure 4.

Table 4.3 The effects of the participants' learning immediately after the course and 9 months after the training

	QUESTIONS	SD	D	N	A	SA	Mean	Level
1	The course improves my knowledge on the technical use of the online teaching and learning platform in my future mobile classrooms			1 (3%)	14 (45.5%)	17 (51.5%)	4.3	Very positive
					15 (45.5%)	18 (54 %)	4.5	Very positive
2	The knowledge learnt in the course pertaining the use of online teaching and learning platform will improve my teaching skills in my future mobile classrooms			1 (3%)	14 (42.4%)	18 (54%)	4.5	Very positive
					15 (45.5%)	18 (54 %)	4.5	Very positive
3	The knowledge learnt in the course pertaining the use of online teaching and learning platform will help me teaching my future mobile classrooms effectively			2 (6.1%)	15 (45.5%)	16 (48.5%)	4.3	Positive
					15 (45.5%)	18 (54 %)	4.5	Very positive
4	The knowledge learnt in the course pertaining the use of online teaching and learning platform will help increase students' interest in my future mobile classrooms			1 (3%)	17 (51.5%)	15 (45.5%)	4.4	Very positive
					14 (42.4%)	19 (54%)	4.6	Very positive
5	The knowledge learnt in the course pertaining the use of online teaching and learning platform will help my students understand lessons better in my future mobile classrooms		1 (3%)	3 (9%)	14 (42.4%)	15 (45.5%)	4.2	Positive
					16 (48.5%)	17 (51.5%)	4.5	Very positive
6	The knowledge learnt in the course pertaining the use of online teaching and learning platform will help my students perform better in assessments		1 (3%)	5 (15.2%)	13 (39.4%)	14 (42.4%)	3.9	Positive
				3 (9%)	14 (42.4%)	16 (48.5%)	4.4	Very positive

SD STRONGLY   D DISAGREE   N NEUTRAL   A AGREE   SA STRONGLY
DISAGREE   AGREE

Grand Mean Score

| 4.3 | Immediately after the course |
| 4.5 | After a 9-month practice |
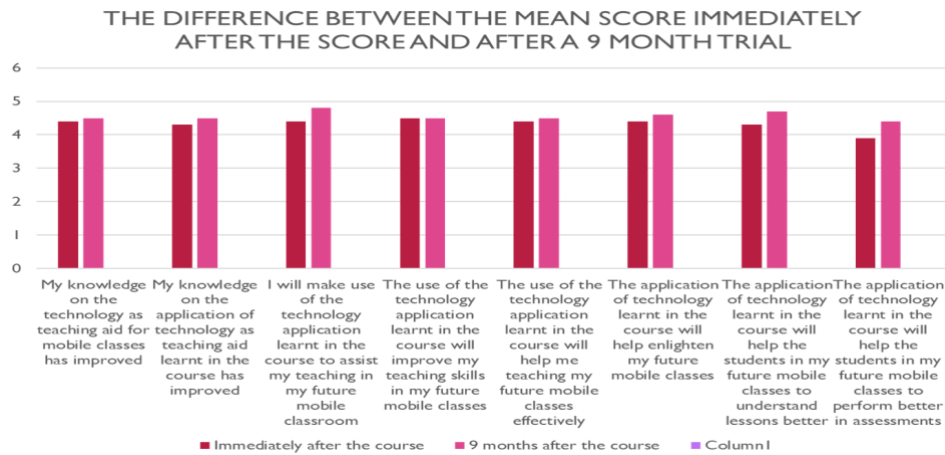
Figure 4.4: The differences between the mean score immediately after the course and after 9-month educational intervention
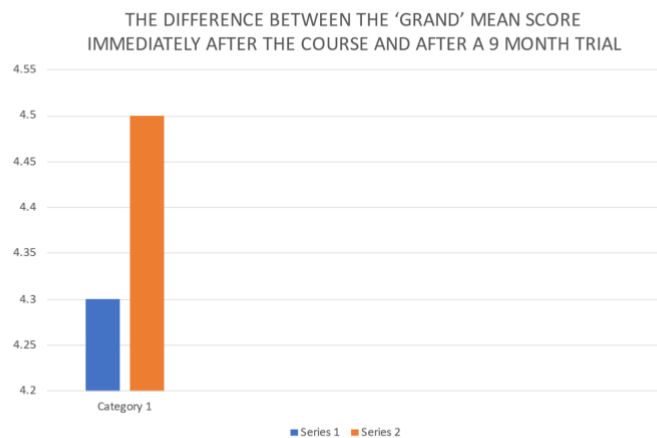
Figure 4.5 The difference between the grand men score immediately after the course and after a 9-month educational intervention

DISCUSSION AND CONCLUSION

With its level of effectiveness showing a significant increase from the grand mean score of 4.3 (positive) right after the course to 4.5 (very positive) after a 9-months educational intervention, a KPTM Ipoh Mobile Teaching and Learning Course which was held from 10-20 June 2020 was indeed a success. It is advisable for KPTM Ipoh to continuously analyze the level of effectiveness of its upcoming courses to ensure that all the trainees could benefit from each course and thus improve their performance.

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BAHASA KIASAN DALAM KOMIK RAJA-RAJA PERWIRA

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ABSTRAK

Kajian ini berfokus kepada pengunaan bahasa kiasan dalam Komik Raja-Raja Perwira (Jilid 39-43). Bahasa kiasan mempunyai fungsi untuk menyampaikan sesuatu mesej secara ringkas dan padat yang membawa maksud yang mendalam. Keunikan dan keistimewaan bahasa merupakan satu unsur penting bagi sesebuah karya sastera. Bahan kiasan ini dipilih daripada Komik Raja-Raja Perwira (Jilid 39-43). Tiga jenis bahasa kiasan dikenal pasti daripada komik tersebut. Kajian ini mempunyai dua objektif iaitu mengenal pasti jenis-jenis bahasa kiasan, dan mengkategorikan bahasa kiasan tersebut dalam Komik Raja-Raja Perwira (Jilid 39-43). Kajian ini dijalankan berasaskan penelitian aplikasi teori gaya bahasa kiasan (teori tradisional) oleh Zaba (1965). Kajian ini membuktikan bahawa Komik Raja-Raja Perwira (Jilid 39-43) mengandungi pelbagai jenis bahasa kiasan. Penggunaan bahasa kiasan ini memudahkan pemahaman dan penghayatan pendengar terhadap bahasa kiasan.

PENGENALAN

Bahasa Kiasan merupakan salah satu sub topik yang terkandung dalam ragam bahasa. Bahasa kiasan merupakan ungkapan yang maknanya tidak diketahui daripada makna perkataan itu sendiri atau daripada susunan tatabahasanya. Dengan kata yang lain, maknanya tidak 100% oleh makna kata-kata dalam binaan bahasa kiasan tersebut. Dalam bahasa kiasan, sesuatu perkataan, frasa atau ayat mempunyai maksud yang berlainan dengan makna harfiah kata-kata yang membinanya.

Dalam bahasa kiasan, kita membuat perbandingan akan sesuatu perkara dengan benda yang lain. Perbandingan ini dibuat melalui bandingan yang nyata dengan atau tanpa menggunakan kata bandingan tertentu. Kita hanya mengiaskan sesuatu yang dimaksudkan itu dengan benda atau perkara yang lain. Za'ba (1965) mengatakan bahawa bahasa kiasan ialah bahasa yang mencakapkan sesuatu perkara dengan mengiaskannya kepada perkara lain, sama ada dengan menyebut bandingan antaranya atau dengan tiada menyebutkan bandingan lagi; tujuannya supaya menambahkan terang sesuatu yang dikatakan atau diceritakan dan menguatkan makna. Inilah keistimewaan bahasa kiasan.

Dalam kajian ini, penulis ingin melihat bahasa kiasan yang terdapat dalam komik keperwiraan. Komik keperwiraan ini datangnya daripada negara Hong Kong yang terkenal di awal tahun 1990-an. Unsur bahasa kiasan yang digunakan dalam komik ini telah menjadikan buku ini menarik dan secara tidak langsung turut memperkayakan pengetahuan dalam Bahasa Melayu terutamanya bagi generasi masa kini dan akan datang.

KAJIAN LEPAS

Dalam kajian ini, pengkaji cuba merungkaikan kajian-kajian lepas berkaitan dengan kajian tentang bahasa kiasan dan komik atau kartun. Kajian lepas ini menjadi panduan kepada pengkaji untuk melihat kelompangan yang ada bagi menyiapkan hasil kajian ini di samping menjadi rujukan pada masa hadapan.

Kajian oleh Hamidah Abdul Wahab (2011) tentang ragam bahasa dalam komik *Upin-Ipin* dan *Ujang*, mendapati bahawa ragam bahasa memainkan peranan sebagai wadah komunikasi untuk menyampaikan mesej melalui humor, di samping medium ini dilihat mampu membudayakan konsep 1Malaysia dalam kalangan golongan muda dari peringkat awal lagi.

Mat Zaid Husien (2016) dalam kajiannya, Wacana Kartun Editorial Berbahasa Melayu: Satu Kajian Pragmatik menganalisis wacana kartun editorial berbahasa Melayu yang dilakukan berlandaskan teori pragmatik. Kajian yang bersifat deskriptif kualitatif ini meneliti aspek-aspek pematuhan dan penyimpangan prinsip kerjasama dalam perbualan serta kaedah penggunaan bahasa di dalam penyampaian wacana kartun editorial berbahasa Melayu. Kajian terhadap aspek pematuhan dan penyimpangan prinsip-prinsip kerjasama dilakukan berasaskan Prinsip Kerjasama Grice (1975).

Menerusi kajian ini, Prinsip Kerjasama serta maksim-maksim perbualan yang tercakup di dalamnya, iaitu maksim kuantiti, maksim kualiti, maksim perkaitan atau relevan, dan maksim cara digunakan untuk menganalisis aspek pematuhan dan penyimpangan tersebut. Kajian terhadap wacana kartun editorial ini melibatkan bahan data yang terdiri daripada kartun-kartun editorial berbahasa Melayu yang diterbitkan di dalam surat khabar Berita Minggu, Mingguan Malaysia dan Harian Metro, terbitan tahun 2006 hingga 2008. Hakikatnya, di sebalik tujuan menyampaikan mesej atau kritikan bersulamkan humor, wacana kartun editorial sering kali menyimpang daripada prinsip-prinsip kerjasama yang wajar yang harus dipatuhi dalam perbualan. Bertentangan dengan kaedah komunikasi yang bersifat *bona fide* atau wajar dan bertanggungjawab, wacana kartun editorial yang dianalisis didapati terhasil daripada proses komunikasi yang terjadi secara *nonbona fide*.

Puteri Roslina Abdul Wahid (2003) menyatakan dalam kajian yang betajuk Pendekatan Sosiokognitif Dalam Seni Katun: Kajian Kes Kartun Lat, bahawa medium kartun dinyatakan sebagai seni simbolik dengan kehadiran ragam bahasa sindiran dan kritikan berunsur humor, di samping mempunyai mesej-mesej bersifat sebagai senjata politik, kemasyarakatan, ekonomi, budaya, dan sebagainya. Ditegaskan juga bahawa penggunaan bahasa dalam kartun dan ragam bahasa ini menunjukkan pemikiran dan perwatakan yang ingin dilahirkan oleh kartunis melalui humor. Hal ini dikatakan mampu menyumbang kepada pembangunan minda dalam masyarakat.

PENYATAAN MASALAH

Di sebalik penerimaan komik sebagai medium sastera dan seni yang sah, stigma sosial berbaur negatif terhadap komik masih boleh dikesan (Lopes, 2006). Malah, diskriminasi terhadap komik menyebabkan penggemar komik sendiri berasa kurang selesa berkongsi minat mereka di khalayak umum (Ziolkowska & Howard, 2010). Kritikan dari segi bahasa, nilai, persembahan, budaya dan imej sedikit sebanyak memberi impak negetif, selain itu ia turut dipandang sebagai bahan jenaka dan picisan semata-mata.

Salah satu sebab mengapa wujudnya sentimen sedemikian adalah berpunca dari kegagalan pembaca sendiri menyelami mesej positif di sebalik kisah lucu, tragis, kembara, keperwiraan, setia dan sebagainya dimuatkan dalam komik tersebut. Amat mendukacitakan apabila siri komik terunggul seperti *Komikoo, Rileks, Urban Comics, Rock*, serta komik-komik saduran daripada luar negara dan banyak lagi tidak mampu kekal di pasaran perdana. Barisan majalah komik tersebut bukan sahaja melawan arus semasa tempatan malah jelas menghidangkan banyak komik dengan kualiti seni yang memukau, jalan cerita yang mencabar, perwatakan yang serius dan mendalam, skrip yang mantap, gambar-gambar yang menarik dan sebagainya.

Selain itu, dari sudut bahasa, bahasa kiasan kaya dengan unsur-unsur budaya. Asal usul bahasa kiasan, mencerminkan keadaan masyarakat penggunanya pada masa itu. Bahasa kiasan dihasilkan berdasarkan sejarah, prosa klasik, cerita khayalan, puisi atau hasil pertembungan dengan bahasa lain (Liu, 2000). Semua ciri ini menjadikan bahasa kiasan begitu istimewa. Namun, semakin banyak masyarakat kurang mengutamakan bahasa kiasan. Keadaan ini menyebabkan penggunaannya semakin berkurangan.

Fenomena penggunaan bahasa kiasan semakin terpinggir akibat daripada penggunaannya yang amat kurang dalam komunikasi harian. Para remaja jarang menggunakan kiasan seperti peribahasa dan simpulan bahasa malah ada yang kurang menyedari akan kewujudan peribahasa dan simpulan bahasa. Walau bagaimanapun, tradisi penggunaan Bahasa kiasan ini harus diteruskan. Adalah penting bagi kita untuk mengetahui dan mengekalkan penggunaan bahasa kiasan ini kerana ia merupakan salah satu warisan yang perlu dihargai dan dipelihara oleh bangsa itu sendiri.

Hal ini dapat mengekalkan penggunaan warisan kesusasteraan sesuatu bangsa yang telah diwarisi sejak turun temurun dan seterusnya dapat memupuk perpaduan dan mencapai kemuafakatan sesebuah bangsa itu. Memandangkan bahasa kiasan merupakan unsur bahasa yang unik dan penting dalam masyarakat penggunanya, maka kajian ini akan bertumpu kepada kajian terhadap bahasa kiasan yang dijelaskan oleh Za'ba (1965) dengan meninjau bahan kajian atau data diperolehi daripada komik aksi yang datang daripada Hong Kong. Kajian seterusnya dilanjutkan dengan pengkategorian bahasa kiasan tersebut berdasarkan teori tradisional oleh Za'ba. Sebelum ini, tiada lagi kajian bahasa kiasan yang dilakukan oleh pengkaji-pengkaji terdahulu terhadap komik aksi ini dan ini menjadi lompang yang perlu dipenuhi.

OBJEKTIF KAJIAN

Dalam kajian ini, objektif kajian melihat kepada
i)   Mengenal pasti bahasa kiasan yang terdapat dalam buku komik Raja-Raja Perwira.
ii)   Mengkategorikan jenis bahasa kiasan dalam buku komik raja-raja Perwira.

SOALAN KAJIAN

Kajian ini sebenarnya cuba menjawab beberapa persoalan berikut:
1)   Adakah terdapat bahasa kiasan yang digunakan dalam komik keperwiraan?
2)   Apakah bentuk bahasa kiasan yang sering digunakan dalam komik keperwiraan ini?

BATASAN KAJIAN

Dalam kajian ini, pengkaji hanya mengfokuskan lima jilid terakhir sahaja iaitu Jilid 39 sehingga Jilid 43. Komik ini mempunyai 214 episod dan telah dijilidkan kepada 43 Jilid kesemuanya. Pengkaji juga

hanya memfokuskan bahasa kiasan yang terdapat dalam lima jilid terakhir ini sahaja dan terus dijadikan sebagai data kajian.

Pemilihan lima jilid ini dibuat berdasarkan penggunaan bahasa kiasannya yang banyak dan meluas. Di samping itu, lima jilid terakhir ini lebih banyak kepada unsur aksi di mana jalan ceritanya lebih menarik dan pembaca bersemangat untuk mengetahui kisah seterusnya sehingga kepada penghujung cerita.

PERBINCANGAN

Secara keseluruhannya, terdapat bahasa kiasan dalam komik Raja-Raja Perwira jilid 39-43. Bahasa kiasan ini juga pelbagai kategori dan pengkaji menggunakan pendapat Zaba (1965) dalam mengklasifikasikan bahasa kiasan ini. Pengkaji hanya mengfokuskan 3 kategori sahaja berpandukan pendapat Zaba iaitu kiasa asal (simile), kiasan berpindah (metafora) dan kiasan permanusiaan (personifikasi). Dalam topik ini pengkaji menyenaraikan bahasa kiasan yang terdapat di dalam komik *Raja-Raja Perwira* mengikut jilid yang menjadi fokus utama dalam kajian ini. Keris Mas (1990, hlm 130-132) berpendapat bahasa kiasan berasal dari analogi, membandingkan sesuatu perkara dengan sesuatu perkara lain. Dalam membandingkan itu timbul pengkiasan kepada objek perbandingan. Bahasa kiasan mempunyai ciri-ciri unik dalam bentuk ungkapan dan pengujaran sehinga menjadi sangat sinonim, akrab dan berakar umbi untuk membentuk identiti kepada masyarakat pendokongnya. Bahasa kiasan yang telah dikenal pasti dalam komik yang dikaji ini dapat dilihat seperti paparan dalam jadual 4.1.1 berikut.

Jadual 4.1.1 Bahasa kiasan dalam Komik *Raja-raja Perwira*

NO	JILID 39/ KIASAN	MUKASURAT/KATEGORI KIASAN
1	Seperti telur hujung tanduk	2 kiasan asal
2	Dapat membaca fikiran	4 kiasan melarat
3	Senyuman pahit yang terorak di bucu bibir	4 kiasan berbunga
4	Mukanya pucat seperti mayat	6 kiasan asal
5	Menyilaukan mata	6 kiasan berbunga
6	Hati tikus	16 kiasan sandar
7	Seperti layang-layang terputus tali	25 kiasan asal
8	Dalam sekelip mata	28 kiasan berbunga
9	Buku lima	29 kiasan terus
10	Masuk akal	29 kiasan terus
11	Takut rusa yang ditembak, kijang yang kena	30 kiasan berangkap
12	Dunia seolah-olah akan kiamat sekarang	3 kiasan asal
13	Luka parah	5 kiasan terus
14	Seperti benang basah dilanda ayam	6 kiasan asal
15	Putus asa	15 kiasan terus
16	Budak mentah	16 kiasan terus
17	Senyum kambing	19 kiasan sandar
18	Sepantus kumbang putus tali	23 kiasan asal
19	Cakap besar	29 kiasan terus
20	Duri dalam daging	4 kiasan terus
21	Meronta-ronta seperti binatang liar yang telah dijerat	9 kiasan asal
22	Seperti seekor harimau yang sedang mengganas	29 kiasan asal
23	Bergantung pada rambut sehelai	3 kiasan asal
24	Sudah takut setengah mati	19 kiasan persona
25	Sekelip mata	21 kiasan sandar
26	Patah hati	24 kiasan terus
27	Menghembus nafas yang terakhir	25 kiasan pemanis
28	Patung bertali	28 kiasan sandar
29	Tersesat akal	30 kiasan terus
30	Dibasahi peluh dingin	6 kiasan melarat

31	Rembulan sedang mengambang di ufuk timur	8 kiasan berbunga
32	Membuta tuli	9 kiasan terus
33	Memeras otak	23 kiasan terus
34	Berpaling tadah	31 kiasan terus
NO	**JILID 40/KIASAN**	**MUKA SURAT**
35	Habis akal	5 kiasan terus
36	Bagai memegang buah kepantangan beruk, ditelan mati emak, diludah mati bapa	7 kiasan asal
37	Mulut seperti kulit kerang	9 kiasan asal
38	Berani mati tak mati	10 kiasan berangkap
39	Seperti mutiara-mutiara yang terurai	26 kiasan asal
40	Hatinya panas membara	10 kiasan permanusiaan
41	Hatinya hancur remuk	10 kiasan permanusiaan
42	Seperti jadi guni pasir	17 kiasan asal
43	Bertolak ansur	16 kiasan berbunga
44	Bagai bertemu beliung dengan ruyung	25 kiasan asal
45	Ada hati semua jadi	31 kiasan pemanis
46	Seperti orang yang baru sembuh daripada penyakit	9 kiasan asal
47	Seperti anjing bercawat ekor	15 kiasan asal
48	Tin kosong	17 kiasan terus
49	Seperti seekor naga yang sedang mengganas	18 kiasan asal
50	Otak udang	23 kiasan terus
51	Siapa gali lubang dia masuk dahulu	24 kiasan berangkap
52	Seperti kuali mengatakan belanga hitam	25 kiasan asal
53	Bunga-bunga api	4 kiasan melarat
54	Ada umur ada rezeki	10 kiasan berangkap
55	Terpegun seolah-olah telah disambar petir	11 kiasan asal
56	Tali barut	13 kiasan terus
57	Seperti ayam laga yang telah tewas	19 kiasan asal
58	Kalau nak memancing ikan yang besar umpan yang digunakan mestilah juga istimewa	25 kiasan berangkap
NO	**JILID 41/KIASAN**	**MUKA SURAT**
59	Betapa tinggi kemuncak gunung, tinggi lagi awan di atasnya	9 kiasan berangkap
60	Gajah sama gajah berjuang, pelanduk mati di tengah-tengah	28 kiasan berangkap
61	Seperti telah disambar oleh kilat dan petir	9 kiasan asal
62	Alang-alang mandi biar sampai basah	11 kiasan berangkap
63	Bakar sehingga menjadi abu	16 kiasan berangkap
64	Seperti bola disepak	25 kiasan asal
65	Dalam laut boleh diduga dalam hati tiada siapa yang tahu	22 kiasan berangkap
66	Tercampak kebelakang seperti pucuk dilancarkan	16 kiasan asal
67	Seperti semut yang dipijak	22 kiasan asal
68	Bertikam lidah	10 kiasan terus
69	Air matanya pun bercucuran seperti mutiara-mutiara yang terurai	12 kiasan asal
70	Kalah jadi abu, menang jadi arang	17 kiasan berangkap
NO	**JILID 42/ KIASAN**	**MUKA SURAT**
71	Seperti api lampu yang kehabisan minyak	3 kiasan asal
72	Rumah kata pergi kubur kata mari	15 kiasan berangkap
73	Seperti budak yang baru cerai susu	28 kiasan asal
74	Kalau hendak bersihkan lalang akarnya mesti dipotong	32 kiasan berangkap
75	Alang-alang berdakwat biar sampai hitam	4 kiasan berangkap
76	Raja adil raja disembah raja zalim raja disanggah	8 kiasan berangkap
77	Geliga otak	27 kiasan terus
78	Kalau langit itu jatuh akan ku cuba menahannya	11 kiasan berbunga
79	Senyuman kucing	16 kiasan sandar
80	Seperti hujan jatuh ke atas pasir	13 kiasan asal
81	Takut gajah sama gajah berjuang pelanduk mati ditengah-tengah	30 kiasan berangkap
NO	**JILID 43/ KIASAN**	**MUKA SURAT**
82	Kalah jadi abu, menang jadi arang	9 kiasan berangkap
83	Laut dapat diduga, hati manusia siapakah dapat menduganya	17 kiasan berangkap
84	Ada hati	18 kiasan terus

85	Angkat kaki	13 kiasan terus
86	Musuh jangan dicari, bersua jangan dielak	13 kiasan berangkap
87	Seperti bola sepak mengenai tiang gol	15 kiasan asal
88	Sampai kehujung bumi	24 kiasan berbunga
89	Macam anjing setia	25 kiasan asal
90	Main akal	6 kiasan terus
91	Lembut hati	7 kiasan terus
92	Menangguk di air keruh	10 kiasan melarat
93	Merah seperti saga	13 kiasan asal
94	Seperti sebuah roket yang telah dilancarkan	24 kiasan asal

Berdasarkan Jadual 4.1.1 didapati bahawa sebanyak 94 bahasa kiasan yang dikutip daripada komik *Raja-Raja Perwira* menepati prinsip yang dijelaskan oleh Zaba (1965). Majoriti jumlah penggunaan bahasa kiasan ialah bahasa kiasan berpindah (metafora) iaitu sebanyak 60 kiasan. Jumlah 60 kiasan ini termasuk kepada pecahan-pecahan bagi kiasan berpindah (metafora) iaitu kiasan sandar sebanyak 5 kiasan, kiasan melarat juga sabanyak 5 kiasan, kiasan berbunga sebanyak 7 kiasan, kiasan terus sebanyak 22 kiasan , kiasan berangkap sebanyak 19 kiasan dan kiasan pemanis paling sedikit iaitu sebanyak 2 kiasan sahaja. Selain itu, bahasa kiasan asal (simile) telah mencatatkan jumlah sebanyak 32 kiasan dan merupakan penggunaan kiasan kedua tertinggi. Manakala untuk kiasan permanusian (personifikasi), bahasa kiasan yang direkodkan adalah sebanyak 2 sahaja merupakan yang ketiga tertinggi. Sementara Rajah 4.1.1 yang berikut memaparkan jumlah kekerapan penggunaan Bahasa kiasan dalam setiap jilid bahan kajian.

Jadual 4.1.1 Kekerapan peggunaan bahasa kiasan mengikut jilid

JILID/ KATEGORI KIASAN	JILID 39	JILID 40	JILID 41	JILID 42	JILID 43	JUMLAH
Kiasan Asal	9	11	5	3	4	32
Kiasan berpindah						
Kiasan Sandar	4	0	0	1	0	5
Kiasan Melarat	3	1	0	0	1	5
Kiasan berbunga	4	1	0	1	1	7
Kiasan terus	12	4	1	1	4	22
Kiasan berangkap	1	4	6	5	3	19
Kiasan pemanis	1	1	0	0	0	2
Kiasan permanusiaan	0	2	0	0	0	2
Jumlah	34	24	12	11	13	94

Seterusnya, berdasarkan Jadual 4.1.1 didapati secara keseluruhannya jilid 39 mendominasi kekerapan penggunaan bahasa kiasan yang paling banyak iaitu sebanyak 34 kiasan. Diikuti pula oleh jilid 40 iaitu kekerapan sebanyak 24 kiasan yang direkodkan. Seterusnya kekerapan penggunaan kiasan yang ketiga banyak pula telah direkodkan pada jilid 43 sebanyak 13 kiasan. Sementara itu, pada jilid 41 telah merekodkan kekerapan kiasan telah sebanyak 12 dan yang terakhir jilid 42 mencatatkan bilangan jumlah kekerapan yang paling sedikit iaitu sebanayak 11 kiasan.

Dalam jilid 39, kategori kiasan asal telah mencatatkan kekerapan penggunaannya dengan mencatat sebanyak 9 kali. Manakala kategori kiasan berpindah (metafora) mencatatkan kekerapan sebanyak 25 kali penggunaanya. Kekerapan kategori kiasan berpindah ini dipecahkan kepada

beberapa pecahan mengikut prinsip yang dinyatakan oleh Zaba. Pecahan kategori kiasan berpindah (metafora) adalah kiasan sandar dengan catatan kekerapan sebanyak 4 kali, kiasan melarat mencatatkan kekerapan sebanyak 3 kali, kiasan berbunga mencatatkan kekerapan sebanyak juga 3 kali, kiasan terus mencatatkan kekerapan paling tinggi iaitu sebanyak 12 kali berbanding dengan kekerapan penggunaanya dalam jilid-jilid yang lain, sementara itu, kiasan berangkap pula mencatatkan kekerapan sebanyak 6 kali dan tiada terdapat penggunaan kiasan pemanis dalam jilid 39 ini. Selain itu kiasan permanusiaan (personifikasi) turut tiada terdapat penggunaannya dalam jilid 39 ini.

Seterusnya dalam jilid 40, kategori kiasan asal telah mencatatkan kekerapan penggunaannya dengan mencatat sebanyak 11 kali dan merupakan kekerapan paling tinggi berbanding dengan kekerapan penggunaannya dalam jili-jilid yang lain. Manakala kategori kiasan berpindah (metafora) mencatatkan kekerapan sebanyak 11 kali penggunaanya. Kekerapan kategori kiasan berpindah ini dipecahkan kepada beberapa pecahan mengikut prinsip yang dinyatakan oleh Zaba. Pecahan kategori kiasan berpindah (metafora) ialah kiasan melarat yang mencatatkan kekerapan sebanyak 1 kali, kiasan berbunga turut mencatatkan kekerapan sebanyak 1 kali, kiasan terus mencatatkan kekerapan sebanyak 4 kali, kiasan berangkap juga mencatatkan kekerapan sebanyak 4 kali, dan kiasan pemanis mencatatkan kekerapan penggunaan sebanyak 1 kali. Namun demikian, kiasan sandar tiada kekerapan penggunaanya dalam jilid 40 ini. Sementara itu kiasan permanusiaan (personifikasi) telah mencatakan kekerapan penggunaannya dalam jilid 40 ini iaitu sebanyak 2 kali sahaja.

Manakala dalam jilid 41, merupakan jilid yang paling minimum kekerapan penggunaan bahasa kiasan berbanding dengan jilid-jilid yang menjadi bahan dalam kajian ini. Kategori kiasan asal dalam jilid 41 ini telah mencatatkan kekerapan penggunaannya dengan mencatat sebanyak 5 kali. Manakala kategori kiasan berpindah (metafora) mencatatkan kekerapan sebanyak 10 kali penggunaanya sahaja. Kekerapan kategori kiasan berpindah ini dipecahkan kepada beberapa pecahan mengikut prinsip yang dinyatakan oleh Zaba. Pecahan kiasan berpindah (metafora) ialah terus dengan catatan kekerapan sebanyak 1 kali, kiasan berangkap mencatatkan kekerapan sebanyak 4 kali sahaja. Namun demikian bagi kiasan sandar, kiasan melarat, kiasan berbunga dan kiasan pemanis telah menunjukkan tiada penggunaan kiasan dalam jilid 41 ini. Begitu juga kiasan permanusiaan (personifikasi) turut tiada terdapat penggunaannya dalam jilid 41 ini.

Dalam jilid 42, kategori kiasan asal telah mencatatkan kekerapan penggunaannya dengan mencatat jumlah sebanyak 3 kali. Manakala kategori kiasan berpindah (metafora) mencatatkan kekerapan sebanyak 8 kali penggunaanya. Kekerapan kategori kiasan berpindah ini dipecahkan kepada beberapa pecahan mengikut prinsip yang dinyatakan oleh Zaba. Pecahan katagori kiasan berpindah (metafora) adalah kiasan sandar dengan catatan kekerapan sebanyak 1 kali, kiasan berbunga mencatatkan kekerapan sebanyak 1 kali juga, kiasan, kiasan terus pun turut mencatatkan kekerapan sebanyak 1 kali dan kiasan berangkap pula mencatatkan kekerapan sebanyak 5 kali. Namun tiadak terdapat penggunaan kiasan melarat dan kiasan pemanis dalam jilid 42 ini. Selain itu kiasan permanusiaan (personifikasi) turut tiada terdapat penggunaannya dalam jilid 42 ini.

Bagi jilid 43 pula, kategori kiasan asal telah mencatatkan kekerapan penggunaannya dengan mencatat jumlah sebanyak 4 kali. Manakala kategori kiasan berpindah (metafora) mencatatkan kekerapan sebanyak 9 kali penggunaanya. Kekerapan kategori kiasan berpindah ini dipecahkan kepada beberapa pecahan mengikut prinsip yang dinyatakan oleh Zaba. Pecahan kategori kiasan berpindah (metafora) adalah kiasan melarat dengan catatan kekerapan sebanyak 1 kali, kiasan berbunga mencatatkan kekerapan sebanyak 1 kali juga, kiasan terus mencatatkan kekerapan sebanyak 4 kali dan kiasan berangkap pula mencatatkan kekerapan sebanyak 3 kali. Namun

demikian, tiadak terdapat penggunaan kiasan sandar dan kiasan pemanis dalam jilid 43 ini. Selain itu kiasan permanusiaan (personifikasi) turut tiada terdapat penggunaannya dalam jilid 43 ini.

Kategori Jenis Bahasa Kiasan

Berdasarkan bahasa kiasan yang terdapat di dalam komik *Raja-Raja Perwira* dalam jadual 4.1.1 di atas, pengkaji telah mengkategorikan bahasa kiasan tersebut mengikut jenis-jenis seperti yang dikemukan oleh Zaba. Jenis-jenis kiasan tersebut seperti di bawah:

Kiasan Asal.

Kiasan asal ialah kiasan yang menerangkan sesuatu perkara dengan menggunakan benda lain sebagai perbandingan. Jenis kiasan ini mengggunaka kata-kata perbandingan *seperti, ibarat, umpama, laksana, bagai, macam* dan *bak.* Dalam Jilid 39-43, pengkaji telah merekodkan beberapa Kiasan Asal ini seperti jadual 4.2 di bawah.

Jadual 4.2 skrip kiasan asal dalam Komik *Jejak Raja-Raja Perwira Jilid 39-43*

BIL	SKRIP	KIASAN ASAL
1	Keadaan kota itu semakin hari semakin buruk. Lebih daripada separuh askar yang diketuai oleh *Zhao Kuang Yin* telah dibunuh atau dicederakan. Keadaan kota itu adalah benar-benar seperti telur di hujung tanduk. (Jld 39, hlm 2)	seperti telur di hujung tanduk
2	*Zhao Kuang Yi* sedang duduk di depan sebuah perigi. Mukanya pucat seperti mayat. Darah pula sedang bercucuran dari bucu mulutnya. Nyatalah amat teruk kecederaannya. (Jld 39, hlm 6)	Mukanya pucat seperti mayat
3	Lantas *Tok Yun* pun terhumban ke belakang seperti laying-layang putus tali. (Jld 39, hlm 25)	Seperti layang-layang putus tali.
4	Keadaannya adalah begitu menakjubkan. *Dunia seolah-olah akan kiamat sekarang.* (Jld 39, hlm 3)	Dunia seolah-olah akan kiamat sekarang.
5	*Long Ge Er* pun menumpukan perhatiannya kepada bebola aura hitam yang diaktifkan oleh *Xiang Wu Hen.* Fikirannya pun benar-benar kusut seperti benang basah dilanda ayam dan tidak tahu apa yang harus dilakukannya. (Jld 39, hlm 6)	Seperti benang basah dilanda ayam.
6	*Helang Bermata Emas* pun tidak teragak-agak lagi untuk terus meluncur ke dalam awan mendung itu sepantas kumbang putus tali. (Jld 39, hlm 23)	sepantas kumbang putus tali
7	Cahaya-cahaya bewarna kuning pun terpancar dari *Gentas Perak* dan kedua-dua orang gurunya pada Pedang Angkasa itu dengan serentak. *Pedang Angkasa* pun meronta-ronta seperti seekor binatang liar yang telah dijerat (Jld 39, hlm 9)	seperti seekor binatang liar yang telah dijerat
8	Akan tetapi sebelum *Long Ge Er* 19erjaya mengatur kembali langkahnya, *Xiang Wu Hen* pun telah datang menyerang seperti seekor harimau yang sedang mengganas (Jld 39, hlm 29)	seperti seekor harimau yang sedang mengganas
9	Nyawa Long Ge Er, boleh dikata, adalah *seperti bergantung pada rambut sehelai.* (Jld 39, hlm 3)	Seperti bergantung pada rambut sehelai.
10	Perasaan *Feng Fei Fei* adalah benar-benar bagai memegang buah kepantangan beruk, ditelan mati emak, diludahkan mati bapa. Setelah agak lama memikirkannya, barulah dia menentukan apakah yang harus dilakukannya. (Jld 40, hlm 7)	bagai memegang buah kepantangan beruk, ditelan mati emak, diludahkan mati bapa.
11	Bukan calang-calang orangnya *Zhang Yong De* yang bermulut seperti kulit kerang ini. (Jld 40, hlm 9)	bermulut seperti kulit kerang ini.
12	*Pendekar Genius Laut Timur* yang masih muda pun takut dan risau. Air matanya benar-benar seperti mutiara-mutiara yang terurai. (Jld 40, hlm 26)	seperti mutiara-mutiara yang terurai
13	Tidak terperi lagi kesakitan yang dideritai oleh Long Ge Er kerana kedua-dua belah dadanya telah kena tampar. Aku tidak boleh *menjadi seperti guni pasir* lagi. (Jld 40, hlm 17)	menjadi seperti guni pasir
14	Sementara itu Long Ge Er dan Long Ge Er yang jahat it uterus tolak menolak antara satu sama lain dengan sedaya upayanya. Mereka benar-benar bagai bertemu beliung dengan ruyung.(Jld 40, hlm 25)	bagai bertemu beliung dengan ruyung.

15	Oi, rahib gemuk! Kenapa kau masih belum mahu bangun? Seperti orang yang baru sembuh daripada penyakit, badannya masih lemah lagi. (Jld 40, hlm 9)	Seperti orang yang baru sembuh daripada penyakit
16	Manakala Liu Chong yang telah terlepas daripada genggaman maut pun berlari-lari ke khemahnya seperti anjing bercawat ekor. (Jld 40, hlm 15)	khemahnya seperti anjing bercawat ekor
17	Pedang Angkasa yang diaktifkan oleh Zhao Kuang Yin pun menerpa Mo Li Xie seperti seekor naga yang sedang mengganas. (Jld 40, hlm 18)	seperti seekor naga yang sedang mengganas
18	Jahatnya kau ini, bedebah! Cis seperti kuali mengatakan belanga hitam! Muka Mo Li Pi pun sudah menjadi pucat seperti mayat. Tidak terperi lagi kesakitan yang sedang dideritainya. (Jld 40, hlm 25)	seperti kuali mengatakan belanga hitam
19	Air muka Zhao Kuang Yin pun telah berubah. *Terpegun dia seolah-olah telah disambar petir.* Dia pun telah lupa mengaktifkan kekuatannya untuk menepis air hujan yang sedang tercurah-curah dari langit. (Jld 40, hlm 11)	Terpegun dia seolah-olah telah disambar petir
20	Zhao Kuang Yin telah bersatu dengan askar-askarnya yang terlepas dari Kota Gao Ping di dalam hutan rimba itu. Dia benar-benar seperti seekor ayam laga yang telah ditewaskan dalam pertarungan. (Jld 40, hlm 19)	seperti seekor ayam laga yang telah ditewaskan dalam pertarungan
21	Lantas pokok-pokok yang dilanda oleh aura-aura itu pon layu dan kering seperti telah disambar oleh kilat dan petir. (Jld 41, hlm 9)	seperti telah disambar oleh kilat dan petir
22	Darah kelihatan telah tercurah dari mulut Long Ge Er. Dia pun terhumban ke belakang seperti bola disepak. Pokok-pokok yang dilanggar pun patah dan tanah yang dilepasinya pun terbelah. (Jld 41, hlm 25)	seperti bola disepak
23	Akan tetapi darah telah tercurah-curahdari mulutnya dan dia pun lantas tercampak ke belakang seperti pucuk dilancarkan. (Jld 41, hlm 16)	tercampak ke belakang seperti pucuk dilancarkan
24	Maharaja keparat! Kau akan aku bunuh dengan tujuh gaya Cakar Buddhaku seperti semut yang dipijak. (Jld 41, hlm 22)	seperti semut yang dipijak
25	Sedih hati Feng Fei Fei. *Air matanya pun bercucuran seperti mutiara-mutiara yang terurai*. Dia amat menyesal kerana telah membocorkan rahsia tentang wujudnya Kolam Guruh itu. (Jld 41, hlm 12)	Air matanya pun bercucuran seperti mutiara-mutiara yang terurai
26	Muka Zhao Kuang Yin bertambah muram kerana menyedari keadaan Guo Rong adalah benar-benar seperti api lampu yang hampir kehabisan minyak. (Jld 42, hlm 3)	seperti api lampu yang hampir kehabisan minyak.
27	Baginda Tuanku kini baru berusia 7 tahun. Sia-sia saja kita menggadaikan nyawa untuk budak yang seperti baru cerai susu. (Jld 42, hlm 28)	Sia-sia saja kita menggadaikan nyawa untuk budak yang seperti baru cerai susu.
28	Akan tetapi kesemua tetakan golok yang dilancarkan oleh roh Penakluk Chu adalah seperti hujan jatuh ke atas pasir. (Jld 42, hlm 43)	seperti hujan jatuh ke atas pasir.
29	Zhao Kuang Yin yang telah diserang dengan secara tergempar pun mengayunkan Pedang Angkasanya untuk menepis aura api itu tetapi dia telah terpelanting ke belakang seperti bola sepak mengenai tiang gol. (Jld 43, hlm 15)	seperti bola sepak mengenai tiang gol
30	Manakala senjata Buddha itu pun juga telah masuk ke dalam tubuh Long Ge Er. Kau ini benar-benar *macam anjing setia*. Sampai ke mana aku ini pergi, kau mesti ikut juga! (Jld 43, hlm 25)	macam anjing setia
31	Kedua- dua biji mata Iblis Tunggal yang merah seperti saga pon bersinar-sinar ganas. Dia telah merapatkan kedua-dua belah tangan untuk mengaktifkan Peringkat Ke-10 Hikmat Ajaib Cermin Keramatnya. (Jld 43, hlm 13)	merah seperti saga
32	Dengan tidak semena-mena Long Ge Er pun meloncat ke atas langit seperti sebuah roket yang telah di lancarkan. (Jld 43,hlm 24)	Seperti sebuah roket yang telah di lancarkan.

Berdasarkan jadual 4.2 di atas, terdapat 32 kiasan yang merupakan contoh-contoh penggunaan kiasan asal daripada komik *Raja-Raja Perwira* jilid 39 hingga 43. Jadual menunjukkan penggunaan kata perbandingan iaitu *seperti*, dan *bagai* dalam membuat perbandingan dalam sesuatu perkara. Contohnya dalam jadual di atas pada nombor satu penggunaan kata seperti iaitu 'seperti telur di hujung tanduk'. Contoh penggunaan kata *bagai* pula, kita boleh lihat pada nombor 11, iaitu '*bagai bertemu beliung dengan ruyung'*.

Kiasan Berpindah

Kiasan berpindah tidak menggunakan kata-kata perbandingan dan kata yang hendak dibandingkan itu terus dicantumkan dengan benda yang dibuat perbandingan. Berbanding kiasan asal, kiasan berpindah memberikan kesan yang lebih kuat kerana dua benda yang disamakan tanpa kata perbandingan itu menghasilkan satu makna yang utuh dan konkrit. Kiasan yang tidak menggunakan kata perbandingan

Kiasan berpindah memberikan satu makna yang utuh dan konkrit daripada kiasan yang menyebut perbandingan macam, bak, bagai, umpama dan seperti kerana benda yang diserupakan itu seolah-olah telah menjadi satu ikatan yang betul. Kata yang hendak digunakan dicantumkan dengan perkara yang dijadikan perbandingan. Zaba (1965) telah membahagikan kiasan berpindah kepada tujuh bahagian. Dalam kajian ini pengkaji telah menyenaraikan bahagian-bahagian tersebut mengikut bahasa kiasan yang terdapat dalam komik *Raja-Raja Perwira* ini seperti dalam jadual 4.3 di bawah ini.

i)   Kiasan Terus

Kiasan yang menyatakan sesuatu perkara secara terus dengan perkara lain dan mempunyai makna yang berbeza dengan makna kata itu. Kiasan ini kebanyakannya telah menjadi simpulan bahasa.

Jadual 4.3 skrip kiasan terus dalam *Komik Jejak Raja-Raja Perwira Jilid 39-43*

BIL	SKRIP	KIASAN TERUS
1	Sementara itu, bebola yang terbentuk daripada aura hitam yang terpancar dari hujung Golok Guruh pun telah menyusut menjadi sebuah bebola yang kecil seperti buku lima. (Jld 39, hlm 29)	buku lima
2	Kau amat takut kan? Itu memang masuk akal kerana inilah tetakan golok yang akan aku aktifkan dengan sedayaupayaku! (Jld 39, hlm 29)	masuk akal
3	Darah sedang terpancar dari mulut Long Ge Er. Nyatalah dia telah luka parah. (Jld 39, hlm 5)	luka parah
4	Aku tidak akan putus asa dengan begitu saja! (Jld 39, hlm 15)	Putus asa
5	Marilah budak mentah! Dari awal-awal lagi aku sudah tahu apa yang akan kau lakukan! (Jld 39, Hlm 16)	Budak mentah
6	Jangan cakap besar! Marilah! Setelah habis berbicara, Mo Li Mang dan Mo Li Pi pun sama-sama memindahkan kekuatan mereka kepada Mo Li Xie. (Jld 39, hlm 29)	Cakap besar
7	Aku rasa, kau pasti akan dianggap oleh Guo Rong sebagai duri dalam dagingnya. (Jld 39, hlm 4)	duri dalam daging.
8	Shi Hui pasti akan patah hati apabila mengetahui ayahnya tiada harapan lagi! (Jld 39, hlm 24)	Patah hati
9	Geram Long Ge Er kerana mendapati Pendekar Genius Laut Timur telah tersesat akal kerana dibuat oleh Tok Yun dan telah melakukan sesuatu yang dayus. (Jld 39, hlm 30)	tersesat akal
10	Amat berbahaya jika aku menyedarkan muridku dengan secara membuta tuli kerana aku belum tahu apa yang telah dilakukan oleh Tok Yun kepadanya. (Jld 39, hlm 9)	Membuta tuli
11	Sudah puas aku memeras otak tetapi aku belum juga mempunyai cara untuk menolongnya. Mungkin dengan Sinaran Emas Menara Buddha saja. (Jld 39, hlm 23)	Memeras otak
12	Apakah Tuanku tidak mahu mereka itu dijadikan orang tebusan supaya Zhao Kuang Yin mesti berfikir dua kali jika dia cuba berpaling tadah dan menderhakai Tuanku? (Jld 39, hlm 31)	Berpaling tadah
13	Gentas Perak pun habis akal dan tidak tahu apa yang harus dilakukannya. Dia pun mengalihkan pandangannya kepada Zhao Kuang Yin. (Jld 40, hlm 5)	Habis akal
14	Tak usah kena tipu! Tiada sebabnya kita mesti takut akan tin kosong ini! (Jld 40, hlm17)	tin kosong

15	Oleh itu Mo Li Pi terpaksa merapatkan diri kepadanya. Heh!heh! otak adik ini otak udang! (Jld 23, hlm 23)	Otak udang
16	Zhang Yong De pun amat gelisah dan sedih. Nampaknya dia bukan tali barut yang dihantar oleh Guo Rong.	Tali barut
17	Fei Fei tak usah bertikam lidah lagi dengan tua keparat ini. (Jld 41, hlm 10)	Bertikam lidah
18	Zhao Kuang Yin! Aku tidak sangka sampai begitu geliga otak kau ini! Bagus! (Jld 42, hlm 27)	Geliga otak
19	Long Ge Er, kau memang ada hati nak menolong Zhao Kuang Yin kerana Gentas Perak pernah kata, sudah tersurat Zhao Kuang Yin ialah Maharaja yang akan memegang teraju pemerintahan China!(Jld 43, hlm 18)	Ada hati
20	Kau pasti sedar akan kesudahan pertarungan muktamad kami nanti. Elok kau angkat kaki untuk menjauhkan diri sebelum terlambat. (Jld 43, hlm 13)	Angkat kaki
21	Apakah dia Cuma main akal lagi? (Jld 43, hlm 6)	Main akal
22	Long Ge Er, kau ini terlalu lembut hati! Terperanjat Long Ge Er dan Xiang Wu Hen kerana suarayang berkumandangdi udara itu. (Jld 43, hlm 7)	Lembut hati

Berdasarkan jadual 4.3 di atas, terdapat 22 kiasan yang direkodkan oleh pengkaji dan menjadi contoh-contoh penggunaan kiasan katogori kiasan terus daripada komik *Raja-Raja Perwira* jilid 39 hingga 43. Kiasan ini menyatakan sesuatu perkara secara terus dengan perkara lain dan mempunyai makna yang berbeza dengan makna kata itu. Kiasan ini kebanyakannya telah menjadi simpulan bahasa. Contohnya pada bilangan 21, Apakah dia Cuma *main akal* lagi? (Jld 43, hlm 6). *Main akal* yang membawa maksud banyak fikiran untuk mengatasi sesuatu masalah dengan mengambil kesepatan terhadap pihak lain.

ii)   Kiasan Sandar

Kiasan yang dikaitkan dengan benda lain kerana keupayaan sifat atau perbuatan benda tersebut mempunyai persamaan dengan perkara yang hendak dikiaskan. Za'ba (1965) menyatakan kiasan ini sebagai sesuatu perkara kepada keadaannya yang disandarkan kepada sesuatu benda lain sebagai kepunyaan benda itu atau sebagai perbuatannya atau sifatnya. Contoh kiasan yang terdapat dalam komik *Raja-Raja Perwira* seperti dalam jadual 4.4 di bawah ini.

Jadual 4.4 skrip kiasan sandar dalam *Komik Jejak Raja-Raja Perwira Jilid 39-43*

BIL	SKRIP	KIASAN SANDAR
1	Hapuskan mereka semua! Heh, heh! Permainan sudah bermula! Cis! Hati tikus! Apakah kalian hanya pandai berlari? (Jld 39,hlm 16)	Hati tikus
2	Long Ge Er pun menarik kembali senjata Buddhanya dan mengatur kembali pernafasannya dengan segera kerana mendapati Xiang Wu Hen sedang berjalan padanya sambil mengukir sebuah senyuman kambing dengan bibirnya dan menjelingkan kedua-dua biji mata bersinar-sinar kepadanya. (Jld 39, hlm 19)	senyuman kambing
3	Kalian pernah kata bahawa kalian akan menakluki Kota Kao Ping itu dengan sekelip mata. Akan tetapi macamana sekarang? (Jld 39, hlm 21)	Sekelip mata
4	Sungguh malang mereka telah menjadi patung bertali kepada Tok Yun yang amat jahat lagi licik! (Jld 39 hlm 28)	Patung bertali
5	Dengan tidak semena-mena, Zhao Kuang Yin pun bergelak sambil mengukir sebuah senyuman kucing di bibirnya. Kedua-dua biji matanya pula bersinar-sinar ganas. (Jld 42, hlm 16)	Senyuman kucing

Berdasarkan jadual 4.4 di atas, terdapat 5 kiasan yang direkodkan oleh pengkaji tentang penggunaan kiasan sandar daripada komik *Raja-Raja Perwira* jilid 39 hingga 43. Dalam jadual di atas kiasan itu yang dikaitkan dengan benda lain, kerana keupayaan sifat atau perbuatan benda tersebut mempunyai persamaan dengan perkara yang hendak dikiaskan. Contohnya bilangan 1, Hapuskan mereka semua! Heh, heh! Permainan sudah bermula! Cis! *Hati tikus*! Apakah kalian hanya pandai berlari? (Jld 39,hlm 16). Hati tikus di jadikan kiasan sandar dengan mengaitkan perlakuan mengelakkan diri atau melarikan diri bila berhadapan dengan sesuatu perkara.

iii)   Kiasan Berbunga

Kiasan yang menggambarkan sesuatu maksud dengan perkataan yang berbunga hingga menerbitkan suatu lukisan atau gambaran yang cantik di hadapan orang yang mendengarnya. Kiasan ini boleh dicipta oleh penutur mengikut kemampuannya menggunakan bahasa yang kreatif, indah dan menarik. Kiasan ini bukannya simpulan bahasa dan banyak digunakan dalam karya kreatif. Kiasan ini merangkumi kata nama, kata kerja dan kata adjektif. Lihat contoh kiasan berbunga yang terdapat dalam komik *Raja – Raja Perwira* jilid 39 hingga 43.

Jadual 4.5 skrip kiasan berbunga dalam *Komik Jejak Raja-Raja Perwira Jilid 39-43*

BIL	SKRIP	KIASAN BERBUNGA
01	Mereka pon pandang dengan *senyuman pahit yang terorak di bucu bibir*. (Jld 39, hlm 4)	Senyuman pahit yang terorak di bucu bibir
02	Dengan tidak semena-mena, cahaya yang amat menyilaukan mata pun terpancar dari bawah perigi itu. (Jld 39 hlm 8).	cahaya yang amat menyilaukan mata
03	Dalam sekelip mata, Helang Bermata Emas dan Raja Naga Terbang yang mengejarnya pun sudah jauh dari medan pertarungan itu. (Jld 39 hlm 28)	Dalam sekelip mata,
04	Beberapa minit kemudian, dengan tidak semena-mena, matahari pun timbul di ufuk timur yang gelap gelita. (Jld 39, hlm 8)	matahari pun timbul di ufuk timur yang gelap gelita
05	Kau juga akan dibunuh jika kau membunuh aku ini! Lebih baik kau bertolak ansur dengan aku ini! (Jld 40, hlm 16).	Lebih baik kau bertolak ansur dengan aku ini
06	Kalau langit itu jatuh aku pun akan cuba menahannya! Aku akan kembali ke dunia pahlawan semula. (Jld 42, hlm 11)	Kalau langit itu jatuh aku pun akan cuba menahannya
07	Xiang Wu Hen, sampai ke hujung bumi pun beta mesti mengejar dan menghapuskan kau (Jld 43, hlm 24)	sampai ke hujung bumi

Berdasarkan jadual 4.5 di atas, terdapat 7 kiasan yang direkodkan oleh pengkaji tentang penggunaan kiasan berbunga daripada komik *Raja-Raja Perwira* jilid 39 hingga 43. Kiasan ini menggambarkan sesuatu maksud dengan perkataan yang berbunga hingga menerbitkan suatu lukisan atau gambaran yang cantik di hadapan orang yang mendengarnya. Kiasan ini boleh dicipta oleh penutur mengikut kemampuannya menggunakan bahasa yang kreatif, indah dan menarik. Contohnya seperti, bilangan 1, mereka pon pandang dengan *senyuman pahit yang terorak di bucu bibir*. (Jld 39, hlm 4).

iv)   Kiasan Berangkap

Kiasan yang menunjukkan perbandingan secara berirama antara perkara yang diperkatakan dengan benda yang kiaskan. Ada kalanya, mempunyai unsur jenaka. Selain itu, kiasan berangkap mempunyai pertentangan bunyi antara perkara yang diperkatakan dengan perkara yang dikiaskan.

Jadual 4.6 skrip kiasan terus dalam *Komik Jejak Raja-Raja Perwira Jilid 39-43*

BIL	SKRIP	KIASAN BERANGKAP
01	Aku mesti berundur kerana takut rusa ditembak, kijang yang kena (Jld 39, hlm 30)	takut rusa ditembak, kijang yang kena
02	Kata orang tua-tua, berani mati tak mati. Lagi pun Liu Qiong pasti tidak menyangka aku akan berani menyerangnya. (Jld 40, hlm 10)	berani mati tak mati.

03	Cis! Apakah kau sudah lupa kata peribahasa: siapa gali lubang, dialah masuk dahulu! (Jld 40, hlm 24)	siapa gali lubang, dialah masuk dahulu
04	Ada umur ada rezeki. Aku mesti mencari peluang untuk melarikan diri! (Jld 40, hlm 10)	Ada umur ada rezeki
05	Kalau nak memancing ikan yang besar, umpan yang diguna mestilah juga istimewa sedikit! Lagipun aku rasa Zhao Kuang Yin bukan benar-benar taat dan setia kepada aku ini! (Jld 40, hlm 25)	Kalau nak memancing ikan yang besar, umpan yang diguna mestilah juga istimewa sedikit!
06	Apakah masih ada orang yang lebih handal daripada kau ini? Betapa tinggi kemuncak gunung, tinggi lagi awan di atasnya! (Jld 41, hlm 9)	Betapa tinggi kemuncak gunung, tinggi lagi awan di atasnya!
07	Zhang Yong De terpaksa berundur dengan segera kerana takut bak kata peribahasa, Gajah sama gajah berjuang, pelanduk mati di tengah-tengah. Tengok kamu semua! Kalau Tuan Zhao bukan Maharaja yang tersurat, adalah mustahil dia akan mempunyai kekuatan yang begitu terbilang! (Jld 41, hlm 28)	Gajah sama gajah berjuang, pelanduk mati di tengah-tengah.
08	Alang-alang mandi biarlah sampai basah. Aku dah bersumpah di depan kubur Pak Cik Shi. Aku tidak akan lembut hati lagi! (Jld 41, hlm 11)	Alang-alang mandi biarlah sampai basah
09	Long Ge Er pun mengaktifkan Aura Api Lancipnya semula. Biar aku bakar kau sampai menjadi abu! (Jld 41, hlm 16)	Biar aku bakar kau sampai menjadi abu
10	Cis! Patutlah kata orang tua-tua, dalam laut boleh di duga, dalam hati manusia siapa tahu? (Jld 41, hlm 22)	dalam laut boleh di duga, dalam hati manusia siapa tahu
11	Apakah yang harus aku lakukan sekarang? Mestikah aku membantu Guo Rong untuk menangani sami jahat itu atau pun lebih baik biarkan mereka, bak kata orang tua-tua, kalah jadi abu, menang jadi arang? (Jld 41, hlm 17).	kalah jadi abu, menang jadi arang
12	Tahun bersalih, musim pun berganti, rumah kata pergi, kubur kata mari. Yun Piao Piao sedang mengajar Wu Ji sebuah puisi klasik sastera Cina. (Jld 42, hlm 12)	rumah kata pergi, kubur kata mari
13	Kalau nak membersihkan lalang, akarnya mesti dipotong! Heh, heh. Zhao Kuang Yin pun meluru ke depan Guo Zhing Xun dan ibunya, iaitu Maharani Fu dengan Pedang Angkasa yang telah dicabutnya. (Jld 42, hlm 32)	Kalau nak membersikan lalang, akarnya mesti dipotong
14	Alang-alang berdakwat biarlah sampai hitam! Buruk akibatnya jika aku lemah kepada anak dan isteri Guo Rong sekarang! (Jld 42, hlm 4)	Alang-alang berdakwat biarlah sampai hitam
15	Kau pasti akan dibenci mereka jika kau membunuh anaknya dengan begitu sahaja! Apakah kau sudah lupa kata peribahasa yang berbunyi, Raja adil raja disembah, raja zalim raja disanggah? (Jld 42, hlm 8)	Raja adil raja disembah, raja zalim raja disanggah
16	Takut gajah sama gajah berjuang, pelanduk mati di tengah-tengah, Long Ge Er pun meloncat ke atas untuk menjauhkan diri dengan segera. (Jld 42, hlm 30)	Takut gajah sama gajah berjuang, pelanduk mati di tengah-tengah
17	Dengan kilat dan petir di udara. Long Ge Er pun amat gelisah kerana besar kemungkinannya pertarungan antara Xiang Wu Hen dengan Zhao Kuang Yin akan berakhir bak kata peribahasa, kalah jadi abu, menang jadi arang. (Jld 43, hlm 9)	kalah jadi abu, menang jadi arang
18	Tuanku terlalu suka mencurigai, pada hal, baik Xang Wu Hen mahu pun aku ini tidak pernah mempunyai niat untuk merampas kuasa bertakhta daripada tuanku! Laut dapat diduga, hati manusaia siapakah dapat menduganya? (Jld 43, hlm 17)	Laut dapat diduga, hati manusaia siapakah dapat menduganya
19	Mungkin benar aku ini keras kepala tetapi bak kata orang tua-tua musuh jangan dicari, bersua jangan dielakkan, itulah prinsip yang aku pegang. (Jld 43, hlm 13)	musuh jangan dicari, bersua jangan dielakkan

Berdasarkan jadual 4.6 di atas, terdapat 19 kiasan yang direkodkan oleh pengkaji tentang penggunaan kiasan berangkap daripada komik *Raja-Raja Perwira* jilid 39 hingga 43. Kiasan ini menunjukkan perbandingan secara berirama antara perkara yang diperkatakan dengan benda yang kiaskan. Ada kalanya, mempunyai unsur jenaka. Contoh pada bilangan 19, "mungkin benar aku ini keras kepala tetapi bak kata orang tua-tua *musuh jangan dicari, bersua jangan dielakkan,* itulah prinsip yang aku pegang" (Jld 43, hlm 13). Musuh jangan dicari, bersua jangan dielakkan memperlihatkan unsur kiasan berangkap.

v)   Kiasan Pemanis

Kiasan yang digunakan untuk melindungi seseorang daripada mengatakan sesuatu yang kurang manis atau tidak elok didengar. Kiasan pemanis ialah bahasa halus.

Jadual 4.7 skrip kiasan pemanis dalam *Komik Jejak Raja-Raja Perwira Jilid 39-43*

BIL	SKRIP	KIASAN PEMANIS
01	Setelah mendengar apa yang dikatakan oleh Zhao Kuang Yin, Shi Shou Xin pun menghembuskan nafasnya yang terakhir. (Jld 39, hlm 25)	menghembuskan nafasnya yang terakhir
02	Cuba kau pergi bereskan dia sekarang! Berdayakah kau ini? Ada hati semua jadi, faham? (Jld 40, hlm 31)	Ada hati semua jadi

Berdasarkan jadual 4.7 di atas, terdapat 2 kiasan yang direkodkan oleh pengkaji tentang penggunaan kiasan pemanis daripada komik *Raja-Raja Perwira* jilid 39 hingga 43. Kiasan yang digunakan ini, untuk melindungi seseorang daripada mengatakan sesuatu yang kurang manis atau tidak elok didengar. Kiasan pemanis ini juga dikenali sebagai bahasa halus. Contoh pada bilangan 1 iaitu "setelah mendengar apa yang dikatakan oleh Zhao Kuang Yin, Shi Shou Xin pun *menghembuskan nafasnya yang terakhir"* (Jld 39, hlm 25). Menghembus nafas yang terakhir menunjukkan penggunaan tentang kiasan pemanis.

vi)   Kiasan Melarat

Perkataan yang digunakan sudah menyimpang jauh daripada maksud asal.

Jadual 4.8 skrip kiasan terus dalam *Komik Jejak Raja-Raja Perwira Jilid 39-43*

BIL	SKRIP	KIASAN MELARAT
01	Nampaknya Shi Shou Xin memang dapat membaca fikiran Zhao Kuang Yin. (Jld 39, hlm 4)	membaca fikiran
02	Mo Li Xie sudah takut separuh mati kerana diserang oleh Zhao Kuang Yin, (Jld 39, hlm 19)	takut separuh mati
03	Aku masih kurang iman. Klau tidak aku tentu tidak akan begitu mudah tergoda! Badan Long Ge Er yang berdiri di tengah bilik tidur pun telah dibasahi peluh dingin. (Jld 39, hlm 6)	peluh dingin
04	Bunga-bunga api pun terpancar ke sekeliling medan pertarungan dari Pedang Angkasa dan Zen Guruh tergempar apabila bertembung antara satu sama lain. (Jld 40, hlm 4)	Bunga-bunga api
05	Maksud kau Iblis Tunggal berniat baik. Dia bukan nak menangguk di air keruh. (Jld 43, hlm 10)	menangguk di air keruh

Berdasarkan jadual 4.8 di atas, terdapat 5 kiasan yang direkodkan oleh pengkaji tentang penggunaan kiasan terus daripada komik *Raja-Raja Perwira* jilid 39 hingga 43. Kiasan terus adalah perkataan yang digunakan sudah menyimpang jauh daripada maksud asal. Lihat contoh pada bilangan 5, Maksud kau Iblis Tunggal berniat baik. Dia bukan nak *menangguk di air keruh*. (Jld 43, hlm 10). Menangguk di air keruh ini menunjukan penggunaan kiasan terus.

Kiasan Permanusiaan

Kiasan ini menggunakan objek tertentu yang tidak bernyawa dan diberikan sifat atau pelakuan manusia. Kiasan ini juga dikenali sebagai personifikasi.

Jadual 4.9 skrip kiasan permanusian dalam *Komik Jejak Raja-Raja Perwira Jilid 39-43*

BIL	SKRIP	KIASAN PERMANUSIAAN
01	Hati Feng Fei Fei benar-benar sudah panas membara. Dia pun menjelingkan kedua-dua biji matanya yang bersinar-sinar dengan kebencian kepada Tok Yun yang amat jahat dan licik. (Jld 40, hlm 10)	Hati Feng Fei Fei benar-benar sudah panas membara
02	Feng Fei Fei tidak bersuara lagi. Dia pun berjalan keluar dari bilik itu dengan hatinya yang sudah hancur remuk. (Jld 40, hlm 10)	hatinya yang sudah hancur remuk.

Berdasarkan jadual 4.9 di atas, terdapat 2 kiasan yang direkodkan oleh pengkaji tentang penggunaan kiasan terus daripada komik *Raja-Raja Perwira* jilid 39 hingga 43. Kiasan ini menggunakan objek tertentu yang tidak bernyawa dan diberikan sifat atau pelakuan manusia. Kiasan ini juga dikenali sebagai personifikasi. Contoh bilangan 2 iaitu, "Feng Fei Fei tidak bersuara lagi. Dia pun berjalan keluar dari bilik itu dengan hatinya yang sudah hancur remuk". (Jld 40, hlm 10)

Berdasarkan analisis, didapati bahawa sebanyak 94 bahasa kiasan yang dikutip daripada komik *Raja-Raja Perwira* menepati prinsip yang dijelaskan oleh Zaba (1965). Majoriti jumlah penggunaan bahasa kiasan ialah bahasa kiasan berpindah (metafora) iaitu sebanyak 60 kiasan. Jumlah 60 kiasan ini termasuk kepada pecahan-pecahan bagi kiasan berpindah (metafora) iaitu kiasan sandar sebanyak 5 kiasan, kiasan melarat juga sabanyak 5 kiasan, kiasan berbunga sebanyak 7 kiasan, kiasan terus sebanyak 22 kiasan, kiasan berangkap sebanyak 19 kiasan dan kiasan pemanis paling sedikit iaitu sebanyak 2 kiasan sahaja. Selain itu, bahasa kiasan asal (simile) telah mencatatkan jumlah sebanyak 32 kiasan dan merupakan penggunaan kiasan kedua tertinggi. Manakala untuk kiasan permanusian (personifikasi), bahasa kiasan yang direkodkan adalah sebanyak 2 sahaja merupakan yang ketiga tertinggi.

Kajian juga ini mendapati secara keseluruhannya jilid 39 mendominasi kekerapan penggunaan bahasa kiasan yang paling banyak iaitu sebanyak 34 kiasan. Diikuti pula oleh jilid 40 iaitu kekerapan sebanyak 24 kiasan yang direkodkan. Seterusnya kekerapan penggunaan kiasan yang ketiga banyak pula telah direkodkan pada jilid 43 sebanyak 13 kiasan. Sementara itu, pada jilid 41 telah merekodkan kekerapan kiasan telah sebanyak 12 dan yang terakhir jilid 42 mencatatkan bilangan jumlah kekerapan yang paling sedikit iaitu sebanyak 11 kiasan.

KESIMPULAN

Secara keseluruhannya, pengkaji menjelaskan bahawa bahagian ini merangkumi beberapa aspek utama yang menjadi asas kepada kajian ini. Pengkaji juga telah menerangkan jenis-jenis bahasa kiasan yang digunakan dalam komik Raja-Raja Perwira yang menjadi fokus dalam kajian ini. Ternyata dalam komik Raja-Raja Perwira ini banyak bahasa kiasan yang telah digunakan dan aspek ini menjadikan sesuatu yang istimewa dan perlu diberi perhatian. Ini kerana bahasa kiasan yang digunakan melambangkan pemerkasaan keindahan Bahasa Melayu dalam sesebuah komik dan masih releven penggunaanya kepada generasi seterusnya.

Diharapkan hasil kajian ini akan memberi manfaat kepada sesiapa sahaja yang terlibat dalam pembelajaran dan penyelidikan Bahasa. Sesungguhnya permasalahan yang dipaparkan dalam kajian ini bukanlah sesuatu yang baru namun penggunaan bahan kajian atau data kajian dalam kajian ini sesuatu yang baru dan amat menarik. Hasil kajian ini menyokong bahawa kecenderungan untuk menggunakan Bahasa kiasan dalam pelbagai genre pembacaan adalah tinggi dan unik di samping keperluan tertentu seperti akademik dan ekonomi.

Oleh itu, harapan penyelidik semoga kajian ini dapat membuka mata semua pihak betapa pentingnya memelihara, seterusnya mengekalkan khazanah warisan nenek moyang kita, tanpa mengira dari mana mereka datang dan asal usul bangsa dan keturunan mereka. Selain itu, adalah diharapkan kajian ini mampu menerbitkan kesedaran kepada semua akan peri pentingnya memelihara keutuhan gaya bahasa sendiri.

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PENGETAHUAN DAN SIKAP GURU TADIKA SWASTA TERHADAP PENDERAAN KANAK-KANAK 4 HINGGA 6 TAHUN

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ABSTRAK

Kajian ini bertujuan untuk mengenal pasti hubungan pengetahuan dan sikap guru tadika swasta terhadap penderaan kanak-kanak 4 hingga 6 tahun. Selain itu, kajian ini juga bertujuan untuk melihat pengetahuan guru tadika swasta berkaitan dengan jenis penderaan seperti penderaan fizikal, penderaan seksual, penderaan emosi dan pengabaian kanak-kanak. Kajian ini menggunakan pendekatan kuantitatif yang melibatkan reka bentuk tinjauan. Seramai 83 orang guru tadika swasta di Parlimen Ketereh, Kota Bharu dipilih secara rawak mudah untuk dijadikan sampel bagi kajian ini. Satu set soal selidik yang terdiri daripada Child Abuse by Parents or Guardian and Its Implications According to Civil Law and Islamic Family in Malaysia bagi mengukur tahap pengetahuan dan sikap guru tadika swasta diambil daripada Educator and Child Abuse Questionnaire. Data yang diperoleh dianalisis menggunakan perisian (SPSS) versi 22 melibatkan statistic deskriptif. Analisis deskriptif menjelaskan pengetahuan dan sikap guru tadika swasta terhadap penderaan kanak-kanak mendapati kedua-duanya adalah positif. Dapatan kajian mendapati tahap pengetahuan dan sikap guru tadika swasta adalah tinggi dalam penderaan kanak-kanak. Kesimpulan kajian ini menunjukkan bahawa tahap pengetahuan guru tadika swasta berkait rapat dengan sikap guru tadika swasta tersebut.

Keywords: Penderaan kanak-kanak, pengetahuan guru tadika , sikap guru tadika

PENGENALAN

Penderaan merupakan satu masalah sejagat yang sering berlaku dalam masyarakat di dunia hari ini. Penderaan yang sering berlaku ialah kepada golongan kanak-kanak. Penderaan kanak-kanak ini sering meningkat setiap tahun di Malaysia yang mana telah dikukuhkan dalam sebuah kajian (Norsaleha et al, 2018) telah menganalisis statistik kes penderaan kanak-kanak di Malaysia dalam tempoh 2013 sehingga 2017. Hasil daripada analisis terdapat peningkatan terhadap penderaan kanak-kanak. Penderaan kanak-kanak merupakan segala bentuk penderaan sama ada yang melibatkan fizikal, emosi, seksual, pengabaian, penganiayaan, layanan yang cuai atau pengeksploitasian yang menyebabkan menjejaskan kesihatan, kehidupan, perkembangan dan maruah kanak-kanak itu yang dilakukan oleh mereka yang mempunyai tanggungjawab, amanah atau kuasa terhadap kanak-kanak berkenaan. Namun, penderaan kanak-kanak yang disentuh dalam kajian ini merupakan segala bentuk penderaan sama ada yang melibatkan fizikal, emosi, seksual dan pengabaian.

PENYATAAN MASALAH

Penderaan kanak-kanak sering berlaku di tadika swasta. Kes penderaan ini telah dikesan oleh Mohd Hilmie Hussin (2018) yang melaporkan dua orang guru tadika yang berusia 41 tahun dan 22 tahun di dakwa atas tuduhan mendera kanak-kanak mendera empat kanak-kanak di sebuah Pusat Perkembangan Kanak-Kanak (PPKK). Ini menunjukkan guru tadika mendera kanak-kanak di bawah jagaan mereka. Menurut Rozmi Ismail, Ismail Maakip, Wan Shahrazad, Wan Azreena (2002), pusat

jagaan yang tidak berdaftar menghadapi risiko yang tinggi kerana kemudahan yang tersedia tidak mengikut prosedur yang sepatutnya. Menurut beliau lagi, pengasuh tidak berdaftar ini juga berkemungkinan mengambil mudah terhadap hak keperluan kanak-kanak yang dijaganya.

Hal ini turut diolah Muzairiah Bajuri,Nurulhuda Sarnon @Kusenin, Nor Jana Saim& Fauziah Ibrahim (2018), yang menyatakan bahawa amalan persediaan kecemasan yang kurang dalam kalangan pengasuh yang tidak berdaftar. Oleh itu, pengasuhan swasta yang tidak berdaftar boleh menyebabkan kebarangklian yang tinggi untuk terlibat dengan isu penderaan atau pengabaian kanak-kanak.

OBJEKTIF KAJIAN

Bagi mencapai tujuan kajian, pengkaji telah menetapkan objektif utama bagi kajian ini iaitu, mengenal pasti pengetahuan guru tadika swasta berkaitan penderaan kanak-kanak. Dan mengenal pasti sikap guru tadika swasta terhadap isu penderaan kanak-kanak di tadika.

KAJIAN LITERATUR

Berikutan kajian lalu, menurut Chong. C & Shaari, A (2015), dalam kajian mereka berkaitan dengan sikap dan tindakan guru – guru sekolah terhadap penganiayaan kanak-kanak. Kajian ini dijalankan ke atas 255 orang guru yang sedang melanjutkan pengajian melalui Program Khas Pensiswazahan Guru (PKPG), kajian ini telah dikaji menerusi penggunaan borang soal selidik " Educator and Child Abuse Questionnaire". Hasil kajian mendapati bahawa majoriti guru memiliki sikap yang sederhana mengenai isu melaporkan kes penganiayaan kanak-kanak. Manakala tindakan guru untuk menangani kes penganiayaan kanak-kanak ialah 60% dari kalangan mereka cenderung untuk menangguhkan, menyemak dan berbincang apabila berhadapan dengan kes penganiayaan kanak-kanak. Hal ini sebenarnya menjadi antara faktor yang menyukarkan guru membuat laporan rasmi pada pihak yang berkuasa.

Selain itu, terdapat juga kajian luar negara yang mengkaji isu penderaan kanak-kanak ini. Antaranya adalah Ramesh G et al (2017), yang mengkaji berkaitan berkaitan dengan pandangan guru-guru sekolah rendah di Bandar Kanpur,India terhadap penderaan dan pengabaian kanak-kanak. Hasil kajian ini mendapati bahawa kesedaran guru terhadap penderaan dan pengabaian kanak-kanak adalah sekitar 47.3%. Hasil kajian ini juga mendapati bahawa 57% guru dapat mengenal pasti ciri-ciri penderaan dan pengabaian dan sebanyak 90% daripada mereka selesa untuk melaporkan dan meminta pihak pentadbiran sekolah mengenai isu penderaan dan pengabaian kanak-kanak. Tambahan lagi, hasil kajian ini juga mendapati bahawa 36.4% latihan atau kursus yang dijalankan oleh pihak pentadbiran sekolah adalah berkaitan dengan penderaan dan pengabaian kanak-kanak.

DAPATAN KAJIAN

Kajian ini mendapati beberapa jenis pengetahuan bentuk penderaan iaitu penderaan fizikal, penderaan emosi, penderaan seksual dan pengabaian. Selain itu juga, kajian, ini mendapati sikap guru tadika swasta terhadap penderaan kanak-kanak 4 hingga 6 tahun.

PENDERAAN FIZIKAL

Dapatan kajian menunjukkan dalam (*Table 1*) bahawa pengetahuan guru tadika swasta yang banyak dimiliki oleh responden adalah 'saya tahu perbuatan tumbukan, tamparan, sepakan, gigitan, goncangan, campakan, tikaman, tercekik, pukulan menggunkan objek merupakan penderaan fizikal' paling tinggi. Sebaliknya, pengetahuan guru tadika swasta seperti item 'Saya mengesan perbuatan tumbukan, tamparan, sepakan, gigitan, goncangan, campakan, tikaman, tercekik, pukulan menggunakan objek merupakan bukan penderaan fizikal' adalah paling rendah yang ditentukan oleh responden. Min skor keseluruhan bagi domain pengetahuan penderaan fizikal adalah 3.92 dengan sisihan piawai 0.55. Bermakna, tahap pengetahuan terhadap penderaan fizikal yang dimiliki oleh responden dalam kajian ini adalah berada pada tahap yang tinggi.

Table 1.Taburan Kekerapan, Peratusan, Min dan Sisihan Piawai Responden bagi Pengetahuan terhadap Penderaan Fizikal(n=83)

Item	Pernyataan	STS £ (%)	TS £ (%)	TP £ (%)	S £ (%)	SS £ (%)	Min	SP
1	Saya mengetahui bentuk-bentuk penderaan fizikal kanak-kanak yang menyebabkan kecederaan	3 (3.6)	0 (0.00)	7 (8.3)	35 (41.7)	39 (46.4)	4.27	0.90
2	Saya tahu perbuatan tumbukan, tamparan, sepakan, gigitan, goncangan, campakan, tikaman, tercekik, pukulan (menggunakan sebarang objek) merupakan penderaan fizikal.	1 (1.2)	0 (0.00)	3 (3.6)	27 (32.5)	52 (62.7)	4.55	0.68
3	Saya sedar perbuatan menggunakan api atau sebarang benda panas, racun, bahan melecur, bahan letupan atau bahan yang menyebabkan kecederaan sebagai penderaan fizikal.	0 (0.0)	2 (2.4)	4 (4.8)	24 (28.6)	54 (64.3)	4.55	0.70

4	Saya tahu penggunaan bahan bahaya yang dihidu, ditelan dan diterima dalam darah yang memberi kesan kepada tubuh badan sebagai penderaan fizikal.	1 (1.2)	5 (6.0)	11 (13.1)	26 (31.0)	41 (48.8)	4.20	0.97
5	Saya mengesan tamparan, sepakan, gigitan, goncangan, campakan, tikaman, tercekik, pukulan (menggunakan sebarang objek) merupakan bukan penderaan fizikal	38 (45.2)	24 (28.6)	8 (9.5)	7 (8.3)	7 (8.3)	2.06	1.29
	Nilai Keseluruhan						**3.92**	**0.55**

PENDERAAN SEKSUAL

Table 2 menunjukkan taburan responden mengikut peratus, min dan sisihan piawai bagi penderaan seksual. Keseluruhannya, bagi pengetahuan tentang penderaan seksual ini menunjukkan paling tinggi diketahui oleh. Min keseluruhan menunjukkan tahap pengetahuan penderaan seksual responden berada pada tahap sederhana iaitu 3.56 dengan sisihan piawai 0.72.

Table 2 *Taburan Kekerapan, Peratusan, Min dan Sisihan Piawai Responden Pengetahuan Penderaan Seksual (n=83)*

Item	Pernyataan	STS f (%)	TS f (%)	TP f (%)	S f (%)	SS f (%)	Min	SP
6	Saya mengenali bentuk-bentuk penderaan seksual kanak-kanak.	2 (2.4)	1 (1.2)	11 (13.1)	43 (51.2)	27 (32.1)	4.10	0.85
7	Saya mengetahui aktiviti seksual yang melibatkan tujuan memenuhi nafsu seks orang dewasa melalui pornografi, gambar, perakam, suara, filem, perakaman video atau mengeksploitasi bahagian sulit kanak-kanak adalah penderaan seksual.	3 (3.6)	2 (2.4)	2 (2.4)	32 (38.1)	45 (53.6)	4.36	0.93
8	Saya tahu kanak-kanak jika terlibat mengambil bahagian sebagai peserta atau pemerhati dalam aktiviti melibatkan seks dikira sebagai penderaan seksual.	4 (4.8)	5 (6.0)	4 (4.8)	36 (42.9)	35 (41.7)	4.11	1.03
9	Saya tahu sekira ibu bapa mendorong anak kearah hubungan seks sama ada rela atau paksaan itu sebagai penderaan seksual.	2 (2.4)	2 (2.4)	4 (4.8)	29 (34.5)	46 (56.0)	4.39	0.88
10	Saya menyedari perbuatan seperti meraba, meramas bahagian sulit dan memaksa kanak-kanak meraba kemaluan pelaku, merogol dan meliwat sebagai penderaan seksual.	1 (1.2)	0 (0.0)	5 (6.0)	26 (31.0)	51 (61.9)	4.52	0.72

11	Saya dapat mengenal pasti bahawa mengeluarkan kata-kata lucah dan mempamerkan kemaluan kepada kanak-kanak sebagai penderaan seksual.	3 (3.6)	2 (2.4)	8 (9.5)	28 (33.3)	42 (51.2)	4.26	0.98
12	Saya dapat mengenal pasti bahawa penderaan seksual kanak-kanak bukan melibat bahagian sulit (faraj, zakar, dan dubur).	30 (35.7)	22 (26.2)	8 (9.5)	16 (19.0)	8 (9.5)	2.40	1.39
	Nilai Keseluruhan						**4.02**	**0.97**

PENDERAAN EMOSI

Dapatan kajian (*Table 3*) menunjukkan bahawa tahap pengetahuan penderaan emosi kanak-kanak yang paling banyak dimiliki oleh responden adalah mereka tahu perbuatan fizikal (seperti mengurung dalam bilik gelap, merotan, mencubit dan memukul. Manakala, mereka mengenalpasti bahawa ganguan psikologi dari segi mental dan emosional merupakan bukan penderaan emosi paling sedikit dimiliki oleh responden. Skor min keseluruhan bagi domain kemahiran penyesuaian adalah 3.99 dengan sisihan piawai 0.85 sekaligus menunjukkan tahap pengetahuan penderaaan emosi yang dimiliki oleh responden adalah berada pada tahap yang tinggi.

Table 3 Taburan Kekerapan, Peratusan, Min dan Sisihan Piawai Responden bagi Pengetahuan Penderaaan Emosi (n=83)

Item	Pernyataan	STS f (%)	TS f (%)	TP f (%)	S f (%)	SS f (%)	Min	SP
13	Saya mengenali bentuk-bentuk penderaan emosi kanak-kanak.	1 (1.2)	-	8 (9.6)	42 (50.6)	32 (38.6)	4.25	0.73
14	Saya tahu penderaan emosi kanak-kanak seperti mencaci, mengherdik dan menghina keupayaan kanak-kanak.	3 (3.4)	24 (27.6)	27 (31.0)	25 (28.7)	8 (9.2)	4.41	0.81
15	Saya mengetahui bahawa kanak-kanak yang mengalami penderaan emosi akan menunjukkan kelakuan lansang, marah, sedih dan mengasingkan diri.	1 (1.2)	2 (2.4)	3 (3.6)	31 (37.3)	46 (55.4)	4.43	0.78
16	Saya tahu perbuatan fizikal (mengurung dalam bilik gelap, merotan,mencubit memukul) boleh menyebabkan trauma, ketakutan dan kebimbangan merupakan penderaan emosi.	1 (1.2)	-	-	33 (39.8)	49 (59.0)	4.55	0.63
17	Saya mengenalpasti bahawa ganguan psikologi dari segi mental dan emosional merupakan bukan penderaan emosi.	34 (41.0)	15 (18.1)	13 (15.7)	19 (22.9)	2 (2.4)	2.28	1.28
	Nilai Keseluruhan						3.99	0.85

PENGABAIAN

Pengabaian merupakan salah satu pengabaian yang termasuk dalam penderaan kanak-kanak. Hasil dapatan kajian menunjukkan item 'Saya tahu sekiranya kanak-kanak di abai dari segi keperluan asas (keselamatan, makanan berkhasiat pendidikan, rawatan emosi dan fizikal) sebagai pengabaian kanak-kanak' berada pada kedudukan paling tinggi dengan mencatatkan nilai skor min sebanyak 4.46 dan sisihan piawai 0.59. Bagi item ini, seorang responden atau 1.2 peratus tidak setuju dan tidak pasti telah memilih item ini. 40 orang atau 48.2 peratus setuju dan 41 orang responden atau 49.4 peratus sangat setuju. Sementara itu, tiada pemilihan item sangat tidak setuju daripada responden dalam kajian ini. Hasil kajian ini menunjukkan pengetahuan guru tadika swasta terhadap pengabaian adalah tinggi.

(Table 4) *Taburan Kekerapan, Peratusan, Min dan Sisihan Piawai Responden bagi Pengetahuan Pengabaian (n=83)*

Item	Pernyataan	STS f (%)	TS f (%)	TP f (%)	S f (%)	SS f (%)	Min	SP
18	Saya mengenali bentuk-bentuk pengabaian kanak-kanak..	1 (1.2)	2 (2.4)	6 (7.2)	44 (53.0)	30 (36.1)	4.20	0.78
19	Saya tahu sekiranya kanak-kanak di abai dari segi keperluan asas (keselamatan, makanan berkhasiat pendidikan, rawatan emosi dan fizikal) sebagai pengabaian kanak-kanak.	1 (1.2)	-	1 (1.2)	40 (48.2)	41 (49.4)	4.46	0.59
20	Saya tahu sekiranya kanak-kanak di larang ibu bapanya ke tadika untuk belajar dikira sebagai pengabaian kanak-kanak.	2 (2.4)	5 (6.0)	5 (6.0)	31 (37.3)	40 (48.2)	4.23	0.98
21	Saya tahu sekiranya kanak-kanak mengambil pemakanan yang boleh menjejaskan kesihatan dikira pengabaian kanak-kanak.	-	6 (7.2)	9 (10.8)	36 (43.4)	32 (38.6)	4.13	0.88
22	Saya tahu sekiranya kanak-kanak tidak dikawal dari segi keselamatan dan terdedah dengan kumpulan jahat atau bahaya moral seperti pelacuran oleh ibu bapanya dikira sebagai pengabaian kanak-kanak.	1 (1.2)	1 (1.2)	4 (4.8)	36 (43.4)	41 (49.4)	4.39	0.75
23	Saya tahu bahawa bentuk-bentuk pengabaian kanak-kanak tidak akan memberi kesan negatif kepada kehidupan kanak-kanak yang akan datang.	38 (45.8)	13 (15.7)	11 (13.3)	10 (12.0)	11 (13.3)	2.31	1.48
	Nilai Keseluruhan						**3.95**	**0.91**

SIKAP GURU TADIKA TERHADAP PENDERAAN KANAK-KANAK

Pengkaji juga menerangkan dapatan kajian menunjukkan sikap guru tadika swasta menunjukkan sikap mengambil tahu dan cakna terhadap penderaan kanak-kanak. Keadaan perasaan am yang paling tinggi dimiliki oleh responden ialah mereka yang menganggap dan sedar isu penderaan kanak-kanak ini merupakan perkara yang serius di negara ini. Manakala keadaan sikap yang paling rendah diamalkan oleh responden ialah mereka kurang cenderung untuk mengatasi masalah penderaan kanak-kanak kerana kurang sokongan daripada pihak pentadbiran atau pihak pengurusan tadika Min keseluruhan menunjukkan sikap responden adalah tinggi iaitu 4.34 dengan sisihan piawai 0.77.

Table 5 Taburan Kekerapan, Peratusan, Min dan Sisihan Piawai Responden bagi Sikap Guru Tadika Swasta (n=83)

Item	Pernyataan	STS ƒ (%)	TS ƒ (%)	TP ƒ (%)	S ƒ (%)	SS ƒ (%)	Min	SP
1	Saya rasa pihak pengurusan (tadika) akan menyokong saya jika saya melaporkan kes penderaan kanak-kanak.	1 (1.2)	5 (6.0)	4 (4.8)	37 (44.6)	36 (43.4)	4.23	0.89
2	Penderaan kanak-kanak adalah masalah yang serius dalam masyarakat kita.	-	1 (1.2)	3 (3.6)	25 (30.1)	54 (65.1)	4.59	0.63
3	Sebagai pendidik, saya mempunyai tanggungjawab perundangan untuk melaporkan kes penderaan kanak-kanak di Malaysia.	-	-	3 (3.6)	37 (44.6)	43 (51.8)	4.48	0.57
4	Saya menyedari akan tanda-tanda pengabaian kanak-kanak.	3 (3.6)	-	6 (7.2)	40 (48.2)	34 (41.0)	4.23	0.87
5	Saya menyedari akan tanda-tanda penderaan seksual kanak-kanak.	1 (1.2)	-	6 (7.2)	38 (45.8)	38 (45.8)	4.35	0.72
6	Saya menyedari akan tanda-tanda penderaan fizikal kanak-kanak.	2 (2.4)	1 (1.2)	8 (9.6)	35 (42.2)	37 (44.6)	4.25	0.87
7	Saya menyedari akan tanda-tanda penderaan emosi kanak-kanak	2 (2.4)	7 (8.4)	-	41 (49.9)	33 (39.8)	4.24	0.81
	Nilai Keseluruhan						**4.34**	**0.77**

Secara keseluruhan dapatan kajian ini menunjukkan bahawa dari segi aspek pengetahuan guru tadika swasta di tahap yang tinggi dalam segi penderaan fizikal, seksual, emosi dan pengabaian. Selain itu, sikap guru tadika swasta juga menunjukkan cakna dalam aspek penderaan kanak-kanak.

PERBINCANGAN

Berdasarkan dapatan kajian, dapat disimpulkan bahawa tahap pengetahuan guru tadika swasta majoritinya hanya berada di tahap yang tinggi. Dapatan ini mempunyai persamaan dengan hasil kajian yang telah dijalankan oleh Çırak,S.,Sönmez, S., & Dereobalı, N. (2015) yang

menunjukkan bahawa guru yang mempunyai tahap pengetahuan yang tinggi terhadap keganasan terhadap kanak-kanak. Selain itu, guru juga telah didedahkan dengan kursus berkaitan penderaan dan pengabaian kanak- kanak. Hal ini dapat menunjukkan sikap cakna yang tinggi kepada keganasan kanak-kanak setelah mengikuti kursus berkaitan penderaan dan pengabaian kanak-kanak. Kajian lain dalam Nakou, B. I., & Markos, A. (2017), juga bersamaan dengan guru di Greek yang terlibat mengenai pengetahuan dalam mengatasi masalah penderaan dan pengabaian kanak-kanak. Selain itu, kajian ini mendapati guru juga berpengalaman dalam mengatasi masalah penderaan dan pengabaian kanak-kanak berpandukan kepada pengetahuan mereka dalam isu itu. Oleh itu, kajian ini menunjukkan bahawa pengetahuan dapat mempengaruhi dalam tindakan guru dalam menghadapi masalah penderaan.

Manakala, sikap merujuk kajian lepas mengenai sikap guru terhadap penderaan kanak-kanak, Chong. C dan Abdull Shukor (2015) telah menjalankan kajian mereka berkaitan dengan sikap dan tindakan guru – guru sekolah terhadap penganiayaan kanak-kanak . kajian telah dilaksanakan ke atas 255 orang guru yang sedang melanjutkan pengajian melalui Program Khas Pensiswazahan Guru (PKPG). Dapatan kajian mendapati bahawa majoriti guru memiliki sikap yang sederhana mengenai isu melaporkan kes penganiayaan kanak-kanak. Ini menunjukkan salah satu sikap yang menjadi faktor kepada kesukaran guru membuat laporan rasmi kepada pihak berkuasa. Selain itu, Ramesh G et al. (2017) pula telah menjalankan mengenai tahap pengetahuan dan sikap guru mengenai penderaan dan pengabaian kanak-kanak. Kajian ini telah dijalankan ke atas 220 orang guru di guru-guru sekolah rendah di Bandar Kanpur,India. Dapatan kajian oleh beliau menunjukkan mendapati bahawa kesedaran guru terhadap penderaan dan pengabaian kanak-kanak adalah sekitar 47.3% atau sederhana.

Namun, berlainan dengan hasil kajian oleh Çırak, S., Sönmez, S., & Dereobalı, N. (2015), yang bertujuan untuk menyiasat pengalaman dan kesedaran guru sekolah terhadap tanda-tanda penderaan dan pengabaian kanak-kanak telah melibatkan seramai 197 guru prasekolah di Izmir, Turkey. Secara keseluruhan 35% daripada guru prasekolah tersebut pernah menghadapi kes penderaan dan guru mempunyai kesedaran yang tinggi dalam kes penderaan kanak-kanak. Ini menunjukkan bahawa guru prasekolah mempunyai sikap yang tinggi bersamaan dengan dapatan kajian ini

Secara keseluruhan, kajian ini menunjukkan pengetahuan dan sikap guru tadika swasta penting dalam mengatasi masalah penderaan yang berlaku di tadika swasta terutamanya kanak-kanak yang berusia 4 hingga 6 tahun. Akhir sekali, pengetahuan dan sikap guru tadika swasta tadika menunjukkan bahawa terdapat yang signifikan dan tinggi antara kedua-dua pemboleh ubah ini. Oleh itu, kajian ini membuktikan perkaitan antara pengetahuan dan sikap guru tadika swasta terhadap penderaan kanak-kanak amat berkait rapat dan saling dipengaruhi dalam menangani kes-kes penderaan kanak-kanak terutamanya di tadika swasta.

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ENGLISH BEYOND THE CLASSROOM WALLS: HOW AUTONOMOUS ARE OUR LANGUAGE LEARNERS?

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Abstract

In order for a learner to master a language, they must be exposed to as much as possible comprehensible input of the target language. There are many forms of input which are available in the language classroom and this may be enough to learn a language; however, the availability of input can be greater for the ESL learner outside of the classroom. This input can take the form of books, native speakers, movies, TV, the Internet, and countless other forms. Good and autonomous language learners will optimally make every effort to use whatever opportunities they have from the outside of the classroom to learn the language even without the presence of their teachers. This study plans to look at learner's perceptions of out-of-classroom language learning (OCLL) and the extent of their involvement in its activities in their effort to improve their English language proficiency. A set of questionnaires was distributed to 80 students from a higher learning institution and the data gathered were studied and tabulated. It was found that although majority respondents do not master the language well, their language behavior reflects their characteristics of less autonomous learners. The incapability of the respondents in this study to actively practice OOCL indicates that they are also less autonomous and do not possess the characteristics of good language learners.

INTRODUCTION

Statement of the problem

The whole world has acknowledged English language as an international language. Besides serving as a lingua franca for most of the world population, it is also spoken, learnt and understood in the countries where it serves as the second language. In the context of Malaysia, English language is being extensively used for academic and work purposes. It plays a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. Among the four language skills ie; listening, reading, writing and speaking, speaking is perceived as the most important language skills (Urr, 1999) and acts as the basis of literacy and communication (Bertram, 2002). We use it to communicate with others, to express our ideas, and to know others' ideas as well. The inability to possess communicative competence will bring serious problems in understanding the messages which will lead to communication gap. Therefore the importance of having communicative ability is enormous for the learners of any language.

However, the lack of English language speaking proficiency among Malaysia university students has been among the continuously highlighted issues. It has also become an unspoken concern that employers have constantly raised in recent years (Mestrea Research Infozone, 2012). This is due to the reason that when university students are found less competent in speaking in English (Khairi Izwan & Nurul Lina, 2010), it contributes towards higher rate of unemployment among graduates (NST, 2002). Not only that, it is also found that the percentage of Malay university students who show less competency in speaking the language outnumbers the percentage of students from other races. Not only that, they also develop higher rate of language anxiety (Vijayaletchumy, 2011). Therefore, language educators are advised to emphasize these generic skills in their daily instructions.

Foreign are not learned solely in the language classroom, but can take place at any time and in any place. There has been quite a number of studies conducted on 'Out-of-class language learning' (OCLL); which is defined as any types learning occurring outside the classrooms. This topic suddenly came into rise since there has been so much known about what second language learners and educators do inside classrooms compared to what learners do outside the classroom (Parson, 2003). Benson (2001) defined, out-of-class learning, as "any kind of learning that takes place outside the classroom and classified out-of-class learning into three categories: (a) self-instruction (i.e., students' locating resources to help them improve the target language), (b) naturalistic language learning (i.e., students' learning to communicate and interact with the target language group unintentionally), and (c) self-directed naturalistic language learning (i.e., students' creating or searching out a language learning situation). He believes studying the behavioral pattern of students' out-of-classroom language learning, will contribute to a broader understanding the development of individual's second language level of fluency and overall proficiency.

Studying the nature of OCLL also requires an in-depth study about learner autonomy. According to Guo (2011), the study of learner autonomy helps us to get an extensive view about how learners take charge of their own language learning and OCLL is one application of learner autonomy (Benson, 2007). Lai, Zhu, and Gong (2015) further stated, language learners who have greater autonomy in learning would always seek for speaking opportunities outside of the classroom.

OCLL has also been widely discussed in the literature which examines successful language learners and the role of out-of classroom language learning activities in the second language acquisition process. Successful language learners are thus named because they have achieved a high level of language proficiency. Some people seem more skilled at learning languages than others, therefore there has been a number of research conducted to study what makes some language learners "good" or 'better' than others (as cited in Knight, 2007, p. 5-18). Griffiths (2008) proposed among the characteristics of good language learners (GLLs) are that they would find their own way and take charge of their learning even without the presence of their teachers. They determine the methods that are best for them as individual learners. They don't rely solely to their teachers as the knowledge provider, instead they are also willingly to learn from others and experimenting different methods. They make their own opportunities for practicing the language not only from inside the classroom, but from the outside as well.

Research questions

This study plans to look at learner's perceptions of OCLL and the extent of their involvement in its activities in their effort to improve their English language proficiency. The information gathered may help us to indirectly evaluate how autonomous they are in seeking for as many opportunities as possible outside of the classroom to learn and improve their language level without the presence of teachers. Autonomous

language learners are also good language learners. Good and autonomous language learners will make every effort to use whatever opportunities they have, even without the presence of teachers to learn the language more seriously to achieve better competency.

Therefore, the research questions which are going to assist us all throughout the study are as below;

1. What are the learners' perceptions about out-of-classroom language learning (OCLL) activities?
2. Do learners autonomously use the opportunities that exist outside the classroom for developing their English language proficiency?
3. What types of activities do learners participate in using English outside of the classroom and how often do they participate in these activities?

LITERATURE REVIEW

Out-of-class language learning (OCLL)

OCLL activities can be defined as leaners' language learning activities such as listening, speaking reading, writing, vocabulary learning, and grammar learning to improve their language proficiency which are carried out outside of the classroom without the presence of the teachers. Benson (2001) classified out-of-class learning into three categories: (a) self-instruction (i.e., students' locating resources to help them improve the target language), (b) naturalistic language learning (i.e., students' learning to communicate and interact with the target language group unintentionally), and (c) self-directed naturalistic language learning (i.e., students' creating or searching out a language learning situation). In addition, Hyland (2004) in his study revealed that among the activities learners do in OCLL are speaking with family members, talking to people in the stores, talking on the phone, speaking with friends, listening to the radio, attending meetings, reading novels, speaking with colleagues, listening to songs, reading newspapers and magazines, watching TV programs, watching videos, surfing the internet, reading academic books, and writing e-mails in ranking order. Out-of-classroom language learning activities help learners to develop their English language skills and provides them with a lot of space to practice. There are many forms of input which are available in the language classroom; however, the availability of input can be greater from the outside of the classroom. By taking learning beyond the classroom learners will find dozens of opportunities to make learning concepts, real and relevant by putting them into a more realistic context. To understand the importance of OCLL in the language learning process, we should relate it with second language acquisition and the role that of out-of-class language use plays in the acquisition process.

Input and Interaction

Krashen's Input Hypothesis (Krashen, 1985) suggests that in order for a learner to learner a language, he should be exposed to as much as possible to the language to assist learning. He further by stated that we develop language by receiving comprehensible input. There are many forms of input which are available in the language classroom and this may be enough to learn a language; however, the availability of input can be great for the ESL learner outside of the classroom. This input can take the form of books, native speakers, movies, TV, the Internet, and countless other forms.

Long's Interaction Hypothesis on the other hand (Long, cited in Mitchell and Miles, 1998) implies the importance of out-of-class language use in the second language acquisition process. Interaction is

"the interpersonal activity that arises during face-to-face communication" (Ellis, 1999, p. 3). Long's hypothesis states that the interaction between native/better speakers with the non-native/weaker speakers and the speech adaptations both make while communicating are important to the language acquisition process. Long believed that all these modifications made by the native/better speakers help the weaker ones to communicate in the language and scaffold them into language acquisition. These types of interactions between native and nonnative speakers, which increase helpful input for the learner, are rare in the classroom. Although often challenging for the learner, interactions with native speakers outside of the classroom can give them opportunities to practice their language and negotiate meaning in an authentic context.

Learner Autonomy

Learner autonomy was first defined as "the ability to take charge of one's learning" (Holec, 1981, cited by Hui, 2010). According to Dam (1995), autonomous learners choose their own goals, time, materials, methods, and tasks, implement their choices, and then evaluate their actions. This form of learning enhances learner maturity because it develops critical reflection, decision making, and independent action. Some researchers speak of learning autonomy as a complex process allows students to take greater control of their lives and added freedom of choice (Reinders, 2010) (as cited in Guo, 2011, p. 248). To Benson (2001), autonomous learner is able to freely determine the context of learning. Good language learners set their own goals, find their own strengths and weaknesses in learning, they evaluate their learning process, etc.

Successful Learner Characteristics

Literature which examines successful language learners also discusses the role of out-of-class language use in the second language acquisition process. Successful language learners are thus named because they have achieved a high level of language proficiency. Because some people seem more adept at learning languages than others, research has examined what makes some language learners "good" and if they have unique characteristics or strategies which they use while learning (as cited in Knight, 2007, p. 5-18). Griffiths (2008) based on Rubin & Thompson (1982) discussed about the characteristics of GLLs. He mentioned, good language learners find their own way and take charge of their learning. They determine the methods that are best for them as individual learners. They learn from others and experiment with different methods. They organize their study of the language. They make their own opportunities for practicing the language inside and outside of the classroom. They seek opportunities to use the language. They monitor their own speech and that of others. Part of this monitoring is a function of active participation in the learning process. Nunan's (1991) research focused on 44 language learners that he identified as successful to see if they had shared patterns or experiences which could explain their language success. The results indicated that all of the good language learners agreed that formal classroom instruction was insufficient to learn a language. The learners were successful because they were willing to apply their language skills outside of the classroom by participating in activities such as reading newspapers, watching TV, talking with friends in English and talking to native English speakers (as cited in Knight, 2007, p. 19). The result of this study proved that GLLs were autonomous (as cited in Maftoon, Daftarifard &Lavasani, 2001, p.

METHODOLOGY

PARTICIPANTS

The respondents involved in this study consists of 80 prospective Diploma in Management holders from one of the higher education institutions fully owned by MARA which is located in Perak. They have enrolled in a Public Speaking course, one of many courses offered in their program. All respondents are Malays with their age ranges between 20-21 years old.

LIMITATION

There are two primary limitations of the study which are the size of the participants and the time frame. This survey was carried out to 80 students who enrolled in one of higher education institutions in Perak. This study plans to look at learner's perceptions of OCLL and the extent of their involvement in its activities in their effort to improve their English language proficiency. Therefore it involved a survey which studied about the learners' language learning behaviors within a certain period of time, which is throughout the course which lasted in 16 weeks.

RESEARCH INSTRUMENT

The data for this study was gathered using both quantitative method. The data was obtained using a set of questionnaire based on the adapted version originally developed by Tanjila (2013). It consists of 18 question items specifically tailored specifically to search for learners' perceptions and the frequency of their involvement in OCLL activities to enhance language learning.

DATA GATHERING

The data were obtained from the distribution of the questionnaire to the participants. It took about 30 minutes for all the respondents to complete and submitted the questionnaire. The data were analyzed and the results were tabulated.

FINDINGS AND DISCUSSIONS

1.0	2.0	3.0 Very important:		4.0 : Important		5.0 Less Important		6.0 Not important at all:	
7.0	8.0	9.0 n	10.0 %	11.0 n	12.0 %	13.0 n	14.0 %	15.0 n	16.0 %
1	How important is English in your daily life outside the classroom?	17.0 22	18.0 28 %	19.0 58	20.0 72%	21.0 0	22.0 0 %	23.0 0	24.0 0 %

Table 1.1

		Yes		Sometimes		No	
		%	N	%	N	%	N
2	Do you believe using English outside the classroom can develop your English language proficiency?	79%	63	21%	17	0%	0
3	Do your teachers motivate you to use and practice English outside the classroom?	88%	70	13%	10	0%	0
4	Do they give you any home assignment or project work?	100%	80	0%	0	0%	0
5	Do you do group study?	%	56	70%	56	14%	11
6	Revising together before tests and examination.	3%	2	29%	23	69%	55
7	Identify your own strengths and weaknesses	35%	28	31%	25	34%	27
8	Evaluate your learning and progress by yourselves	5%	4	33%	26	63%	50
9	Do you motivate your own interest in learning English?	4%	3	19%	15	78%	62
10	Do you learn English for enjoyment or pleasure?	7%	6	13%	10	80%	64
11	Learn English to get good marks in exam and get a good job	63%	50	33%	27	4%	3
12	Learn from friends, not just from the teachers	0%	0	38%	30	62%	50
13	Do you believe in independent learning	0%	0	21%	17	79%	63
14	Discover knowledge in English on your own rather than waiting for knowledge from the teacher	0%	0	25%	20	75%	60
15	Very interested in talking to the native speakers whenever possible	0%	0	20%	16	80%	64

Table 1.2

16. How do you rate your present knowledge of the English language?

	0 (not enough to evaluate)		1(poor)		2(fair)		3 (good)		4 (very good)		5 (excellent)	
	%	n	%	n	%	n	%	n	%	n	%	n
Listening	0%	0	19%	15	25%	20	56%	45	0%	0	0%	0
Reading	0%	0	11%	9	33%	26	56%	45	0%	0	0%	0
Writing	0%	0	50%	40	35%	28	15%	12	0%	0	0%	0
Speaking	0%	0	70%	56	25%	20	5%	4	0%	0	0%	0

Table 1.3

17. How often do the following happen to you? Rate according to your preference

	1 NEVER		2 RARELY		3 FREQUENTLY		4 ALWAYS	
	%	N	%	N	%	N	%	N
Receive low grades in tasks involving class participation	0%	0	14%	11	69%	55	17%	14
Feel nervous to communicate in English.	0%	0	0%	0	58%	46	42%	34
Have trouble leading class discussions in English	0%	0	0%	0	50%	40	50%	40
Have trouble wording what you want to say it quickly	0%	0	0%	0	38%	30	62%	50
Find it difficult to enter in the discussion in English	0%	0	0%	0	38%	30	63%	50
Have trouble understanding the subject matter of a talk in English	0%	0	31%	25	45%	36	24%	19
Have difficulty understanding English news, movies, talk etc	0%	0	14%	11	56%	45	30%	24
Face problem in formulating an idea in writing in English	0%	0	19%	15	41%	33	40%	32
I avoid using English except when it is really necessary	0%	0	0%	0	16%	13	74%	67

Table 1.4

18. The frequency of activities that you carried out in English outside the classroom.

		Always	Often	Sometimes	Never
Read newspapers and magazines in English	%	0%	0%	49%	51%
	n	0	0	39	42
Read academic books and articles in English	%	0%	0%	9%	91%
	n	0	0	7	73
Read novels, comics and short stories in English	%	0%	14%	50%	36%
	n	0	11	40	29
Write emails in English	%	0%	0%	14%	86%
	n	0	0	11	69
Personal/diary writing in English	%	0%	0%	9%	91%
	n	0	0	7	73
Write feature articles in English	%	0%	0%	0%	100%
	n	0	0	0	80
Online chat in English	%	0%	0%	32%	68%
	n	0	0	24	56

Read or watch online news in English	%	0%	0%	19%	81%
	n	0	0	15	75
Use Facebook or any social media in English	%	0%	0%	42%	58%
	n	0	0	34	46
Go to Cinema Hall with friends to enjoy English movies	%	16%	16%	50%	18%
	n	13	13	40	14
Listen to NEWS in English	%	0%	0%	16%	64%
	n	0	0	13	67
Listen to English songs	%	50%	23%	27%	0%
	n	40	18	22	0
Listen English songs carefully and try to understand all of the words	%	0%	20%	44%	36%
	n	0	16	35	29
Speak with colleagues / students	%	0%	0%	25%	75%
	n	0	0	20	60
Having conversation with a friend who is a native speaker of English	%	0%	0%	0%	100%
	n	0	0	0	80
Talk on the phone in English	%	0%	0%	25%	75%
	n	0	0	20	60
Speak with family member in English	%	0%	0%	23%	77%
	n	0	0	18	62

Table 1.5

This study was conducted with the aim of looking at a group of 80 students' perceptions of OCLL and the extent of their involvement in its activities in their effort to improve their English language proficiency. All the respective respondents are future diploma holders in Management in one of the MARA colleges in Perak who have enrolled in a Public Speaking course which will last in 16 weeks. Besides looking at their perceptions this study also plans to gain some insights on their level of involvement in the OCLL activities while completing the course. The information gathered may help us to indirectly evaluate how autonomous they are in seeking as many opportunities as possible outside of the classroom without the presence of their teachers to learn and improve their language level. According to Guo (2011), the study of learner autonomy helps us to get an extensive view about how learners take charge of their own language learning and OCLL is one application of learner autonomy (Benson, 2007). Autonomous language learners are also good language learners. Good and autonomous language learners will make every effort to use whatever opportunities they have, even without the presence of teachers to learn the language more seriously to achieve better competency.

According to the survey, it was found that all respondents (100%) agree with the importance of using English outside the classroom. This can be clearly seen in Table 2.1 in which none of the respondents state their disagreement about the importance of OCLL. Furthermore, all respondents also agree that of OCLL activities do help to develop their English language skills and provides them with a lot of space to practice. This is in-line with Krashen's Input Hypothesis (Krashen, 1985) which suggests that learners of second language need to be exposed to as much as possible comprehensible input of the language for the learning process to occur. There are many forms of input which are available in the language classroom; however, the availability of input can be greater from the outside of the classroom. One can see this with an example of an ESL student studying in the United States and taking an hourlong English class every day. The English input they are receiving in the classroom is one hour per day; whereas, they

still have remaining 23 hours outside of the classroom to receive more language input. This input can take the form of books, native speakers, movies, TV, the Internet etc.

However, contrary to their belief, it is found that most of the leaners are less autonomous. This can be seen clearly seen from the data in Table 2.2 which reflects the respondents' contrasting language behaviors. Although all of them (100%) agree that their teachers are always motivating and never fail to initiate communicative activities among them through OCLL group tasks, only 15% admitted that they conduct study groups whereas a large portion of 85% said they do it sometimes. In fact, a large number of respondents (69%) admitted that they never revise together with friends even when preparing for examination. A moderate portion (38%) admitted that they 'sometimes' believe that learning from friends give them a fruitful experience whereas as large as 62% admitted that they don't believe in it. As expected, as large as 75% prefer to gain knowledge from the teachers during classroom hours rather than seeking it from friends from the OCLL interaction activities. Furthermore, only 20% of them admitted to 'sometimes' feel the necessity in talking to the native speakers whenever possible, whereas as large as 80% would never try to grab the chance. The data from Table 2.1 clearly shown that a large number of the respondents demonstrate less effort in initiating communicative activities which promote language learning outside the classroom.

The data shown in Table 2.3 reveals that all respondents rate their own language skill as between 'poor' and 'good'. For the lower language skill, listening and reading, 56% of the whole population rate themselves as 'good' with 44% rate themselves almost evenly between 'poor' and 'fair'. However, for the higher language skills; writing and speaking, the data reveals a significant difference. 50% of the population rate themselves as being 'poor' in writing, 35% being 'fair' with only 15% rated themselves as being 'good'. Whereas for the highest language skill; speaking, as large as 70% rate themselves as 'poor' speakers, 25% rated as being 'fair', with only 5% admitted that they are good.

Having 'poor' speaking ability also brings huge impact to most of the respondents as shown in Table 2.4. All respondents (100%) rated themselves as either 'frequently' or 'always' experience the below situations;

- Feel nervous to communicate in English.
- Have trouble leading class discussions in English
- Have trouble wording what you want to say it quickly
- Find it difficult to enter in the discussion in English
- I avoid using English except when it is really necessary

Besides that, there are a number of respondents who reported themselves as 'frequently' and 'always', face difficulty in some other situations such as trying to understand the subject matter of a talk, news and movies and formulating ideas in English language.

However, the following data reveals something more surprising. Although as large as 79% of respondents do agree that OCLL promotes effective language leaning, Table 2.5 shows some contrasting language behaviors regarding the frequency of the OCLL activities carried out by the respondents. While almost all respondents admitted that their language skills fall between poor to fair, Table 2.5 indicates that they put less effort in learning and practicing the language. All of them admitted that they either 'sometimes' or 'never' read other English reading materials besides the ones used in the course. 51% admitted 'never' read English newspapers and magazines whereas 49% sometimes do. 91% admitted they 'never' read academic articles while only 9% occasionally read them. It was also found that the only reading materials that managed to catch their interest are the entertaining types such as novels, comics and short stories with 14% admitted reading them often, 50% occasionally read them and 36% never do.

Almost all respondents admitted never involve in OCLL writing activities besides those carried out in the classrooms with the presence of their teachers. This includes 86% 'never' write emails, 91% never write personal diary and 100% never write featured articles in English. They also tend to avoid getting involved with online social media activities which are carried out in English. A total of 68% admitted that they never use English when communicating on social media with 32% admitted to do it occasionally. On the other hand, 64% admitted they never watch and listen to News in English with some 36% hear it occasionally. Regarding speaking, it was also found that OCLL speaking activities are the most avoided by almost all respondents. Only 20-23% of all respondents admitted that they occasionally do try to speak in English with friends, by phones and with family members. The remainders admitted that they never attempt to do it. Not only that, all respondents admitted that have never initiated communication with the native speakers of the language be it through mails, emails and or face to face interaction.

The above data clearly shows that although majority respondents do not master the language well, their language behavior reflects the characteristics of less autonomous learners. They put less effort in practicing their reading, listening and writing to improve their overall language competency. OCLL speaking activities was the most avoided by 75% of the respondents. This implies something contrary with the idea proposed by Long's Interaction Hypothesis (Long, cited in Mitchell and Miles, 1998) which stresses on the importance of face-to-face interaction activities in the second language acquisition process. When the native/better speakers and the non-native/weaker ones talk and interact with one another, the more advance learners will often modify the conversation to avoid misunderstandings and to help the weaker learners comprehend meaning. Long believed that all these modifications help learners to communicate in the language and scaffold them into language acquisition. Although often challenging for the learners, interactions with native/better speakers outside of the classroom can give them opportunities to practice their language and negotiate meaning in an authentic context.

CONCLUSION

An autonomous learner is a good language learner. The incapability of the respondents in this study to actively practice OOCL indicates that they are also less autonomous and do not possess the characteristics of good language learners. This is because, Griffiths (2008) mentioned, good language learners find their own way and take charge of their learning. They determine the methods that are best for them as individual learners. They learn from others and experiment with different methods. They make their own opportunities for practicing the language inside and outside of the classroom. They seek opportunities to use the language. They monitor their own speech and that of others. Part of this monitoring is a function of active participation in the learning process that would therefore help them to improve their language ability.

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TAHAP KECERDASAN EMOSI KANAK-KANAK TADIKA DI DAERAH SELANGOR

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ABSTRAK

Kajian ini bertujuan untuk mengenal pasti tahap kecerdasan emosi kanak-kanak berdasarkan model kecerdasan emosi dan perkaitan dengan gaya keibubapaan. Di samping itu, kajian ini juga bertujuan untuk melihat tahap emosi kanak-kanak yang sebenar apabila berada di tadika sama ada kanak-kanak dapat mengenal pasti emosi, memahami emosi, mengawal emosi dan mengguna emosi yang sebenar pada tahap pemikiran mereka. Kajian ini menggunakan kaedah kuantitatif iaitu berbentuk deskriptif. Seramai 50 orang kanak-kanak di Tadika A dan Tadika B di Mukim Kota Damansara Petaling Jaya Selangor telah di pilih dalam kajian ini. Kecerdasan emosi diukur dengan menggunakan The Sullivan Emotional Intelligent Scale For Children (EISC) dan jenis gaya keibubapaan diukur dengan menggunakan Parental Authority Questionnaire (PAQ). Data dianalisis dengan menggunakan perisian Statistic package for Social Science (SPSS) versi 20. Data dianalisis secara deskriptif yang menjelaskan jenis gaya keibubapaan dengan tahap kecerdasan emosi kanak-kanak manakala analisis inferensi melibatkan ujian korelasi Pearson digunakan untuk menerangkan hubungan yang mungkin wujud antara pembolehubah. Dapatan kajian ini menunjukkan jenis gaya keibubapaan yang diamalkan oleh ibu bapa dan tahap kecerdasan emosi kanak-kanak berada pada tahap tinggi. Analisis korelasi Pearson menunjukkan tidak terdapat hubungan signifikan antara gaya keibubapaan dan tahap kes kecerdasan emosi kanak-kanak daripada kajian ini diharapkan dapat memberi pendedahan kepada guru-guru tadika, ibu bapa dan masyarakat tentang pentingnya kecerdasan emosi dalam diri kanak-kanak. Kesimpulan kajian ini menunjukkan bahawa tahap kecerdasan emosi kanak-kanak dapat memberikan gambaran sebenar mereka sama ada di sekolah mahupun di rumah.

Kata Kunci : Tahap Kecerdasan Emosi, Emosi kanak-kanak Tadika, Emosi

PENGENALAN

Secara amnya, perkataan emosi sebenarnya berasal daripada bahasa Perancis iaitu 'emotion' dan 'emouvoir' yang bermaksud 'kegembiraan iaitu dari bahasa Latin 'emovere'. Selain itu, menurut Kamus Dewan edisi ketiga iaitu emosi ditakrifkan suatu perasaan atau jiwa yang kuat, di mana kecerdasan merupakan kesempurnaan akal untuk seseorang berfikir, memahami,mengerti dan seumpamanya.

Menurut Goleman (1999) dalam model kecerdasan emosi, ia merupakan kebolehan seseorang menyedari, mengenalpasti, dan mengurus emosinya sendiri serta mampu menjalinkan hubungan mesra dengan orang lain. Hal seperti ini selari dengan pandangan Mayer, Caruso, dan Salovey (1999) iaitu kecerdasan emosi menurut beliau ialah kemampuan individu untuk mengenalpasti makna-makna emosi dan selepas mereka mengenalpasti emosi mereka, mereka boleh menaakul dan boleh menyelesaikan masalah.

Seterusnya pula dalam konteks kanak-kanak, kecerdasan adalah satu perkara yang penting untuk individu mencapai sesuatu benda. Dengan memiliki kemampuan untuk mengawal emosi iaitu apabila

seorang kanak-kanak yang gagal dalam pelajaran, malah dia akan mampu mengawal keadaaan dirinya secara positif dengan memotivasikan dirinya sendiri serta menganalisis kelemahan dirinya sendiri. Manakala bagi kanak-kanak yang memiliki kecerdasan emosi yang tinggi, dia mampu untuk berfikir sesuatu perkara apabila dia mengahadapi perkara tersebut.

Malahan itu juga, kecerdasan emosi sering diperkatakan dalam kajian-kajian lepas termasuklah dalam bidang asas dan aplikasi. Manakala Zeidner, Roberts dan Matthews (2009) kecerdasan emosi bagi seseorang individu amat penting untuk digunakan bagi mengenali, memahami mengawal dan mengguna emosi untuk melihat tahap emosi mereka yaag sebenar. Dengan itu individu akan dapat membezakan emosi mereka sama ada melalui perasaan ataupun tingkah laku.

Perkembangan emosi yang positif berkait rapat dengan gaya keibubapaan yang diamalkan untuk mendidik kanak-kanak untuk menjadi insan yang baik terutamanya dalam sesebuah keluarga (Jerwan dan Fathi, 2012). Tetapi di Malaysia kini, kebanyakan ibu bapa tidak menyedari bahawa sesetengah amalan yang diamalkan oleh mereka memberi impak yang sama iaitu positif ataupun negatif terhadap corak kehidupan anak-anak mereka (Alegre, 2011). Selain itu, dalam sesebuah keluarga iaitu ibu bapa berperanan kepada anak-anak mereka dalam menguruskan emosi anak-anak mereka (Nor Azira Zakaria, 2008). Kesimpulannya jenis gaya keibubapaan dalam kajian memberi kesan terhadap tahap kecerdasan emosi kanak-kanak.

KAJIAN LEPAS

Menurut kajian oleh Wesam Yousef Abdul Ghani (2016), iaitu kajian beliau untuk mengenal pasti tahap kecerdasan emosi berhubung dengan umur dan juga pembolehubah jantina di kalangan kanak-kanak tadika yang mempunyai bakat yang tersendiri. Sampel kajian dalam kajian ini terdiri daripada 50 orang kanak-kanak iaitu 24 orang adalah lelaki dan 26 orang adalah perempuan. Sampel kajian ini juga dipilih daripada 787 orang kanak-kanak di Bandar Irbid Jordan yang menggunakan sampel rawak berstrata. Menurut beliau lagi, 15 kanak-kanak adalah 4-<5 tahun dan 35 adalah 5-6 tahun. Beliau menggunakan skala emosi kecerdasan murid pintar cerdas dan Mann-Whitney Test bagi mencapai matlamat kajian beliau. Hasil kajian menunjukkan terdapat perbezaan yang signifikan secara statistik iaitu responden perempuan yang berada pada tahap (α <0.05) bagi pengurusan emosi, kemahiran sosial dan juga kecerdasan emosi secara umum. Selain itu, terdapat juga statistic yang signifikan iaitu bagi kanak- kanak yang berumur (5-6 tahun) iaitu pada tahap (α <0.05) bagi pembolehubah jantina dan domain bagi motivasi.

Selain itu, kajian oleh Mohammad Sadeq Chavoshi dan Hadi Karamati Moez2 (2017) iaitu penyelidikan secara kuantitatif terhadap 50 orang pelajar sekolah di daerah 5 Tehran iaitu mengenai Ujian Kecerdasan Emosi yang digunakan untuk mengumpul maklumat dan dua kaedah ujian dan korelasi T digunakan untuk menganalisis penemuan penyelidikan; Koefisien korelasi (0/75) dan tahap signifikan (Sig: 0/000) menunjukkan hubungan yang signifikan antara kedua pembolehubah di tahap 0/01 dan 0/05. Berdasarkan hasil kajian, kecerdasan emosi mempunyai kesan yang signifikan terhadap pembelajaran dan kesannya yang berkekalan kejayaan akademik dan pekerjaan, dan pelajar dengan kecerdasan emosi yang kurang lebih cenderung untuk berhenti sekolah, melarikan diri dari sekolah, mempunyai lebih banyak lagi masalah penyesuaian dan tingkah laku dan agresif.

Di samping itu, kajian oleh Monika (2014) beliau mengkaji tentang kecerdasan emosi. Sampel kajian beliau ini terdiri daripada 341 iaitu (Min umur = 17.64 tahun, sp = 0.88) adalah lelaki dan 165

iaitu (Min umur = 17.22 tahun, Sp = 0.84) adalah wanita. Dalam kajian ini, beliau menggunakan Skala Intelligence untuk mengukur tahap emosi terhadap kanak-kanak. Hasil kajian daripada ujian t menunjukkan remaja perempuan mempunyai kecerdasan emosi yang lebih tinggi berbanding dengan lelaki. Malahan itu hasil kolerasi pearson menunjukkan lelaki mempunyai pekali yang lebih tinggi nilai kolerasinya antara kecerdasan emosi. Walaubagaimanapun keputusan ANOVA menunjukkan kecerdasan emosi remaja tidak mempunyai perbezaan ketara pada tahap yang rendah, sederhana dan tinggi.

PERNYATAAN MASALAH

Mengikut Al-Quran dan Al-Sunnah kanak-kanak merupakan aset yang penting dalam sesebuah keluarga mahupun kepada negara kerana sejarah telah membuktikan bahawa kanak-kanak pada hari ini adalah bakal menjadi pemimpin pada masa akan datang. Menurut Goleman (1999) beliau menegaskan bahawa keluarga dan sekolah adalah antara faktor yang mempengaruhi perkembangan kecerdasan emosi kanak-kanak. Tahap kecerdasan emosi seseorang kanak-kanak ini dapat ditentukan oleh faktor dan ciri-ciri gaya keibubapaan kanak-kanak itu sendiri (Nuraini Nawwar, 2009).

Tambahan lagi, menurut keratan akhbar Utusan Malaysia (2015) yang bertajuk 'membentuk personaliti cekal emosi' di mana seseorang individu yang mempunyai kecekalan emosi yang tinggi akan menunjukkan beberapa ciri personaliti yang unggul seperti individu tersebut mempunyai tahap keyakinan diri yang tinggi dalam mencapai sesuatu perkara yang diinginkan dan mempunyai harga diri yang tinggi terhadap tahap emosinya, malah individu seperti ini dapat menyesuaikan diri dalam persekitaran yang dialaminya. Selain itu, bagi individu yang mempunyai kecekalan emosi juga mempunyai tahap kesedaran emosi yang tinggi dan mereka ini juga mengalami tahap ketabahan yang tinggi meskipun terdapat apa jua halangan dan perkara yang berlaku.

Jadi berdasarkan pernyataan masalah di atas, memang wajar dan benarlah bahawa kajian ini memang harus dilakukan untuk mengenalpasti tahap kecerdasan emosi kanak-kanak di tadika di kawasan kajian. Kajian ini sedikit sebanyak dapat membantu guru-guru tadika di Damansara Selangor dalam memahami dan membimbing kanak-kanak ke arah yang lebih sempurna dan sekaligus menuju kebaikan sebagai tahap perkembangan emosi yang lebih kukuh.

OBJEKTIF KAJIAN

Objektif kajian ini adalah untuk mengenal pasti tahap kecerdasan emosi kanak-kanak tadika yang berumur 6 Tahun.

ANALISIS DATA

Tujuan utama pengkaji memilih kaedah soal selidik ini ialah untuk mendapatkan data bagi kajian tinjauan ini. Tinjauan soal selidik ini dibina ialah untuk melihat tahap kecerdasan emosi kanak-kanak tadika dan juga tinjauan soal selidik ini dijalankan kepada sampel daripada populasi yang dipilih iaitu seramai 50 orang kanak-kanak dan maklumat yang dikumpulkan daripada sampel adalah sekali

sahaja. Data yang diperolehi, dianalisis dengan menggunakan perisian Statistical Package for The Social Sciences (SPSS).

METODOLOGI

Dalam kajian ini, perkara yang menjadi keutamaan kepada pengkaji ialah dari segi masa dan juga kos kerana pengkaji menggunakan kaedah instrumen soal selidik dimana ia membolehkan pengkaji menggunakan sampel yang ramai dan memudahkan lagi kepada pengkaji untuk membuat proses mengumpulkan data bagi kajian pengkaji ini. Di samping itu ia dapat mengurangkan lagi kos dan masa bagi mengambil jumlah sampel yang ramai seperti dalam kajian pengkaji ini iaitu dalam (Noraini, 2013). Dalam kajian pengkaji ini, pengkaji menggunakan jenis alat ukur soal selidik kerana ia memudahkan bagi tujuan untuk mengumpul data bagi jumlah yang ramai.

KAEDAH KAJIAN

kajian adalah kajian kuantitatif yang berbentuk deskriptif yang menggunakan kaedah soal selidik.

DAPATAN KAJIAN

Kekerapan, Peratusan, Min dan sisihan Piawai Bagi Tahap Tahu Mengenal Pasti Emosi

Jadual 1 menunjukkan taburan responden mengikut peratus, min dan sisihan piawai bagi kekerapan tahap tahu mengenal pasti emosi. Berdasarkan jadual berikut menunjukkan bahawa terdapat tiga min skor dan sisihan piawai yang sama tertinggi adalah pernyataan 'Muka marah', pernyataan 'Ayah Asif berjanji jika Asif berjaya mendapat tempat pertama dalam ujian di sekolah, ayah Asif akan memberikan hadiah basikal. Tunjukkan perasaan Asif ketika itu' dan pernyataan 'Samad mempunyai seekor kucing yang cantik. Kucingnya diberi nama putih. Keesokan harinya kucing Samad hilang. Tunjukkan perasaan Samad ketika itu' iaitu 2.00 dan sisihan piawai 0.00. Bagi ketiga-tiga item ini semua 50 orang responden atau 100 peratus yang mengatakan ya dan tiada responden yang mengatakan tidak dengan pernyataan ini.

Pernyataan yang mencatat min skor kedua tertinggi adalah pernyataan 'Muka sedih' dan pernyataan 'Muka marah'. Kedua-dua pernyataan ini mempunyai nilai yang sama iaitu sebanyak 1.98 dengan sisihan piawai 0.14. Bagi pernyataan ini sebanyak 49 orang responden atau 98 peratus yang mengatakan ya dan hanya 1 orang atau 2 peratus yang mengatakan tidak.

Pernyataan 'Emak Amin sentiasa menyuruh Amin pergi ke kedai untuk membeli barang masakan di depan rumahnya. Ketika pulang ke rumah, Amin ternampak anjing di hadapan rumahnya. Tunjukkan perasaan Amin ketika itu' berada pada kedudukan yang ketiga dengan min skor 1.96 dengan sisihan piawai 0.20. Bagi item ini hanya 2 orang responden atau 4 peratus yang mengatakan tidak dan seramai 48 orang responden atau 96 peratus yang mengatakan ya.

Pada kedudukan yang keempat adalah diduduki oleh item 'Ali bermain bola bersama kawan-kawannya di taman permainan, tiba-tiba kawan Ali menendang bola kea rah Ali dengan kuat lalu terkena muka Ali, muka Ali kelihatan kemerahan. Tunjukkan peraaaan Ali ketika itu' dengan min skor sebanyak 1.92 dan sisihan piawai 0.27. Seramai 46 orang responden atau 92 peratus yang mengatakan ya dan hanya 4 orang responden atau 8 peratus yang mengatakan tidak.

Manakala Item 'Muka Takut' berada pada tangga yang terakhir atau terendah dengan min skor sebanyak 1.90 dengan sisihan piawai 0,30. Bagi item ini seramai 45 orang responden atau 90 peratus yang mengatakan ya dan hanya 5 orang responden atau 10 peratus yang mengatakan tidak.

Dapatan kajian ini menunjukkan bahawa tahap tahu mengenal emosi kanak-kanak yang banyak dimiliki responden adalah bagi item 'muka gembira', 'ayah Asif berjanji jika Asif berjaya mendapat tempat pertama dalam ujian di sekolah, ayah Asif akan memberikan hadiah basikal. Tunjukkan perasaan Asif ketika itu' dan item 'Samad mempunyai seekor kucing yang cantik. Kucingnya diberi nama putih. Keesokan harinya kucing Samad hilang. Tunjukkan perasaan Samad ketika itu'. Tetapi sebaliknya, tahap tahu mengenal pasti emosi seperti item 'Muka takut' adalah paling rendah yang dimiliki oleh responden. Min skor keseluruhan bagi domain tahap tahu mengenal pasti emosi ialah 1.97 dengan sisihan piawai 0.07. Ini bermakna tahap tahu mengenal pasti emosi kanak- kanak tadika berada pada tahap menguasai.

Jadual 1
Taburan Kekerapan, Peratusan, Min dan Sisihan Piawai Responden Bagi Tahap Tahu Mengenal Pasti Emosi (n = 50)

Item	Pernyataan	Tidak f (%)	Ya f (%)	Min	Sp
B1A1	Muka Gembira		50 (100)	2.00	0.00
B1A2	Muka Sedih	1 (2)	49 (98)	1.98	0.14
B1A3	Muka Takut	5 (10)	45 (90)	1.90	0.30
B1A4	Muka Marah	1 (2)	49 (98)	1.98	0.14
B1B1	Ayah Asif berjanji jika Asif berjaya mendapat tempat pertama dalam ujian di sekolah, ayah Asif akan memberikan hadiah basikal. Tunjukkan perasaan Asif ketika itu.		50 (100)	2.00	0.00
B1B2	Emak Amin sentiasa menyuruh Amin pergi ke kedai untuk membeli barang masakan di depan rumahnya, ketika pulang ke rumah, Amin ternampak anjing di hadapan rumahnya. Tunjukkan perasaan Amin ketika itu.	2 (4)	48 (96)	1.96	0.20
B1B3	Ali bermain bola bersama kawan- kawannya di taman permainan, tiba-tiba kawan Ali menendang bola ke arah Ali dengan kuat, lalu terkena muka Ali, muka Ali kelihatan kemerahan. Tunjukkan perasaan Ali ketika itu.	4 (8)	46 (92)	1.92	0.27
B1B4	Samad mempunyai seekor kucing yang cantik. Kucing nya diberi nama putih. Keesokan harinya kucing Samad hilang. Tunjukkan perasaan Samad ketika itu.		50 (100)	2.00	0.00
	Nilai Keseluruhan			**1.97**	**0.07**

Jadual 1.1 menunjukkan taburan bilangan dan peratus responden mengikut tahap tahu mengenal pasti emosi yang dimiliki responden. Seramai 49 orang responden atau 98 peratus yang berada pada tahap menguasai, manakala 1 orang responden atau 2 peratus berada dalam tahap sederhana dan untuk tahap rendah yang dimiliki.

Jadual 1.1
Taburan Bilangan dan Peratusan Responden Mengikut Tahap Penguasaan Emosi
(n=50)

Tahap Tahu Mengenal Pasti Emosi	Bilangan	Peratus (%)
Tahap Tinggi	49	98
Tahap Sederhana	1	2
Tahap Rendah	0	0
Jumlah	**50**	**100**

Kekerapan, Peratusan, Min dan Sisihan Piawai Bagi Tahap Tahu Memahami Emosi

Jadual 2 menunjukkan taburan responden mengikut peratus, min dan sisihan piawai bagi kekerapan tahap tahu memahami emosi. Hasil dapatan kajian menunjukkan item 'Adakah Kimi akan berasa sedih apabila dia kehilangan dompetnya itu' adalah item yang berada pada tangga yang tertinggi dengan min skor 1.96 dan sisihan piawai 0.20. Bagi item ini, hampir semua yang mengatakan ya, iaitu seramai 48 orang responden atau 96 peratus dan 2 orang responden atau 4 peratus sahaja yang mengatakan tidak.

Seterusnya min skor kedua tinggi ialah bagi item 'Adakah Kimi akan marah apabila kawannya datang untuk membantu,' iaitu 1.94 dengan sisihan piawai 0.24. Bagi item ini hanya 3 orang responden atau 6 peratus yang mengatakan tidak dan selebihnya mengatakan ya, iaitu seramai 47 orang responden atau 94 peratus yang setuju dengan pernyataan ini.

Tangga ketiga diduduki oleh item 'Adakah Kimi akan berasa gembira apabila dia tidak menjumpai dompetnya' dengan mencatat min skor sebanyak 1.86 dengan sisihan piawai 0.35. Bagi item ini, seramai 43 orang responden atau 86 peratus yang mengatakan ya. Sementara itu, selebihnya mengatakan tidak dengan pernyataan ini, iaitu 7 orang responden sahaja atau 14 peratus.

Manakala min skor yang berada di tangga keempat ialah dengan 1.82 dan sisihan piawai 0.39 adalah bagi item 'Adakah kawannya akan berasa gembira apabila dia menjumpai dompet Kimi itu'. Dalam pernyataan ini, seramai 41 orang responden atau 82 peratus yang mengatakan ya. Manakala hanya 9 orang responden sahaja atau 18 peratus yang mengatakan tidak dengan pernyataan ini.

Seterusnya min skor 1.54 dengan sisihan piawai 0.50 dan item 'Adakah pembonceng akan berasa marah pada kucing itu kerana menyebabkan kesan calar pada motosikalnya' merupakan item yang berkedudukan pada tangga kelima. Bagi item ini, seramai 23 orang responden atau 46 peratus yang mengatakan tidak. Sementara itu seramai 27 orang responden atau 54 peratus juga yang mengatakan ya bagi pernyataan ini.

Di samping itu, kedudukan yang ketiga terakhir iaitu item 'Adakah Karim akan berasa marah terhadap kucingnya kerana dilanggar oleh motosikal' yang mencatat min skor 1.14 dengan sisihan piawai 0.35. Bagi item ini, hampir semua mengatakan tidak, iaitu seramai 43 orang responden atau 86 peratus. Manakala hanya 7 orang responden atau 14 peratus sahaja yang mengatakan ya bagi pernyataan ini.

Item yang berada pada kedudukan kedua terakhir ialah item 'Adakah pembonceng itu akan berasa sedih kerana terlanggar kucing itu' dengan mencatat min skor 1.10 dan sisihan piawai 0.30. Bagi item ini, hampir semua juga yang mengatakan ya, iaitu seramai 45 orang responden atau 90 peratus.

Sementara itu, yang selebihnya, iaitu 5 orang responden atau 10 peratus mengatakan tidak dengan item ini.

Seterusnya min skor yang terakhir atau terendah ialah 1.02 dengan sisihan piawai 0.14 bagi item 'Adakah Karim akan gembira kerana kucingnya dilanggar oleh motosikal'. Bagi item ini, hanya 1 orang responden atau 2 peratus sahaja yang mengatakan ya dengan pernyataan ini. Manakala seramai 49 orang responden atau 98 peratus mengatakan tidak berdasarkan item yang ditanya terhadap responden.

Secara keseluruhannya bagi domain tahap tahu memahami emosi ini, dapatan kajian menunjukkan item tahap tahu memahami emosi yang paling tinggi dimiliki oleh responden ialah 'adakah Kimi akan berasa sedih apabila dia kehilangan dompetnya itu'. Sementara itu, item tahap tahu memahami emosi yang paling rendah berdasarkan responden ialah 'adakah Karim akan gembira kerana kucingnya dilanggar oleh motosikal'. Min keseluruhan menunjukkan tahap tahu memahami emosi responden adalah berada pada tahap sederhana iaitu 1.55 dengan sisihan piawai 0.14.

Jadual 2
Taburan Kekerapan, Peratusan, Min dan Sisihan Piawai Responden Bagi Tahap Tahu Memahami Emosi (n=50)

Item	Pernyataan	Tidak f %	Ya f %	Min	Sp
B21A	Adakah Karim akan gembira kerana kucingnya dilanggar oleh motosikal ?	49 (98)	1 (2)	1.02	0.14
B21B(n)	Adakah Karim akan berasa marah terhadap kucingnya kerana dilanggar oleh motosikal ?	43 (86)	7 (14)	1.14	0.35
B21C(n)	Adakah pembonceng itu akan berasa sedih kerana terlanggar kucing itu ?	45 (90)	5 (10)	1.10	0.30
B21D(n)	Adakah pembonceng akan berasa marah pada kucing itu kerana menyebabkan kesan calar pada motosikalnya ?	23 (46)	27 (54)	1.54	0.50
B22A	Adakah Kimi akan berasa sedih apabila dia kehilangan dompetnya itu ?	2 (4)	48 (96)	1.96	0.20
B22B(n)	Adakah Kimi akan berasa gembira apabila dia tidak menjumpai dompetnya ?	7 (14)	43 (86)	1.86	0.35
B22C(n)	Adakah Kimi akan marah apabila kawannya datang untuk membantu ?	3 (6)	47 (94)	1.94	0.24
B22D	Adakah kawanya akan berasa gembira apabila dia menjumpai dompet Kimi itu ?	9 (18)	41 (82)	1.82	0.39
	Nilai Keseluruhan			**1.55**	**0.14**

Jadual 2.1 menunjukkan taburan bilangan dan peratusan responden mengikut tahap tahu memahami emosi yang dimiliki responden. Hanya 8 orang responden atau 16 peratus berada pada tahap menguasai, manakala seramai 38 orang responden atau 76 peratus pada tahap sedang berkembang dan tahap belum menguasai hanya 4 orang responden atau 8 peratus sahaja.

Jadual 2.1
Taburan Bilangan dan Peratus Responden Mengikut Tahap Tahu Memahami Emosi (n=50)

Tahap Tahu Memahami Emosi	Bilangan	Peratus (%)
Tahap Tinggi	8	16
Tahap Sederhana	38	76
Tahap Rendah	4	8
Jumlah	**50**	**100**

Kekerapan, Peratusan, Min dan Sisihan Paiawai Bagi Tahap Tahu Mengawal Emosi

Jadual 3 menunjukkan taburan responden mengikut peratus, min dan sisihan piawai bagi kekarapan tahap tahu mengawal emosi. Berdasarkan jadual tersebut menunjukkan bahawa min skor yang tertinggi adalah pernyataan 'Patutkah adik mengingatkan abangnya bahawa dia boleh bermain tablet itu jika dia meminta kebenarannya terlebih dahulu,' iaitu 1.92 dan sisihan piawai 0.27. Bagi item ini, seramai 46 orang orang responden atau 92 peratus yang mengatakan ya. Sementara itu hanya 4 orang responden atau 8 peratus yang mengatakan tidak.

Pernyataan yang mencatat min skor kedua tertinggi ialah 'Patutkah Ali memberitahu kawannya itu bahawa dia tidak suka apabila kawannya mengejeknya,' iaitu 1.90 dengan sisihan piawai 0.30. Bagi item ini, hanya 5 orang responden atau 10 peratus sahaja yang mengatakan tidak dengan pernyataan ni. Manakala selebihnya, iaitu seramai 45 orang responden atau 90 peratus mengatakan ya bagi item ini.

Pernyataan 'Patutkah Ali menjerit pada kawannya' berada pada kedudukan yang ketiga dengan jumlah min skor 1.62 dan sisihan piawai 0.49. Bagi item ini seramai 31 orang responden atau 62 peratus mengatakan ya dan selebihnya seramai 19 orang responden atau 38 peratus mengatakan tidak berdasarkan pernyataan ini.

Tangga yang seterusnya diduduki oleh item 'Patutkah adik menjerit pada abangnya kerana telah mengambil tabletnya tanpa kebenaran,' iaitu dengan min skor 1.58 dan sisihan piawai 0.50. Bagi item ini, seramai 21 orang responden atau 42 peratus mengatakan tidak dengan pernyataan ini. Sementara itu, seramai 29 orang responden atau 58 peratus mengatakan ya bagi item ini.

Pada kedudukan yang kelima ialah diduduki oleh item 'Patutkah adik terus masuk ke dalam bilik abangnya dan mengambil tablet itu kembali,' iaitu dengan mencatat min skor sebanyak 1.56 dan sisihan piawai 0.50. Bagi item ini, seramai 28 orang responden atau 56 peratus mengatakan ya dengan pernyataan ini.

Manakala selebihnya seramai 22 orang responden atau 44 peratus mengatakan tidak dengan item ini. Manakala item yang terakhir atau terendah adalah diduduki oleh item 'Patutkah Ali membalas ejekan yang sama pada kawannya agar dapat menyakitkan hati kawannya itu pula,' iaitu dengan mencatat min 1.46 dan sisihan piawai 0.50. Bagi item ini, ramai responden yang mengatakan tidak iaitu seramai 27 orang responden atau 54 peratus. Sementara 23 orang responden atau 46 peratus mengatakan ya bagi pernyataan ini.

Dapatan kajian ini menunjukkan bahawa tahap tahu memahami emosi banyak di fahami responden bagi item 'Patutkah adik mengingatkan abangnya bahawa dia boleh bermain tablet itu jika dia meminta kebenarannya terlebih dahulu'. Tetapi sebaliknya tahap tahu memahami emosi seperti item 'Patutkah Ali membalas ejekan yang sama pada kawannya agar dapat menyakitkan hati kawannya itu pula' adalah paling rendah yang di jawab responden. Min skor keseluruhan bagi domain tahap tahu memahami emosi ialah 1.67 dengan piawai 0.25. Ini bermakna tahap tahu memahami emosi yang dimiliki oleh responden adalah pada tahap sederhana.

Jadual 3
Taburan Kekerapan, Peratusan, Min dan Sisihan Piawai Responden Bagi Tahap Tahu Mengawal Emosi (n=50)

Item	Pernyataan	Tidak f %	Ya f %	Min	Sp
B31A	Patutkah Ali memberitahu kawannya itu bahawa dia tidak suka apabila kawannya mengejeknya ?	5 (10)	45 (90)	1.90	0.30
B31B(n	Patutkah Ali menjerit pada kawannya ?	19 (38)	31 (62)	1.62	0.49
B31C(n)	Patutkah Ali membalas ejekan yang sama pada kawannya agar dapat menyakitkan hati kawannya itu pula ?	27 (54)	23 (46)	1.46	0.50
		%	%		
B32A(n	Patutkah adik menjerit pada abangnya kerana telah mengambil tabletnya tanpa kebenaran ?	21 (42)	29 (58)	1.58	0.50
B32B(n)	Patutkah adik terus masuk ke dalam bilik abangnya dan mengambil tablet itu kembali ?	22 (44)	28 (56)	1.56	0.50
B32C	Patutkah adik mengingatkan abangnya bahawa dia boleh bermain tablet itu jika dia meminta kebenarannya terlebih dahulu ?	4 (8)	46 (92)	1.92	0.27
Nilai Keseluruhan				**1.67**	**0.25**

Jadual 3.1 menunjukkan taburan bialngan dan peratus responden mengikut tahap tahu memahami emosi yang dimiliki responden. Seramai 20 orang responden atau 40 peratus yang berada pada tahap menguasai, manakala 20 orang responden atau 40 peratus berikutnya berada pada tahap sedang berkembang dan akhir sekali seramai 10 orang responden atau 20 peratus berada pada tahap rendah.

Jadual 3.1
Taburan Bilangan dan Peratus Responden Mengikut Tahap Tahu Memahami Emosi (n=50)

Tahap Tahu Mengawal Emosi	Bilangan	Peratus (%)
Tahap Tinggii	20	40
Tahap Sederhana	20	40
Tahap Rendah	10	20
Jumlah	**50**	**100**

Kekerapan, Peratusan, Min dan Sisihan Piawai Bagi Tahap Tahu Mengguna Emosi

Jadual 4 menunjukkan taburan responden mengikut peratus, min dan sisihan piawai bagi kekerapan tahap tahu mengguna emosi. Hasil dapatan kajian menunjukkan item 'Sufian melihat abangnya sedang memijak anak ayam. Adakah Sufian berasa sedih melihat anak ayam itu' adalah item yang berada pada tangga yang tertinggi dengan min skor 1.96 dan sisihan piawai 0.20. Bagi item ini, hampir kesemua responden mengatakan ya, iaitu seramai 48 orang responden atau 96 peratus. Manakala hanya 2 orang responden atau 4 peratus sahaja yang mengatakan tidak bagi pernyataan ini.

Seterusnya bagi item yang menduduki tangga kedua tertinggi ialah item 'Adik Ahmad mendapat pensel box baharu dan berasa sangat gembira. Adakah Ahmad akan turut berasa gembira untuk adiknya itu,' iaitu dengan jumlah min skor sebanyak 1.94 dan sisihan piawai 0.24. Bagi item ini, hampir kesemua juga responden mengatakan ya, iaitu seramai 47 orang responden atau 94 peratus.

Manakala responden yang mengatakan tidak hanya sedikit sahaja, iaitu 3 orang responden atau 6 peratus bagi item ini.

Tangga yang kedua akhir diduduki oleh item 'Di sekolah adik, guru akan memilih untuk bermain bola dan seorang kawan adik datang lewat ketika itu, namun guru tidak membenarkan dia bermain. Adakah adik akan berasa sedih melihat situasi kawannya apabila guru tidak membenarkan kawannya itu bermain,' iaitu dengan mencatat min skor sebanyak 1.92 dan sisihan piawai 0.27. Bagi item ini, seramai 46 orang responden atau 92 peratus yang mengatakan ya. Namun hanya 4 orang responden atau 8 peratus sahaja yang mengatakan tidak bagi pernyataan ini.

Seterusnya item 'Di dalam kelas Dafi terdapat seorang budak yang baharu, budak itu ingin bermain bersama-sama tetapi tiada seorang pun yang ingin bermain bersamanya. Adakah Dafi berasa gembira dengan apa yang dilalui oleh budak baru itu' merupakan item yang menduduki tangga yang terakhir, iaitu dengan mencatat min skor sebanyak 1.88 dan sisihan piawai 0.33. Bagi item ini, hanya 3 orang responden atau 12 peratus sahaja yang mengatakan tidak dan seramai 44 orang responden atau 88 peratus yang mengatakan ya bagi pernyataan ini.

Secara keseluruhannya bagi domain tahap tahu mengguna emosi ini, dapatan kajian menunjukkan tahap tahu mengguna emosi yang paling tinggi adalah bagi item 'Adik Ahmad mendapat kotak pensel baharu dan berasa sangat gembira. Adakah Ahmad akan turut berasa gembira untuk adiknya itu'. Sementara itu, item 'Di dalam kelas Dafi terdapat seorang budak yang baharu, budak itu ingin bermain bersama-sama tetapi tiada seorang pun yang ingin bermain bersamanya. Adakah Dafi berasa gembira dengan apa yang dilalui oleh budak baru itu' merupakan item yang rendah bagi tahap tahu mengguna emosi ini. Min keseluruhan menunjukkan tahap tahu mengguna emosi responden ini adalah berada pada tahap tinggi iaitu 1.93 dan sisihan piawai 0.16.

Jadual 4
Taburan kekerapan, Peratusan, Min dan Sisihan Piawai Responden Bagi Tahap Tahu Mengguna Emosi (n=50)

Item	Pernyataan	Tidak f %	Ya f %	Min	Sp
B41	Adik Ahmad mendapat pensel box baharu dan berasa sangat gembira. Adakah Ahmad akan turut berasa gembira untuk adiknya itu ?	3 (6)	47 (94)	1.94	0.24
B42	Di sekolah adik, guru akan memilih untuk bermain bola dan seorang kawan adik datang lewat ketika itu, namun guru tidak membenarkan dia bermain. Adakah adik akan berasa sedih melihat situasi kawannya apabila guru tidak membenarkan kawannya itu bermain ?	4 (8)	46 (92)	1.92	0.27
B43	Sufian melihat abangnya sedang memijak anak ayam. Adakah Sufian berasa sedih melihat anak ayam itu ?	2 (4)	48 (96)	1.96	0.20
B44(n)	Di dalam kelas Dafi terdapat seorang budak yang baharu, budak itu ingin bermain bersama- sama tetapi tiada seorang pun yang ingin bermain bersamanya. Adakah Dafi berasa gembira dengan apa yang dilalui oleh budak baru itu ?	6 (12)	44 (88)	1.88	0.33
	Nilai Keseluruhan			**1.93**	**0.16**

Jadual 4.1 menunjukkan taburan bilangan dan peratus responden mengikut tahap tahu mengguna emosi yang dimilki responden. Seramai 47 orang responden atau 94 peratus berada pada tahap tinggi.

Seterusnya hanya 2 orang responden atau 4 peratus sahaja yang berada pada tahap sederhana dan hanya 1 orang atau 2 peratus sahaja yang berada pada tahap rendah.

Jadual 4.1
Taburan Bilangan dan Peratus Responden Mengikut Tahap Tahu Memahami Emosi (n=50)

Tahap Tahu Mengguna Emosi	Bilangan	Peratus (%)
Tahap Tinggi	47	94
Tahap Sederhana	2	4
Tahap Rendah	1	2
Jumlah	**50**	**100**

Tahap Kecerdasan Emosi Paling Dominan

Berdasarkan kepada Jadual 5, tahap kecerdasan emosi yang paling dominan atau paling tinggi ialah dimiliki responden adalah tahap tahu mengenal pasti emosi, iaitu min keseluruhan 1.97. Sementara itu, tahap yang paling rendah atau kurang dimilki responden adalah tahap tahu memahami emosi, iaitu dengan nilai min keseluruhan 1.55.

Jadual 5
Min Keseluruhan Bagi Tahap Kecerdasan Emosi (n=50)

Tahap Emosi	Min Keseluruhan	SP Keseluruhan
Tahap Tahu Mengenal Pasti Emosi	1.97	0.07
Tahap Tahu Memahami Emosi	1.55	0.14
Tahap Tahu Mengawal Emosi	1.67	0.25
Tahap Tahu Mengguna Emosi	1.93	0.16
Min Keseluruhan	**1.78**	**0.11**

PERBINCANGAN

Berdasarkan hasil dapatan kajian secara keseluruhannya dan juga rumusan serta perbincangan yang telah dibuat, beberapa cadangan telah dikemukakan bagi meningkatkan lagi tahap kecerdasan emosi kanak-kanak. Antara cadangan yang telah dikenal pasti ialah melalui hasil dapatan kajian didapati bahawa tahap kecerdasan emosi kanak-kanak tadika ada sebilangan kanak-kanak berada pada tahap sedang berkembang. Oleh yang demikian, dicadangkan pihak Jabatan Kebajikan Masyarakat (JKM), Jabatan pelajaran Negeri Selangor dapat melatih atau menyediakan warga pendidik yang berkebolehan iaitu kreatif dan mahir dalam bidang psikologi kanak-kanak agar dapat membantu kanak-kanak yang mempunyai tahap kecerdasan emosi yang lebih baik.

Kajian ini dapat memberikan pendedahan kepada guru-guru dan juga kepada bakal guru mengenai kepentingan tahap kecerdasan emosi. Dapatan kajian menunjukkan bahawa tahap kecerdasan emosi kanak-kanak tadika berada pada tahap yang sederhana. Sehubungan dengan itu, kajian ini boleh dijadikan sebagai satu garis panduan bagi kanak-kanak untuk meningkatkan lagi tahap kecerdasan emosi mereka.

Dapatan kajian ini juga menunjukkan tahap tahu mengguna emosi berada pada tahap yang tinggi. Justeru itu, diharapkan maklumat yang diperolehi ini boleh memberi kesedaran kepada semua pihak bahawa kecerdasan emosi di kalangan kanak-kanak tadika sangat penting dan ia memberikan impak yang positif pada tahap pemikiran mereka. Segala maklumat yang diperolehi dalam kajian ini boleh dijadikan sebagai sumber rujukan bagi pihak JPN dan juga KPM untuk memahami dengan mendalam lagi mengenai tahap kecerdasan emosi kanak-kanak tadika. Sehubungan dengan itu, Pihak JPN dan KPM boleh mengambil langkah dan inisiatif lain bagi meningkatkan lagi tahap kecerdasan emosi kanak-kanak tadika.

Hasil kajian ini boleh dijadikan panduan oleh guru-guru di tadika dalam membentuk tahap perkembangan emosi mereka. Setiap item yang menilai tahap emosi kanak-kanak boleh dijadikan garis panduan dalam membentuk dan menilai tahap emosi kanak-kanak di samping mewujudkan persekitaran pembelajaran yang merangsang kepada perkembangan emosi yang lebih sihat untuk kanak-kanak dalam tahun-tahun perkembangan mereka.

RUMUSAN

Secara keseluruhannya bab ini telah membincangkan dengan lebih jelas tentang hasil dapatan kajian dalam kajian ini bahawa tahap kecerdasan emosi kanak-kanak tadika di kawasan kajian adalah berada pada tahap sedang berkembang dan juga pada tahap menguasai. Walau bagaimanapun, di antara keempat-empat tahap kecerdasan emosi, tahap tahu mengenal emosi merupakan tahap yang paling dominan atau yang paling tinggi di kalangan kanak-kanak tadika berbanding tiga tahap emosi yang lain itu. Terdapat juga beberapa keputusan yang selari dengan dapatan-dapatan kajian lepas dan sebaliknya ada juga keputusan yang berbeza dengan kajian-kajian lepas. Seterusnya dalam kajian ini, dapatlah di buat kesimpulan bahawa kecerdasan emosi, iaitu tahap tahu mengenal pasti emosi adalah tahap yang ada pada seseorang kanak-kanak di tadika tersebut. Jadi, diharapkan kajian ini akan menjadi sesuatu yang dapat membantu banyak pihak supaya melakukan kajian yang lebih mendalam mengenai kecerdasan emosi kanak-kanak yang masih kekurangan di Malaysia dan di tadika khususnya.

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HUBUNGAN ANTARA GAYA PEMBELAJARAN TERHADAP PENCAPAIAN AKADEMIK DI KOLEJ POLY-TECH MARA KOTA BHARU

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ABSTRAK

Kajian ini dijalankan untuk mengenal pasti hubungan gaya pembelajaran terhadap pencapaian akademik di Kolej Poly-Tech MARA Kota Bharu. Seramai 254 orang pelajar tahun dua dipilih sebagai responden kajian. Pemilihan sampel ini adalah secara pensampelan rawak mudah. Responden tersebut merupakan pelajar yang dipilih daripada lapan program pengajian yang terdapat di dua buah kampus pengajian. Reka bentuk kajian ini adalah secara kuantitatif dengan menggunakan satu set borang soal selidik sebagai alat kajian. Data kajian yang diperolehi dianalisis secara deskriptif dan inferensi dengan menggunakan perisian *Statistical Package for Social Sciences* (SPSS) Versi 20. Analisis ini merangkumi frekuensi, peratusan, min, ujian korelasi dan ujian signifikan. Ujian *Alpha Cronbach* turut dilakukan terhadap pembolehubah yang dikaji dan didapati nilainya ialah 0.964. Hasil dapatan kajian secara analisis min menunjukkan bahawa faktor gaya pembelajaran iaitu min 3.86. Hasil analisis inferensi secara ujian signifikan pula telah menunjukkan terdapat hubungan yang signifikan antara faktor gaya pembelajaran (p=0.158, p<0.05) terhadap pencapaian akademik. Penyelidik turut menyarankan agar kajian lanjutan pada masa hadapan mengambil kira faktor-faktor seperti keberkesanan pengajaran pensyarah, faktor keluarga dan persekitaran institusi pengajian terhadap pencapaian akademik.

Kata kunci : Gaya pembelajaran, Pencapaian akademik

ABSTRACT

The study was conducted to identify the relationship between attitude, motivation, learning style and spiritual aspects towards academic achievement at Kolej Poly-Tech MARA Kota Bharu. A total of 254 second year were selected as respondents of the study. Selection of this sample is by using simple random sampling. The respondents were selected students which were from eight programmes of study at two campuses. The design of this study was quantitative which is using a set of questionnaire forms as a research tool. The data obtained were analysed descriptively and inference using the Statistical Package for Social Sciences (SPSS) software Version 20. The analysis included frequency, percentage, mean, correlation test and significant test. Cronbach's Alpha test was also performed on the variables studied and found to be 0.964. The results of the analysis by the mean analysis found that the learning style factor with mean 3.86. Significant inference analysis results showed that there was a significant relationship between learning style (p=0.158, p<0.05) for academic achievement. Researchers also recommend that future studies to take into account several factors such as the effectiveness of lecturers' teaching style, family background and the environment of the institution for academic achievement.

Keywords : Learning styles, Academic achievement

PENGENALAN

Modal insan ini haruslah mempunyai ciri-ciri yang setanding dengan sumber manusia dari negara-negara maju. Ini adalah bertujuan agar negara dapat bersaing di peringkat antarabangsa terutamanya dalam sektor pembanganan ekonomi. Bagi merealisasikan hasrat ini, sistem pendidikan perlulah diberi perhatian khusus oleh kerajaan kerana ianya memainkan peranan yang utama dalam mencapai tahap tersebut dan berperanan sebagai tunjang dalam pembentukan sumber manusia dalam sesebuah negara. Bagi institusi MARA (Majlis Amanah Rakyat) pula, ini dapat dihasilkan dengan adanya iltizam yang tinggi dan semangat yang kental dalam kalangan warga kerja untuk memartabatkan pendidikan bumiputera yang dikendalikan oleh pihak MARA itu sendiri. Menurut Aishah, Junaida dan Mahadir (2012), pembangunan modal insan perlulah diberikan perhatian yang serius dalam mencapai sebuah negara maju dan berjaya.

Dengan adanya kajian pengurusan strategik dan kepimpinan ini, ianya mampu meningkatkan tahap pencapaian institusi pendidikan MARA dan seterusnya menghasilkan perubahan minda dan paradigma dalam kalangan pemimpin dan warga institusi pendidikan MARA. Dengan secara tidak langsung akan menjadi sebuah institusi MARA yang cemerlang, gemilang dan terbilang. Ini adalah sejajar dengan visi, misi dan senario masa kini.

Dalam pada itu juga, Kolej Poly-Tech MARA (KPTM) telah berusaha untuk melahirkan graduan yang berintegriti bagi memenuhi keperluan modal insan negara melalui penerapan budaya inovasi dan budaya ilmu. Ini adalah selaras dengan hasrat KPTM untuk menjadi peneraju pendidikan yang bertaraf dunia dan dikenali ramai. Malahan pendidikan ini merupakan unsur penting dalam memartabatkan bangsa dan membentuk generasi ke arah kesempurnaan lahiriah dan rohaniah sekali gus membawa negara ke mercu kecemerlangan. Penyelidik berpendapat terdapat beberapa faktor dilihat dapat mempengaruhi pencapaian akademik ini, di antaranya ialah gaya pembelajaran pelajar.

Sehubungan dengan itu, gaya pembelajaran adalah amat penting bagi setiap pelajar terutamanya semasa mereka mempelajari dan mengkaji sesuatu perkara. Ianya boleh mendorong seseorang pelajar dalam menyesuaikan diri dengan gaya pembelajaran ke arah peningkatan prestasi akademik. Dalam hal ini, pelajar perlu mempunyai gaya belajar yang bersesuaian supaya dapat mencapai prestasi akademik yang lebih cemerlang. Gaya pembelajaran yang bijak yang diamalkan akan melahirkan pelajar yang cemerlang. Seseorang pelajar itu berminat untuk terlibat dengan pembelajaran di dalam kelas dan membuat ulang kaji sendiri biasanya lebih cenderung kepada kaedah pengajaran berbentuk kuliah yang dilaksanakan di institusi-institusi tersebut. Pelajar juga mengamalkan gaya pembelajaran yang berkesan hasil daripada pengajaran yang menarik. Seterusnya, keberkesanan sekolah bukan sahaja tertumpu kepada beberapa kejayaan murid semata-mata malahan kepada kejayaan keseluruhan diri murid yang melibatkan gaya pembelajaran dan tingkah laku mereka (Hartwell & Vargas-Bargon, 2015).

Menerusi Pelan Pembangunan Pendidikan Malaysia 2013-2025 yang dibentangkan, kerajaan telah memberi penekanan dan memberi fokus ke atas kepelbagaian kaedah pengajaran. Kaedah yang lebih berpusatkan pelajar seperti lebih banyak eksperimen, perbincangan, lawatan dan penyelesaian masalah adalah dituntut pelaksanaannya. Memang tidak dapat dinafikan akan pentingnya gaya pembelajaran kepada pelajar dalam usaha menambah ilmu pengetahuan mereka. Sekiranya pelajar dapat menguasai teknik dan gaya pembelajaran dengan betul dan berkesan, ini secara tidak langsung membolehkan mereka menguasai bidang yang diceburinya dengan lebih mendalam sekali gus

potensi pembelajarannya boleh diperkembangkan semaksimum mungkin. Dalam hal ini, pengadaptasian kepelbagaian cara pembelajaran ini boleh memudahkan lagi dalam memahami sesuatu perkara yang dipelajarinya. Tambahan pula dengan menggunakan kaedah bersesuaian dalam pembelajaran boleh menolong pelajar dalam mempertingkatkan lagi prestasi dalam pembelajarannya.

Pernyataan Masalah

Pada sebenarnya semua Institusi Pendidikan Tinggi Awam (IPTA) dan Institusi Pendidikan Tinggi Swasta (IPTS) akan memfokuskan kepada kecemerlangan akademik sebagai asas sesuatu institusi pengajian termasuklah di Kolej Poly-Tech MARA Kota Bharu (KPTMKB). Pelajar-pelajar yang terpilih untuk meneruskan pengajiannya di kolej ini rata-ratanya memasuki program pengajian di sini adalah terdiri daripada pelajar-pelajar lepasan Sijil Pelajaran Malaysia (SPM) khasnya pelajar Melayu. Golongan ini baru sahaja menamatkan pengajian di peringkat persekolahan dan mereka sedang berada dalam transisi pelajar institusi pengajian tinggi. Ini sudah tentu mereka akan mengambil masa untuk tujuan penyesuaian tersebut. Di peringkat sekolah menengah, segala ilmu dan pembelajaran mereka telah diajar dan diberikan sepenuhnya oleh guru-guru mereka di dalam kelas secara teratur dan mengikut silibus yang telah ditetapkan. Tetapi bila memasuki alam pengajian tinggi mereka akan menjadi tidak biasa dengan suasana yang baru ini. Dalam pada itu juga semasa pembelajaran di peringkat tinggi ini, mereka perlu berdikari di dalam semua perkara termasuk penyesuaian di dalam dewan kuliah. Mereka perlu mengambil nota penting, perlu fokus kepada pensyarah seterusnya dapat memilih rakan-rakan yang bersesuaian dan satu haluan.

Namun demikian terdapat segelintir pelajar yang belum memahami dan belum fokus terhadap akademik ini. Mereka masih lagi merasakan dirinya seperti berada di alam persekolahan. Malahan ada juga yang mengalami kejutan budaya ataupun *culture shock*. Mereka masih lagi mengharapkan semua ilmu itu diberikan sepenuhnya oleh para pensyarah sepertimana di alam persekolahan. Oleh yang demikian, para pelajar perlulah berdikari sendiri dalam mencari ilmu. Sekiranya ini tidak dilakukan dengan baik, mereka kemungkinan akan kecundang di peringkat diploma walaupun mendapat keputusan SPM yang baik. Sekiranya fenomena ini berterusan maka pelajar tersebut akan lalai dan terus ketinggalan. Malahan tanpa pencegahan awal yang tidak segera diambil akan menyebabkan permasalahan. Oleh itu beberapa langkah segera perlulah diambil supaya pelajar ini terus cemerlang dan tidak terjerumus ke dalam gejala sosial.

Sebenarnya sebahagian daripada pelajar yang sedang mengikuti pengajian di KPTMKB ini mempunyai keputusan SPM yang agak sederhana. Oleh yang demikian beberapa langkah perlulah diambil dengan segera bagi mengatasi permasalahan ini. Sekiranya ia tidak diambil kemungkinan besar pelajar ini menjadi kurang bersemangat, kurang minat belajar dan seterusnya berhenti daripada meneruskan pengajian mereka. Golongan tersebut adalah disifatkan individu yang berupaya menangani permasalahan semasa dalam sesebuah komuniti mahupun negara. Tambahan pula mereka adalah aset negara untuk masa depan. Oleh itu, pihak institusi pengajian tinggi haruslah berperanan aktif bagi mempastikan pelajar sentiasa memperolehi keputusan yang paling baik dalam urusan pendidikannya.

Di antara faktor yang turut menjadi punca kepada kelemahan dalam pembelajaran adalah faktor gaya pembelajaran pelajar. Salah satu berlakunya ketidakcemerlangan dalam prestasi pelajar ini adalah disebabkan pelajar gagal dalam melakukan penyesuaian diri dengan suasana pembelajaran di menara

gading dan juga mereka tidak mengamalkan cara dan teknik belajar yang betul. Gaya pembelajaran seseorang individu adalah amat penting dalam pembelajarannya.

Permasalahan yang wujud di institusi pengajian tinggi iaitu mereka tidak memahami cara pembelajaran yang betul dan berkesan sewaktu belajar. Ini mengakibatkan berlaku kesukaran bagi mencapai prestasi yang baik. Sebagai pelajar yang dilatih dalam pelbagai profesion, pelajar haruslah membudayakan diri mereka dengan pembelajaran kendiri yang lebih menekankan proses pembelajaran tanpa diarah, dipaksa atau disuruh.

Objektif Kajian

Objektif kajian ini adalah mengenal pasti hubungan faktor gaya pembelajaran pelajar di KPTMKB terhadap pencapaian akademik.

Persoalan Kajian

Persoalan kajian adalah bagi mengkaji adakah terdapat hubungan yang signifikan di antara faktor gaya pembelajaran pelajar di KPTMKB terhadap pencapaian akademik.

Hipotesis Kajian

Hipotesis kajian adalah

H_{01} Tidak terdapat hubungan yang signifikan di antara faktor gaya pembelajaran pelajar di KPTMKB terhadap pencapaian akademik.

SOROTAN LITERATUR

Merujuk kepada kajian-kajian yang lepas yang boleh dijadikan sebagai rujukan yang berkaitan dengan aspek gaya pembelajaran Selmes ialah gaya mendalam, gaya permukaan, gaya terancang dan gaya gigih usaha. Selain daripada itu kajian lepas ini juga merangkumi gaya pembelajaran yang lain seperti konstuktivisme, pembelajaran koperatif dan lain-lain. Kajian oleh Chieng Mee Seng dan Halimah Harun (2017) bagi mengenal pasti kesan pembelajaran koperatif terhadap pencapaian markah murid bagi mata pelajaran Perdagangan. Sampel kajian terdiri daripada 51 (N=51) orang murid tingkatan lima aliran sastera yang mengambil mata pelajaran elektif Perdagangan di SMK Luar Bandar No. 1 Sibu, Sarawak. Kajian ini dijalankan dalam bentuk kuasi eksperimen dengan menggunakan ujian pra dan ujian pasca sebagai alat kajian. Data kajian dianalisis dengan menggunakan statistik inferensi ujian-t.

Analisis data kajian mendapati bahawa terdapat peningkatan pencapaian markah ujian pra dan ujian pasca yang signifikan bagi kumpulan kawalan dan kumpulan rawatan dalam mata pelajaran Perdagangan melalui kaedah pembelajaran koperatif seperti *Students Teams Achievement Division* (STAD), Team-Games-Tournament (TGT) dan Jigsaw. Implikasi pembelajaran koperatif yang berkesan meningkatkan kemampuan murid untuk berkomunikasi, meningkatkan keberhasilan murid dan pencapaian markah yang lebih cemerlang. Orhun (2013) menyatakan sekiranya kepelbagaian gaya pembelajaran pelajar dapat ditentukan dengan baik, perancangan strategi pengajaran akan

menjadi lebih mudah kerana gaya pembelajaran merupakan elemen yang berpotensi bagi peningkatan prestasi Matematik pelajar. Yee (2015) pula mengutarakan pendapat bahawa pelajar yang belajar dengan gaya belajar yang sesuai akan memperoleh prestasi yang lebih baik kerana gaya pembelajaran berkait rapat dengan kemahiran berfikir. Hal ini jelas menunjukkan bahawa gaya pembelajaran yang diamalkan oleh pelajar akan mempengaruhi prestasi akademik mereka. Berdasarkan kajian tersebut penekanan diberikan terhadap prestasi pelajar apabila pelajar mengamalkan gaya pembelajaran yang bersesuaian dengan masalah pembelajaran yang mereka hadapi.

Amin dan Suardiman (2016) menyatakan penggunaan gaya pembelajaran yang betul adalah kunci kejayaan seseorang dalam pembelajaran. Justeru itu, menerusi proses pembelajaran, para pelajar perlu dibantu dalam mengenal pasti gaya pembelajaran mereka agar objektif pembelajaran dapat dicapai dengan baik. Menurut kajian Meor Ibrahim dan Assaadah (2011), pelajar aktif adalah mereka yang suka berada di dalam kumpulan yang saling bertukar-tukar pandangan dan cenderung membentuk gaya pembelajaran mendalam berbanding pelajar yang belajar secara berseorangan.

Kajian ilmiah juga dijalankan oleh Khurshid (2015). Kajian ini mengenai *The Charismatic Blend of Learning & Teaching Styles in the Cross-Cultural Scenario* of Jazan University. Kajian ini memberi penekanan terhadap gaya pembelajaran yang ditunjukkan oleh pelajar. Fokus kajian ini dilakukan bagi mengetahui gaya pembelajaran yang digunakan oleh pelajar untuk disesuaikan dengan kaedah pengajaran guru. Kajian ini telah dijalankan dalam suatu tempoh masa khusus bagi membolehkan guru menyesuaikan kaedah pengajaran mereka terhadap cara pembelajaran pelajar. Tahap intelektual pelajar perlu juga diambil kira dalam memilih kaedah pengajaran yang bersesuaian. Kajian ini dikatakan mampu memotivasikan pelajar untuk meningkatkan pemahaman mereka dalam sesebuah sesi pembelajaran yang diikutinya. Beliau juga seterusnya menyatakan gaya pembelajaran dan kaedah pengajaran perlu dikaji bagi menghasilkan keseimbangan dalam penerimaan ilmu dalam kalangan pelajar semasa proses pembelajaran berlaku.

Sementara itu, kajian oleh Ira Fazlin dan Hasanah (2016) adalah bertujuan untuk meninjau gaya pembelajaran refleksif ke atas pelajar semester satu yang mengikuti kursus DBM1013 Matematik Kejuruteraan 1 bagi sesi Disember 2015. Seramai 179 (N=179) orang responden telah terlibat dalam kajian ini. Hasil kajian mendapati sikap dan gaya pembelajaran reflektif menunjukkan nilai purata yang tinggi dalam kalangan pelajar. Ini berdasarkan kepada taburan soalan soal selidik yang dijalankan mendapati bahawa kebanyakan pelajar menunjukkan minat terhadap kaedah pengajaran secara reflektif dalam kursus Matematik.

Kajian oleh Siti Wahiedha dan Fitri Shahwaliah (2016) adalah bertujuan bagi mengkaji gaya pembelajaran dalam kalangan pelajar tingkatan empat di dua buah sekolah menengah Kluster Kecemerlangan di Sarawak. Gaya pembelajaran yang dikaji adalah berdasarkan Model Skala Gaya Pembelajaran Grasha–Riechmann (*Grasha-Riechmann Student Learning Style Scales, GRSLSS*) yang terdiri daripada 42 item yang merangkumi enam dimensi gaya pembelajaran iaitu berdikari, mengelak, bekerjasama, bergantung, bersaing dan melibatkan diri telah digunakan. Kajian secara kuantitatif ini melibatkan seramai 195 (N=195) orang pelajar tingkatan empat. Hasil kajian mendapati bahawa pelajar tingkatan empat di sekolah menengah Kluster Kecemerlangan menunjukkan gaya pembelajaran jenis bekerjasama adalah yang paling dominan diamalkan oleh pelajar, diikuti dengan gaya pembelajaran bergantung, gaya pembelajaran jenis melibatkan diri, gaya pembelajaran jenis bersaing, gaya pembelajaran jenis berdikari dan terakhir gaya pembelajaran jenis

mengelak. Kajian ini menunjukkan terdapat perbezaan gaya pembelajaran di antara pelajar lelaki dan perempuan. Selain itu, hasil kajian juga menunjukkan bahawa terdapat perbezaan gaya pembelajaran pelajar dengan gred pencapaian Sains. Kesimpulannya, gaya pembelajaran paling dominan berdasarkan Grasha–Riechmann ini adalah jenis bekerjasama. Selain daripada itu kajian telah menunjukkan bahawa pelajar yang berlainan jantina dan gred pencapaian mempunyai kecenderungan memilih gaya pembelajaran yang berbeza.

Kajian oleh Mohd Faizal, Mohd Rasidi, Nor Kamaliana dan Zambri (2017) bagi mengkaji hubungan antara kekerapan keinginan untuk belajar secara kendiri dengan prestasi semasa akademik pelajar. Seramai 58 (N=58) orang pelajar yang mendaftar dalam kursus Kejuruteraan Reka Bentuk Mesin terlibat dalam kajian ini dengan purata nilai gred keseluruhan mereka pada semester sebelumnya dilihat sebagai penunjuk prestasi. Kajian ini terbatas kepada pelajar tiga tahun yang mengambil kursus Reka bentuk Komponen Mesin. Kajian ini hanya memfokuskan kepada bilangan kekerapan permulaan pembelajaran kendiri dan korelasi terhadap perbezaan pencapaian akademik pelajar semasa. Dalam kajian ini bagi satu jam sesi pertemuan langsung antara pensyarah dan pelajar dalam sesi kuliah, pelajar digalakkan untuk memperuntukkan dua jam tambahan masa bagi pembelajaran kendiri. Hasil kajian mendapati bahawa setiap kelompok pelajar bermula dengan sikap dan motivasi yang agak sama pada awal semester, namun begitu menuju penghujung semester kelompok pelajar cemerlang telah memberikan usaha pembelajaran lebih kerap berbanding kelompok pelajar baik, sederhana dan sederhana lemah. Setiap pelajar peru memilih strategi dan teknik pembelajaran yang terbaik sesuai dengan keperluan dan kemampuan individu dalam mencapai kejayaan.

METODOLOGI KAJIAN

Kaedah ini merupakan suatu kaedah pengumpulan data dengan menggunakan kaedah kuantitatif secara borang soal selidik dan ianya dijawab oleh responden yang ditentukan secara persampelan rawak mudah (*simple random sampling*).

Metod pengumpulan data yang berkesan adalah secara kajian soal selidik. Bagi proses penganalisisan ini, penyelidik menggunakan kaedah deskriptif, ujian korelasi dan ujian signifikan sebagai alat statistik khususnya bagi mengesan kaitan antara pembolehubah tersebut. Dalam konteks kajian ini, populasi kajian adalah merupakan semua pelajar tahun dua KPTMKB. Pada keseluruhannya jumlah pelajar tahun dua pada sesi kajian ini ialah seramai 767 orang.

Analisa Data

Skor Purata Gaya Pembelajaran

Terdapat empat gaya pembelajaran yang menjadi kebiasaaan para pelajar di institusi pengajian tinggi. Ini termasuklah gaya permukaan, mendalam, terancang dan gigih usaha.

Jadual 1

Skor Purata Gaya Pembelajaran

	Minimum	Maksimum	Min	Sisihan piawai
Gaya Permukaan	2.33	5.00	4.004	0.468
Gaya Mendalam	2.67	5.00	3.842	0.477
Gaya Terancang	2.55	5.00	3.822	0.500
Gaya Gigih Usaha	2.22	5.00	3.756	0.513
Gaya Pembelajaran	**2.81**	**4.92**	**3.856**	**0.407**

Jadual 1 di atas menunjukkan keputusan hasil dari analisis terhadap skor min untuk pembolehubah bebas faktor gaya pembelajaran. Didapati bahawa skor purata yang paling tinggi ialah gaya permukaan iaitu 4.004 yang menunjukan responden banyak memberi skor yang tinggi kepada soalan faktor ini. Manakala gaya mendalam iaitu 3.8422, diikuti gaya terancang iaitu 3.822. Manakala skor min yang paling rendah ialah gaya gigih usaha iaitu 3.756. Secara keseluruhannya min bagi gaya pembelajaran ialah 3.856.
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Gaya Permukaan

Berikut adalah merupakan analisa skor purata untuk gaya permukaan yang merupakan komponen kepada pembolehubah gaya pembelajaran yang disusun mengikut tertib kepentingannya berdasarkan Jadual 2 ini.

Jadual 2

Skor Purata Setiap Item Gaya Permukaan

Item	N	Min	Sisihan Piawai
Saya memerlukan penerangan yang terperinci tentang kerja yang perlu dibuat.	254	4.42	0.671
Saya cuba mengingati kembali apa yang ditulis dalam nota.	254	4.19	0.678
Saya memerlukan penerangan terperinci apa yang perlu dibuat semasa mengulang kaji.	254	4.17	0.699
Saya membuat nota hanya tentang isi penting yang perlu dipelajari.	254	4.15	0.720
Saya memerlukan penerangan terperinci apa yang perlu dilakukan dalam pembacaan.	254	4.11	0.741
Saya menumpukan perhatian kepada setiap fakta apabila membaca.	254	3.91	0.689
Saya menyusun kebanyakan nota secara sistematik.	254	3.80	0.895
Saya cuba menghafal semua nota semasa membaca.	254	3.67	0.917
Saya menghafal semua fakta semasa mengulang kaji.	254	3.62	0.888

Berdasarkan Jadual 2 di atas, didapati responden memberi respons tertinggi kepada item iaitu "Saya memerlukan penerangan yang terperinci tentang kerja yang perlu dibuat" dengan nilai purata 4.42 dan sisihan piawai 0.671. Manakala responden memberi respons terendah kepada item iaitu "Saya menghafal semua fakta semasa mengulang kaji" dengan nilai min 3.62 dan sisihan piawai 0.888.

Gaya Mendalam

Berikut adalah merupakan analisa skor purata untuk gaya mendalam yang merupakan komponen kepada pembolehubah gaya pembelajaran yang disusun adalah mengikut kepentingannya berdasarkan Jadual 3 di bawah ini.

Jadual 3

Skor Purata Setiap Item Gaya Mendalam

Item	N	Min	Sisihan Piawai
Saya cuba meringkaskan bahan penting semasa membuat nota.	254	4.15	0.640
Saya meringkaskan isi pelajaran semasa mengulang kaji.	254	4.07	0.662
Saya cuba bertanya kepada diri sendiri mengenai beberapa soalan daripada pembacaan yang telah dilakukan.	254	3.91	0.744
Saya cuba mengambil kira pelbagai aspek berkaitan semasa menjawab soalan.	254	3.88	0.715
Saya mengenal pasti maksud yang tersirat semasa membaca sesuatu isi pelajaran.	254	3.88	0.726
Saya cuba memberi pendapat sendiri apabila berpeluang.	254	3.88	0.771
Saya berbincang dengan pelajar lain tentang topik semasa mengulang kaji.	254	3.82	0.738
Saya cuba menghubungkan pelbagai aspek semasa mengulang kaji.	254	3.79	0.766
Saya merumuskan kaedah yang digunakan semasa menyelesaikan masalah.	254	3.74	0.698
Saya cuba memasukkan pandangan saya sendiri semasa mengambil nota.	254	3.73	0.876
Saya cuba mentafsirkan pertalian antara pelbagai aspek yang ditemui semasa membaca.	254	3.67	0.749
Saya cuba mencantumkan nota pelajaran daripada pelbagai sumber.	254	3.59	0.842

Berdasarkan Jadual 3 di atas, responden memberi respons tertinggi kepada item iaitu "Saya cuba meringkaskan bahan penting semasa membuat nota" dengan nilai min 4.15 dan sisihan piawai 0.640. Manakala responden memberi respons terendah kepada item iaitu "Saya cuba mencantumkan nota pelajaran daripada pelbagai sumber" dengan nilai min 3.59 dan sisihan piawai 0.842.

Gaya Terancang

Berikut adalah merupakan analisa skor purata untuk gaya terancang yang merupakan komponen kepada pembolehubah gaya pembelajaran yang disusun mengikut tertib kepentingannya seperti yang berdasarkan Jadual 4 di bawah ini.

Jadual 4

Skor Purata Setiap Item Gaya Terancang

Item	N	Min	Sisihan Piawai
Saya memperuntukkan masa untuk mengulang kaji pelajaran dengan gaya sendiri.	254	4.06	0.706
Saya merancang supaya ulang kaji pelajaran dapat dilaksanakan dengan teliti.	254	3.98	0.749
Saya memperuntukkan masa yang mencukupi untuk membuat nota saya sendiri.	254	3.93	0.746

Saya memperuntukkan masa yang mencukupi untuk membuat nota yang diperlukan.	254	3.88	0.788
Saya memperuntukkan masa yang mencukupi untuk mengulang kaji pelajaran.	254	3.87	0.775
Saya cuba memperuntukkan masa yang mencukupi semasa membuat rujukan tambahan dengan sempurna.	254	3.84	0.771
Saya cuba merangka jawapan terlebih dahulu sebelum menjawab soalan ujian.	254	3.78	0.888
Saya mencuba membuat nota secepat mungkin.	254	3.72	0.826
Saya merancang kerja-kerja akademik dengan cukup sempurna.	254	3.70	0.792
Saya mencuba untuk membuat ulang kaji secepat mungkin.	254	3.69	0.844
Saya cuba membaca nota sepantas mungkin.	254	3.59	0.919

Berdasarkan Jadual 4 di atas, responden memberi respons tertinggi kepada item iaitu "Saya memperuntukkan masa untuk mengulang kaji pelajaran dengan gaya sendiri" dengan nilai purata 4.06 dan sisihan piawai 0.706. Manakala responden memberi respons terendah kepada item iaitu "Saya cuba membaca nota sepantas mungkin" dengan nilai min 3.59 dan sisihan piawai 0.919.

Gaya Gigih Usaha

Berikut adalah merupakan analisa skor purata untuk gaya gigih usaha yang merupakan komponen kepada pembolehubah gaya pembelajaran disusun mengikut tertib kepentingannya berdasarkan Jadual 5 di bawah ini.

Jadual 5
Skor Purata Setiap Item Gaya Gigih Usaha

Item	N	Min	Sisihan Piawai
Saya cuba mencari punca kelemahan apabila prestasi saya menurun	254	4.33	0.648
Saya akan berusaha menyelesaikan masalah akademik walaupun ianya sukar	254	3.88	0.690
Saya membuat nota sendiri apabila ada kesempatan	254	3.83	0.821
Saya akan mengulangi latihan yang telah dibuat beberapa kali untuk menambah kefahaman	254	3.76	0.807
Saya akan berjumpa dengan pensyarah untuk bertanya masalah akademik yang sukar untuk diselesaikan sendiri	254	3.73	0.871
Saya menyiapkan sesuatu tugasan secepat mungkin	254	3.72	0.792
Saya menggunakan beberapa buku yang lain untuk membuat tugasan selain daripada nota yang diberikan pensyarah	254	3.70	0.943
Saya membuat latihan yang banyak secara bersendirian	254	3.46	0.841
Saya mengulang kaji semua topik tanpa menunggu arahan pensyarah	254	3.39	0.844

Berdasarkan Jadual 5 tersebut, responden memberi respons tertinggi kepada item iaitu "Saya mencari punca kelemahan apabila prestasi saya menurun" di mana nilai purata 4.33 dan sisihan piawai 0.648. Manakala responden memberi respons terendah kepada item iaitu "Saya mengulang kaji semua topik tanpa menunggu arahan pensyarah" dengan nilai min 3.39 dan sisihan piawai 0.844.

Jadual 6

Perkaitan Komponen Gaya Pembelajaran Terhadap Pencapaian Akademik

Perkaitan terhadap pencapaian akademik	Pencapaian	Akademik
	r	p
Gaya Mendalam	0.162**	0.010
Gaya Terancang	0.170**	0.006
Gaya Permukaan	0.129*	0.040
Gaya Gigih usaha	0.066	0.292
Gaya Pembelajaran	**0.158****	**0.012**

Nota: **Korelasi adalah signifikan pada tahap 0.01(ujian dua hala)
*Korelasi adalah signifikan pada tahap 0.05(ujian dua hala)

Berdasarkan Jadual 6, didapati hubungan gaya mendalam terhadap pencapaian akademik mendapati bahawa nilai p=0.010 iaitu lebih kecil berbanding nilai α=0.05 (r=0.162, p<0.05), di antara gaya terancang terhadap pencapaian akademik menunjukkan bahawa nilai p=0.006, ianya lebih kecil berbanding nilai α=0.05(r=0.170, p<0.05), di antara gaya permukaan terhadap pencapaian akademik mendapati bahawa nilai p=0.040, ianya lebih kecil berbanding nilai α=0.05 (r = 0.129, p<0.05) dan di antara gaya gigih usaha terhadap pencapaian akademik mendapati nilai p=0.292. Ianya lebih besar berbanding nilai α=0.05 (r=0.066, p> 0.05). Oleh itu terdapat hubungan yang signifikan di antara gaya mendalam, gaya terancang dan gaya permukaan terhadap pencapaian akademik. Manakala tidak terdapat hubungan yang signifikan di antara gaya gigih usaha terhadap pencapaian akademik. Kajian juga mendapati hubungan di antara gaya pembelajaran terhadap pencapaian akademik iaitu p=0.012. Ianya lebih kecil berbanding nilai α=0.05 (r=0.158, p<0.05). Dengan itu hipotesis nol ditolak, ini bermaksud terdapat hubungan yang signifikan di antara gaya pembelajaran terhadap pencapaian akademik.

KESIMPULAN

Bab ini menganalisis data berdasarkan kepada analisis deskriptif dan analisis inferensi. Analisis statistik ini melibatkan min, peratusan, sisihan piawai, ujian korelasi dan ujian signifikan. Keputusan kajian mendapati bahawa skor min gaya pembelajaran ialah 3.8559. Dari segi ujian signifikan pula mendapati gaya pembelajaran mempunyai hubungan yang signifikan terhadap pencapaian akademik. Hasil kajian juga mendapati bahawa gaya pembelajaran permukaan adalah yang paling digunakan oleh pelajar KPTMKB ini dan diikuti gaya pembelajaran mendalam, gaya terancang dan seterusnya gaya gigih usaha. Dalam hal ini, sebahagian besar pelajar memerlukan penerangan yang terperinci tentang kerja yang perlu dibuat oleh mereka. Ini menunjukkan bahawa pelajar memerlukan bimbingan dan nasihat serta tunjuk ajar dalam proses pembelajaran mereka. Sudah tentu pensyarah adalah merupakan pembimbing mereka. Situasi inilah perlunya seseorang pelajar berdampingan dengan pensyarah dalam memahami sesuatu perkara dan cara pembelajaran yang bersesuaian dengan mereka. Dalam proses pengajaran dan pembelajaran, guru berkesempatan memberi tunjuk ajar secara individu berpandukan gaya pembelajaran seseorang pelajar. Pada masa yang sama juga pelajar dapat merasakan dirinya sentiasa diambil berat dan mendapat perhatian guru yang mengajarnya.

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KEBERKESANAN PENGGUNAAN BONEKA TANGAN TERHADAP KOMUNIKASI KANAK-KANAK

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ABSTRAK

Kajian ini kami laksanakan adalah kerana timbul kesedaran kepada diri sendiri seperti anjakan paradigma untuk keluar dari pemikiran yang negatif dan berusaha mencari jalan penyelesaian terhadap masalah komunikasi dalam kalangan kanak-kanak. Masalah ini dapat dikesan semasa sesi pengajaran dan pembelajaran dijalankan, guru mendapati terdapat segelintir kanak-kanak yang takut dan tidak berkeyakinan untuk menjawab pertanyaan guru semasa sesi pengajaran dan pembelajaran dilaksanakan, kurang dalam penguasaan bilangan perbendaharaan kata serta kurang berkomunikasi dengan baik semasa aktiviti pembelajaran dijalankan. Tinjauan awal telah dilaksanakan melalui kaedah temubual kepada kanak-kanak dimana guru tidak menggunakan boneka tangan semasa berkomunikasi dalam aktiviti bercerita. Hasil tinjauan awal menunjukkan kanak-kanak kurang berkomunikasi dan berinteraksi dengan guru. Untuk mengatasi masalah yang dihadapi oleh kanak-kanak tersebut pengkaji menggunakan bahan bantu mengajar iaitu boneka tangan untuk berkomunikasi bersama kanak-kanak. Seramai 6 orang kanak-kanak terlibat dalam kajian ini. Tiga aktiviti pengajaran dan pembelajaran dijalankan dalam tempoh tiga hari. Aktiviti ini dijalankan selama 30 minit pada hari Ahad, Isnin dan Selasa.

Hasil pemerhatian daripada aktiviti yang dijalankan menunjukkan berlaku peningkatan dalam komunikasi kanak-kanak semasa aktiviti bercerita. Kanak-kanak lebih berminat untuk berkomunikasi apabila menggunakan boneka tangan semasa aktiviti bercerita. Perubahan yang positif ditunjukkan oleh kanak-kanak apabila guru menggunakan boneka tangan dalam aktiviti bercerita, dimana kanak-kanak lebih yakin untuk berkomunikasi sesama mereka, penguasaan bilangan perbendaharaan kata dapat ditingkatkan dan kanak-kanak dapat berkomunikasi dengan baik semasa sesi pengajaran dan pembelajaran dilaksanakan. Pengajaran dan pembelajaran menggunakan kaedah ini haruslah dikekalkan kerana melalui penggunaan boneka tangan yang dipilih ini, menunjukkan kanak-kanak begitu berminat dan teruja untuk berkomunikasi sesama mereka dan guru.

Refleksi Pengajaran dan Pembelajaran Lepas

Pertama sekali kami ingin nyatakan perasaan yang begitu kesal dan tidak berpuas hati kerana tidak memberikan perhatian yang lebih kepada kanak-kanak dalam meningkatkan komunikasi mereka. Kami mendapati bahawa ramai kanak-kanak yang tidak yakin apabila diminta untuk berkomunikasi dan bersoal jawab, mereka juga kurang penguasaan perbendaharaan kata apabila guru meminta kanak-kanak menjawab apa yang ditanya sebagai contoh kanak-kanak hanya menjawab beberapa patah perkataan sahaja apabila ditanya. Selain itu juga, kanak-kanak kurang berinteraksi semasa melakukan aktiviti bercerita dimana mereka hanya berdiam diri sahaja apabila melakukan sesi soal jawab. Bagi kami kanak-kanak tersebut tidak tertarik dengan kaedah penceritaan yang digunakan oleh guru kerana guru tidak menggunakan apa-apa bahan atau alatan semasa melakukan aktiviti bercerita dan kanak-kanak juga tidak bersemangat untuk berkomunikasi melalui kaedah tersebut.

Melalui pembacaan kajian lepas dari Mohd Fhayrus Abdullah (2012), telah menjalankan kajian mengenai penggunaan boneka dalam pengajaran dan pembelajaran pendidikan prasekolah. Boneka dijadikan sebagai bahan bantu mengajar yang dapat menarik minat kanak-kanak terhadap pembelajaran kerana fitrah semulajadi kanak-kanak yang sukakan alat permainan seperti boneka. Kajian beliau mendapati bahawa kaedah penggunaan boneka yang berkesan dapat membantu kanak-kanak dalam meningkatkan perkembangan bahasa, emosi, sosial, komunikasi, fizikal dan pengetahuan kanak-kanak. Selain itu juga, dengan penggunaan boneka dalam pengajaran dan pembelajaran dapat memberi penerangan dan menghuraikan sesuatu, memberi arahan, mengucapkan sesuatu yang lucu, bercerita, bersoal jawab dan juga untuk mencipta situasi drama yang melibatkan kanak-kanak. Penggunaan boneka dapat memberi peluang kepada kanak-kanak untuk

memperkayakan dan menambahkan kemahiran bahasa dan juga memberi peluang untuk perkembangan kemahiran imaginatif.

Jadi, kami telah membuat keputusan untuk melaksanakan kajian dengan bersungguh-sungguh bagi memperbaiki kaedah pengajaran dan pembelajaran dalam aktiviti bercerita untuk mempertingkatkan komunikasi kanak-kanak. Kami telah memulakan kajian dengan beberapa langkah iaitu membuat temubual, pemerhatian dan soal selidik. Kemudian kami merancang aktiviti serta kaedah pengajaran dan pembelajaran yang akan kami jalankan iaitu aktiviti bercerita dengan menggunakan boneka tangan. Langkah-langkah yang seterusnya akan diterangkan di dalam perenggan-perenggan yang berikut. Kajian tindakan ini telah membuktikan bahawa penggunaan boneka tangan dapat meningkatkan komunikasi kanak-kanak. Dengan itu, guru dapat menggunakan kaedah ini bagi membantu meningkatkan keupayaan komunikasi murid-murid.

Fokus Kajian

Kajian yang dijalankan ini adalah berfokuskan kepada kebolehan atau keupayaan komunikasi kanak-kanak. Kajian ini adalah penting bagi kanak-kanak untuk meningkatkan komunikasi mereka dengan menggunakan boneka tangan semasa aktiviti bercerita. Jika guru tidak menggunakan apa-apa bahan atau alatan semasa aktiviti bercerita kanak-kanak akan menganggap aktiviti bercerita yang dilaksanakan oleh guru sangat membosankan dan keadaan ini akan membuatkan mereka tidak berminat untuk berkomunikasi. Kesannya mereka akan menghadapi banyak masalah seperti kurang keyakinan untuk berkomunikasi, kurang penguasaan bilangan perbendaharaan kata dan kanak-kanak tidak dapat berkomunikasi dengan jelas dan lancar.

Objektif Kajian

1. Meningkatkan penguasaan bilangan perbendaharaan kata murid menggunakan boneka tangan.

2. Membantu kanak-kanak untuk yakin berkomunikasi melalui aktiviti boneka tangan.

Persoalan kajian

1. Adakah penggunaan boneka tangan boleh membantu kanak-kanak menguasai bilangan perbendaharaan kata?

2. Adakah kanak-kanak lebih yakin berkomunikasi apabila menggunakan boneka tangan?

Kumpulan Sasaran

Kumpulan sasaran terdiri daripada enam orang kanak-kanak yang berumur 4 tahun, dari Taska Ummi, di daerah Panji, Kelantan.

Perlaksanaan Kajian

Analisis tinjauan masalah

Jadual 5.1: Analisis tinjauan masalah

Langkah/Tarikh	Kaedah Penilaian	Kumpulan Sasaran	Masalah telah dikenalpasti
Langkah 1 9 Oktober 2017	Temubual Pemerhatian	6 orang kanak-kanak berumur 4 tahun	i. Hanya 2 orang daripada 6 orang kanak-kanak yang ditemubual dapat berkomunikasi dengan baik walaupun tanpa penggunaan boneka tangan. ii. Tidak yakin untuk berkomunikasi iii. Kanak-kanak kurang memberi perhatian ketika ditemubual iv. Tidak fokus semasa aktiviti bercerita dijalankan
Langkah 2 10 Oktober 2017	Pemerhatian	6 orang kanak-kanak berumur 4 tahun	i. Kanak-kanak tidak yakin untuk berkomunikasi ii. Gemar bermain bersama kawan-kawan

Langkah 3
 	
11 Oktober 2017
	Soal selidik
	Pemerhatian
		6 orang kanak-kanak berumur 4 tahun	Soal selidik dan pemerhatian dilakukan untuk mengenalpasti masalah dari segi:
			i. Komunikasi
			  - Kebanyakan kanak-kanak kurang berkomunikasi
			
			ii. Keberkesanan alat bantu mengajar
			  - Sebelum menggunakan boneka, kanak-kanak kurang memberi perhatian
			
			iii. Penglibatan murid sebelum kajian
			  - Pasif dan kurang aktif

5.2 Kaedah Mengutip Data

Jadual 5.2: Kaedah Mengutip Data

Langkah/Tarikh	Kaedah Penilaian	Kumpulan Sasaran	Tujuan
Langkah 1 9 Oktober 2017	Temubual Pemerhatian	6 orang kanak-kanak berumur 4 tahun	- Temubual dan pemerhatian dilakukan terhadap 6 orang kanak-kanak berumur 4 tahun untuk mengenalpasti masalah-masalah yang dihadapi. - Aktiviti bercerita dan berkomunikasi dilakukan bersama-sama kanak-kanak tanpa penggunaan boneka. (Lampiran 1- Temubual)
Langkah 2 10 Oktober 2017	Pemerhatian	6 orang kanak-kanak berumur 4 tahun	- Pemerhatian dilakukan bagi mengenal pasti keupayaan komunikasi kanak-kanak untuk mendapatkan kepastian pada masalah yang dihadapi. - Penyelidik menggunakan boneka untuk menyampaikan cerita dan berkomunikasi dengan kanak-kanak.
Langkah 3 11 Oktober 2017	Soal selidik Pemerhatian	6 orang kanak-kanak berumur 4 tahun	- Soal selidik digunakan bagi mengenalpasti keupayaan komunikasi kanak-kanak. - Pemerhatian dilakukan terhadap komunikasi kanak-kanak semasa aktiviti bercerita dengan menggunakan boneka tangan oleh penyelidik dan kanak-kanak. (Lampiran 2- Soal selidik)

Tindakan yang dijalankan

Berdasarkan tinjauan awal, didapati kanak-kanak kurang berkeyakinan untuk berkomunikasi apabila cerita disampaikan tanpa penggunaan boneka. Ini adalah kerana aktiviti yang dijalankan kurang menarik perhatian kanak-kanak untuk berkomunikasi dan tidak melibatkan mereka secara aktif dalam aktiviti komunikasi. Oleh itu, kami memilih untuk menggunakan boneka tangan bagi aktiviti bercerita bersama kanak-kanak dan melibatkan mereka secara aktif dalam komunikasi dengan penggunaan boneka tangan bagi mengatasi masalah ini.

Refleksi Kajian

Penilaian pencapaian murid

Persoalan Kajian Pertama: Adakah penggunaan boneka tangan boleh membantu kanak-kanak menguasai bilangan perbendaharaan kata? Hasil analisis temu bual yang dijalankan telah dapat mengenal pasti peningkatan bilangan perbendaharaan kata kanak-kanak dengan menggunakan boneka.

Jadual 5.4.1 Hasil analisis temu bual Kumpulan 1 menceritakan semula cerita bagi Cerita Gajah

Kanak-kanak	Kanak-kanak Ba	Kanak-kanak Bb	Kanak-kanak Bc
Skor	7/10	10/10	6/10
Peratusan (%)	70%	100%	60%

yang Gembira.

Kanak-kanak	Kanak-kanak Aa	Kanak-kanak Ab	Kanak-kanak Ac
Skor	10/10	6/10	9/10
Peratusan (%)	100%	60%	90%

Jadual 5.4.2 Hasil analisis temu bual Kumpulan 2 menceritakan semula cerita bagi Cerita Gajah yang Gembira.

Dapatan kajian mendapati dua orang kanak-kanak mendapat skor 10/10 dengan peratusan 100%. Diikuti dengan 90%, 70% dan 60%. Keputusan diambil melalui respon dan jawapan yang telah diberikan oleh kanak-kanak melalui kaedah temu bual yang dijalankan. Kanak-kanak juga

boleh menceritakan semula kisah yang telah disampaikan oleh guru melalui penggunaan boneka yang diberikan. Kebolehan menceritakan kembali menunjukkan kanak-kanak faham mengenai kisah yang telah disampaikan kepada mereka. Peningkatan komunikasi yang diberikan menunjukkan penguasaan bilangan perbendaharaan kata kanak-kanak juga turut bertambah.

Jadual 5.4.3: Perbezaan sebelum dan selepas intervensi dijalankan bagi meningkatkan penguasaan perbendaharaan kata oleh kanak-kanak.

Kanak-kanak	Sebelum Intervensi	Selepas Intervensi	Jumlah Peningkatan
Aa	30%	100%	70%
Ab	10%	60%	50%
Ba	10%	70%	60%
Bb	20%	100%	80%
Bc	20%	60%	40%
Bd	30%	90%	60%

Jadual 5.4.3 menunjukkan peratusan peningkatan perbendaharaan kata kanak-kanak. Peratusan peningkatan yang paling tertinggi adalah sebanyak 80% peningkatan oleh kanak-kanak Bb. Manakala peratusan peningkatan yang paling sedikit adalah kanak-kanak Bc dengan peratus peningkatan sebanyak 40%. Intervensi yang telah dijalankan terhadap kanak-kanak menunjukkan peningkatan perbendaharaan kanak-kanak dalam menggunakan boneka tangan.

Persoalan Kajian Kedua: Adakah kanak-kanak lebih yakin berkomunikasi apabila menggunakan boneka tangan? Melalui kelancaran dan sebutan kata-kata yang jelas menunjukkan kanak-kanak lebih yakin ketika berkomunikasi dengan guru.

Jadual 5.4.4: Hasil analisis soal selidik terhadap kanak-kanak Kumpulan 1 dengan menggunakan Cerita Gajah yang Gembira. Sebanyak enam soalan telah diberikan kepada kanak-kanak bagi kaedah ini.

Jawapan	Kanak-kanak Aa		Kanak-kanak Ab		Kanak-kanak Ac	
	Benar	Salah	Benar	Salah	Benar	Salah
Jumlah Skor	6/6	0/6	4/6	2/6	5/6	1/6
Peratusan (%)	100%	0.00%	66.67%	33.33%	83.33%	16.67%

Jadual 5.4.5: Hasil analisis soal selidik terhadap kanak-kanak Kumpulan 2 dengan menggunakan Cerita Gajah Yang Gembira. Sebanyak enam soalan telah diberikan kepada kanak-kanak bagi kaedah ini.

Jawapan	Kanak-kanak Ba		Kanak-kanak Bb		Kanak-kanak Bc	
	Benar	Salah	Benar	Salah	Benar	Salah
Jumlah Skor	5/6	1/6	6/6	0/6	4/6	2/6
Peratusan (%)	83.33%	16.67%	100%	0.00%	66.67%	33.33%

Jadual di atas menunjukkan peratusan yang diperolehi hasil daripada analisis kajian soal selidik yang diberikan kepada dua kumpulan kanak-kanak. Berdasarkan kedua-dua jadual yang diperolehi, didapati dua orang kanak-kanak Aa dan Bb mendapat peratusan 100%. Diikuti dengan 83.33% dan 66.67%. Berdasarkan kepada dapatan kajian yang diperolehi mendapati kanak-kanak memberikan respon dan tindak balas yang baik terhadap soalan yang telah diberikan. Kebolehan kanak-kanak ini menjawab soalan yang diajukan kepada mereka mengenai cerita yang disampaikan menunjukkan bahawa kanak-kanak dapat berkomunikasi dengan baik menggunakan boneka tangan melalui tindak balas dan respon yang diberikan. Oleh itu penggunaan boneka dapat meningkatkan keupayaan kemahiran berkomunikasi kanak-kanak.

Jadual 5.4.6: Hasil analisis pemerhatian terhadap kanak-kanak bermain boneka bagi

Kumpulan 1

Kanak-kanak	Jumlah bilangan ayat yang disebut oleh kanak-kanak
Aa	10
Ab	3
Ac	6

Jadual 5.4.7: Hasil analisis pemerhatian terhadap kanak-kanak bermain boneka bagi

Kumpulan 2

Kanak-kanak	Jumlah bilangan ayat yang disebut oleh kanak-kanak
Ba	6
Bb	8
Bc	4

Berdasarkan kedua-dua jadual yang diperolehi, dapatan kajian menunjukkan bilangan ayat yang paling banyak disebut adalah sebanyak 10 ayat iaitu kanak-kanak Aa bagi Kumpulan 1. Manakala bilangan ayat yang paling banyak diperolehi dari Kumpulan 2 adalah lapan oleh kanak-kanak Bb. Keputusan ini diikuti dengan kanak-kanak yang boleh menyebut enam, empat dan tiga ayat.

Rumusan dapatan kajian pemerhatian mendapati bahawa kanak-kanak melakukan interaksi apabila menggunakan boneka. Kanak-kanak juga memberi perhatian mengenai perkara yang disampaikan dan soalan yang diajukan. Kanak-kanak berinteraksi dengan guru dan rakan-rakan dengan baik. Walaupun pada awalnya kanak-kanak tidak memberikan respon yang baik, tetapi melalui pengunaan boneka kanak-kanak mampu memberikan respon yang baik dan lancar.

Jadual 5.4.8: Perbezaan sebelum dan selepas intervensi dijalankan bagi meningkatkan keupayaan kemahiran berkomunikasi kanak-kanak

Kanak-kanak	Sebelum Intervensi	Selepas Intervensi	Jumlah Peningkatan
Aa	33.33%	100%	66.67%
Ab	16.67%	66.67%	50%
Ac	66.67%	83.33%	16.66%

Ba	16.67%	83.33%	66.67%
Bb	50%	100%	50%
Bc	33.33%	66.67%	33.34%

Jadual 5.4.8 menunjukkan jumlah peratusan peningkatkan komunikasi kanak-kanak bagi sampel kajian yang dipilih. Dapatan kajian menunjukkan peratusan peningkatan yang paling tinggi adalah 66.67% melalui kanak-kanak Aa dan Ba. Peratusan peningkatan diteruskan dengan peningkatan sebanyak 50%, 33.34% dan 16.67%. Dapatan kajian yang diperolehi menunjukkan berlaku peningkatan komunikasi dalam sampel kajian yang dikaji. Kajian ini menunjukkan bahawa penggunaan boneka tangan membantu dalam memberi rangsangan komunikasi terhadap kanak-kanak.

Dapatan kajian yang diperolehi menunjukkan kelancaran dan sebutan kata-kata yang jelas menunjukkan kanak-kanak lebih yakin ketika berkomunikasi dengan guru. Hal ini demikian kerana kanak-kanak mampu menyebut perkataan dengan jelas dan yakin. Oleh itu penggunaan boneka boleh meningkatkan keyakinan kanak-kanak untuk berkomunikasi dengan orang sekeliling mereka terutamanya guru dan rakan-rakan kelas.

Nillie Mc Caslin (1984) mengatakan bahawa boneka boleh dijadikan sebagai alat atau bahan bantu mengajar bagi menarik perhatian kanak-kanak, mewujudkan suasana yang menyeronokkan dan seterusnya boleh dijadikan sebagai motivasi kepada kanak-kanak untuk memberi perhatian dan belajar di dalam kelas. Melalui kajian yang telah dijalankan ini menunjukkan bahawa penggunaan boneka tangan tersebut boleh meningkatkan komunikasi kanak-kanak.

Kesimpulannya hasil kajian yang dijalankan menunjukkan bahawa penggunaan boneka sememangnya dapat meningkatkan keupayaan kanak-kanak berkomunikasi terutamanya berkomunikasi dengan guru dan rakan kelas. Penggunaan boneka juga mampu meningkatkan perbendaharaan kata kanak-kanak serta memberikan keyakinan kepada kanak-kanak untuk berkomunikasi dengan individu yang lain.

RUMUSAN

Berdasarkan dapatan kajian, telah terbukti bahawa penggunaan boneka tangan dapat meningkatkan komunikasi kanak-kanak. Bukan sahaja komunikasi malah penggunaan boneka tangan ini juga dapat membantu penambahan perbendaharaan kata kanak-kanak. Dengan itu, secara tidak langsung, kanak-kanak menjadi lebih yakin untuk berkomunikasi dengan orang sekeliling..

Secara tuntasnya, hasil penyelidikan kajian ini mendapati bahawa kanak-kanak dapat bercerita kepada rakan-rakan dan guru dengan yakin dan berani dengan menggunakan boneka tangan. Disamping itu, kanak-kanak berupaya berkomunikasi dengan lancar dan jelas. Bilangan perkataan yang digunakan oleh kanak-kanak juga bertambah daripada sebelum menggunakan boneka tangan. Hal ini dapat dilihat dari kajian ini dimana sebelum menggunakan boneka tangan, kanak-kanak kurang berinteraksi atau menjawab soalan yang diberikan seolah-olah mereka teragak-agak untuk bercakap. Akan tatapi apabila guru menggunakan boneka tangan, penglibatan aktif kanak-kanak dapat dilihat. Oleh itu, penggunaan boneka tangan perlu digunakan bukan sahaja ketika sesi bercerita malah pada waktu-waktu lain yang dirasakan perlu bagi guru.

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A STUDY OF UNDERSTANDING ORGANIZATIONAL LEARNING CULTURE AMONG PUBLIC SECTOR EMPLOYEES IN PUTRAJAYA, MALAYSIA

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ABSTRACT

The study on the learning culture and innovation are important since it become the determinants for the employees in motivating themselves to do their job and whether to stay or leave their organizations. Thus, the issue of organizational learning culture and innovation become critical in organizations. The objective of this research is to examine the influence of having and building organizational learning culture and innovation within the public sector's employee that lead to motivation to transfer learning and turnover intention. This study is conducted thoroughly quantitatively method when data is collected using a set of questionnaires. Survey questionnaire were distributed through email in order to obtain feedback from 200 respondents among the selected agencies at Putrajaya, Malaysia. The data was analyzed using SPSS software and Multi-regression test were used to test the proposed hypotheses correlation relationship between the organizational learning culture and motivation to transfer learning. The finding shows that there is a positive significant relationship between organizational learning culture and innovation with motivation to transfer learning. However, the result shows insignificant relationship between the organizational learning culture and innovation with turnover intention. This shows employees feel motivated when their organization adapt the learning culture and innovation but even though their organization applied learning culture and innovation, it is not the factors that will determine and influence the intention to leave the organizations. The findings were discussed and recommendations were provided for future research use to any researcher in this academic field.

Keywords: Organizational learning culture; innovation; motivation to transfer learning; turnover intention

INTRODUCTION

Technological advancement, changing customer demands and increased competition are the factors that make an organizational climate more chaotic and unpredictable than ever before. Firms need to foster an organizational culture that advocates knowledge development and learning (Silverman, 2012). Learning culture was defined as organization creation, sharing and flow of knowledge within organizations (Lin, 2014). Many researchers and practitioners concluded that organization must facilitate creating new knowledge in order to gain and sustain competitive advantage, thus gaining knowledge successfully in management processes affect organizational innovation (Kaklauskas and Shenbagavalli, 2013). In addition, only a few scholars or philosophers had conducted innovation studies and there was no analysis carried out by any researcher on the role of innovation as variables that bring about the relationship between the organization. This study was conducted to examine how the organizational learning culture and innovation among public sector employees in Malaysia, especially in Putrajaya, because it was primarily a place for government servants. The main purpose of this study was to examine the influence of having learning culture and innovation of organization within the employee of the public sector that lead to motivation to transfer learning and the turnover intention. By conducting this study, concepts can be clearly, thoroughly understood in advance and the relationship between learning culture and innovation can be realized with the motivation to transfer learning and turnover intention among public sector employees.

LITERATURE REVIEW

Organizational learning culture was something an organization embraces and was given to people when they joined. Denis (2012) stressed that importance of organizational learning was because it includes capabilities that supported a learning organization. It has also been observed in the organizational context that learning styles could help to understand organizational behaviors, such as trust of employees (Yamazaki, 2012), personality characteristics of managers (Li & Armstrong, 2015), or apprehension of communication (Russ, 2012). Organizational learning encouraged knowledge sharing among its members and supports the implementation of new ideas, supports effective utilization of knowledge for commercialization (Naqshbandi and Kamel, 2017).

Therefore, given a firm's learning culture, it was inferred that its absorptive capacity will result in enhanced outbound open innovation outcomes (Burcharth et al., 2014). According to Robbins and O'Gorman (2015) institutions would need to adopt more contemporary approached to innovation management. West and Bogers (2017) stated innovation-oriented culture emphasizes participation of all members and shared responsibility based on which the value of human capital was maximized and promoted the member of organization to strive for innovation (Martín-de Castro et al., 2013; Wang et al., 2012). The effort by government in emphasizing the organizational learning culture can be seen through the "Malaysian Knowledge-based Economy Master Plan. This plan focused on developing an economy with taking seriously to increase the knowledge, creativity and innovation that need for organizational change and changing in mindsets by continuously in effective learning. Greco, Grimaldi and Cricelli (2015) supported strong relationship of Organizational Performance and innovation (Zohoori et al., 2013).

Studies showed that learning interventions such as reflecting on positive experiences with the training program can have an impact on participants' motivation to transfer (Kastenmüller et al., 2012). The salient organization and work characteristics were said to be critical to work and training related attitudes as well as motivation (Weisweiler, Nikitopoulos, Netzel, & Frey, 2013). Some researchers addressed the relations of transfer motivation to attitudes toward training, motivation to learn, personality traits, and work commitment (Banerjee, Gupta, & Bates, 2017; Chang & Chiang, 2013). Ailar Rahimli (2012), stated in his journal where the university needs to increase the numerous aspects and typed of knowledge allocation in order to grow the inspiration of their employee to transfer the training.

Turnover is defined as the "individual movement across the membership boundary of an organization" (Thwala et al., 2012). Ahmad et al., (2012), turnover intention also can be stated as how long an employee is willing to stay. According to T. Hussain and S. Asif (2012), organizational support towards employees' welfare has proved strong forecaster of employee's turnover intention. Ahmad et al., (2012) investigated in research about relationship among job satisfaction, job pressure and turnover intention and found job satisfaction was negative connection with the more experience of job stress by employee, the more intention by employee to quit. Employees were an asset for an organization and researchers and practitioners had long been highlighting the need to reduce turnover (Hassan et al., 2012). Intention to leave the organization totally depends on individual judgments (Lee et al., 2012), if individual was dissatisfied, he wanted to leave the job or see substitutes for the other alternatives, so it is important for managers to go through the different factors that caused intention to leave (Long et al., 2012). Employees did not leave their job suddenly, but only when they were continuously faced disorder, that leads them towards developing the turnover intention (Soltis et al., 2013).

In this study, researcher wanted to extend the previous study by adding the new variable which was innovation in order to study the relationship between innovation with motivation to transfer learning and innovation with turnover intention. It was found that there were many studies examined the relationship between innovations with motivation to transfer learning. However, there were no studies examine on the relationship between innovation and turnover intention. Thus, the connection among innovation and turnover intention becomes gaps of study in this research.
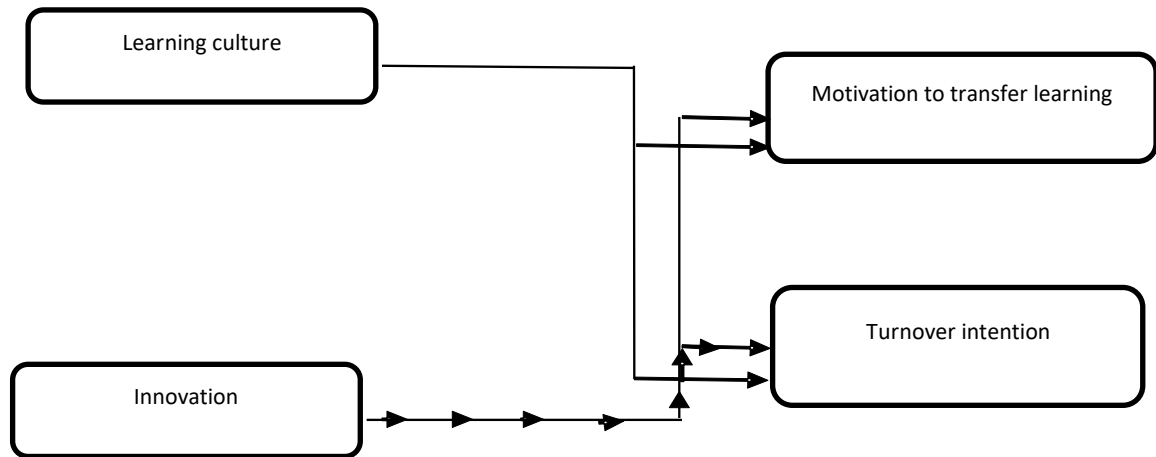
FIGURE 1. Conceptual Model of the Effects of Learning Culture and Innovation
(Egan et. al, 2004); (Lock & Kirkpatrick, 1995); (Hurley & Hult 1998; Liu, Luo & Shi, 2002)

The motivation to transfer was led by the learning culture "desire to use the knowledge and the skills mastered in the training program on the job" which was antecedent to the same trainees' motivation to learn the training content (Edwards, 2013). Studies showed learning interventions can have an impact on participants' motivation to transfer (Kastenmüller et al., 2012).

H1a: There is a positive relationship between Organizational Learning Culture and Motivation to Transfer Learning.

Kallio and Lappalainen (2015) and Hafeez et al., (2013) exhibited the strong relationship between organizational learning and innovation and their effect on organizational performance. Organizations must show flexibility and must adopt innovativeness to meet changing demands of today's environment. The researchers stated the desire utilizing new learning and growth opportunities was found to was found to associate altogether with motivation to transfer.

H1b: There is a positive relationship between Innovation and Motivation to Transfer Learning.

The context of organizational learning culture related to its association with turnover intention has not been investigated widely. Karatepe et al., (2013) proposed that occupation assets including supervisory helps, training and rewards can expand the employment fulfillment and decrease turnover aim.

H2a: There is negative relationship between Organizational Learning Culture and Turnover Intention.

Elmacı and Yalçın (2012) put forward that there was no relationship between innovation power and total turnover of organizations. Bhatnagar (2012) suggested that turnover was directly and negatively related to innovation. Therefore, it was important that employers gave employees the opportunity to create and learn such that the workers keep up their abilities as effective employees, resisted redundancy and retained by their companies.

H2b: There is a negative relationship between Innovation and Turnover Intention.

Research on the motivational influences on transfer has gained growing attention in recent years (Grohmann et al.2012; Segers & Gegenfurtner 2012), To diminish the turnover rate in the communication industry, the firm must be delicate to the characteristic motivational elements of employees (Gorges & Kandler, 2012). It was implying that, if there was a high of motivation to transfer learning taking in around employees, there should be less in turnover intention.

H3: There is a negative relationship between Motivation to Transfer Learning and Turnover Intention.

METHODOLOGY

QUESTIONNAIRE DESIGN

In this research, the quantitative research design used. Sistino et al., (2011), quantitative research was typically considered to be the more "scientific" approached to doing social science. By using quantitative research design, researches can easily measure collected data and quantified then systematically compared it used few types of statistical tools such as SPSS software.

DATA COLLECTION

The researcher used two sources of data that are: (1) Primary data and (2) Secondary information. Primary data that was gathered is from the actual site of occurrence of events was the main source data of this study. The data will be collected from employees in public sector organizations related ministries. The public sector organizations that will be choosing for this study involved: (1) Jabatan Perkhidmatan Awam (JPA); (2) Ministry of Education/ Ministry of Higher Education (KPT); (3) Ministry Science Technology and Innovations (MOSTI); (4) Ministry of Information and (5) Ministry of Human Resource. The target population in this study were 200 employees in Putrajaya including the Director, Deputy Director and supporting staff. Secondary information will be gathered from several sources such as journals, statistical bulletins, seminar papers, magazines and newspapers that are relevant to this study. The sample size used in this research was three hundred.

DATA SAMPLING

This study used self-administrative questionnaire for the collection technique of data and the respondents had to answer and fill in the questions given. A pilot test of 10 professional's worker in Public Sector Organization in Putrajaya implemented before the actual survey. A pilot test conducted in order to look at whether the respondents were confused by any of the questions and to ensure that the questions stated were understood by the respondents meaning that there was no ambiguity in the questionnaire. A total of 250 questionnaires were distributed out, 50 more respondents required

sample size so that 200 of required sample size were able to collect after removed those invalid questionnaires.

RELIABILITY TEST

The reliability of the measure (data) was established by testing for both consistency and stability. The Correlation Coefficient (r) revealed the magnitude and direction relationships. To test the strength of each independent variable that contributed towards motivation to transfer learning and turnover intention, multiple regression tests was used. The multiple regressions were also used as an inference tool to test the hypotheses (Gelman et al., 2012).

TABLE 1
Comparison of Reliability Test between Pilot Study and Actual Data Collection

Variable	Cronbach's Alpha (Pilot Study)	Cronbach's Alpha (Actual Data Collection)
Organizational Learning Culture (13 items)	0.809	0.868
Innovation (20 items)	0.835	0.873
Motivation to Transfer Learning (9 items)	0.785	0.804
Turnover Intention (8 items)	0.741	0.778

As shown in table 1, the scale's reliabilities for both of pilot study (10 respondents) and actual data collection (200 respondents) ranged from 0.741 to 0.868. According to George and Mallery (2000), since they were achieved higher than the minimum value requirement of 0.70 it showed that all of the questions under these four scales were reliable for used in the subsequent analysis.

DATA ANALYSIS

Researcher used Statistical Package for the Social Science Window software (SPSS) to analysis the data that collected and data will be gather and statistically analyzed to test if the data was valid and reliable and if the hypotheses that proposed were supported or not. The analysis was descriptive and inferential. Multi-regression test also used to test the proposed hypotheses correlation relationship between the organizational learning culture and motivation to transfer learning as proposed in H1a, and the same methods used to test the correlation relationship between innovation and motivation to transfer learning (H1a). Then, for testing the next correlation relationship which was relationship between the organizational learning culture and turnover intention (H2a) it also through using the same method, multi-regression test and same goes with the correlation relationship between innovation and turnover intention (H2b) and Pearson Product Correlation used to test the correlation relationship between motivation to transfer learning and turnover intention (H3). The statistical meanings of the result from SPSS analysis were then interpreted to determine if all the hypotheses were supported or not.

RESULT

A total of 212 pieces of questionnaires was collected back, but there were 12 pieces of it were found with incomplete items, therefore researcher decided to remove it and do not use it in SPSS analysis. 200 pieces of questionnaire were used for the SPSS analysis. The response rate was around 94.34%. The majority of public sectors employees have learning culture of conduct in their organization (93.5%) that equaling to 187 respondents and followed by 12 respondents were unsure (6.0%) and 1

respondent (0.5%) did not have the learning culture on conduct in their organization as shown in Table 2.

TABLE 2
Learning Culture of Conduct in Public Sector Organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	187	93.5	93.5	93.5
	No	1	.5	.5	94.0
	Unsure	12	6.0	6.0	100.0
	Total	200	100.0	100.0	

Table 3 shows the results that the majority of the public sector organization in Putrajaya has conducted the learning culture program (92.0%) that equaling to 184 respondents followed by 15 respondents were unsure (7.5%) either their organization conducted or not of the learning culture program and 1 respondent (0.5%) did not have learning culture program in their organization.

TABLE 3
Learning Culture Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	184	92.0	92.0	92.0
	No	1	.5	.5	92.5
	Unsure	15	7.5	7.5	100.0
	Total	200	100.0	100.0	

Meanwhile, 119 respondents (59.5%) stated that their organization conducted 1 to 2 times of learning culture training or programs per year followed by 3 to 4 times per year (35.0%) that equaling to 70 respondents and 5 times and above per year (5.5%) that equaling to 11 respondents as the results shown in Table 4.

TABLE 4
Frequent of Learning Culture Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 times	119	59.5	59.5	59.5
	3-4 times	70	35.0	35.0	94.5
	5 times and above	11	5.5	5.5	100.0
	Total	200	100.0	100.0	

Regression Analysis

Researcher performed multiple regression analysis to test H1a, H1b, H2a and H2b in order to examine the relationship whether organizational learning culture and innovation gave an impact to the motivation to transfer learning and turnover intention. The results in Table 5 and Table 6 presented that the regression model was significant (p=0.000, F=91.852). The adjusted R2 was 0.477; meaning 47.7% variance in motivation to transfer learning was explained by organizational learning culture and innovation. Another 52.3% of variance was not predicted by organizational learning culture and innovation as the independent variables, suggesting there were other factors not included in the questionnaire likely to influence the motivation to transfer learning among public sector employees.

Multiple regression model of organizational learning culture and innovation to motivation to transfer learning

TABLE 5
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	Sig. F Change
1	.695[a]	.483	.477	.30924	.483	91.852	.000

a. Predictors: (Constant), MEAN_INNOV, MEAN_OLC
b. Dependent Variable: MEAN_MOTIV

TABLE 6
ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.567	2	8.784	91.852	.000[b]
	Residual	18.839	197	.096		
	Total	36.406	199			

a. Dependent Variable: MEAN_MOTIV
b. Predictors: (Constant), MEAN_INNOV, MEAN_OLC

The standardized regression coefficients were used to determine the relative impact of organizational learning culture and innovation had on motivation to transfer learning and allowed a comparison to be made between variables of differing magnitudes and dispersion. As shown in Table 7, organizational learning culture showed the significant value with motivation to transfer learning, p=0.008 (p<0.05). Innovation also showed the significant value with motivation to transfer learning, p=0.000 (p<0.05). The findings show that organizational learning culture and innovation had significant relationship with motivation to transfer learning was consistent with Abidin et al. (2012) study.

TABLE 7
Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.500	.213		7.030	.000
	MEAN_OLC	.169	.062	.212	2.701	.008
	MEAN_INNOV	.509	.077	.520	6.620	.000

a. Dependent Variable: MEAN_MOTIV

As can be seen from Table 8 and Table 9, the regression model was insignificant (p=0.093, F=2.404). Nevertheless, there was 0.024 in the R Square Change that showed only 2.40% in turnover intention was influenced by organizational learning culture and innovation. The adjusted R2 was 0.014; meaning only 1.4% variance in turnover intention was explained by organizational learning culture and innovation. In the other words, another 98.6% of variance was not predicted by organizational learning culture and innovation as the independent variables, suggesting there were other factors not included in the questionnaire likely to influence the turnover intention among public sector employees.

Multiple regression model of organizational learning culture and innovation to motivation to turnover intention

TABLE 8
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.154a	.024	.014	.58705	.024	2.404	.093

a. Predictors: (Constant), MEAN_INNOV, MEAN_OLC
b. Dependent Variable: MEAN_TURN

TABLE 9
ANOVAa

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.657	2	.829	2.404	.093b
	Residual	67.892	197	.345		
	Total	69.549	199			

a. Dependent Variable: MEAN_TURN
b. Predictors: (Constant), MEAN_INNOV, MEAN_OLC

The result in Table 10 indicated that organizational learning culture showed the insignificant value with turnover intention, p=0.941. The findings show that organizational learning culture has insignificant relationship or negative relationship with turnover intention was consistent with Pare and Tremblay (2007) study. Then, innovation showed the insignificant value with turnover intention, p=0.171. It showed that, even though the organization had the learning culture and innovation, it cannot avoid from the turnover intention to be happened. The findings show that innovation has insignificant relationship with turnover intention was consistent with Elmacı and Yalçın (2012) study.

TABLE 10
Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.868	.405		7.081	.000
	MEAN_OLC	-.009	.118	.008	-.074	.941
	MEAN_INNOV	-.200	.146	-.148	-1.374	.171

a. Dependent Variable: MEAN_TURN

Correlation Analysis

Pearson Product Correlation (r) was conducted to determine the relationship between the Motivation to Transfer Learning and Turnover Intention (H3). It indicates the strength of the relation and the direction (positive or negative) of the relationship between the variables. Based on Table 11, a Pearson correlation analysis performed to test the relationship between motivation to transfer learning (M=4.35, SD=0.43) on turnover intention (M=1.99, SD=0.59).

TABLE 11
Mean and Standard Deviation for Motivation to Transfer Learning and Turnover Intention

	Mean	Std. Deviation	N
MEAN_MOTIV	4.3511	.42772	200
MEAN_TURN	1.9850	.59118	200

Table 12 showed that motivation to transfer learning towards turnover intention does lend a helping hand in reducing the turnover intention among public sector employees. The r-value showed that there was negative relationship between motivation to transfer learning and turnover intention (r= -0.358). With the negative of r-value and p=0.000 (p<0.05), there was a reverse relationship between the motivation to transfer learning and turnover intention. Then, the researcher uses correlation analysis to determine whether organizational learning culture plays a role in influencing the innovation. This relationship was not tested as the one of hypotheses in this study but just for the researcher's knowledge.

TABLE 12
Correlation between Motivation to Transfer Learning and Turnover Intention

		MEAN_MOTIV	MEAN_TURN
MEAN_MOTIV	Pearson Correlation	1	-.358**
	Sig. (2-tailed)		.000
	N	200	200
MEAN_TURN	Pearson Correlation	-.358**	1
	Sig. (2-tailed)	.000	
	N	200	200

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

Table 13 showed a Pearson correlation analysis performed to test the relationship between organizational learning culture (M=4.17, SD=0.54) on innovation (M=4.22, SD=0.44).

TABLE 13
Mean and Standard Deviation for Organizational Learning Culture and Innovation

	Mean	Std. Deviation	N
MEAN_INNOV	4.2238	.43721	200
MEAN_OLC	4.1688	.53836	200

Table 14 proved that organizational learning culture did play a hand in influencing the innovation among public sector employees. This statement is supported as the r-value closer to 1.00. It showed that there was a strong relationship between organizational learning culture and innovation (r=0.758). Thus, there was a positive relationship between organizational learning culture and innovation.

TABLE 14

Correlation between Organizational Learning Culture and Innovation

		MEAN_INNOV	MEAN_OLC
Pearson Correlation	MEAN_INNOV	1.000	.758
	MEAN_OLC	.758	1.000
Sig. (1-tailed)	MEAN_INNOV		.000
	MEAN_OLC	.000	
N	MEAN_INNOV	200	200
	MEAN_OLC	200	200

The result in Table 15 showed that the innovation had more influences on motivation to transfer learning compared with the organizational learning culture from the data collected. This was supported from the the standard coefficient (beta) value for innovation ($\beta=0.520$) was the highest compared with the organizational learning culture ($\beta=0.212$). The result also showed that the organizational learning culture had more influences on turnover intention ($\beta=-0.008$) compared with the innovation ($\beta=-0.148$). It suggested that innovation made the strongest unique contribution to explaining motivation to transfer learning and organizational learning culture made the strongest unique contribution to explaining turnover intention. Three out of five hypotheses were supported; organizational learning culture had positive relationship with motivation to transfer learning (H1a), innovation had positive relationship with motivation to transfer learning (H1a) and motivation to transfer learning had negative relationship with turnover intention (H3) at the significant level $p<0.05$, except for the hypotheses; organizational learning culture had negative relationship with turnover intention (H2a) and innovation had negative relationship with turnover intention (H2b). The additional results also showed that organizational learning culture and innovation had a significant positive relationship with motivation to transfer learning. Whereas, one unanticipated finding was that the two hypotheses on turnover intention were not supported, it was out of the researcher's expectation and prediction. The hypotheses proposed in the study and the test conclusions are summarized in table 15.

TABLE 15
Correlation between Organizational Learning Culture and Innovation

Hypothesis	Supported/Not supported at p<0.05 level
H1a: Organizational Learning Culture positively related to Motivation to Transfer Learning.	Supported
H1b: Innovation positively related to Motivation to Transfer Learning.	Supported
H2a: Organizational Learning Culture negatively related to Turnover Intention.	Not Supported
H2b: Innovation negatively related to Turnover Intention.	Not Supported
H3: Motivation to Transfer Learning negatively related to Turnover Intention.	Supported

DISCUSSION

The general objectives of the study were to understand the influences of organizational learning culture and innovation on motivation to transfer learning and turnover intention. The study took place among Public Sector Organization in Putrajaya where a total of 212 respondents participated in the study but only 200 of the questionnaires were usable. Data was collected through questionnaires.

First, multiple regression test results reveal that organizational learning culture ($\beta=0.606$) has positive relationships with motivation to transfer learning (H1a) and reach the statistical significance requirement ($p<0.05$ level). It is mean that, organizational learning culture does have significant

influences on motivation to transfer learning. Then, multiple regression test results also reveal that innovation had positive relationship (β=0.681) with motivation to transfer learning (H1b) and also reached the statistical significance requirement ($p<0.05$ level). This showed that, both of organizational learning culture and innovation does have the significant influences on motivation to transfer learning.

Second, multiple regression test results revealed that organizational learning culture (β=-0.120) had negative relationship with turnover intention (H2a) and it failed to reach the statistical significance requirement ($p<0.05$ level). Then, from the multiple regression test results also revealed that innovation (β=-0.154) had negative relationships with turnover intention (H2b) and failed to reach the statistical significance requirement ($p<0.05$ level). Thus, it was meaning that the organizational learning culture and innovation do not have significant influences on turnover intention.

Third, correlation test results suggested that motivation to transfer learning (β=-0.358) had negative or reverse relationship with turnover intention as what supported by the hypotheses and reach the statistical significance requirement ($p<0.05$ level). Thus, it was meaning that motivation to transfer learning do have significant influences on turnover intention.

Among organizational learning culture and innovation, innovation was the strongest variable predicting motivation to transfer learning (β=0.520, $p<0.05$ level). The organizational learning (β=-0.008) and innovation (β=-0.148) do not become the strongest variable predicting turnover intention and failed to reach the statistical significance requirement ($p>0.05$) level. This imply that, the more promoting innovation in the organization will result in the more motivation to transfer learning and the more promoting organizational learning culture and innovation do not giving any effect to turnover intention.

Lastly, correlation test also suggested that, organizational learning culture (β=0.758) had strong positive relationship with innovation and reached the statistical significance requirement ($p<0.05$ level). Thus, it was meaning that organizational learning culture do have significant influences on innovation.

CONCLUSION

In terms of theoretical contribution, the study showed organizational learning culture and innovation were the important variable that influencing organizational performance or outcome. The study showed organizational learning culture and innovation had a significant positive relationship with motivation to transfer learning. This was in line with the existing research on organizational learning culture (Kallio and Lappalainen (2015); Hafeez et al., (2013) and Kastenmüller et al., 2012). This implies that public sector employees in Malaysia (Putrajaya) do not weight organizational learning and innovation as important factor to determine their turnover intention as employees in Pakistan context in S.Asif et al., (2012) study.

In terms of managerial implications, the first implication was the result demonstrated that organizational learning culture and innovation had a significant positive relationship with motivation to transfer learning. Managers could deploy organizational learning culture program and innovation practices to motivate a sense of reciprocation in their subordinates, which in turn to increase motivation to transfer their learning in the organization. The more organizational learning culture and innovation within an organization, the more encouragement of motivation to transfer learning to be implement in the organization.

Second implication was that motivation to transfer learning had a significant negative relationship with turnover intention. This showed motivation to transfer learning can contribute to reduce of turnover intention. Manager can therefore deploy motivation to transfer learning to build the desired type of employee retention. Motivation to transfer learning was the key to embedding the organizational learning culture and innovation and also to reduce the turnover intention among the employees.

It was important to take all the limitations of the study into considerations in the future research. Apart from the organizational learning culture (independent variable) and innovation (dependent variable), other factors such as organizational commitment, job satisfaction, knowledge management, organizational climate and work performance can be explored to understand the motivation to transfer learning and turnover intention. In addition, it was important to bear in mind that there was cultural difference in understanding the questionnaire scales. Besides that, the study was conducted in a specific country, specific area and specific respondents, to generalizability of the results to other country or area maybe therefore limited, thus future research was required to be implementing in another country or other area.

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HUBUNGAN ANTARA PEMILIHAN TADIKA DAN PERKEMBANGAN SOSIAL KANAK-KANAK DARI PERSPEKTIF IBU BAPA

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ABSTRAK

Tujuan utama kajian ini dijalankan adalah untuk mengkaji hubungan antara pemilihan tadika dan perkembangan sosial kanak-kanak dari perspektif ibu bapa di Mukim Kota Damansara. Reka bentuk hubungan dipilih untuk menjawab lima persoalan kajian dan tiga hipotesis. Konseptual kajian adalah berdasarkan kepada Teori Pemilihan yang terdiri daripada aspek kualiti pengajaran, kualiti penjagaan dan perkhidmatan, kualiti persekitaran serta kualiti pengurusan dan pentadbiran dan Teori Bronfenbrenner. Data dianalisis menggunakan statistik deskriptif dan inferens. Dua set instrumen telah digunakan untuk mengukur kualiti tadika dan perkembangan sosial kanak-kanak. Seramai 181 orang ibu bapa dipilih secara rawak untuk menjadi responden. Berdasarkan analisis korelasi pearson mendapati bahawa terdapat hubungan yang positif sederhana dan signifikan antara pemilihan tadika dengan perkembangan sosial kanak-kanak (r=0.51, p < 0.05). Begitu juga bagi pendapatan ibu bapa dengan pemilihan tadika menunjukan ianya terdapat hubungan yang signifikan secara positif sederhana dengan nilai signifikan 0.01 (p < 0.05) dan nilai r = 0.67. Namun begitu, taraf pendidikan dengan pemilihan tadika dalam kalangan ibu bapa menunjukkan bahawa ianya tidak terdapat hubungan yang signifikan kerana nilai signifikan adalah 0.059 iaitu melebihi 0.05 (r=0.59, p > 0.05). Dapatan ini secara keseluruhan menunjukkan keempat-empat aspek kualiti iaitu kualiti pengajaran, kualiti penjagaan dan perkhidmatan, kualiti persekitaran serta kualiti pengurusan dan pentadbiran penting dalam pemilihan tadika dalam kalangan ibu bapa. Implikasi kajian menunjukkan bahawa kualiti tadika memainkan peranan yang penting terhadap perkembangan sosial dalam diri kanak-kanak serta menjadi keutamaan ibu bapa untuk menilai sebelum menghantar anak mereka ke tadika.

Keywords : Kualiti; Pemilihan Tadika; Perkembangan Sosial

PENGENALAN

Kementerian Pelajaran Malaysia (2013) memperkenalkan sistem baharu iaitu bagi subjek Matematik dan Sains menggunakan bahasa Inggeris di sekolah rendah dan sekolah menengah. Ini sekali gus menggalakkan ibu bapa mencari tadika yang menyediakan kemudahan atau lebih tepat pengajaran dalam bahasa Inggeris dan penguasaan 4M (membaca, menulis, mengira dan menaakul) untuk anak-anak mereka.

Banyak isu yang harus di tolak ansur kan oleh segolongan ibu bapa apabila membuat pilihan tadika untuk anak-anak mereka. Ia melibatkan antara perancangan dalam faedah dan pencapaian anak-anak mereka di masa hadapan. Termasukalah juga kos yang akan dikenakan oleh pihak tadika yang mesti dibayar oleh mereka. Ibu bapa memainkan peranan sebagai pengurus atau ketua dalam sesebuah institusi kekeluargaan bertanggungjawab dalam memastikan anak-anak mereka berjaya mahupun gagal (Kamarulzaman Kamaruddin, 2017).

Pada tahun 2015, menurut Said Sidup mengenal pasti hanya dua daripada tujuh orang sahaja daripada pengasuh dan guru di sana yang menghadiri kursus asas asuhan dan pengusaha tidak memenuhi kriteria bagi penubuhan sesebuah tadika dan taska. Berdasarkan pengalaman pengkaji juga di mana guru-guru yang tidak mengikuti kursus asuhan ini tidak akan menitik beratkan penjagaan kanak-kanak berbanding guru-guru yang menghadiri kursus. Dari aspek pengurusan dan pentadbiran pula, kebanyakkan tadika tidak mendaftar dengan pihak JKM. Ini menimbulkan banyak

masalah dan keraguan dalam melaksanakan pengurusan tadika. Sistem pentadbiran tidak mengikut piawaian yang ditetapkan dari aspek kewangan, laporan murid, sistem pembelajaran, nutrisi pemakanan kanak-kanak di tadika dan lain-lain lagi.

Abdul Said dan Muhamad Hisyam (2010) mengatakan bahawa tidak semua orang mampu untuk berdepan dan melayan kerenah kanak-kanak. Tambahan pula, kanak-kanak ini datang dari pelbagai jenis latar belakang, sosio ekonomi dan juga budaya. Guru yang berniat ikhlas, sabar dan berilmu sahaja dapat bertahan lama untuk mengajar di tadika atau prasekolah dan dapat menarik perhatian ibu bapa dengan memberikan keyakinan bahawa anak mereka akan selamat dengan guru tersebut. Perkembangan dan perubahan pendidikan mengikut keadaan semasa mempengaruhi kehendak atau keinginan ibu bapa untuk melihat anak-anak mereka lebih berjaya dalam pencapaian akademik. Keadaan ini menyebabkan ibu bapa terlalu memilih tadika yang mempunyai guru yang berkelayakan demi kepentingan anak mereka tanpa mengambil kira kos dan jarak perjalanan.

Kanak-kanak sangat mudah dijangkit penyakit. Walaupun sedar akan masalah penyakit berjangkit yang mungkin berlaku di tadika, ibu bapa tidak punya pilihan dan apa yang dapat dilakukan adalah dengan berharap agar perkara tersebut tidak berlaku kepada anak mereka. Menurut Aminuddin Saim (2015), kanak-kanak kerap menghidapi penyakit berjangkit seperti penyakit telinga seperti otitismedia dan mendapati sebanyak 13 hingga 15 peratus kanak-kanak yang berumur di antara tiga hingga enam tahun mudah dijangkiti penyakit tersebut. Persekitaran taska dan tadika yang kotor dan berhabuk adalah antara punca kanak-kanak mudah dijangkiti penyakit berjangkit.

Permintaan yang tinggi dikalangan ibubapa yang ingin anak mereka menjadi "brilliant" telah menyebabkan pelbagai institusi pendidikan prasekolah tumbuh seperti cendawan selepas hujan. Objektif yang ingin dikenal pasti ialah

1. Mengenalpasti tahap pemilihan tadika berkualiti dalam kalangan ibu bapa
   a) Mengenal pasti tahap pemilihan kualiti penjagaan dan sokongan tadika dalam kalangan ibu bapa.
   b) Mengenal pasti tahap pemilihan kualiti persekitaran tadika dalam kalangan ibu bapa
   c) Mengenal pasti tahap pemilihan kualiti pengajaran tadika dalam kalangan ibu bapa
   d) Mengenal pasti tahap pemilihan kualiti pengurusan dan pentadbiran tadika dalam kalangan ibu bapa
2. Mengenal pasti tahap perkembangan sosial kanak-kanak.
3. Mengenal pasti hubungan antara pemilihan tadika berkualiti dengan perkembangan sosial kanak-kanak.
4. Mengenal pasti hubungan antara taraf pendidikan ibu bapa dengan pemilihan tadika berkualiti.
5. Mengenal pasti hubungan antara taraf pendapatan ibu bapa dengan pemilihan tadika berkualiti.

SOROTAN LITERATUR DAN METODOLOGI

Ibu bapa memilih sebuah sekolah berdasarkan keupayaan sekolah untuk menawarkan pendidikan yang berkualiti kepada anak-anak mereka. Ini mungkin dapat dilihat dalam rekod akademik atau reputasi tadika tersebut. Keperluan untuk pendidikan yang berkualiti oleh ibu bapa dari perspektif akademik didorong oleh memastikan anak-anak mereka dapat mengambil bahagian dalam kehidupan sivik dan ekonomi di luar sekolah (van Eyk, 2002). Kelebihan yang disebut ini dapat didefinisikan sebagai barang positif anak-anak, melalui kehadiran mereka di tadika yang dipilih, ditawarkan beberapa tahap modal sosial yang menawarkan jaminan untuk masa depan sekolah mereka. Terdapat rasionalis ekonomi, pengoptimuman utiliti yang hadir dalam aspek proses pilihan ini yang membantu

ibu bapa dalam definisi tadika yang baik (Collins & Snell, 2000, Schneider & Buckley, 2002). Ia sering dianggap bahawa keupayaan akademik instrumental sekolah adalah penunjuk kualiti sekolah (Australian Government, 2005). Sesungguhnya terdapat beberapa bukti yang menunjukkan bahawa persepsi tentang kualiti sekolah adalah berkaitan dengan prestasi akademik sekolah (Gibbons & Silva, 2011).

Selain itu mengikut Farhanah, Nurulhusna, Anniz dan Azman (2015), pengusaha atau pengurus harus mementingkan aspek keselamatan dalam menyediakan perancangan dari segi reka bentuk ruang dalam dan juga ruang luar di tadika bagi memudahkan kanak-kanak menjalani segala aktiviti dengan selesa dan semestinya selamat. Pintu keselamatan pula perlulah dibina di antara ruang aktivti dengan ruang dapur. Ini bagi menghalang kanak-kanak daripada memasuki ruang yang tidak sepatutnya ketika aktiviti dijalankan. Hal ini telah dipersetujui oleh Zahyah dan Siti Noor (2014) yang menyatakan bahawa ramai ibu bapa sangat mengutamakan aspek keselamatan dari segi reka bentuk ruang di tadika supaya dapat memberi keselesaan kepada anak-anak mereka dan bagi mengelakkan sebarang kecederaan berlaku kepada kanak-kanak terutamanya ketika melakukan aktiviti pembelajaran.

Satu kajian mengenai faktor yang mempengaruhi pilihan ibu bapa terhadap pendidikan prasekolah di Malaysia ke atas 162 orang ibu bapa yang mempunyai anak-anak di prasekolah. Kajian ini telah dijalankan oleh Zainurin (2011) bagi mengenal pasti faktor pemilihan prasekolah berdasarkan beberapa faktor utama iaitu penjenamaan, institusi yang dikendalikan oleh swasta, keselamatan dan keselamatan, kualiti pengajaran dan kebersihan. Prasekolah sederhana dan bahasa Inggeris adalah prasekolah yang dipilih oleh ibu bapa. Dapatan menunjukkan faktor pemilihan utama ibu bapa dari aspek yuran menjadi faktor utama ibu bapa memilih tadika berada di tahap tinggi.

Dalam kajian Isu Kritikal dalam Pendidikan Prasekolah di Malaysia oleh Rohaty Mohd Majzub (2013), membincangkan isu-isu dan cabaran dalam pendidikan prasekolah di Malaysia. Beliau turut mencadangkan pendapat untuk meningkatkan kualiti sesebuah prasekolah. Responden yang terlibat adalah seramai 30 orang iaitu terdiri daripada guru, pensyarah kolej, pelajar pasca siswazah dan pegawai kerajaan. Penemuan kajian menunjukkan beberapa isu penting yang melibatkan kurikulum, latihan guru, ekuiti dan aksesibiliti, penilaian, dan pemantauan pusat-pusat prasekolah. Cadangan dikemukakan adalah untuk meningkatkan kualiti prasekolah dan juga pusat jagaan kanak-kanak.

Menurut Sharmen (2014) pula ibu bapa bersetuju jika persekitaran fizikal tadika yang tidak bersih menyebabkan kanak-kanak mudah dijangkiti penyakit. Hasil daripada kajian juga menyatakan aspek kualiti persekitaran adalah aspek kedua tertinggi yang mana ibu bapa sering kali mengutarakan kepentingan dalam menjaga persekitaran di pusat jagaan kanak-kanak. Faktor persekitaran yang dimaksudkan ibu bapa ialah peralatan yang digunakan kepada kanak-kanak, kebersihan persekitaran dan juga alat-alat yang disediakan di tadika.

Deskriptif kuantitatif digunakan untuk meringkaskan suatu set data. Deksriptif kuantitatif memberikan gambaran awal data yang telah dikumpul dalam kajian penyelidikan. Data akan diringkaskan dengan menggunakan ukuran kecenderungan memusat seperti min, mod, median di samping boleh dianalisis berdasarkan ukuran serakan seperti varians dan sisihan piawai.

Pemboleh ubah bebas yang terlibat iaitu pemilihan tadika berkualiti dalam kalangan ibu bapa dimanipulasikan untuk melihat hubungannya ke atas pemboleh ubah bersandar iaitu perkembangan sosial kanak-kanak. Pemboleh ubah bebas akan diuji untuk mencari hubung kait atau perhubungan yang signifikan ke atas pemboleh ubah bersandar. Kajian ini dijalankan ke atas ibu bapa kanak-kanak tadika swasta di Mukim Kota Damansara, Petaling Jaya Selangor yang dipilih mengikut jumlah sampel yang telah ditetapkan. Ia bertepatan dengan kaedah tinjauan itu sendiri yang merupakan salah satu cara kajian deskriptif yang mana bertujuan untuk meninjau dan mendapatkan data daripada ibu bapa kanak-kanak tadika yang terlibat.

Pengkaji telah mendapatkan jumlah populasi ibu bapa kanak-kanak tadika di Mukim Kota Damansara dengan bantuan pegawai khas di Pejabat Pendidikan Daerah (PPD) Petaling Utama. Berdasarkan maklumat yang diperolehi, jumlah populasi ibu bapa kanak-kanak tadika yang berusia 6 tahun di mukim ini adalah sebanyak 340 orang. Melalui jumlah populasi ini, pengkaji telah berjaya mendapatkan jumlah sampel seramai 180 orang ibu bapa kanak-kanak tadika. Ibu bapa ini dipilih secara rawak daripada beberapa buah tadika yang terdapat di Mukim Kota Damansara untuk dijadikan sebagai sampel kajian.

HASIL DAN PERBINCANGAN

TAHAP PEMILIHAN TADIKA BERKUALITI DALAM KALANGAN IBU BAPA?

JADUAL 1
Tahap Pemilihan Tadika Berkualiti Dalam Kalangan Ibu Bapa.

Kualiti	Min	Piawai
Penjagaan	4.03	0.25
Persekitaran	4.13	0.31
Pengajaran	4.14	0.32
Pengurusan	4.01	0.36

TAHAP PEMILIHAN KUALITI PENJAGAAN DAN SOKONGAN TADIKA DALAM KALANGAN IBU BAPA.

Dapatan kajian yang dijalankan menunjukkan tahap pemilihan tadika berkualiti dalam kalangan ibu bapa bagi aspek kualiti penjagaan dan sokongan. Menurut Richard I. Levin dan David S. Rubin (2000), pada aras penskoran nilai min iaitu 3.68 hingga 5 menunjukkan aras yang tertinggi dan skor min bagi aspek kualiti penjagaan adalah seperti yang ditunjukkan di atas. Hasil menunjukkan kualiti penjagaan adalah tinggi dan merupakan ketiga rendah dari kesemua kualiti tadika. Skor min dan sisihan piawai bagi kualiti penjagaan ialah 4.03 dan 0.25.

Acap kali keadaan di rumah kurang merangsang pembelajaran di persekitaran mereka. Kebanyakkan ibu bapa yang datang daripada golongan berada kebanyakkanya sibuk bekerja dan tiada masa melayani anak-anak ke arah penyediaan pengetahuan dan kemahiran yang menjadi syarat kejayaan di sekolah.

TAHAP PEMILIHAN KUALITI PERSEKITARAN TADIKA DALAM KALANGAN IBU BAPA.

Bagi kualiti persekitaran tadika pula Jadual 4.9 menunjukkan tahap kualiti terbabit. Skor min bagi kualiti persekitaran tadika adalah tinggi dan merupakan kedua tinggi berbanding kualiti penjagaan. Skor min dan sisihan piawai bagi kualiti persekitaran ialah 4.13 dan 0.31.

Selain itu, peralatan aktiviti yang disusun rapi memudahkan kanak-kanak mencapai alatan tersebut dengan selamat (Sarah, 2016). Selari dengan itu, kajian Moore dan Lin (2014) menerangkan bahawa tanggapan ibu bapa di Taiwan berkenaan dengan keselamatan di tadika lebih kepada tanggungjawab seseorang guru dalam memberikan tumpuan yang lebih terutama kepada keselamatan kanak-kanak terutamanya ketika menggunakan peralatan di tadika.

TAHAP PEMILIHAN KUALITI PENGAJARAN TADIKA DALAM KALANGAN IBU BAPA.

Bagi mengetahui pemilihan kualiti pengajaran tadika dan sama ada ia menjadi pilihan utama ibu bapa, Jadual 4.9 di atas menunjukkan keadaan demikian. Skor min bagi pemilihan kualiti pengajaran guru di tadika mencatat nilai min yang tinggi dan berada di kedudukan yang paling tinggi iaitu 4.14 dan 0.32.

TAHAP PEMILIHAN KUALITI DALAM KALANGAN IBU BAPA

Dapatan kajian yang dijalankan menunjukkan tahap pemilihan tadika berkualiti dalam kalangan ibu bapa bagi aspek kualiti pengurusan dan pentadbiran pula menunjukkan skor min yang tinggi bagi aspek kualiti pengurusan dan pentadbiran adalah seperti yang ditunjukkan dalam Jadual 4.9 di atas. Namun ia menunjukkan kualiti pengurusan dan pentadbiran adalah yang paling rendah dari kesemua kualiti tadika. Skor min dan sisihan piawai bagi kualiti penjagaan ialah 4.00 dan 0.36.

Weaver (2010) pula menyatakan kebanyakkan ibu bapa mengenal pasti kualiti sesebuah tadika apabila ia memenuhi keperluan keluarga mereka dan yang utama adalah kemampuan keluarga dan juga susun atur peralatan di tadika. Ibu bapa dalam kajian ini lebih memfokus kepada perkembangan emosi dan juga keselamatan kanak-kanak apabila memilih tadika untuk anak mereka. Pandangan ini juga diakui oleh kajian Ebbeck dan Yim (2009) yang mana ibu bapa melihat betapa pentingnya hubungan emosi serta hubungan yang erat antara kanak-kanak dan guru sebagai salah satu cara untuk melihat tadika itu berkualiti atau tidak.

Secara keseluruhannya, dapat disimpulkan bahawa indikator dalam kualiti pemilihan tadika yang dibangunkan dalam kajian ini iaitu kualiti pengajaran, kualiti penjagaan dan perkhidmatan, kualiti persekitaran dan kualiti pengurusan dan pentadbiran adalah menjadi keutamaan ibu bapa dalam membuat pilihan tadika yang terbaik untuk anak-anak mereka.

TAHAP PERKEMBANGAN SOSIAL KANAK-KANAK.

JADUAL 2
Tahap Perkembangan Sosial Kanak-kanak

	Kekerapan	Min	Sisihan Piawai (SP)
Sosial	181	2.80	0.23

Bahagian ini akan menjawab persoalan kajian yang kedua iaitu berkenaan dengan tahap perkembangan sosial kanak-kanak di mukim Kota Damansara. Melalui penggunaan kaedah analisis deskriptif, pengkaji menghuraikan taburan kekerapan, peratusan, min dan sisihan piawai bagi menjawab Persoalan kajian kedua.

Melalui hasil dapatan kajian, menunjukkan tahap perkembangan sosial kanak-kanak di mukim Kota Damansara berada pada aras yang sederhana. Menurut Richard et al (2000), pada aras 2.34 hingga 3.66 menunjukkan aras yang sederhana dalam penskoran min yang digunakan. Dalam kajian ini, Jadual 4.10 pula menunjukkan skor min dan sisihan piawai yang diperolehi dari sampel adalah 2.80 dan 0.23. Skor tersebut menunjukkan tahap yang sederhana tinggi di antara 2.34 hingga 3.66. Skor yang rendah adalah antara 1.0 hingga 2.33 manakala skor yang paling rendah tinggi adalah 3.67 hingga 5.0. Secara keseluruhannya, data menunjukkan terdapat jurang atau kelemahan dalam keupayaan tadika dalam membangunkan potensi sosial kanak-kanak.

ANALISIS INFERENSI

Statistik inferensi digunakan untuk melihat perhubungan di dalam kajian, iaitu antara Pemilihan Tadika Berkualiti dengan Perkembangan Sosial Kanak-kanak, Pemilihan Tadika Berkualiti dengan Taraf Pendidikan Ibu bapa serta Pemilihan Tadika Berkualiti dengan Taraf Pendapatan Ibu Bapa. Statistik inferensi yang digunakan adalah ujian Korelasi. Ujian Korelasi digunakan untuk melihat perhubungan dan lain-lain. Beberapa syarat harus dipenuhi sebelum menjalankan statistik inferensi. Seterusnya, setiap ujian statistik inferensi mempunyai andaian-andaian tertentu yang perlu dipatuhi sebelum analisis data dijalankan.

UJIAN NORMALITI

Sebagai langkah terakhir dalam proses penapisan data sebelum dianalisis untuk menguji hipotesis, data-data tersebut ditapis serta dinilai taburan normal dan andaian statistik untuk taburan normal (Tabachnick & Fidell, 2007). Ujian kenormalan dijalankan bagi mengenalpasti bentuk taburan data sama ada normal ataupun herot. Ujian kenormalan amat penting kerana data yang tidak normal akan menyebabkan analisis data menjadi kurang tepat sekaligus keputusan yang dihasilkan adalah salah. Taburan normal data (normality of data) yang digunakan bagi kajian ini telah dianalisis dengan menggunakan analisis deskriptif bagi semua item. Dapatan analisis ini menunjukkan kesemua data kajian ini tertabur secara normal kerana memperolehi nilai skewness dan kurtosis +/- 2 (Tabachnick & Fidell, 2007).

JADUAL 3
Ujian normaliti bagi keseluruhan konstruk

	Bilangan	Nilai Skewness	Nilai Kurtosis
Kualiti Pemilihan Tadika	181	0.06	0.05
Perkembangan Sosial Kanak-kanak	181	0.28	- 0.48

Berdasarkan jadual di atas menunjukkan bahawa nilai skewness dan kurtosis bagi konstruk kualiti pemilihan tadika dan perkembangan sosial kanak-kanak berada di dalam julat ± 2.00. Keadaan ini menunjukkan bahawa data ini adalah bertaburan normal. Selain itu ini menunjukkan item yang digunakan dalam konstruk ini adalah sesuai dengan taraf ibu bapa.

RUMUSAN ANALISIS DAPATAN KAJIAN

JADUAL 4
Analisis Dapatan kajian

Bil	Persoalan Kajian	Dapatan Kajian
1.	Sejauh manakah tahap pemilihan tadika berkualiti dalam kalangan ibu bapa di Mukim Kota Damansara?	Nilai min keseluruhan perkembangan sosial kanak-kanak berada pada tahap yang tinggi iaitu 4.08.
2.	Sejauh manakah tahap perkembangan sosial kanak-kanak di Mukim Kota Damansara?	Nilai min keseluruhan perkembangan sosial kanak-kanak berada pada tahap sederhana iaitu 2.80.
3.	Adakah terdapat hubungan antara pemilihan tadika berkualiti dengan perkembangan sosial kanak-kanak.	Terdapat hubungan positif lemah, dan signifikan pada aras r=0.51 (p=0.24). Hipotesis nul ditolak.
4.	Adakah terdapat hubungan antara taraf pendidikan ibu bapa dengan pemilihan tadika berkualiti dalam kalangan ibu bapa di Mukim Kota Damansara?	Terdapat hubungan negatif yang sederhana iaitu r=-2.67 di mana nilai p=0.01. Hipotesis nul ditolak.

5.	Adakah terdapat hubungan antara taraf pendapatan ibu bapa dengan pemilihan tadika berkualiti dalam kalangan ibu bapa di Mukim Kota Damansara?	Terdapat hubungan positif yang lemah iaitu r=-1.59 (p=0.33). Hipotesis nul ditolak.

Pemilihan Tadika Berkualiti (Kualiti Penjagaan dan Sokongan, Kualiti Persekitaran, Kualiti Pengajaran dan Kualiti Pengurusan dan Pentadbiran) Dalam Kalangan Ibu Bapa

Secara keseluruhan, berdasarkan perbandingan min keseluruhan antara domain pemilihan tadika menunjukkan bahawa domain kualiti pengajaran di tadika adalah domain yang paling dominan berbanding dengan domain-domain kualiti yang lain iaitu 4.14. seterusnya diikuti oleh domain kualiti persekitaran (4.13), domain kualiti penjagaan dan sokongan (4.03) dan akhir sekali domain kualiti pengurusan (4.01). Berdasarkan dapatan kajian ini, dapat disimpulkan bahawa tahap pemilihan tadika dalam kalangan ibu bapa majoritinya berada dalam tahap yang tinggi iaitu 4.08.

Hasil dapatan ini menunjukkan bahawa tahap pemilihan tadika dalam kalangan ibu bapa di Mukim Kota Damansara berada dalam tahap tinggi Dapatan ini selari dengan hasil kajian yang telah dijalankan oleh Hsiu Yueh Chiu di mana hasil penyelidikannya mendapati bahawa kualiti guru, nisbah kanak-kanak, pendidikan guru, komunikasi ibu bapa dan guru, pengajaran dan penyayang, kepimpinan pengetua dan persekitaran fizikal serta dasar kerajaan menjadi faktor utama dalam mempengaruhi pemilihan tadika untuk anak-anak mereka.

PERKEMBANGAN SOSIAL KANAK-KANAK

Berdasarkan min keseluruhan perkembangan sosial kanak-kanak iaitu 2.81 menunjukkan bahawa tahap perkembangan sosial kanak-kanak berada di tahap yang sederhana.

Kurikulum Standard Prasekolah Kebangsaan (KSPK) dihasilkan dan telah diperkenalkan pada 2010 sebagai panduan dalam membantu prasekolah bagi merancangkan aktiviti serta pengalaman yang mengoptimumkan dalam aspek perkembangan kanak-kanak. Menurut Jayawathi (2014), Akta Pendidikan 1996 mewajibkan semua prasekolah samada kerajaan mahupun swasta untuk mematuhi KSPK. Oleh kerana KSPK adalah fleksibel, prasekolah swasta boleh menggabungkannya dengan mudah bersama dengan kaedah mereka sendiri. Kanak-kanak yang memperoleh pendidikan yang baik semenjak dari kecil mempunyai kemahiran sosial dan kekuatan emosional yang stabil. Mereka akan belajar untuk menghargai nilai, bersikap positif dan berkelakuan baik, yang mana akan menjadikan mereka sebagai masyarakat yang berguna apabila dewasa kelak.

PERBINCANGAN HASIL KAJIAN MENGENAI HUBUNGAN ANTARA PEMILIHAN TADIKA BERKUALITI DENGAN PERKEMBANGAN SOSIAL KANAK-KANAK

Merujuk kepada analisis datapan kajian yang telah dijalankan, hasil dapatan kajian mendapati bahawa kesemua faktor pemilihan kualiti tadika dalam kalangan ibu bapa berkenaan hubungannya dengan tahap perkembangan sosial kanak-kanak menunjukkan tidak terdapat hubungan yang signifikan.

Berdasarkan kepada analisis tahap pemilihan tadika dalam kalangan ibu bapa dan hubungannya dengan perkembangan sosial kanak-kanak di Mukim Kota Damansara indeks korelasi yang diperolehi adalah positif, di mana hubungan keduanya menunjukkan berkadar langsung walaupun nilai korelasi yang diperolehi lemah. Dalam kajian ini nilai korelasi bagi hubungan antara tahap pemilihan tadika dengan perkembangan sosial kanak-kanak adalah postif yang sederhana. di bawah aras keertian 0.05 yang dipilih dan nilai korelasi r=0.51 (p=0.24). melihat kepada aras pekali korelasi yang menunjukkan kekuatan korelasi berada pada aras .01 hingga .30 yang menunjukkan aras lemah dan kadar nilai p menunjukkan p<0.05. Hal ini nenunjukkan tidak terdapat hubungan yang signifikan antara faktor pemilihan tadika dalam kalangan ibu bapa dengan perkembangan sosial kanak-kanak.

Berbeza dengan kajian Triantafyllia (2015), serami 315 orang ibu bapa menilai dan memilih prasekolah untuk pendidikan anak-anak mereka dan hasilnya mereka mementingkan kualiti pendidikan awal yang mana hubungan baik antara pendidik dengan kanak-kanak (100%), seterusnya persekitaran pembelajaran yang menyenangkan (100%), penekanan program terhadap pembangunan sosial kanak-kanak (98%), perkembangan emosi (94%) dan pemakanan yang baik (94%). Walaupun dalam tempoh krisis ekonomi yang melanda mereka memberi tumpuan kepada kriteria kualitatif seperti perkhidmatan yang ditawarkan oleh prasekolah pusat (93%), persekitaran semula jadi persekitaran (87%) dan program yang diterapkan (82%). Oleh itu mereka sangat mementingkan perkembangan sosial kanak-kanak hasil dari tadika yang dipilih.

HUBUNGAN ANTARA TARAF PENDIDIKAN IBU BAPA DENGAN PEMILIHAN TADIKA BERKUALITI

Merujuk kepada analisis datapan kajian yang telah dijalankan, hasil dapatan kajian mendapati bahawa taraf pendidikan dalam kalangan ibu bapa berkenaan hubungannya dengan tahap perkembangan sosial kanak-kanak menunjukkan terdapat hubungan yang sangat signifikan.

Berdasarkan kepada analisis taraf pendidikan dalam kalangan ibu bapa dan hubungannya dengan perkembangan sosial kanak-kanak di Mukim Kota Damansara indeks korelasi yang diperolehi adalah positif, di mana hubungan keduanya menunjukkan berkadar langsung walaupun nilai korelasi yang diperolehi lemah. Dalam kajian ini nilai korelasi bagi hubungan antara tahap pemilihan tadika dengan perkembangan sosial kanak-kanak adalah postif yang sederhana dan signifikan di bawah aras keertian 0.01 yang dipilih dan nilai korelasi $r=-1.59$ ($p=0.33$) melihat kepada aras pekali korelasi yang menunjukkan kekuatan korelasi berada pada aras .01 hingga .30 yang menunjukkan aras lemah dan kadar nilai p menunjukkan $p<0.05$.

HUBUNGAN ANTARA TARAF PENDAPATAN IBU BAPA DENGAN PEMILIHAN TADIKA BERKUALITI

Merujuk kepada analisis datapan kajian yang telah dijalankan, hasil dapatan kajian mendapati bahawa kesemua faktor pemilihan kualiti tadika dalam kalangan ibu bapa berkenaan hubungannya dengan tahap perkembangan sosial kanak-kanak menunjukkan tidak terdapat hubungan yang signifikan.

Berdasarkan kepada analisis taraf pendapatan ibu bapa dengan pemilihan tadika berkualiti di Mukim Kota Damansara indeks korelasi yang diperolehi adalah positif, di mana hubungan keduanya menunjukkan berkadar langsung walaupun nilai korelasi yang diperolehi lemah. Dalam kajian ini nilai korelasi bagi hubungan antara taraf pendapatan ibu bapa dengan pemilihan tadika berkualiti adalah postif yang sederhana. Di bawah aras keertian 0.05 yang dipilih dan nilai korelasi $r=-2.67$ ($p=0.01$) melihat kepada aras pekali korelasi yang menunjukkan kekuatan korelasi berada pada aras 0.01 hingga .30 yang menunjukkan aras sederhana dan kadar nilai p menunjukkan $p<0.05$.

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CULTURE AND CORPORATE GOVERNANCE STRENGTH IN MALAYSIAN PUBLIC LISTED COMPANIES

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ABSTRACT

This study examines the relationship between 2 variables which are culture and corporate governance. Culture is represented by 4 characteristics of directors in each company which are; race, religion, education background and gender. Corporate governance is represented by corporate governance index which examines 8 components of governance. They are; Board characteristics and structure, Audit Committee, Internal Audit function, External Audit, Ownership, Code of business conduct, Directors' compensation and Progressive Practices. The sample of 200 public listed companies is used in this study. The findings suggest that culture has impact on corporate governance strength of companies.

Keywords: Corporate governance, Culture, Malaysian public listed companies, Education background, Corporate governance index.

INTRODUCTION

As explained by Haniffa and Cooke (2002), cultural factors are important because the traditions of a nation are instilled in its people and might help explain why things as they are including accounting and auditing practices. Furthermore, Riah-Belkaoui (1998) investigates the effect of culture on the perception of 12 accounting concepts and found a significant influence of national culture in the perception of accounting concepts. Malaysia is a unique country with various ethnic and culture resulting from the colonial domination in the past period. Since Malaysia is a multiracial country, it is interesting to analyze its different culture that affects things such as accounting, auditing practices. Furthermore, there are also increasing awareness towards the important of corporate governance practices in companies. So, there are obvious reasons for this study to be conducted in order to clarify the relationships exist between culture and corporate governance strength.

SIGNIFICANT OF THE STUDY

Currently, the increasing awareness in the importance of the corporate governance practices provide a sensible reason to initiates this study. Rashidah and Fairuzana (2006) declares that earnings management may lead to inaccurate information about the company and it is crucial for an organization to have an effective corporate governance mechanism to safeguard the rights of the investors in getting the true and fair information of the company. Furthermore, there is problem arises in research where the previous study failed to explore the cultural factor; even with the acknowledgment of it's important as a potential determinant of corporate governance practice. This study will observe the relation between those two variables and this study will determine the consequence of culture of the board of directors have on corporate governance practice. Thus, this study will enhance the previous discovery of prior research to extend our understanding on the

relationship of those variables. Malaysia is of interest because it is a developing country and its division in race, religion, ethnicity and language practiced by its citizen. This study is important to be conducted in multi racial country because of the differences in the attitudes and behaviors in each race. Furthermore, the increasing attention from Malaysian companies on the importance of corporate governance should be the attractive factors to initiate this study.

LITERATURE REVIEW

INTRODUCTION

In this chapter, the definitions of each variable are reviewed to give in depth understandings about what to be studied. The previous studies on the relationship of the variables are also being examined. Furthermore, the proxies for each variable are determined in this chapter.

CULTURE

As being defined by Hofstede (2003), culture is a collective programming of the mind which distinguishes the members of one human group from another. Hofstede also came up with four dimensions of societal culture in 1980 which include:
1. Large versus small power distance, the extent to which the members of a society accept that power in institution and organizations are distributed unequally.
2. Individualism versus collectivism, which stands for a preference for a loosely knit social framework in society wherein individuals are supposed to take care of themselves and their immediate families only versus a preference for a tightly knit social framework in which individuals can expect their relatives clan, or other in-group to look after them in exchange for unquestioning loyalty.
3. Strong avoidance versus weak uncertainty avoidance is related to the degree to which the members of a society feel uncomfortable with uncertainty and ambiguity; and
4. Masculinity versus femininity, which stands for a preference in society for achievement, heroism, assertiveness and material success versus a preference for relationships, modesty, caring for the weak and the quality of life.

Alfred Kroeber and Clyde Kluckhohn (1964) have defined culture as an integrated pattern of human knowledge, belief, and behavior that depend upon the capacity for symbolic thought and social learning. Jahoda (1984) acknowledged culture as an extremely elusive construct but it includes among others, the social, political and other factors which may influence individuals' behavior (Hamid 1993).While Trompenaars (1993) defined culture as the shared ways of group of people understand and interpret the world and also the way in which a group of people solves problems. Munter (1993) defines culture as the dominant and continuing values, attitudes and behaviors of a group and it's inline with Schein (1997) that explained a group that has shared important experiences would adopt shared views of the world around it and its place in the world. Culture refers to the complex of meanings, symbols, and assumptions about what is good or bad, legitimate or illegitimate that underlies the prevailing practices and norms in a society (Pierre Bourdieu, 1972).

It is difficult to explore the cultural factors that affect corporate governance because there is no exact factor that could resemble culture as a whole. Bhaskaran and Sukumaran (2007) canvassed that in organizational setting, the culture (work values, beliefs, and orientations) of the business entity

would tend to be the culture of the group that controls the organization, for example, the founders, the leaders and senior managers of the business entity. For example, Hofstede has illustrated; contends that the work values, beliefs and orientations of the subsidiaries of the multinational company IBM are different in different countries because of the influence of the national culture of its employees in different countries. Based on previous studies, the effect of sub-cultures within countries on business behavior have not being discuss before whereas in many countries, the ethnic and religious backgrounds of the owners and managers of business entities could become an important issue because the role and power of ethnic and religious minorities maybe completely disproportionate to their population size. On the other hand, Chuah (1995) argues that the mind of Malaysian managers is influenced by race; education and the type of organization they work for. So, in order to solve this issue, proxies will be used for culture which is the values or characteristics of the group that controls the companies such as the board of directors.

In multiracial countries such Malaysia, the prevailing societal values may not necessarily reflect the values of the nation as a whole especially if each ethnic group prefers to maintain its own identity and values. Pettigrew (1979) explained that the differences between the groups may also be apparent if there is history of conflict. So, it is vital to accept that norms and values may differ between groups even within nation (Specter and Salomon, 1990).

CORPORATE GOVERNANCE

Finance Committee Port 1999 has defined Corporate Governance as 'a process and structure used to direct and manage the business and affairs of the company towards enhancing business prosperity and corporate accountability with the ultimate objective of realizing long term shareholders value, whilst taking into account the interest of other stakeholders'. It is clear therefore, that corporate governance is the responsibility entrusted to the board of directors by the shareholders in order to generate a good prosperity for them. Other definitions would be from Cadbury (1992) that has defined corporate governance as a system by which companies are directed and controlled. Mitchell (2003) also has stated that strong corporate governance is associated with good manners; treating others the way one likes to be treated and taking responsibility for one's conduct and the consequences of one's behavior. It is literally means that the management should act in ethical ways based on the interest of the company's shareholders.

Corporate governance is a self regulating process. It ensures that the processes implemented within a company and directions of the affairs of the company and corporate accountability within an organization are managed with prudence and integrity (Megat Najmuddin 1999). The structures reflect the separation between management of the company where the board of directors known as the agent and the shareholders as the principal. The separation of ownership and control over the company result in conflict of interest between the agent and the principal (Fama & Jensen, 1983). The board of directors is appointed to ensure the management act on the behalf of shareholders. The board of directors needs to be governed to reduce agency cost under corporate governance. Another important element of corporate governance is the existing of audit committee. The role of audit committee is to ensure that management does not practice inappropriate earning management that will distort the true financial performance of the company (Klein 2002). The production of financial accounting information is the responsibility of the management. Good governance is vital to ensure the management produce quality accounting information that can be used by stakeholders for decision making. This structure can be illustrated by the following figure:
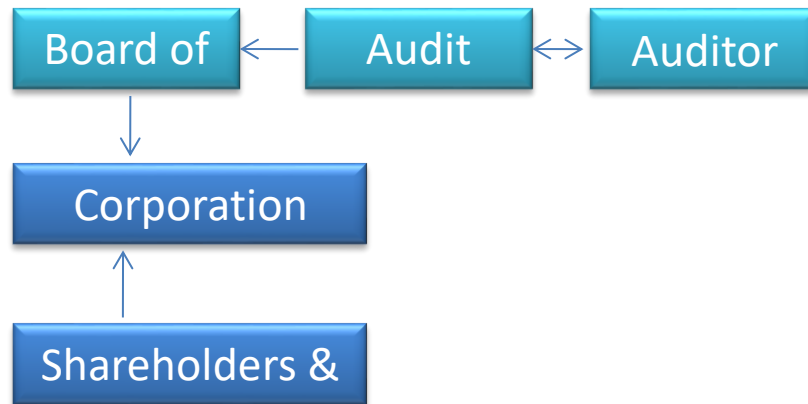
FIGURE 1. Corporate governance mechanisms

Corporate governance as defined by the Public Oversight Board as "those oversight activities undertaken by the board of directors and audit committees to ensure integrity of the financial reporting process" (POB 1993). S&P (2002) define corporate governance as "encompassing the interaction between a company's management, its board of directors, and financial stakeholders (e.g. shareholders and creditors). These definitions support the above structure of corporate governance.

While Organization for Economic Co-operation and Development (OECD, 2004) defines corporate governance as:

"Corporate governance is the system by which business corporations are directed and controlled. The corporate governance structure specifies the distribution of rights and responsibilities among different participants in the corporation, such as, the board, managers, shareholders and other stakeholders, and spells out the rules and procedures for making decisions on corporate affairs. By doing this, it also provides the structure through which the company objectives are set, and the means of attaining those objectives and monitoring performance."

The mandatory reporting of compliance with the code has enabled shareholders and the public to access and determine the standards for corporate governance by listed companies. For instance, the Bursa Securities Listing Requirements imposes upon listed companies the mandatory obligation to make adequate disclosure of material information to the market. While significant improvement has been achieved, timely review of the Code is needed to further strengthen corporate governance practices in line with the development in the domestic and international capital markets.

In Malaysia, since the release of the Malaysian Code of Corporate Governance (MCCG) in 2000, the Malaysian corporate scene has made significant strides in corporate governance standards. MCCG was developed by the Working Group on Best Practices in Corporate Governance and subsequently approved by the high level of Finance Committee on Corporate Governance (FCGG). Securities Commission had released the revamped of MCCG on 1st October 2007. One of the key amendments is to strengthen the board of directors to discharge their duties and responsibilities effectively. The revamped code also highlights the importance of institutional investors to perform direct contact with companies, including constructive communication with both senior management and board members about performance, corporate governance, and other matters affecting shareholders' interest.

OBJECTIVES OF THE STUDY

There is one main objective come up from the study which is to identify the relation of cultural factors with corporate governance strength in companies.

RESEARCH QUESTION

There is one question arose from this study; do cultural factors affect corporate governance strength?

RESEARCH FRAMEWORK
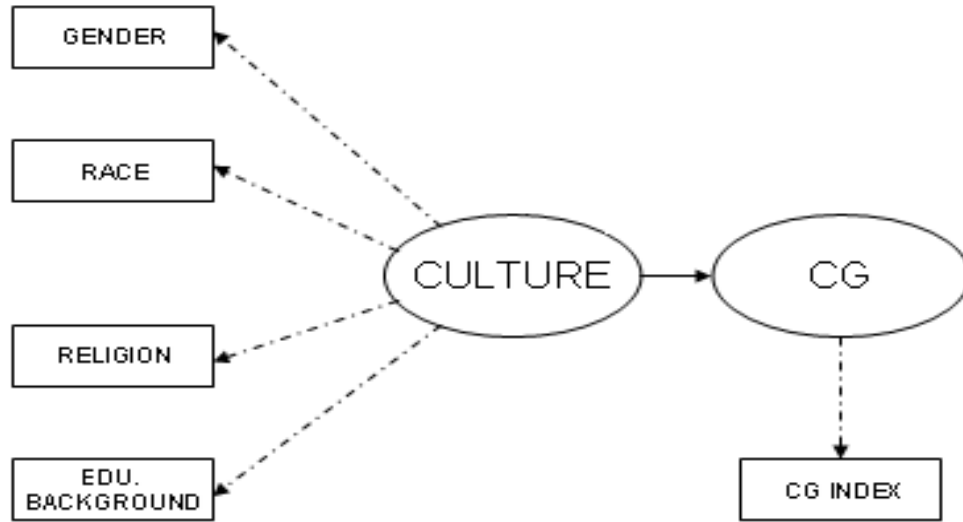
FIGURE 2. Research Framework

As shown in figure 2, the study is conducted to recognize the relationship between cultures with the corporate governance. Culture can be classified as the independent variable while corporate governance as the dependent variable. This means that this study will examine the influence of culture within the companies on corporate governance strength. So, the relationship to be examined is the relationship between culture and corporate governance practice.

Culture will be represented by 4 proxies which are; gender, race, religion and education background of the board of directors. Corporate governance will be proxied by the corporate governance index

CULTURE

For culture concept, the proxies that will represent this concept are; race, religion, gender and education background.

RACE

Haniffa (2002) in the Managerial Auditing Journal suggests that in multiracial countries, the prevailing societal values will not necessarily reflect the values of the nation as a whole especially if

each ethnic group prefers to maintain its own identity and values. Pettigrew (1979) suggests that accounting values and practices bias will be greater among groups with a history of conflict or in which racial and ethnic differences coincide with national or socio-economic differences. This means that people with different races will have different views of accounting values and practices which will indirectly contribute to different level of corporate governance strength and earnings management practices of a particular company. Besides, Haniffa and Cooke (2000) also mentioned that race is an important demographic factor to be considered in disclosure practice because it determines the economic incentives available to the individual. In Malaysia, there is a term called Bumiputera as defined by Wikipedia as "son of earth" or "son of the soil" (bhumi = earth; putra = son). It includes Malay and aborigine, natives of Sarawak, and "natives" of Sabah. So, for this variable I will look into the Board of Director composition as to whether the Board is dominated by Bumiputera or Non-Bumiputera.

RELIGION

Besides race, Haniffa and Cooke (2000) also quoted that business ethics in Islam include transparency and as such, the Malays may be expected to be less secretive in their disclosure practice. From that, I can say that race factor may affect the corporate governance practice as people with different races will have different values and practices desired by their religion. On top of that, '...under Islam, the social order is closer to collectivism and the rights of private ownership are ultimately subordinate to Allah' (Baydoun and Willett, 1995, p.89); which can further explain that Muslims have identical traits which may differ from other religions. So, for the purpose of this research, I would like to see as to whether the BOD is denominated by either Muslim or Non-Muslim members and how it affects the corporate governance strength and earnings management practices.

GENDER

Hofstede suggest 5 dimension of culture:
   (a) Small vs. Large Power Distance
   (b) Individualism vs. Collectivism
   (c) Masculinity vs. Femininity
   (d) Weak vs. Strong Uncertainty Avoidance
   (e) Long vs. Short Term Orientation

As for proxies of the culture, I only use one of the Hofstede's culture dimensions which is masculinity vs. femininity. It is obvious that men will have more masculinity traits and so do women which will have more femininity trait. So, gender can be a good proxy for culture as defined by Hofstede. For the analysis, this study will analyze as to whether the majority of the board of directors (BOD) is either male or female and study how the denomination will affect the corporate governance strength and earnings management.

Besides that, Carter (2002) found that there is a significant positive relationship between the fraction of women or minorities on the board and firm value. Based on that, I assume that women on the board may also have positive relationship on the corporate governance strength and negative relationship with the earnings management practices, thus encouraging me to further study on this subject matter.

EDUCATION BACKGROUND

Educational background can be important determinant of disclosure practice (Haniffa and Cooke, 2000). Bhaskaran and Sukumaran (2007) declare that the educational background of the key decision makers, reference group influence, and business orientation could also have affect the culture of these business entities. Besides, it has been found that the more educated the manager, the more likely a person is to adopt innovative activities and accept ambiguity (Hambrick and Mason, 1984). Furthermore, with Western influence in education, managers may have modified some of the century-old values peculiar to society and this may play a vital role in explaining their disclosure behavior (Merchant, Chow and Wu, 1995). Therefore, if the board of directors consists of individuals having a Western academic background, they may have different corporate governance practice as compared to local educational background. So, this study identifies how this factor may encourage good corporate governance practice in the company. The BOD will be separated as either local educational background or overseas educational background for the purpose of our research.

CORPORATE GOVERNANCE

Haniffa and Cook (2000) have affirmed that Corporate Governance is examined by company's board composition, role duality, and cross directorship. On the other hand, Duffy (2004) encounters the suggestion by saying that corporate governance index can be used to determine the overall corporate governance strength of the company. For the purpose of this study, index will be used to verify the corporate governance strength in each company. The index will examine 8 key components of corporate governance which are as stated below:
1. Board characteristics and structure.
2. Audit Committee
3. Internal Audit function
4. External Audit
5. Ownership
6. Code of business conduct
7. Directors' compensation
8. Progressive Practices

RESEARCH METHODOLOGY

INTRODUCTION

The intention of this study is to analyze the relationship between the cultural factors on the corporate governance strength. Culture is represented by race, religion, gender and education background of the directors and corporate governance is measured by corporate governance index. This chapter will discuss in depth the research methodology related to this study.

This chapter begins with the selection of sample and sample size. Subsequently the method of data collection is discussed, followed by the description on the selection of dependent and independent variables.

SAMPLE SELECTION

The purpose of the study is to identify the relationship between culture and corporate governance. To achieve its objectives, both financial and non-financial information of 200 main board companies are used. The sample selection of the companies will be explained in the following section.

COMPANY SELECTION

In this study, the population consists of companies that are listed in the main board of Bursa Malaysia Securities Bhd (Bursa). There is no focused sector to be examined, thus, sample is chosen from all sectors available in Bursa Malaysia's main board. The sectors involved in this study are:
1. Construction
2. Consumer Product
3. Technology
4. Industrial product
5. Plantation
6. Properties
7. Trading & Services
8. Reits

One of the reasons for choosing main board companies in this study is the agency relationship, which exists between managers and the shareholders. The separation of ownership from control increased the power of professional managers and left them free to pursue their own aims (Muth & Donaldson, 1998) and this will cause conflict of interests. Agency theory also argues that shareholders have lost control of corporations; therefore, a good control system is needed to monitor the opportunistic behavior of the directors. This is fairly observable in large public companies.

SAMPLE SIZE

The total number of companies that constitute from 8 sectors is 685 companies. For the purposeof this study, with regards of period to complete this research, only 30% of total companies will be examined. Thus, only 200 companies will be included in determining relationship between those 2 variables.

The 200 companies are chosen by using stratified random sampling. The whole population is partitioned into relatively homogeneous subgroups that are distinct and non-overlapping, called strata. Then total sample sizes are determined which is 30% of total population. Next, the sample is chosen using proportionate stratified sampling. Proportion is determined by the number of companies in each of the sector. For example, for industrial products, total of companies in that sector is 90 companies which represent 13% of population. So, in determining sample for this sector, 13% of 200 companies will be the number of sample for this sector, which are 26 companies.

SECTOR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	CONSTRUCTION	19	9.5	9.5	9.5
	CONSUMER PRODUCT	54	27.0	27.0	36.5
	TECHNOLOGY	9	4.5	4.5	41.0
	TRADING & SERVICES	57	28.5	28.5	69.5
	INDUSTRIAL PRODUCT	26	13.0	13.0	82.5
	PLANTATION	3	1.5	1.5	84.0
	PROPERTIES	31	15.5	15.5	99.5
	REITS	1	.5	.5	100.0
	Total	200	100.0	100.0	

TABLE 1. The proportionate of sectors in determining sample.

Table 1 shows the diversion in sectors and percentage for each sector that constitute sample of this study.

METHODS OF DATA COLLECTION

In order to gather data for 2 variables, many sources are being examined. All data are collected through annual reports of the companies. Annual reports are viewed from the Bursa website at http://www.bursamalaysia.com.my or from the company's website. There are various parts of annual report in each company that being studied as shown below:

Variables	Data Collection
Culture	Board of Directors' Profile
Corporate Governance	Corporate Governance Statement and throughout annual report

TABLE 2. Data collection sources

For culture, director's information is obtained from the profile of the board of directors in annual reports.

For corporate governance, since there are 8 components in the Corporate Governance index to look at; overall parts of annual report are checked. For example, for external auditor component, one of the items is the consulting fees paid to auditors is less than the audit fees paid to auditors. So, in order to check for this item, it needs to examine the notes to the account in the financial statement in order to know whether consulting fees exceed audit fees or not. After that, the total score of corporate governance index is summed up and percentage of the score is calculated.

EXPLANATORY VARIABLES

For the purpose of this study, data collection comprises of two categories which are dependent and independent variables. The key dependent variable is corporate governance strenght while the independent variable is culture. In addition to the dependent and independent variable, this study also includes control variables, company size represented by LOGSIZE (Chow and Wong-Boren 1987), leverage represented by LOGLEVERAGE (Bradbury 1992) and sector represented by SECTOR (Meek et al 1995); which is expected to influence corporate governance and earnings management.

Table 3 summarized the all variables involved in this study.

Variables	Sign	Definitions
Race	Race	The dominant race of the directors
Religion	Religion	The dominant religion of the directors
Education background	Education	The dominant education background of the directors
Gender	Gender	The dominant gender of the directors
Corporate governance	CG	The percentage of CG score
Size	Logsize	The natural log of the total asset for each company
Leverage	Logleverage	The natural log of total liabilities over the total asset for each company
Sector	Sector	The industry of the companies

TABLE 3. The variables

Culture is dummy variable where its proxies are given value. It can be illustrated as follows:

Proxy	Value 0	Value 1
Race	Non Bumiputera	Bumiputera
Religion	Non Muslim	Muslim
Education Background	Oversea Study	Local Study
Gender	Female	Male

TABLE 4. Dummy variables

However, for gender, the result comes up to be constant, which means that all sample companies are dominated by male directors.

For sector variable, the designations for each sector have been made as follows:

Construction	1.0
Consumer Product	2.0
Technology	3.0
Trading & Services	4.0
Industrial Product	5.0

Plantation	6.0
Properties	7.0
Reits	8.0

TABLE 5. Value for sectors

Table 6 explained the independencies of variables in each test.

Test	Dependent Variables	Independent Variables
Culture Vs. Corporate Governance	Corporate Governance	Race Religion Education Logsize Logleverage Sector

TABLE 6. The dependent and independent variables

DEVELOPMENT OF HYPOTHESIS

In order to answer the research question, the study has derived by one hypothesis:

Question 1, Hypothesis 1
H_1: The cultural factors have negative relationship with corporate governance strength.

DISCUSSION

The current chapter discusses the result of data collected based on annual reports from Bursa Malaysia website and companies' website of 200 firms listed on the Main Board. Specifically, the section discusses the findings and provides results on whether there is any impact of culture on corporate governance strength. The first section outlines descriptive statistics of the dependent and independent variables.

STATISTICAL ANALYSIS

The hypotheses developed in the current study are to explore whether there is any associations Abetween variables. Table 3 presents the correlation analyses between the variables. The bivariate correlations procedure which is Pearson's correlation coefficient is performed to measure how variables are related. Pearson's correlation coefficient is a measure of linear association.

		CG	RACE	RELIGION	EDUCATION
CG	Pearson Correlation	**1**	-.164*	-.157*	-.175*
	Sig. (2-tailed)		.020	.027	.013
	N	**200**	200	200	200
RACE	Pearson Correlation	**-.164***	1	.965**	.075
	Sig. (2-tailed)	**.020**		.000	.293
	N	**200**	200	200	200
RELIGION	Pearson Correlation	**-.157***	.965**	1	.060
	Sig. (2-tailed)	.027	.000		.396
	N	200	200	200	200
EDUCATION	Pearson Correlation	-.175*	.075	.060	1
	Sig. (2-tailed)	.013	.293	.396	
	N	200	200	200	200

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

TABLE 7. Correlations

From the table, there is a negative relationship between corporate governance and culture for each of its proxy; race, religion and education background. For race, the correlation is -0.164, -0.157 for religion and -0.175 for education background. This means that the lowest the proxies value, the stronger its corporate governance. So, lower value, which is 0 (race= non bumiputera, religion= non Muslim, and education background= oversea study) has positive influence to the corporate governance strength.

Significant tests are done at three level; 90%, 05% and 99% significant level. Above table summarize significant value for all 4 tests being carried out.

Test	Significant level 0.1	Significant level 0.05	Significant level 0.01
Culture-CG	.014ᵃ	.014ᵃ	.014ᵃ

TABLE 8. Significant value at three levels

From above table, culture of companies' directors will influence implementation of corporate governance since all three levels of significant show a significant figure of 0.000.
However, the strong significant levels of relationships mentioned above are contributed by the control variables, not directly by independent variables. This can be clarified below:

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.738	.078		9.453	.000	.584	.892
	SECTOR	.001	.003	.022	.303	.763	-.005	.006
	LOGSIZE	.000	.004	.006	.078	.938	-.008	.008
	LOGLEVERAGE	.014	.006	.158	2.244	.026	.002	.026
	RACE	-.037	.042	-.237	-.883	.378	-.120	.046
	RELIGION	.010	.042	.062	.234	.815	-.073	.092
	EDUCATION	-.025	.011	-.161	-2.310	.022	-.045	-.004

a. Dependent Variable: CG

TABLE 9. Significant of relationship between Culture and CG

Table 9 shows the significant relationship between culture and corporate governance without the presence of control variable. For race, it is insignificant since it has only 0.378 significant level and same goes to religion with only 0.815 significant value. It is different with education background since it shows significant relationship to CG. Furthermore, the significant relationship between both variables (0.014) is also given by the control variables, LOGLEVERAGE

DISCUSSION ON RESULT

From results of correlation and significant test, the summary of relationships can be illustrated below:

Relationships	Significant Level	Direction of relation
CG-EM	0.000	Negative

TABLE 10. Summary of results

From summary table above, it can be concluded that Hypothesis 1 can be accepted since according to the result, there is a significant negative relationship between culture of directors and corporate governance strength. Negative relationship indicates 0 value proxies which are non bumiputera, non muslim and oversea study directors implement good corporate governance in their company.

LIMITATIONS OF THE STUDY

In conducting this research, this study encountered few limitations. This study has been conducted in a very short period, which is in 4 months. It is difficult to collect data for all the variables involved in the short time. Furthermore, sample that being tested is in the small quantities to meet the dateline. The sample is 200 public listed companies out of 700 companies which only represent only 30% of the total population. The result of this study may not represent the population of public listed companies as a whole since the sample size is too small in comparison with the size of the population.

Furthermore, due to shortage of time, this study is unable to take into consideration one of the important control variables, which is age. Age of the company should be measured either by the date of establishment or the date of listing for the company.

Next, the process of collecting data using the Data Server, DataStream lead the study to a lot of problems as the server always down during the collection of data period. Thus, this problem drags the research process leaving less time for the writing of this research. Furthermore, there is limitation in selecting sectors since the study need sectors with minimum of seven companies. Finance, hotel, closed end funds, exchange traded funds, IPC, mining, and PN4 condition are excluded from our study since those factors have less than seven companies in that sector.

Lastly, for culture concept, the proxies that will represent this concept are; race, religion, gender and education background. However, after data collection process, this study has come to a discovery that the gender variable gives a constant result which is all the directors in companies is dominant by male directors. So, gender will have no effect to the other variables, earnings management and corporate governance practice. In order to examine the relationship of culture on earnings management and corporate governance practice, this study has abort gender as one of the proxies for the cultural factors. Thus, culture will only be proxied by race, religion and education background of the directors.

RECOMMENDATIONS FOR FURTHER RESEARCH

There are some rooms for improvement if there is any further research on this area. What can be done to improve the study would be:
1) Enlarge the sample size to more than 200 companies. This will result to more accurate outcome to represent the population as a whole.
2) Take into consideration the other control variable, which is age to ensure more accurate result.
3) Future research should examine the process of corporate governance, not only considering the index as the index only indicates the fulfillment of regulations. There should be studies on how companies meeting the governance requirement in the business operations.
4) Addition of more proxies for culture of directors. For example, age.
5) Future study also can examine the relationship for companies other than the main boards in Bursa Malaysia. It can include companies in Ace Market. This will lead to existence of another control variable; listing. Thus, the result will become more accurate.

CONCLUSION OF THE STUDY

This study is initiated to examine the relationship between culture and corporate governance strength in Malaysian Public Listed Companies. Thus, it came up to be positive significant relationship between culture and corporate governance strength.

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THE RELATIONSHIP BETWEEN JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT AMONG ACADEMIC STAFF MEMBERS OF KOLEJ POLY-TECH MARA KOTA BHARU

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ABSTRACT

This research investigates the relationship between job satisfaction and organizational commitment among academic staff of Kolej Poly-Tech MARA (KPTM) Kota Bharu. Specifically, the purpose of this paper is to examine the relationship between job satisfaction and all three dimensions of organizational commitment: affective commitment, continuance commitment and normative commitment. In this study, data was collected from thirty seven academic staff of Kolej Poly-Tech MARA Kota Bharu, with a 74% rate of response. The result indicates that Job satisfaction does have positive and significant effects on organizational commitments. The main contribution of the paper is to help the human resource manager of KPTM Kota Bharu to have the opportunity to be more aware about the impact of job satisfaction on employees' commitment towards the institution.

Keywords: Organizational commitment; Job satisfaction; affective commitment: continuance commitment: normative commitment.

INTRODUCTION

The health of an educational institution depends on the job satisfaction of its employees (Wood 1976 as cited in Gebremichael and Prasada Rao 2013). Robbin (1998) concluded that remarkable evidence exists concerning the significance of job satisfaction. A satisfied workforce leads to higher productivity because of fewer disruptions such as absenteeism, departure of good employees, and incidents of destructive behavior.

Job satisfaction is an important determinant of work life because of its relevance to the physical and mental well-being of employees. Work is an important aspect of people's lives and most people spend a large part of their working lives at work. Thus, an understanding of the factors involved in job satisfaction is relevant to improving the well- being of a significant number of people.

An employee who is satisfied with his job would perform his duties well and be committed to his job, and subsequently to his organization (Norizan 2012). Satisfied employees are the ones who are extremely loyal towards their organization. They are working with the hope to take their organization to a new level. Passion towards job comes only when employees are satisfied with their job and organization on the whole. That is why issues related to organizational commitment and job satisfaction among employees within different types of organizations have been extensively researched, relatively few of these studies involved private higher education (Gebremichael and Prasada Rao 2013).

Satisfied workers have been found to be more committed to organizations, have more favorable attitudes towards work and the organization, more conscientious, more likely to help co-workers, to have greater willingness to report unethical behaviors, and to be less likely to leave their jobs than dissatisfied workers (Gebremichael and Prasada Rao 2013). Employee satisfaction is essential for

employee retention. Organizations need to retain talented and well trained employees for their long term growth and success. Thus, it is of utmost importance for employers to know the factors that can affect their employees' job satisfaction level since it would affect the performance of the organization as well (Awang, Ahmad and Zin 2010).

Organizational commitment and job satisfaction are job related attitudes that have received considerable attention from researchers around the globe (Azeem 2010). The connections between job satisfaction and organizational commitment have been the subject of great deal of attention in recent years (Rayton 2006).

Employee satisfaction and retention have always been important issues for both the people who work in an organization and the people who study the relationship between job satisfaction and organizational commitment. This is because committed and satisfied employees are normally high performers who contribute towards organizational productivity (T. Oshagbemi 1997, as cited in Azeem 2010).

Job satisfaction and organizational commitment are even more important to study in academic institutions, especially higher institutions and universities which are the sources of human resource and are responsible for advancing the intellectual capacity of a nation. Lecturers and teachers are the central elements in educational system performing various important tasks and responsibilities. The overall performance of higher institutions and universities depends upon their faculty staff, and ultimately their level of commitment and job satisfaction (Malik, Nawab, Naeem and Danish 2010).

Links between employee commitment to their organizations and satisfaction with their jobs have been the subject of a large amount of empirical research, and still there seems little agreement about the causal connections between these two important employee attitudes (Rayton 2006). According to Rayton, some authors find that job satisfaction generates commitment (2006). Bateman and Strasser argued that organizational commitment is an antecedent of job satisfaction, meaning that, when employees have a strong commitment to their organization, it will increase employee job satisfaction (1984 as cited in Gebremichael and Prasada Rao 2013).

Several other studies have argued that job satisfaction will affect organizational commitment (Bluedorn 1982; Williams and Hazer, 1986 as cited in Gebremichael and Prasada Rao 2013). A third position considers the relationship as being reciprocal (Mathieu and Zajac 1990, Meyer, Staneley, Herscovitch, and Topolnytsky 2002). Whereas satisfaction is mainly concerned with the employee's attitude towards the job, and commitment is at the level of the organization, a strong relationship between job satisfaction and organizational commitment has been found over the years. Yet, there are always many employees who are satisfied with their job, but dislike, say, the highly bureaucratic organization they work for, or may be dissatisfied with their current job but be very committed to the overall vision of the organization (Luthans 2005).

Although these studies have proposed a different causal ordering between job satisfaction and organizational commitment, they all have found a significant, positive relationship between the variables (Brown and Sargeant 2007). There is a significant relationship between job satisfaction and organizational commitment (Rayton 2006). Kalleberg and Mastekaasa (2001) found that previous research on the relationship between job satisfaction and organizational commitment has not shown any consistent and easily reconcilable findings. Lincoln and Kalleberg (1990) maintain that a

satisfaction-to-commitment model assumes that satisfaction is a cause of commitment (cited in Suma and Lesha 2013)

Despite the fact that there is relative consensus on the strong positive relationship between job satisfaction and organizational commitment, there is an ongoing argument regarding the causal order between these two variables. Bateman and Strasser (1984) argued that organizational commitment is an antecedent of job satisfaction, meaning that, when employees have a strong commitment to their organization, it will increase employee job satisfaction.

BACKGROUND OF STUDY

Effectiveness of human resource management is reflected by employees' job satisfaction and organizational commitment. The range and quality of employee – employer relationship may include negative behaviors such as low productivity, turnover, absenteeism, tardiness, and theft, or the demonstration of positive behaviors such as high productivity, loyalty, punctuality, dedication, and commitment that promote the organization's success (Newstorm and Davis 1997 as cited in Brown and Sargeant 2007).

According to Norizan (2012), employees are among the most important determinants and leading factors that determine the success of an organization in a competitive environment. Roznowski and Hullin (1992 as cited in Brown and Sargeant 2007) believed that after an individual is hired, knowledge of his or her job satisfaction becomes the most important piece of data that a manager or organizational psychologist can have.

Many managers have little understanding of how to satisfy their employees and how these employees' satisfaction levels influence their intention to leave their position (Feinstein 2002). According to Fisher, Schoenfeldt and Shaw, employees who are more satisfied with their job as a whole – with pay, supervision, the nature of the work itself, and/or opportunities for advancement – are less likely to quit (1993 as cited in Lipinskiene 2008).

Moreover, according to results of studies, job involvement and organizational commitment also seem to influence turnover rates (Lipinskiene 2008). Job satisfaction and organizational commitment might be related as both have an effect on turnover rates. Thus, managers should investigate the relationship between job satisfaction and organizational commitment.

PROBLEM STATEMENT

KPTM Kota Bharu is suffering from profit reduction for two consecutive years as reported in Annual Report Year 2012 and 2013. This study was conducted to examine job satisfaction and organizational commitment as both factors play a role in organizational performance and success. Additionally, it was because there had been no research done on this topic in the specific context of Kolej Poly-Tech MARA (KPTM) Kota Bharu.

According to Malik, Nawab, Naeem and Danish 2010, job satisfaction and organizational commitment are even more important to study in academic institutions, especially higher institutions and universities which are the sources of human resources and sole responsible for educating the

intellect of nations. Lecturers and teachers are the central element in educational system holding various important responsibilities. The overall performance of higher institutions and universities depends upon their teachers and ultimately their level of commitment and job satisfaction (Malik et. All 2010).

By examining the relationship between job satisfaction and organizational commitment, it would hopefully help the human resource manager to finds ways to increase productivity and organizational performance. Understanding of job satisfaction and organizational commitment are important because they have an important effect on organizational performance, and these attitudes can be influenced by human resource policies and practices (Rayton 2006).

An understanding of how lecturers become satisfied and committed to their organization, and to what degree various factors contribute to their level of commitment, is really important in boosting up their performance (Malik et all, 2010). There should be a strong correlation between happy employees and increase organizational performance. It would seem that if people feel good about their jobs, their happiness would be reflected in the quality of their work and may have a positive feedback from their customers and this will contribute to organizational success.

According to Fiorita, Bozeman, Young and Meurs, if managed properly, organizational commitment can lead to beneficial consequences such as increased effectiveness, performance, and productivity, and decreased turnover and absenteeism at both individual and organizational levels (2007 as cited in Norizan 2012). Thus, organizational commitment is an important factor that needs to be understood by all managers in order to be effective in managing their employees.

High level of organizational commitment provide a clear focus for human resource manager on the grounds that commitment is in itself good and positive that should lead to high level of work performance (Norizan 2012).

PURPOSE OF THE STUDY

The purpose of this study was to determine the relationship between job satisfaction and organizational commitment among the academic staff of Kolej Poly-Tech MARA Kota Bharu.

RESEARCH OBJECTIVE

Specifically, this study focused on the following objectives:
  i. To examine the relationship between job satisfaction and affective commitment.
  ii. To examine the relationship between job satisfaction and continuance commitment.
  iii. To examine the relationship between job satisfaction and normative commitment.

RESEARCH QUESTIONS

Based on the discussion above, three research questions had been formulated as follows:
  i. Does job satisfaction influence affective commitment?
  ii. Does job satisfaction influence continuance commitment?
  iii. Does job satisfaction influence normative commitment?

SIGNIFICANCE OF THE STUDY

This study would help the human resource manager of KPTM Kota Bharu to have the opportunity to be more aware about job satisfaction and employee commitment towards the institution. This is important to increase the employees' productivity, which would lead to the increase of their performance, to raise the profit of KPTM and lastly to to contribute to organizational success. This is in line with Rayton 2006, where understanding job satisfaction and organizational commitment is important because they have an important effect on organizational performance. The management of KPTM Kota Bharu should pay more attention towards employee satisfaction.

LITERATURE REVIEW

JOB SATISFACTION

Job satisfaction is a topic of wide interest to both people who work in organizations and people who study them. The concept of job satisfaction has been broadly studied in literature, due to the fact that many experts, managers as well as researchers, believe its trends can affect and influence work productivity, employee turnover and employee retention (Eslami and Gharakhani 2012).

The traditional model of job satisfaction focuses on all the feelings that an individual has about his or her job. However, what makes a job satisfying or not satisfying does not depend only on the nature of the job, but also on the expectations that individuals have of what their jobs should provide (Lu, White and Barribal 2004). Herzberg Motivation-Hygiene theory has dominated the study of the nature of job satisfaction (Lu et al., 2004). The study of job satisfaction can be traced to Herzberg (1959) who theorized that job satisfaction is a function of motivators which contribute to job satisfaction and hygiene.

An employee's motivation to work is continually related to job satisfaction of a subordinate. Motivation can be seen as an inner force that drives individuals to attain personal and organizational goals. Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, and these include achievement in work, recognition, promotion opportunities. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions.

Job satisfaction according to Bushra (2012) helps to create positive attitudes in employees, boost their morale, improves their performance and creates pleasant relationship among co-workers. According to Noe, Hollenbeck, Gerhart, Wright (1994), job satisfaction can be defined as a pleasure feeling that results from the perception that one's job fulfills or allows for the fulfillment of one's important job values (as cited in Lipinskiene, (2008).

Job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values (Locke 1968 as cited in Eslami and Gharakhani 2012). Umar, Qamar, Mirza, Imam-ul-Hassan, and Waqas (2012), job satisfaction can be influenced by a variety of factors such as the quality of one's relationship with the supervisor, the quality of the physical environments in which they work, and the degree of the fulfillment of their job. Thus, the specific dimension used to measure job satisfaction in this study are pay, the work itself, promotions, working condition, supervision and co-workers.

The level of job satisfaction could be lower or higher. However, determining the specific level of job satisfaction is not so simple. Among other things, it is complicated by the fact that the theory offers different measures of job satisfaction. According to Simic and Stojkovic (2014), low levels of job satisfaction can be one of the causes of the monotony at work, increased physical and mental fatigue of workers, and pronounced mental stress in employees. As a result of increased job dissatisfaction, the organization may exhibit pronounced tendencies of absence from work, leaving the organization, being late for work, loss of co-operation among staff, frequent complaints by disgruntled workers and the like. (Simic and Stojkovic 2014).

DIMENSIONS OF JOB SATISFACTION

Locke (1976) presented a summary of job dimensions that have been established to contribute significantly to employee's job satisfaction (as cited in Norizan 2012). The dimensions are as follows: the work itself, pays, promotions, working conditions, supervision and co-workers.

ORGANIZATIONAL COMMITMENT

The word commitment encompasses loyalty, concern for the organization, involvement, a defensive and supportive feeling, and willingness to work in the interest of the organization. Commitment encourages employees' voluntary involvement with the organization and their desire to remain with the organization for a long period of time (Uludag, Khan and Guden 2011).

Organizational commitment is viewed as an attitude of attachment to the organization by an employee, which leads to particular job-related behaviors such as work absenteeism, job satisfaction, turnover intentions, organizational citizen behaviors, work motivation and work performance (Lipinskiene 2008). Interest in organizational commitment has been stimulated largely by its demonstrated positive relationship to work behaviors such as job satisfaction, high productivity, and low turnover (Cohen 2003). Herscovitch and Meyer (2002) defined organizational commitment as the degree to which an employee identifies with the goals and values of the organization and is willing to exert effort to help it succeed.

Meyer and Allen (1991) argued that organizational commitment is a psychological state that characterizes the employee's relationship with the organization and has implications to the decision to continue membership in the organization. Accordingly, organizational commitment is defined either as an employee attitude or as a force that binds an employee to an organization. Organization commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization. It is generally considered as three dimensional construct comprising of affective commitment, continuance commitment and normative commitment.

DIMENSIONS OF ORGANIZATIONAL COMMITMENT

Affective commitment shows the extent to which the individual identifies with the organization (identification, involvement, and emotional attachment). Normative commitment described the extent to which an employee believes he/she should be committed to an organization and may be influenced by social norms. Continuance commitment describes an individual's need to continue working for the organization based on the perceived costs associated with leaving (Allen and Meyer 1990; Meyer and Allen 1991).

Individuals may become committed to an organization for many reasons: a person may stay with an organization because the organization's value, mission, and its goals align with his/her own; another person may stay with the same organization because leaving may impact his/her prestige, benefits, or social networks; yet another may be committed to the organization due to a sense of obligation (Malik 2010).

In summary, organizational commitment can be defined as a psychological state characterizing an employee's relationship with the organization that has implications for the employee's decision to remain or leave the organization. Commitment reflects the employee's acceptance of the goals of the organization and willingness to engage in behaviors that are specified in the job description (Lipinskiene 2008).

RELATIONSHIP BETWEEN JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT.

Job satisfaction and organizational commitment are regarded as separate constructs. Satisfaction is mainly concerned with the employee's attitude towards the job, and commitment is at the level of the organization, a strong relationship between job satisfaction and organizational commitment has been found over the years. Yet, there are always many employees who are satisfied with their job, but dislike, say, the highly bureaucratic organization they work for, may be dissatisfied with their current job but be very committed to the overall vision of the organization (Luthans 2005).

Job satisfaction is a kind of response to a specific job or job-related issues; whereas, commitment is a more global response to an organization. Therefore, commitment should be more consistent than job satisfaction over time and takes longer after one is satisfied with his/her job (Feinstein and Vondrasek 2001, as cited in Eslami and Gharakhani 2012).

Organizational commitment is less influenced by daily events than job satisfaction; it develops more slowly but consistently over time, and therefore is seen to be a more complex and enduring construct (Mowday, Porter and Steers 1979 as cited in Suma and Lesha 2013)

According to Meyer *et al.* (2002), job satisfaction is determinative of organizational commitment. The main difference between organizational commitment and job satisfaction is that while organizational commitment can be defined as the emotional responses which an employee has towards his organization; job satisfaction is the responses that an employee has towards any job. It is considered that these two variables are highly interrelated. In other words, while an employee has positive feelings towards the organization, its values and objectives, it is possible for him to be unsatisfied with the job he has in the organization.

CONCEPTUAL FRAMEWORK

Based upon literature review, there is a need to study the relationship between job satisfaction and organizational commitment among academic staff of KPTM Kota Bharu.

The independent variable is job satisfaction and dependent variables are the three dimensions of organizational commitment, which are affective commitment, continuance commitment and normative commitment. Figure 1.0 displays three dimensions of organizational commitment in

relation to job satisfaction. The conceptual framework for this study is to examine the relationship between organizational commitment and job satisfaction.
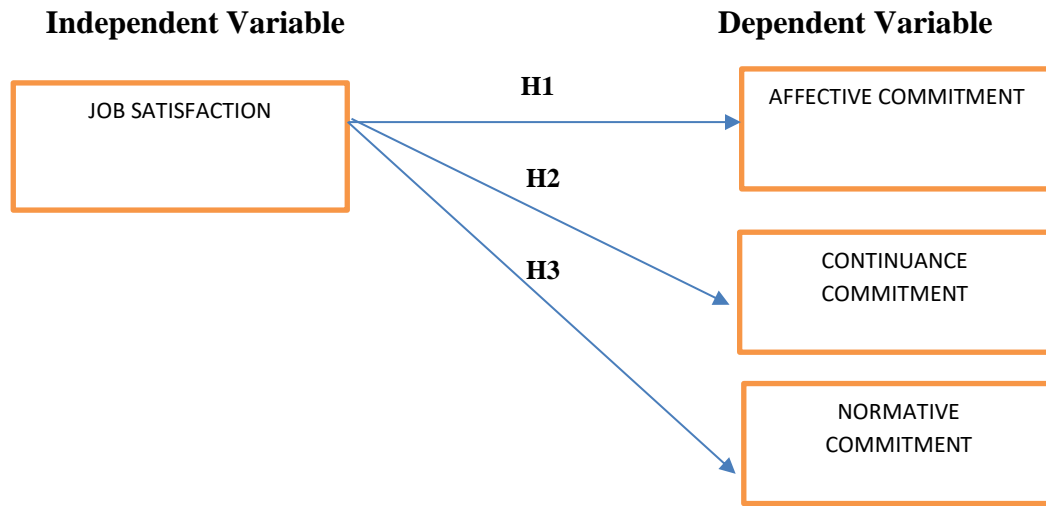
Independent Variable   **Dependent Variable**

FIGURE 1.0: The Conceptual Framework

HYPOTHESES

Based on the literature review and research objectives, the following hypotheses are derived:

H1   There is relationship between affective commitment and job satisfaction.
H2   There is relationship between continuance commitment and job satisfaction.
H3   There is relationship between normative commitment and job satisfaction.

RESEARCH METHODOLOGY

RESEARCH DESIGN

The focus of this study was on the relationship between organizational commitment and job satisfaction. This study is quantitative in nature and a cross-sectional research. A survey was conducted using self-administered questionnaire.

UNIT OF ANALYSIS

The unit of analysis is the individuals that are part of the academic staff of KPTM Kota Bharu.

POPULATION AND SAMPLING METHOD

The population of this study was the academic staff of KPTM Kota Bharu. The listing of academic staff was obtained from the Human Resource Department. A sample size of 50 staff members were selected from the total of 75 academic staff. Respondents were selected at random using simple random sampling.

MEASUREMENT

Fifty questionnaires were distributed and thirty seven were returned completed and met the screening requirements, representing a net response rate of 74%. Among the thirty seven respondents, 65%

were female and 76% were aged between 20 to 40 years old. The respondents were given one day to complete the questionnaires and the researcher went to their respective workstations the day after to collect the questionnaires.

The questionnaire has five sections. Sections A, B, and C are components related to organizational commitment. Section A measures affective commitment, Section B measures continuance commitment and Section C measures normative commitment. In total twenty (20) questions adapted from Meyer and Allen (1990) were used to measure components of organizational commitment. Five point Likert Scale is used to measure items, in which one (1) equals to strongly disagree and five (5) equals to strongly agree. Section D is about job satisfaction and only measures general satisfaction. The Job Descriptive Index (JDI) is used to assess job satisfaction. Seven items were included to measure general satisfaction using a five point Likert Scale, in which one (1) equals to strongly disagree and five (5) equals to strongly agree. Section E is about the demographical background of the respondent.

The survey was carried out in May 2015. Permission from The Deputy Director of Human Resource Department, KPTM Kota Bharu was obtained prior to the survey distribution. The findings and conclusions of this study were based on the full utilization of statistical data collected and analyzed using SPSS Statistic 21.

PROFILE OF RESPONDENTS

The statistical Package for Social Sciences (SPSS) Version 21 was used to explore the data. Fifty sets of questionnaires were distributed to the respondents and thirty seven questionnaires were collected in this study (males = 35.1%; females = 64.9%, age range 20 – 50 years, Malay = 97.3%; Chinese = 2.7%, bachelor's degree = 67.6%; master's degree = 32.4%, length of service 1 – more than 12 years). (See table 1 for demographics).

TABLE 1: Demographic variables: gender, age, race, length of service, qualification

VARIABLE	CATEGORIES	FREQUENCY (*f*)	PERCENTAGE (%)
Gender	Male	13	35.1
	Female	24	64.9
Age	30 and below	12	32.4
	31 to 40	16	43.2
	41 and above	9	24.3
Race	Malay	36	97.3
	Chinese	1	2.7
Length of service	1 to 3	5	13.5
	4 to 6	7	18.9
	7 to 9	6	16.2
	10 to 12	13	35.1
	More than 12	6	16.2
Qualification	Bachelor's degree	25	67.6
	Master's degree	12	32.4

RELIABILITY ANALYSIS

Reliability analysis among variables were measured based on Cronbach Alpha. The Cronbach Alpha is a measure of internal consistency, that is, how closely related a set of items are as a group.

Table 2 show the value of the Cronbach Alpha. Based on the output of the analysis, Cronbach Alpha indicates that all items are positively correlated to one another. On the overall, the reliability of all the measures were comfortably above 0.70, ranging from 0.754 to 0.833. In summary, the instrument used to measure each variable in this study is reliable.

TABLE 2: Summary of Reliability Analysis

Variables	Number of item	Number of item discarded	Cronbach Alpha
Job Satisfaction	7	0	.831
Affective Commitment	7	0	.833
Continuance Commitment	7	0	.754
Normative Commitment	6	0	.789

DESCRIPTIVE ANALYSIS

The summary of the descriptive statistic is shown in Table 3. The results show that the mean for job satisfaction is 3.888 with Standard deviation (SD) = 0.62282, the mean for affective commitment is 3.9247 with SD = 0.52918, the mean for continuance commitment is 3.7394 with SD = 0.57027, and the mean and the standard deviation for normative commitment is 3.6748 and 0.64307 respectively. The mean values for all the variables are above moderate.

TABLE 3: Descriptive Statistics

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Job Satisfaction	37	2.43	5.00	3.8880	.62282
Affective Commitment	37	2.29	5.00	3.9247	.52918
Continuance Commitment	37	2.71	5.00	3.7394	.57027
Normative Commitment	37	2.17	5.00	3.6748	.64307

HYPOTHESES TESTING

Interpreting positive or negative correlations is based on Guilford's Rule of Thumb as described in Table 4.

TABLE 4: Rule of Thumb for interpreting the size of a Correlation Coefficient

Size of Correlation	Interpretation
.90 to 1.00 (-.90 to –1.00)	Very high positive (negative) correlation
.70 to .90 (-.70 to -.90)	High positive (negative) correlation

.50 to .70 (-.50 to -.70)	Moderate positive (negative) correlation
.30 to .50 (-.30 to -.50)	Low positive (negative) correlation
.00 to .30 (.00 to -.30)	Little if any correlation

The Pearson's Product Moment Correlation Coefficient was computed for the purposes of determining the relationships between job satisfaction and all three dimensions of organizational commitment.

TABLE 5. Pearson's Correlation Coefficients of job satisfaction and organizational commitment.

Variables	Job Satisfaction	Affective Commitment	Continuance Commitment	Normative Commitment
Job Satisfaction				
Pearson Correlation	1	.581**	0.373*	.669**
Sig. (2-tailed)		.000	.023	.000
N		37	37	37
** Correlation is significant at the 0.01 level (2 tailed); * Correlation is significant at the 0.05 level (2 tailed)				

Results shown in the above table revealed that there are positive relationships between job satisfaction and organizational commitment. The results indicated support for all hypotheses as job satisfaction is significantly related with organizational commitment at 0.01 and 0.05 level.

The results moderately support Hypothesis 1, which states that job satisfaction is positively related to affective commitment ($r = 0.581$, $p < 0.01$). This would seem to imply that if the job satisfaction was to change, then affective commitment would change accordingly.

The results also slightly support Hypotheses 2, which found a low positive relationship between job satisfaction and continuance commitment ($r = 0.373$, $p < 0.05$). These findings indicate that employees would have a lower level of continuance commitment if job satisfaction level was to change.

Finally, the results moderately support Hypothesis 3, which states that job satisfaction is positively related to normative commitment ($r = 0.21$, $p < 0.01$). This would seem to imply that if the level of job satisfaction was to change, then normative commitment would change accordingly.

CONCLUSION

DISCUSSION

The findings of this study indicate that there is a significant positive relationship between job satisfaction and organizational commitment. This means that the academic staff of KPTM who are satisfied with their job will show their commitment to the organization.

The findings of this study are in line with the study by Eslami and Gharakhani 2012, who indicated that job satisfaction (Promotions, Personal relationships, and Favorable conditions of work) has

positive and significant effects on organizational commitment. The study by Azeem (2010) also postulated that a moderately significant positive relationship was found among job satisfaction facets, demographic factors, and organizational commitment. Supervision, pay, overall job satisfaction, age, and job tenure were the significant predictors of organizational commitment.

The results of this study are in contrast to the study by Gebremichael and Prasada Rao (2013), whose study showed the existence of weak, but significant, positive relationship between job satisfaction and organizational commitment in both academic and supportive staff. The study by Norizan (2012) indicated that there is no significant relationship between job satisfaction and organizational commitment.

The findings highlight the importance of job satisfaction in organizational commitment. This will present a valuable understanding for human resource managers to actively improve job satisfaction for employees to achieve organizational commitment and this would in turn improve performance and boost profit.

LIMITATION

The research is conducted exclusively among the academic staff of KPTM Kota Bharu. Thus, the results are not generalized to other professions and other higher learning institutions. The sample was drawn from only one institution, thus this study may be limited in its generalizability of the findings to other such institutions. So, future research should have to draw sample of respondents from different higher education institutions for the sake of comparing and generalizing the results of the study.

This study uses questionnaires as the instrument to collect data and this might cause problems of social desirability.

RECOMMENDATION AND SUGGESTION

Due to the size of the present study, work related extraneous variables such as, position, personality characteristics, organizational citizen behavior, family related responsibilities or number of dependents; organizational culture, knowledge sharing and role ambiguity were not included on this study. They may have an impact on employee job satisfaction and organizational commitment, so in order to improve on this, it is suggested that future research needs to include these extraneous variables for more reliable findings.

Findings of the study suggest that organizations should consider some factors that have been identified to have strong impact on organizational commitment and incorporate them in their employees' development programs to improve their attitude in the workplace. Furthermore, the findings of this study can be of great help in designing polices for improving organizational commitment.

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KESANTUNAN BERBAHASA DALAM KALANGAN PELAJAR DIPLOMA KEJURURAWATAN (DN101) KOLEJ POLY-TECH MARA KOTA BHARU (KPTMKB)

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ABSTRAK

Kesantunan berbahasa dapat dilihat pada pilihan kata, nada, intonasi dan struktur kalimatnya. Amalan kesantunan ketika berkomunikasi bukan sahaja dipandang tinggi oleh masyarakat malah ianya merupakan tuntutan dalam setiap agama. Dewasa ini kesantunan berbahasa terutama sekali dalam kalangan pelajar semakin terhakis disebabkan pemodenan dan pengaruh asing yang meresap masuk ke dalam budaya masyarakat khasnya dalam kalangan pelajar. Pelajar hari ini dilihat semakin kurang mengamalkan kesantunan dan bersikap kurang sopan semasa berkomunikasi. Kesantunan berbahasa penting kepada remaja kerana mereka merupakan generasi pelapis yang bakal menerajui pemerintahan negara. Kajian ini bertujuan untuk mengenal pasti amalan kesantunan berbahasa yang dipraktikkan oleh pelajar dan juga untuk membincangkan kesan amalan kesantunan berbahasa yang diamalkan oleh pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu (KPTMKB). Kajian ini berbentuk kuantitatif dengan seramai 270 orang pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu (KPTMKB) dipilih sebagai responden untuk ditemu bual dengan menggunakan borang soal selidik. Teori Kesantunan Asmah Haji Omar (2000) digunakan dalam kajian ini sebagai landasan bagi membincangkan dapatan kajian. Hasil penelitian mendapati bahawa pelajar yang menjadi responden mengamalkan kesantunan berbahasa dan amalan kesantunan berbahasa juga dapat mendatangkan kesan yang positif kepada diri pelajar.

Kata Kunci: Kesantunan Berbahasa, Pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu (KPTMKB)

PENGENALAN

Bahasa merupakan mekanisme yang penting untuk menyampaikan mesej dalam apa-apa bentuk komunikasi, baik lisan mahupun tulisan. Bahasa dan mesej yang jelas memudahkan pemahaman seseorang untuk bertindak balas terhadap sesuatu komunikasi lisan dan tulisan. Bahasa adalah saluran komunikasi yang sangat penting kepada manusia. Tanpa bahasa manusia tidak dapat berhubung antara satu sama lain (Rosli Othman 2001).

Kesantunan mengambarkan ketinggian moral, jati diri dan pembentukan akhlak terpenting seperti yang termaktub dalam ciri kemanusiaan. Komunikasi dan interaksi antara bangsa dan masyarakat Melayu sudah pasti mempunyai kod-kod sosial, nilai dan norma. Interaksi dalam kalangan bangsa Melayu ini memberikan gambaran kesantunan Melayu dalam segala aspek kehidupan.

Menurut Awang Sariyan (2007) menjelaskan kesantunan berbahasa ialah penggunaan bahasa yang baik, sopan, beradab, memancarkan peribadi mulia dan menunjukkan penghormatan kepada pihak yang menjadi teman bicara. Thomas (1996) berpendapat bahawa kesantunan berbahasa didefinisikan sebagai strategi yang digunakan oleh penutur terhadap pendengar dalam usaha mencapai pelbagai matlamat, seperti memelihara perhubungan yang harmonis. Kesantunan

berbahasa dapat dijadikan sebagai aset pencetus kepada pembinaan sesebuah hubungan persaudaraan dan sebagainya. Hal ini kerana, seseorang yang menjaga kesantunan semasa berbahasa akan berjaya menakluki hati orang lain, apatah lagi sekiranya ia diiringi dengan lakuan yang baik.

Mutakhir ini, fenomena yang melanda pelajar kita semakin hari semakin menunjukkan kesan negatif terutamanya dalam kesantunan mahupun adab berkomunikasi ini. Semakin maju peralihan zaman, semakin mundur akhlak masyarakat. Hal ini demikian berlaku disebabkan oleh sikap masyarakat yang kurang peka terhadap kepentingan adab dalam kehidupan sehingga tidak mengamalkannya walaupun sedikit setiap hari. Berpunca dari masalah yang dibincangkan di atas, kajian ini dibuat untuk mengenal pasti amalan dan kesan amalan kesantunan berbahasa yang dipraktikkan oleh pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu (KPTMKB). Data kajian diambil melalui borang soal selidik yang diedarkan kepada pelajar melalui Google Form dan dianalisis. Data kajian akan dianalisiskan berdasarkan Teori kesantunan Asmah.

Objektif Kajian

Bagi mencapai tujuan kajian, pengkaji telah menetapkan dua objektif utama bagi kajian ini iaitu:

1. Mengenal pasti amalan kesantunan berbahasa yang dipraktikkan oleh pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu (KPTMKB).

2. Membincangkan kesan amalan kesantunan berbahasa yang diamalkan oleh pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu (KPTMKB).

Persoalan Kajian

Persoalan kajian ini memainkan peranan penting dalam menentukan objektif kajian itu dapat dicapai. Berikut merupkan persoalan yang perlu dijawab oleh pengkaji dalam kajian ini:

1. Apakah pelajar sering mengamalkan kesantunan berbahasa di Kolej Poly-Tech Mara Kota Bharu (KPTMKB)?

2. Apakan kesan amalan kesantunan berbahasa yang diamalkan oleh pelajar Kolej Poly-Tech Mara Kota Bharu (KPTMKB)?

Permasalahan Kajian

Kebelakangan ini remaja dilihat tidak lagi menghormati orang yang lebih tua dari mereka dengan tidak memanggil mereka dengan panggilan yang sepatutnya. Perkembangan dunia moden dan kurangnya didikkan menyebabkan kebanyakan amalan kesopanan generasi muda masa kini kian hilang rasa hormat dan santun semasa berkomunikasi di dalam sesuatu komuniti. Amirah Syazwani (2018) menyatakan dalam situasi masyarakat yang mengejar status negara maju, generasi muda kini kian melupakan kesantunan berbahasa. Masalah ketidaksantunan dalam komunikasi semakin teruk, dan yang paling dibimbangkan ialah golongan yang masih di bangku

persekolahan, ini kerana sekiranya golongan ini tidak diberi pendedahan awal mengenai amalan kesantunan dalam komunikasi akan mengakibatkan amalan ini semakin hilang dalam kebudayaan masyarakat timur.

Kajian ini merupakan satu usaha awal untuk mengenal pasti amalan kesantunan berbahasa yang dipraktikkan dan kesan amalan kesantunan berbahasa dalam kalangan pelajar jururawat di Kolej Poly-Tech Mara Kota Bharu. Golongan pelajar di peringkat kolej juga didapati mula mengabaikan nilai kesantunan berbahasa ketika berinteraksi. Fenomena ini timbul apabila berlaku kejadian pelajar yang berkelakuan dan berbahasa kasar terhadap pensyarah mereka sendiri, contohnya seperti tidak menghormati pensyarah dengan menunjukan sikap protes apabila di tegur, memberi alasan yang tidak munasabah setiap kali lewat ke kelas, komunikasi yang tidak berkesan dengan pesakit ketika diklinikal. Keadaan tersebut sebenarnya telah menyebabkan berlaku kebimbangan kepada pensyarah-pensyarah yang mengajar program Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu. Hal ini kerana apabila pelajar Diploma Kejururawatan bukan sahaja belajar di dalam bilik kuliah sahaja malahan mereka perlu keluar untuk menjalani latihan praktikal di hospital setiap semester dan para pelajar akan berhadapan dengan pesakit dan masyarakat. Para pelajar perlu berkomunikasi dengan baik dan perlu menjaga kesantunan berbahasa ketika merawat pesakit dan perlu juga berhadapan dengan masyarakat luar. Situasi ini juga telah menyebabkan timbulnya perasaan ingin tahu dalam kalangan pensyarah dan pihak kolej berkenaan isu amalan kesantunan berbahasa dalam kalangan Diploma Kejururawatan. Penularan gejala ini, jika tidak diberikan perhatian yang wajar, bakal mendatangkan masalah kepada sistem sosial masyarakat pada masa akan datang. Sehubungan dengan itu, bagi mengenal pasti amalan kesantunan berbahasa yang dipraktikkan oleh pelajar Diploma Kejururawatan dan kesan amalan kesantunan berbahasa yang diamalkan oleh pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu (KPTMKB) kajian mengenainya perlu dijalankan.

Batasan kajian

Kajian ini melibatkan seramai 270 orang pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu (KPTMKB). Oleh kerana kajian ini terbatas kepada pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu (KPTMKB), maka keputusan bagi kajian ini mungkin tidak dapat digeneralisasikan bagi pelajar yang berlainan kursus.

Kaedah kuantitatif merupakan kaedah yang digunakan bagi kajian ini. Soal-selidik yang diperoleh daripada responden akan digunakan untuk menganalisis data. Soal selidik digunakan sebagai instrumen kerana dengan cara ini segala maklumat yang ingin diperoleh dapat dicapai dengan lebih menyeluruh dan lebih cepat. Semua maklumat berkaitan responden diperoleh daripada borang soal selidik yang diedarkan melalui Google Form. Maka, kebolehpercayaan data kajian adalah bergantung kepada ketelusan dan komitmen yang diperoleh daripada responden dalam menjawab semua item yang terdapat di dalam soal selidik tersebut serta kajian ini juga merupakan kajian jangka masa pendek iaitu kurang dari setahun.

SOROTAN KARYA

Kajian berkenaan kesantunan telah banyak dijalankan, sama ada oleh penyelidik tempatan mahupun penyelidik luar negara. Ainal Akmar Ahmad, Maizatul Azura Yahya, Nasihah Hashim, Noor Aida Mahmor (2016) telah menjalankan kajian bertajuk 'Kesantunan Bahasa Semasa Berkomunikasi Di Laman Sosial'. Pembangunan pesat dalam teknologi maklumat telah menyebabkan komunikasi tidak terhad kepada komunikasi bersemuka sahaja, kewujudan komunikasi secara maya telah menyebabkan kesantunan berbahasa kian terhakis. Kajian ini dijalankan oleh pengkaji untuk melihat aspek kesantunan berbahasa di laman sosial serta mengenal pasti dan menganalisis ujaran yang tidak santun yang digunakan oleh netizen dalam ruangan komen berita yang disiarkan secara online di laman sosial Facebook. Pengkaji telah menggunakan Teori Kesantunan Asmah Haji Omar (2000). Dapatan kajian mendapati bahawa majoriti netizen akan menggunakan kata-kata kesat yang tidak santun apabila memberi komen terhadap sesuatu isu berkaitan kerajaan yang disiarkan dalam laman sosial. Netizen kerap menggunakan kata panggilan, kata gelaran dan ujaran yang tidak santun. Pengkaji berpendapat bahawa netizen harus mengutamakan kesantunan dalam berkomunikasi walaupun tidak berpuas hati dengan perkara yang dibicarakan, netizen perlu mementingkan konsep penjagaan air muka dengan melakukan teguran secara berhemah untuk menyampaikan pendapat masing-masing. Pengkaji berpendapat bahawa sekiranya gejala ini tidak dibendung, slogan " budi bahasa budaya kita" akan hanya tinggal sebagai kenangan sahaja.

Abd Ganing Laengkang, Ab Razak Ab Karim & Riduan Makhtar (2018) telah menjalankan kajian bertajuk 'Ungkapan Rabbani Sebagai Lambang Kesantunan Bahasa: 'Kajian Kes Terhadap Forum Wacana Sinar Harian'. Ungkapan rabbani merupakan ungkapan-ungkapan yang berunsurkan ketuhanan. Dalam kajian ini, ungkapan-ungkapan rabbani adalah sebahagian daripada kesantunan berbahasa dari sudut Islam. Oleh itu, penelitian ini akan menganalisis penggunaan ungkapan rabbani dalam tiga forum Siri Wacana Sinar Harian. Tiga forum yang dikaji ialah Peranan Ulama menasihati Pemimpin, Apa Di Sebalik 1MDB, dan Politik: Perjuangan atau Populariti. Tujuan kajian ialah mengenal pasti bentuk-bentuk ungkapan rabbani dalam forum Wacana Sinar Harian dan menganalisis kekerapan penggunaan ungkapan Rabbani dalam kalangan ahli forum. Pengkaji telah menggunakan kerangka teori yang diperkenalkan oleh Noriati Abd Rashid (2005). Kerangka teori tersebut terdiri lapan kategori kesantunan dan 35 strategi kesantunan. Salah satu kategori kesantunan yang beliau perkenalkan ialah kategori ungkapan rabbani. Kajian ini akan mengaplikasikan kategori ungkapan rabbani untuk menganalisis tiga forum yang dipilih. Dapatan kajian ini menunjukkan ungkapan-ungkapan rabbani telah diamalkan oleh ahli forum dan ia melambangkan amalan kesantunan berbahasa dalam forum Wacana Sinar Harian.

Marlyna Maros (2011) dalam kajiannya bertajuk 'Strategi Kesantunan Melayu dalam Membuat Teguran'. Tujuan kajian ini untuk membincangkan strategi kesantunan Melayu dalam membuat teguran. Kajian ini melibatkan hanya 24 orang penutur asli bahasa Melayu yang membentuk 12 pasangan akrab yang terlibat dengan lakuan bahasa teguran dan membuat jemputan. Mereka yang dipilih merupakan golongan profesional muda, berpendidikan tinggi, dan tinggal di bandar besar, tetapi mereka masih memegang kepada nilai budaya warisan Melayu. Pengkaji menggunakan kaedah kualitatif untuk memperolehi data .Data diperolehi secara interaksi separa asli yang

merupakan rakaman interaksi membuat teguran dengan berpandukan stimulus, dan wawancara separa terancang setelah selesai rakaman. Pengkaji telah menggunakan teori Brown dan Levinson (1978, 1987) teori ini menggunakan konsep air muka. Konsep air muka ini terbahagi kepada dua iaitu, air muka positif dan air muka negatif. Air muka positif adalah keinginan individu untuk merasakan bahawa dirinya atau air mukanya dihargai, dan air muka negatif adalah keinginan individu untuk merasakan hak, kebebasan dan kuasa autonomi terhadap tindakan atau perlakuannya. Dapatan kajian mendapati ada persamaan dalam strategi kesantunan oleh penutur bahasa Melayu dengan penutur asli bahasa Cina yang menetap di Amerika Utara. Dua kajian ini menunjukkan persamaan strategi yang digunakan dalam menyampaikan suatu perkara yang berat oleh penutur bahasa dari budaya Timur. Kajian ini juga menunjukkan bahawa penutur asli budaya Timur amnya, dan Melayu khasnya, masih berpegang kepada nilai budaya mereka, meskipun telah melalui proses urbanisasi, modernisasi dan globalisasi yang memberikan mereka pendedahan yang banyak kepada bahasa dan budaya yang asing, terutamanya dari Barat.

Wan Robiah Hj. Meor Osman, Hamidah Abdul Wahab (2018) dalam kajian 'Kesantunan Berbahasa Kaunselor Pelatih dalam Sesi Kaunseling'. Kajian ini menyelidiki aspek kesantunan berbahasa yang wujud dalam perbualan antara kaunselor pelatih dan kliennya. Kajian ini dijalankan dengan mengumpil data dari 30 orang kaunselor pelatih program kaunseling UNIMAS dengan merakam dan mentranskripsi perbualan kaunselor pelatih dengan kliennya. Kajian ini menggunakan Teori Leech (1983) terdapat enam maksim iaitu maksim santun, murah hati, sokongan, kerendahan hati, persetujuan, dan simpati. Kewujudan penggunaan keenam-enam maksim dalam sesi kaunseling yang telah dijalankan oleh kaunselor pelatih UNIMAS ini memperlihatkan bahawa penggunaan bahasa santun merupakan strategi berbahasa yang penting dalam mewujudkan suasana yang selesa antara kaunselor pelatih dan kliennya, yang memberikan kesan terhadap kelancaran dan kejayaan sesuatu sesi kaunseling. Dapatan kajian hasil dari analisis data transkripsi didapati bahawa terdapat penggunaan bahasa santun yang digunakan oleh kaunselor pelatih. Penggunaan bahasa santun ini dipecahkan mengikut enam maksim berdasarkan prinsip kesopanan Leech (1983) yang dikemukakan sebelum ini.

Kajian dalam negara antaranya dilakukan oleh Nor Azuwan Yaakob, Norazlina Mohd Kiram, Kamariah Kamaruddin, dan Zaitul Azma Zainon Hamzah (2015) telah mengkaji aspek 'Kesantunan Berbahasa Dalam Kalangan Pelatih Program Latihan Khidmat Negara (PLKN)'. Responden dalam kajian ini merupakan 400 orang pelatih Program Latihan Khidmat Negara (PLKN) dari empat negeri iaitu Selangor, Kedah, Kelantan, dan juga Johor yang dipilih berdasarkan kaedah persampelan rawak mudah. Kajian ini bertujuan untuk meneliti kesantunan berbahasa dalam kalangan pelatih PLKN empat negeri yang telah dipilih. Pengkaji mengharapkan kajian ini dapat memberikan pengetahuan dan juga sebagai panduan kepada organisasi untuk menangani fenomena kesantunan berbahasa yang negatif. Prinsip utama yang digunakan dalam kajian ini adalah berdasarkan prinsip kesantunan yang digunakan oleh Abdel-Hafiz. Abdel_Hafiz (2003) turut membincangkan prinsip kesantunan seperti yang dikaji oleh Leech (1983) dan Grice (1975), kesantunan berbahasa penutur dikehendaki memperlihatkan interaksi yang santun dengan mematuhi maksim-maksim yang tertentu. Terdapat enam maksim mengikut Leech (1983) iaitu maksim kebijaksanaan, maksim kemurahan hati, maksim penghargaan, maksim kesederhanaan, maksim persetujuan dan maksim simpati. Dapatan kajian ini mendapati bahawa tahap kesantunan berbahasa pelatih PLKN berada pada tahap yang tinggi dengan purata peratus melebihi 90%. Keadaan ini menunjukkan tahap kesantunan berbahasa dalam kalangan pelatih dapat dibanggakan

selaras dengan objektif yang disasarkan oleh program PLKN. Selain itu, imej kesantunan para responden kajian dalam berkomunikasi juga dapat dapat mencerminkan nilai yang bersih. Malah kesantunan berbahasa dalam diri mereka ini akan menjadi jaminan kepada tahap peribadi yang berkualiti dan cemerlang pada masa hadapan.

Mohd Luqman Hidayat Ismail dan Ahmad Fuad Mat Hassan (2016) dalam kajiannya 'Kesantunan Berbahasa Dalam Kalangan Pelajar Universiti Utara Malaysia (UUM)'. Tujuan kajian adalah untuk melihat kejayaan penerapan budaya kesantunan sedia ada seseorang pelajar yang berkesan hasil daripada pendidikan di alam persekolahan rendah dan menengah serta mengenal pasti sama ada amalan kesantunan berbahasa dalam kalangan pelajar UUM khususnya masih diamalkan ataupun sebaliknya. Pengkaji telah menggunakan Teori kesantunan Brown dan Levinson (1987) dalam teori kesantunannya, Brown dan Levinson (1987) telah mengemukakan dua jenis 'muka', iaitu muka positif dan muka negatif. Muka positif ialah hasrat seseorang untuk dipandang secara positif oleh orang lain, dan muka negatif ialah hasrat seseorang agar otonomi peribadinya dihargai oleh orang lain. Dapatan kajian ini, pelajar yang menjadi responden didapati mengamalkan kesantunan berbahasa dalam konteks yang agak formal, walau bagaimanapun dalam konteks yang kurang formal, mereka didapati kurang mengamalkan kesantunan. Selain itu, amalan kesantunan berbahasa ini dapat mendatangkan kesan yang positif kepada diri pelajar secara keseluruhannya.

Landasan Teori Kesantunan Asmah Haji Omar (2000).

Teori utama yang digunakan dalam kajian ini ialah Teori kesantunan yang diperkenalkan oleh Asmah Haji Omar (2000). Menurut Asmah terdapat dua kategori kesantunan iaitu Kesantunan Asas dan Kesantunan Berkendala. Kesantunan Asas ialah kesantunan sedia ada yang wujud dalam diri seseorang berdasarkan didikan sejak awal lagi. Kesantunan asas ialah kesantunan sedia ada yang merupakan panduan kepada masyarakat berhubung antara satu sama lain. Dengan cara menunjukkan adanya sikap berbaik-baik antara satu sama lain yang menghendaki ahli masyarakat bersopan santun antara satu sama lain. Ini kerana dalam mana-mana masyarakat yang bertamadun ada kesantunan asas yang dikaitkan dengan didikan sejak awal lagi seperti yang terdapat dalam ajaran Islam atau agama-agama lain.

Kesantunan Berkendala merupakan kesantunan yang menggambarkan ucapan yang dilakukan oleh masyarakat dalam hubungan antara satu sama lain keadaan, situasi dan tempat tertentu. Antaranya ialah taraf dan peranan orang yang bercakap, di mana dan dalam keadaan yang bagaimana, apa yang dipercakapkan, mengapa percakapan itu berlaku dan cara percakapan disampaikan. Misalnya rakyat biasa dengan Raja, rakyat dengan pemimpin, anak murid dengan guru dan lain-lain. Kesantunan Berkendala ialah komunikasi yang mempunyai adab, peraturan dan etika tertentu. Kesantunan Berkendala merupakan usaha yang dilakukan semasa berkomunikasi dengan memikirkan kendala-kendala tertentu iaitu:

i. Taraf dan peranan orang yang bercakap
ii. Dimana dan bagaimana
iii. Apa yang diperkatakan
iv. Mengapa percakapan itu berlaku dan
v. Cara percakapan itu dilakukan

Kesimpulanya, kesantunan asas ialah kesantunan yang wujud secara semula jadi melalui didikan daripada keluarga dan kesantunan berkendala ialah kesantunan yang memberi perhatian kepada peranan sosial pemeran, latar, judul percakapan, sebab dan cara percakapan serta penyesuaian percakapan mengikut situasi.

METODOLOGI KAJIAN

Reka Bentuk Kajian

Teknik atau kaedah yang digunakan untuk memperoleh data adalah reka bentuk kajian. Reka bentuk kajian disusun bagi menyelesaikan permasalahan kajian. Kajian yang dijalankan adalah berbentuk kuantitatif. Reka bentuk kuantitatif bagi kajian ini adalah menggunakan kaedah tinjauan dan juga analisis deskriptif. Kajian tinjauan iaitu kaedah penyelidikan berbentuk deskriptif yang digunakan dalam kajian ini adalah untuk mengumpul data berhubung dengan fenomena atau situasi yang tidak dapat diperhatikan secara langsung. Instrumen kajian yang digunakan adalah borang soal selidik.

Responden bagi soal selidik adalah terdiri daripada pelajar-pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu (KPTMKB). Bagi kajian ini, pelajar-pelajar terbabit akan diberikan penerangan awal dan juga penjelasan mengenai tujuan kajian ini diadakan. Kemudian, pelajar-pelajar ini diminta untuk menjawab borang soal selidik yang telah diberikan kepada mereka. Dalam bidang Sains Sosial, penyelidikan bukan eksperimental yang paling popular digunakan ialah kajian tinjauan. Hasil kajian tinjauan dapat digeneralisasikan kepada populasi dengan tepat dan berkesan. Selain itu, penggunaan yang menyeluruh, senang dikendalikan, data dapat dipungut dengan cepat, saiz sampel yang besar dan penggunaan data yang menyeluruh menyebabkan kajian tinjauan popular dan digemari. (Chua, 2014).

Pernyataan Chua disokong oleh Fitz-Gibbon, Henerson dan Morris (1987), yang berpendapat bahawa soal selidik membenarkan responden memberi maklum balas tanpa menyatakan nama mereka. Justeru, kebarangkalian memperolehi jawapan yang tepat dan kebolehpercayaan responden meningkat. Kebiasaannya, soal selidik dapat diedarkan kepada populasi ramai dalam satu masa dan jawapan daripada responden dapat diukur secara seragam kerana soalan yang dikemukakan adalah sama untuk semua populasi. Selari dengan kemajuan teknologi, kajian tinjauan kini, turut boleh diberikan kepada subjek kajian melalui media elektronik dan jawapan boleh dihantar secara dalam talian. Untuk kajian ini, responden diberikan soalan soal selidik dan masa untuk menjawab secara talian iaitu melalui google form.

Populasi dan Sampel Kajian

Sebelum pemilihan sampel dibuat, adalah penting bagi pengkaji untuk mengenal pasti populasi yang ingin dikaji. Sampel dalam kajian ialah kumpulan yang menjadi sumber informasi yang diperlukan. Populasi pula ialah kumpulan yang lebih besar yang akan mendapat manfaat daripada dapatan yang diperoleh (Noraini Idris, 2013). Dalam kajian ini, teknik pensampelan rawak mudah telah digunakan kerana teknik ini merupakan cara terbaik bagi pengkaji untuk mendapatkan sampel daripada saiz populasi yang besar.

Pengkaji telah mendapatkan jumlah populasi pelajar Diploma Kejururawatan melalui Dekan Fakulti Kejururawatan Kolej Poly-Tech MARA Kota Bharu. Berdasarkan maklumat yang diperolehi, jumlah populasi pelajar Diploma Kejururawatan ini adalah seramai 511 orang. Melalui jumlah populasi ini, pengkaji telah berjaya mendapatkan jumlah sampel seramai 270 orang pelajar. Pelajar-pelajar ini dipilih secara rawak daripada semua semester yang terdapat di Kolej Poly-Tech MARA Kota Bharu untuk dijadikan sampel kajian.

Kebolehpercayaan Instrumen

Kajian rintis *(pilot study)* merupakan kajian yang dilakukan secara kecil-kecilan yang bertujuan untuk melihat kebolehpercayaan instrumen atau soal selidik sesuatu kajian sebelum kajian sebenar dijalankan (Piaw, 2006). Setelah kajian rintis dijalankan dan tahap kebolehpercayaannya telah dikenal pasti, soal selidik yang sebenar diedarkan kepada responden kajian. Menurut Guilford dan Fruchter (1956) mereka mencadangkan bahawa indeks kebolehpercayaan adalah paling memuaskan jika nilai indeks alpha melebihi 0.70.

Borang soal selidik ini telah diedarkan kepada pelajar Kolej Poly-Tech Mara Kota Bharu yang terpilih. Pengkaji telah menerangkan dengan terperinci bagaimana cara-cara untuk menjawab setiap bahagian dalam borang soal selidik kepada reponden dan bertujuan agar tidak timbul sebarang keraguan atau kekeliruan terhadap setiap item yang dikemukakan. Setiap data yang diperoleh setelah kajian rintis selesai dilaksanakan telah dikumpul dan diproses dengan menggunakan program SPSS versi 21. Jadual 1 menunjukkan nilai Alpha Cronbach bagi keseluruhan item persoalan dalam kajian ini.

Item Persoalan	Pekali Alpha
Amalan Kesantunan Berbahasa	0.94
Kesan amalan Kesantunan Berbahasa	0.90
Keseluruhan Item	**0.95**

Jadual 1. Keputusan Analisis Nilai Kebolehpercayaan Kajian

Penganalisisan Data

Setiap data yang diperoleh dianalisis dengan menggunakan kaedah kuantitatif. Bagi mengukur kekerapan, peratusan, min dan sisihan piawai bagi pembolehubah yang terlibat, pengkaji menggunakan analisis deskriptif. Jadual 2 di bawah menunjukkan ringkasan analisis yang akan digunakan oleh pengkaji bagi menjawab segala persoalan kajian yang ditimbulkan.

Bil.	Persoalan Kajian	Instrumen	Jenis Statistik
1.	Apakah pelajar sering mengamalkan kesantunan berbahasa di Kolej Poly-Tech Mara Kota Bharu (KPTMKB)?	Soal Selidik	Min, kekerapan, peratusan dan sisihan piawai
2.	Apakah kesan amalan kesantunan berbahasa yang diamalkan oleh pelajar?	Soal Selidik	Min, kekerapan, peratusan dan sisihan piawai

Jadual 2. Ringkasan Pengujian Statistik Persoalan Kajian.

Dapatan Kajian

Menurut Japkowicz (2016) menyatakan bahawa analisis keputusan data perlu dijalankan secara terperinci dan disokong dengan kajian lain bagi mendapatkan keputusan yang jitu. Data-data kajian yang diperoleh telah dianalisis menggunakan perisian *Statistical Packages for Social Sciences for Windows (SPSS)* versi 21.0. Babu, Gajanan dan Sanyal (2014) mengatakan SPSS merupakan perisian komputer yang digunakan untuk menganalisis data. SPSS ialah antara pakej statistik yang sering digunakan oleh penyelidik khususnya dalam bidang sains sosial bagi menganalisis data. Data yang dikumpulkan melalui kajian ini ialah data yang berbentuk kuantitatif. Bagi menjawab persoalan kajian 1 dan 2, data dianalisis berdasarkan analisis deskriptif menggunakan min, peratus dan sisihan piawai.

Untuk mengkaji data di bahagian ini pengkaji menggunakan skala kekuatan yang dicadangkan oleh Davies (1971). Berikut merupakan skala intepretasi penentuan min yang digunakan bagi kajian ini.

Skala Pengkaji	Intepretasi
1.00 – 2.33	Tahap Rendah (R)
2.34 – 3.67	Tahap Sederhana (S)
3.68 – 5.00	Tahap Tinggi (T)

Jadual 3. Intepretasi penentuan tahap skor min

Dua persoalan utama yang dianalisis iaitu apakah pelajar sering mengamalkan kesantunan berbahasa di Kolej Poly-Tech Mara Kota Bharu (KPTMKB)? dan apakah kesan amalan kesantunan berbahasa yang diamalkan oleh pelajar? Martinez-Velasco (2014) mengatakan bahawa bagi mendapatkan keputusan kajian yang tepat, semua persoalan kajian haruslah diuji dan dijawab dengan terperinci.

Persoalan Kajian 1: Apakah pelajar sering mengamalkan kesantunan berbahasa di Kolej Poly-Tech Mara Kota Bharu (KPTMKB)?

Item	Pernyataan	STS f (%)	TS f (%)	KS f (%)	S f (%)	SS f (%)	Min	SP
1	**Saya sering mengamalkan kesantunan berbahasa ketika:** Berhadapan dengan pensyarah di dalam kelas	-	1 (0.4)	19 (7.0)	123 (45.6)	127 (47.0)	4.39	0.63
2	Bertanya soalan kepada pensyarah	2 (0.7)	5 (1.9)	73 (27.0)	124 (45.9)	66 (24.4)	3.91	0.80
3	Respon/menjawab soalan pensyarah	-	5 (1.9)	65 (24.1)	133 (49.3)	67 (24.8)	3.97	0.75
4	Bertemu dengan pensyarah di luar kelas (dalam kawasan universiti)	1 (0.4)	7 (2.6)	62 (23.0)	112 (41.5)	88 (32.6)	4.03	0.83
5	Berurusan dengan pegawai di kaunter/pejabat	1 (0.4)	7 (2.6)	60 (22.2)	123 (45.6)	79 (29.3)	4.00	0.80
6	Bertemu dengan pelajar senior	_	9 (3.3)	50 (18.5)	139 (51.5)	72 (26.7)	4.01	0.76
7	Bertemu dengan pelajar junior	5 (1.9)	12 (4.4)	68 (25.2)	116 (43.0)	69 (25.6)	3.86	0.91

8	Bertemu dengan pelajar lain (sama jantina)	_	2 (0.7)	30 (11.1)	114 (42.2)	124 (45.9)	4.33	0.70
9	Bertemu dengan pelajar lain (lain jantina)	5 (1.9)	12 (4.4)	67 (24.8)	123 (45.6)	63 (23.3)	3.84	0.89
10	Bertemu dengan pelajar yang berlainan bangsa/etnik	4 (1.5)	10 (3.7)	64 (23.7)	123 (45.6)	69 (25.6)	3.90	0.87
11	Respon/menjawab soalan rakan	_	_	29 (10.7)	130 (48.1)	111 (41.1)	4.30	0.65
12	Respon negatif terhadap rakan (senior/junior)	19 (7.0)	34 (12.6)	87 (32.2)	89 (33.0)	41 (15.2)	3.36	1.10
13	Meminta izin untuk memberi pendapat	_	7 (2.6)	56 (20.7)	135 (50.0)	72 (26.7)	4.00	0.76
14	Menunggu bas di stesen/perhentian bas	5 (1.9)	6 (2.2)	55 (20.4)	105 (38.9)	99 (36.7)	4.06	0.90
15	Berada di Dewan Penginapan Pelajar (DPP)	_	8 (3.0)	66 (24.4)	111 (41.1)	85 (31.5)	4.01	0.82
16	Melakukan aktiviti pelajar di Pusat Pengajian	1 (0.4)	9 (3.3)	58 (21.5)	130 (48.1)	72 (26.1)	3.97	0.82
17	Melakukan aktiviti kokurikulum	1 (0.4)	5 (1.9)	76 (28.1)	116 (43.0)	72 (26.7)	3.93	0.80

18	Berada di perpustakaan	3 (1.1)	15 (5.6)	74 (27.4)	106 (39.3)	72 (26.7)	3.84	0.91
19	Berada di kafeteria/kantin	2 (0.7)	14 (5.2)	64 (23.7)	123 (45.6)	67 (24.8)	3.88	0.86
	Nilai Keseluruhan						**3.98**	**0.58**

Jadual 4. Analisis Deskriptif bagi amalan kesantunan berbahasa Responden
Taburan Kekerapan, Peratusan, Min dan Sisihan Piawai Responden bagi amalan kesantunan berbahasa (n=270)

Persoalan pertama ini mempunyai dua skala iaitu skala tinggi dan skala sederhana. Skala tinggi yang merujuk kepada lapan belas item iaitu soalan 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18 dan 19. Ini menunjukkan dapatan kajian mendapati pelajar Diploma Kejururawatan di Kolej Poly-Tech Mara Kota Bharu mengamalkan kesantunan berbahasa. Skala tertinggi ialah item soalan 1 'Berhadapan dengan pensyarah di dalam kelas' (92.6 %) nilai skor min 4.39 dan sisihan piawai 0.63 merupakan yang tertinggi. Manakala bagi skala sederhana pula adalah merujuk kepada item soalan bernombor 12 'Respon negatif terhadap rakan (senior/junior)' (48.2%) iaitu nilai skor min 3.36 dan sisihan piawai 1.10.

Persoalan Kajian 2: Apakah kesan amalan kesantunan berbahasa yang diamalkan oleh pelajar Kolej Poly-Tech Mara Kota Bharu (KPTMKB)?

Item	Pernyataan	STS f (%)	TS f (%)	KS f (%)	S f (%)	SS f (%)	Min	SP
	Kesan amalan kesantunan terhadap diri pelajar							
20	Menjadi seorang yang ceria dan gembira dengan suasa kampus	1 (0.4)	_	24 (8.9)	115 (42.6)	130 (48.1)	4.38	0.67
21	Lebih bersemangat untuk belajar	_	_	26 (9.6)	110 (40.7)	134 (49.6)	4.40	0.65
22	Menjadi seorang yang sentiasa peka dan menjaga air muka orang lain	_	_	22 (8.1)	117 (43.3)	131 (48.5)	4.40	0.63
23	Mengajak/menasihati orang lain untuk lebih santun	_	_	33 (12.2)	134 (49.6)	103 (38.1)	4.25	0.66
24	Dapat membentuk diri pelajar/ warga kampus seterusnya komuniti masyarakat yang santun dan berbudi bahasa	_	_	36 (13.3)	125 (46.3)	109 (40.4)	4.27	0.68
	Nilai Keseluruhan						**4.34**	**0.57**

Jadual 5. Analisis deskriptif bagi kesan malan kesantunan berbahasa responden. Taburan Kekerapan, Peratusan, Min dan Sisihan Piawai Responden bagi kesan amalan kesantunan berbahasa yang diamalkan oleh pelajar (n=270)

Secara keseluruhannya bagi persoalan kedua ini, menunjukkan semua item soalan berada pada skala tinggi. Skala tinggi ini menunjukkan amalan kesantunan berbahasa mendatangkan kesan yang positif terhadap diri pelajar Diploma Kejururawatan di Kolej Poly-Tech Mara Kota. Dapatan kajian menunjukkan bahawa item soalan 2 'Menjadi seorang yang sentiasa peka dan menjaga air muka orang lain' (91.8%) mencatatkan nilai skor min 4.40 dengan sisihan piawai 0.63 merupakan yang tertinggi dari 5 item soalan.

Perbincangan dan Dapatan Kajian

Berikut merupakan huraian secara terperinci mengenai dapatan kajian dan juga jawapan bagi persoalan-persoalan yang dikaji di dalam kajian ini. Di dalam bahagian ini akan diterangkan dapatan kajian iaitu mengenal pasti amalan kesantunan berbahasa yang dipraktikan oleh pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu dan membincangkan kesan amalan kesantunan berbahasa yang diamalkan oleh pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu.

Dapatan Kajian (Mengenal pasti amalan kesantunan berbahasa yang dipraktikkan oleh pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu (KPTMKB).

Secara keseluruhannya, dapatan kajian amalan kesantunan berbahasa yang dipraktikan oleh pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu. Sebanyak 19 item soalan telah dinilai untuk mengetahui dapatan keputusan kajian ini. Daripada 19 item tersebut, item soalan 'Berhadapan dengan pensyarah di dalam kelas"menunjukkan min tertinggi 4.39. Item soalan tersebut menunjukkan hubungan di antara pelajar dengan pensyarah" kajian mendapati 92.6 % orang responden bersetuju bahawa mereka mengamalkan kesantunan berbahasa ketika berhadapan dengan pihak yang lebih tinggi status sosialnya. Keputusan ini menunjukkan majoriti pelajar yang mengambil kursus Diploma Kejururawatan Kolej Poly-Tech Mara ini lebih mengamalkan kesantunan berbahasa ketika berkomunikasi dalam situasi yang agak formal iaitu berhadapan dengan pensyarah dan pihak pengurusan kolej.

Manakala min terendah bagi dapatan kajian ini pula merujuk kepada item soalan nombor 12 'Respon negatif terhadap rakan (senior/junior)". Keputusan min yang dicatatkan adalah 3.36 iaitu amalan kesantunan ini berada di tahap yang sederhana. Hasil kajian menunjukkan 51.8 % responden tidak setuju dengan soalan yang dikemukakan. Hal ini menunjukkan pelajar kurang mengamalkan kesantunan dalam situasi kurang formal iaitu memberi 'Respon negatif terhadap rakan (senior/junior)'.

Dapatan kajian ini, bersesuaian dengan Teori kesantunan Asmah (2000) iaitu dalam kesantunan berkendala yang menyatakan semasa berkomunikasi seseorang perlu mengambil kira taraf dan peranan orang yang bercakap. Dalam situasi agak formal terutamanya ketika berhadapan dengan pihak kolej yang lebih tinggi taraf dan peranan, pelajar memilih menggunakan bahasa yang lebih sopan dan hormat ini kerana pelajar mengambil kira dengan siapa mereka bercakap, dimana percakapan berlaku, mengapa percakapan berlaku dan bagaimana cara percakapan disampaikan. Dapatan kajian ini selari dengan hasil kajian yang telah dijalankan oleh Teo Kok Seong (1996) menyatakan bahawa bentuk penggunaan bahasa yang bermaksud untuk berlaku sopan kepada

orang yang diajak bercakap ialah bertujuan untuk menghormatinya. Amalan ini akan memperlihatkan nilai hemah yang tinggi pada orang yang bercakap agar ia dianggap sebagai berbudi bahasa. Dapatan ini mengukuhkan dapatan kajian Ahmad Fuad Mat Hassan dan Mohd Luqman Hidayat Ismail (2016) yang menyatakan bahawa pelajar yang menjadi responden didapati mengamalkan kesantunan berbahasa dalam konteks yang agak formal, walau bagaimanapun dalam situasi yang kurang formal, mereka didapati kurang mengamalkan kesantunan.

Dapatan Kajian (Membincangkan Kesan Amalan Kesantunan Berbahasa Yang Diamalkan Oleh Pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu (KPTMKB).

Dapatan kajian membincangkan kesan amalan kesantunan berbahasa yang diamalkan oleh pelajar-pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu (KPTMKB). Secara keseluruhannya, amalan kesantunan berbahasa ini dapat mendatangkan kesan yang positif kepada diri pelajar secara keseluruhannya. Ini berdasarkan hasil analisa dapatan soal selidik item soalan nombor 20 - 24. Hal ini kerana kesemua item soal selidik berada pada tahap tinggi iaitu antara 3.68 - 5.0.min. Item yang mempunyai skor tertinggi adalah item soalan nombor 21 iaitu 'Lebih bersemangat untuk belajar' dengan nilai min soalan adalah 4.40 dan adalah item soalan nombor 22 iaitu 'Menjadi seorang yang sentiasa peka dan menjaga air muka orang lain' dengan nilai min item soalan adalah 4.40. Dapatan kajian ini seiring dengan Teori Kesantunan Asmah (2000). Menurut Asmah (2000), Kesantunan berkendala ialah kesopanan yang menggambarkan usaha yang dilakukan oleh ahli masyarakat ketika berhubungan antara satu sama lain dengan memberikan perhatian kepada kendala tertentu. Terdapat beberapa situasi yang berkaitan dengan unsur kesantunan berkendala seperti penjagaan air muka. Unsur kesantunan berkendala dari segi penjagaan air muka ini sememangnya berpunca daripada faktor bagaimana hal itu diperkatakan. Bagi seorang pendidik yang perlu menegur kesilapan pelajarnya, pendidik dengan sendirinya akan tertanya-tanya dan memberitahu cara yang terbaik untuk menjaga air muka para pelajarnya tetapi pada masa yang sama juga menyampaikan mesej kepada pelajarnya dengan berkesan.

Dapatan kajian ini juga selari dengan rumusan kajian yang dijalankan oleh Yaakob et al. (2011) yang menyatakan bahawa pelajar yang mengamalkan kesantunan berbahasa boleh membentuk peribadi pelatih dan melahirkan semangat patriotisme, perwatakan positif dan integrasi nasional dalam kalangan generasi muda di Malaysia. Dapatan kajian ini mengukuhkan lagi kajian yang dilakukan Ahmad Fuad Mat Hassan dan Mohd Luqman Hidayat Ismail (2016) bahawa amalan kesantunan berbahasa yang baik dapat mendatangkan kesan yang positif kepada diri pelajar secara keseluruhannya. Kesan amalan kesantunan dalam kalangan pelajar ini dapat membentuk diri pelajar atau warga kampus seterusnya komuniti masyarakat yang santun dan berbudi bahasa.

Pembincangan Objektif Kajian

Kesimpulan kajian dibincangkan mengikut objektif kajian yang telah ditetapkan. Babbie (2016) mengatakan kesimpulan harus dibuat berdasarkan kepada dapatan kajian yang telah ditemui. Beliau juga mengatakan kesimpulan ini akan digunakan untuk menjalankan kajian lain. Jadual 6 di bawah menunjukkan purata min bagi amalan kesantunan berbahasa dan kesan amalan kesantunan berbahasa dalam kalangan pelajar.

Perkara	Min	Sisihan Piawai
Amalan kesantunan berbahasa	3.98	0.581
Kesan amalan kesantunan berbahasa	4.34	0.572

Jadual 6. Purata Min bagi amalan dan kesan kesantunan berbahasa dalam kalangan pelajar bagi program Diploma kejururawatan di Kolej Poly-Tech Mara Kota Bharu n = 270

Nilai min yang dinilai adalah berdasarkan kepada dapatan pada Jadual 4 dan Jadual 5 Min bagi setiap item soalan telah dinilai berdasarkan kepada bahagian soal selidik yang berkaitan. Satu daripada sembilan belas dapatan yang diperolehi berada pada julat min sedarhana iaitu 2.34 - 3.67 dan lapan belas lagi pada tergolong dalam julat min yang tinggi iaitu antara 3.68 - 5.00. Item soalan nombor satu 'Berhadapan dengan pensyarah di dalam kelas' telah dikenalpasti merupakan min yang paling tinggi dengan min 4.39 dalam amalan kesantunan pelajar berbahasa dalam kalangan pelajar. Hal ini dibuktikan melalui analisa soal selidik yang telah diedarkan kepada pelajar-pelajar Diploma Kejururawatan dan ternyata pelajar akan mengamalkan kesantunan berbahasa mengikut keadaan dan masa tertentu seperti yang dinyatakan dalam Teori kesantunan berbahasa Asmah (2000). Merujuk kepada Teori Kesantunan berbahasa Asmah (2000) menyatakan kesantunan berbahasa itu terbahagi kepada dua iaitu kesantunan asas dan kesantunan berkendala. Kesantunan asas merupakan kesopanan sedia ada yang menjadi pedoman kepada ahli masyarakat untuk berhubung antara satu sama lain dengan cara menunjukkan sikap berbaik-baik antara mereka. Malah Asmah berpendapat bahawa kesantunan asas berkait rapat dengan didikan awal yang diterima oleh seseorang. Manakala, kesantunan berkendala pula merupakan usaha yang dilakukan dalam sesuatu interaksi dengan menekankan kendala tertentu iaitu seperti taraf dan peranan orang yang bercakap dengan kita, di mana dan bagaimana keadaan percakapan itu berlaku. Kesantunan berkendala ini menekankan perhatian terhadap peranan sosial pihak yang terlibat dalam pertuturan, latar belakang pertuturan, judul pertuturan, sebab pertuturan dan cara bertutur serta penyesuaian penutur dengan keadaan itu. Asmah juga merumuskan bahawa kesantunan berkendala ialah kesantunan asas yang disertai strategi komunikasi.

Berdasarkan perbincangan dapatan kajian amalan kesantunan berbahasa dari item soalan nombor 1 - 19 kesemuanya menunjukkan min yang tinggi iaitu antara 3.68 - 5.00. Merujuk kepada bacaan min yang tinggi, pelajar memberi maklumbalas yang menyatakan bahawa pelajar mengamalkan kesantunan berbahasa dalam konteks yang agak formal dengan mengambil kira diri pendengar dan juga kaitannya dengan faktor-faktor lain seperti status sosial, usia, keakraban, tempat atau lokasi dan situasi ketika berkomunikasi. Dalam konteks yang tidak formal pula misalnya sewaktu bertemu dengan pelajar junior, memberikan respons negatif terhadap rakan (senior/junior) pelajar didapati kurang mengamalkan kesantunan berbahasa dalam komunikasi mereka dengan mendapat min yang terendah iaitu 3.36.

Kesan amalan kesantunan berbahasa dari item soalan nombor 20 - 24 kesemuanya menunjukkan min yang tinggi iaitu antara 3.68 - 5.00. Merujuk kepada bacaan min yang tinggi, pelajar memberi maklumbalas yang menyokong bahawa mengamalkan kesantunan berbahasa ketika komunikasi dalam kalangan mereka akan memberikan kesan positif dan dapat membentuk sahsiah diri pelajar/warga kampus seterusnya komuniti masyarakat yang santun dan berbudi bahasa.

KESIMPULAN

Kesimpulannya, kajian ini dijalankan bagi mengenal pasti amalan kesantunan berbahasa yang dipraktikkan oleh pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu (KPTMKB dan membincangkan kesan amalan kesantunan berbahasa yang diamalkan oleh pelajar Pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu (KPTMKB). Maklum balas daripada pelajar yang diperolehi hasil daripada borang selidik yang diedar melalui google form adalah penting bagi mendapatkan data berkaitan tajuk yang ingin dijalankan oleh pengkaji.

Daripada kajian yang dijalankan didapati kesantunan bahasa yang diamalkan oleh pelajar menunjukkan kesantunan bahasa berlaku dalam situasi formal (situasi dimana penyampai mengambil kira diri pendengar dan juga kaitannya dengan faktor-faktor lain seperti status sosial, usia, keakraban, tempat atau lokasi dan situasi ketika berkomunikasi). Ujaran yang terlalu berterus terang dalam melakukan teguran kepada pendengar didapati tidak sesuai digunakan kerana kurang bersopan santun. Prinsip Kesopanan Leech (1983) yang mengemukakan enam maksim (maksim santun, maksim kedermawanan, maksim sokongan, maksim persetujuan, maksim kerendahan hati dan maksim simpati) dalam membentuk tingkah laku beradab sememangnya dapat membantu penutur dalam mempraktikkan strategi kesantunan berbahasa dalam perbualan mereka.

Berdasarkan hasil dapatan kajian secara keseluruhannya dan juga rumusan serta perbincangan yang telah dilakukan, beberapa cadangan dikemukakan bagi amalan kesantunan berbahasa. Melalui hasil dapatan kajian ini di dapati kesantunan berbahasa diamalkan oleh pelajar Diploma Kejururawatan Kolej Poly-Tech Mara Kota Bharu menunjukkan kesan yang positif iaitu mereka mengamalkan kesantunan berbahasa dalam konteks yang formal (situasi dimana penyampai mengambil kira diri pendengar dan juga kaitannya dengan faktor-faktor lain seperti status sosial, usia, keakraban, tempat atau lokasi dan situasi ketika berkomunikasi). Sehubungan itu, dicadangkan kajian pada masa akan datang dijalankan dengan menggunakan sampel dalam kalangan pelajar berlainan program. Secara tidak langsung kajian tersebut dapat mengenalpasti aras kesantunan berbahasa pelajar-pelajar tesebut. Kajian lanjutan juga boleh dijalankan dengan membuat kajian berkaitan strategi amalan kesantunan berbahasa yang harus dipraktikkan bagi meningkatkan tahap kesantunan sepertimana yang dinyatakan oleh Leech (1983) dalam Prinsip Kesopanan. Beliau menyatakan dalam membentuk tingkah laku beradab sememangnya dapat membantu penutur dalam kesantunan berbahasa. Diharapkan semoga kajian ini memberikan manfaat kepada pihak pentadbiran kolej untuk melihat keberkesanan program pendidikan pelajar. Kajian ini juga sedikit sebanyak diharap dapat membantu pihak pengurusan kolej untuk memantapkan lagi mutu pendidikan dan membantu pihak kolej memahami keperibadian pelajar.

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CONSUMERS PERCEPTION TOWARDS ORGANIC FOODS:
A COMPARISON BETWEEN MALAYS AND CHINESE CONSUMERS

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ABSTRACT

The study is primarily undertaken for the purpose of investigating the consumers' perception towards the benefits gained from the consumption of organic food products. It arises due to the increasing health conscious among the Malaysian relating to the food intakes as well due to the growth in the organic agricultural sector in this country. The study also intended to make comparison regarding the organic foods consumption between the local Malays and Chinese around the Klang Valley. Four elements are included in this study to determine the consumers' perception including the product attributes, product value, product knowledge, and product information. Data were gathered through the questionnaire surveys in the selected locations. 252 respondents consisted of the Malays and Chinese were voluntarily participated in this study. The analyzed result had shown that the product attributes is the main element affecting the consumers' perception towards the organic foods consumption. However, the study found that there is no significant difference in the consumption of organic foods between the Malays and Chinese.

INTRODUCTION

Malaysia is a multi-ethnic society consists of 28.66 million citizens. Majority of the population are the Malays as they represent 57.1 percent, followed by Chinese at 24.6 percent, and Indian at 7.3 percent while other ethnicities are at 11%. The country's gross domestic product (GDP) for agriculture sector in 2010 was RM 40.7 billion compare to the 10 years ago at RM 30.6 billion in the year of 2000 (Kumar, 2012). Eating habits of Malaysian nowadays are changing and more are getting concerns about their health. Because of that, there are peoples who really care about the consumption habits in their daily lives. Organic foods are among the type of healthy food products and have its own demand level especially for the health conscious individuals. However, the consumption pattern on organic foods might be different between the various races or ethnicities in Malaysia. The demographic findings in a study done by Dardak et al. (2009) regarding the consumers'' perception on organic products showed that the Chinese are the regular customers of organic products compared to other races in Malaysia. They also indicated higher purchasing and consumptions compared to the Malays and the Indians in term of health supplements. However, such indication is a past result thus the current trend might not be the same as the number of healthy and organic users varies every year.

PROBLEM STATEMENT

Urban lifestyle has been related to the health and nutrition problems among the Malaysian where there are increasing rates in serious health problems such as obesity, diabetes, hypertension, and coronary heart disease. The Ministry of Health in 2009 has released the information about the main cause of death in Malaysia where the heart disease consisting of 16 percent, cancer 11 percent and also pneumonia 11 percent. Other than that, merely eight percent of the country''s adult population are suffering diabetes

resulted from the high sugar consumption and less active lifestyles (Stanton et. al, 2011). Furthermore, another finding by Ministry of Health also had shown that sugar intake among Malaysian adults are equal to 10 teaspoons more than the amount recommended by World Health Organization (WHO).
Instead of those statistics, the Malaysians nowadays are also more aware to the concept of maintaining a healthy and nutritious diet. The increased in standard of living and education level has made consumers to be smarter enough in selecting the right healthy foods. Modern society consumers also would have more exposures to the health issues obtained through the various available mediums such as newspapers, articles, and magazines. It is further strengthen by the wider access of information technologies. These enable consumers to gain abundant of information which could increase their knowledge and awareness regarding the healthy lifestyle and foods consumption issues. The level of consumption on organic and healthy foods in term of races in Malaysia also differs

Stanton et al (2011) in their recent study pointed that the increasing consumption of organic foods are said to be driven by groups of peoples such as the young working professionals who have high health alert, aging individuals from the middle-high income, peoples who buys for their sick family members, and also among those who are undertaking medical treatments or suffering from certain sickness. The study is supported by Nielsen (2005) which he also found that health is the key motivation for the consumers to buys organic foods. Due to that, nutrition value from the healthy foods such as organic foods, minimally processed fresh foods, and natural food flavours from plants as well as seafood has become a part of the healthy diets among the growing health conscious consumers (Market Watch, 2012).
Studies done by Quah and Tan (2010), Sheng et al. (2008), and Warr et al. (2008) have indicated significant differences on the healthy food consumption patterns between the races in Malaysia consist of Malays, Chinese, Indians, and other ethnicities. For instance, Quah and Tan (2010) found that organic food products are more likely to be purchase by the Malays and Chinese compared to the Indians and other ethnicities.

OBJECTIVE OF STUDY

The purpose of the study is to determine whether there are significant positive relationships between the product attributes, product knowledge, product value, product information and benefits gained from the consumption of organic foods. In addition, to determine if there is a difference between the Malays and Chinese toward their consumption of organic food.

LITERATURE REVIEW

Consumers might perceive organic foods as having unique and superior attributes rather than the conventional foods (Vindigni et. al, 2002). Such belief would create interest for them to consume the organic foods. A past study by Padel and Foster (2005) indicated that the aging population concern about being healthy. Choosing organic foods are expected to help them in staying healthy and live longer. Thus, consumers are motivated to look for better and safe foods with the guaranteed qualities (Lockie et al, 2004).

According to Shamsudin (2011), the knowledge on organic food can lead to increase in awareness and consumption of the products. The knowledge will help the consumers to differentiate between organic foods and non-organic foods. Labelling could help the consumers gained their knowledge about the organic foods. As Schutz and Lorenz (2006) found out that labelling will assist the consumers to learn more about the organic foods such as the nutrient contain. The consumers will be more aware

and trusting the products. It is supported by Krystallis and Chryssohoidis (2005) and also Raab and Grobe (2005) who found that trust for brand labelling positively impacted on the purchase of organic foods.

Grunert and Juhl (1995) explained that values stand for analysing consumer attitudes and buying preferences. It means that when the manufacturer setting up the price according to certain market value, then value of the product will be perceived by the consumers whether it is worthy or not. As price is the indicator of value, it also has related to the quality, whereas they may believe that high price come together with high quality products (Abdullahi et al, 2011). Become healthy has been one of the major aspect for the Malaysian consumers and they are willing to pay more as discovered by Tsakiridou et al. (2008) in their past research. As the price of organic foods is slightly higher, mostly there is only the middle and upper class consumers can afford to buy the organic foods. These consumers are ready to spend their money to pay for the high price products which they believe it can give values to them (Rao and Burgen, 1992). This statement is supported by a study done by Shaharudin et al (2010) where the consumers sees price as no longer a barrier as long as organic food has the nutritional value that they seek for.

Product information focuses on managing information about products that emphasize on the data required. Product information is important in marketing one's products as to determine the consumer behaviours and the sales. Bourn (1996), said that the absence of any major local consumer education or promotional campaign can leads to the low awareness and demand for the organic foods. As in Africa, referring to the study made by Kisaka-Lwayo and Obi (2012), the organic foods are usually sell through main supermarkets in the urban areas, whereas in rural areas, some of the people does not know about the organic foods because lack of product information. In Malaysia market, it is undeniable that government has taken the major role in warning and aware the people about health-conscious. The government has launched the Healthy Eating Campaign in 1996 in order the people are more aware of their health and live a longer life (Tee, 1999). The campaign focuses on dietary practices, body weight, food and nutrition labelling as well as food hygiene.

As according to Wier, Hansen and Smed (2001) there are two main reasons affecting the acceptance of organic foods in the market. The first reason is due to the marketing efforts of organic foods through the media and secondly, the poor media coverage and lack of critical articles about conventional foods production and food safety that would probably affect the demand. Instead, consumers who shop together with other members of the household were more likely to be aware of organic products than those who shop alone because it leads to discussions and sharing of information between the members on the different products available in the market (Kisaka-Lwayo and Obi, 2012).

One of the factors influencing the pattern of food consumption among the race is religiosity as according to Weaver & Agle (2002). Supported by Muhammad, Isa & Kefli (2009), religious motives reflect the acceptability of a food in one''s religion. Over 60% of Malaysian population are Muslim and mostly by Malays. Thus, Halal certified products are very important for this particular group. This is because Muslims are very particular with the Halal products and food. In Malaysia, *Jabatan Kemajuan Islam Malaysia* (JAKIM) acted as the regulatory body that control and verify the Halal certificate. It is very important to the Muslims to know and aware of the products they bought and foods they eat are Halal. However, Halal Industry Development Corporation (HIDC) has made the research and found that the acceptances towards Halal products are increasing not only among the

Muslims but also to the non-Muslims. Besides, Houghton et al. (2006) mentioned that culture can strongly influence a person regarding the choice for foods as well as the demand for the food safety. Among the Malays and Chinese, both of these ethnics have their own traditional cultural foods and remedies in taking care of their health. Traditional remedies involving the use of various herbs and plants, is a popular method for treating illnesses among Malaysians, especially among the Malay and Chinese races. For Chinese, the bird nest and abalone benefits in preventing diseases and curing the wound, whilst for the Malays, they believed that herbs can help in preventing the diseases and will give them vitality to perform their routine activities. Rukayah (2000) in her book said that herbs have been consumed by the Malaysian especially among the Malays through generations. It is because herb contains nutritional values for the good of human well-being (Tee et al. 1997; Rukayah 2000). Campbell (2005) in his book titled as "*The China Study*" had concluded that Chinese in the rural areas consume and eat lower animal protein. It has becomes the key aspect to their lower rates of serious illnesses relating from the consumption habits. They also said to have their own traditional diet emphasizing on fresh vegetables eating and light cooking practices. The demographic findings in a study by Dardak et al. (2009) about the consumers" perception on organic products showed that the Chinese are the common purchasers of the products compared to the other races or ethnicity in Malaysia. They also have higher purchasing and consumptions on food supplements compares to the Malays and the Indians. However, such indication is a past result thus the current trend might not be the same as the number of healthy and organic users are varying every year.
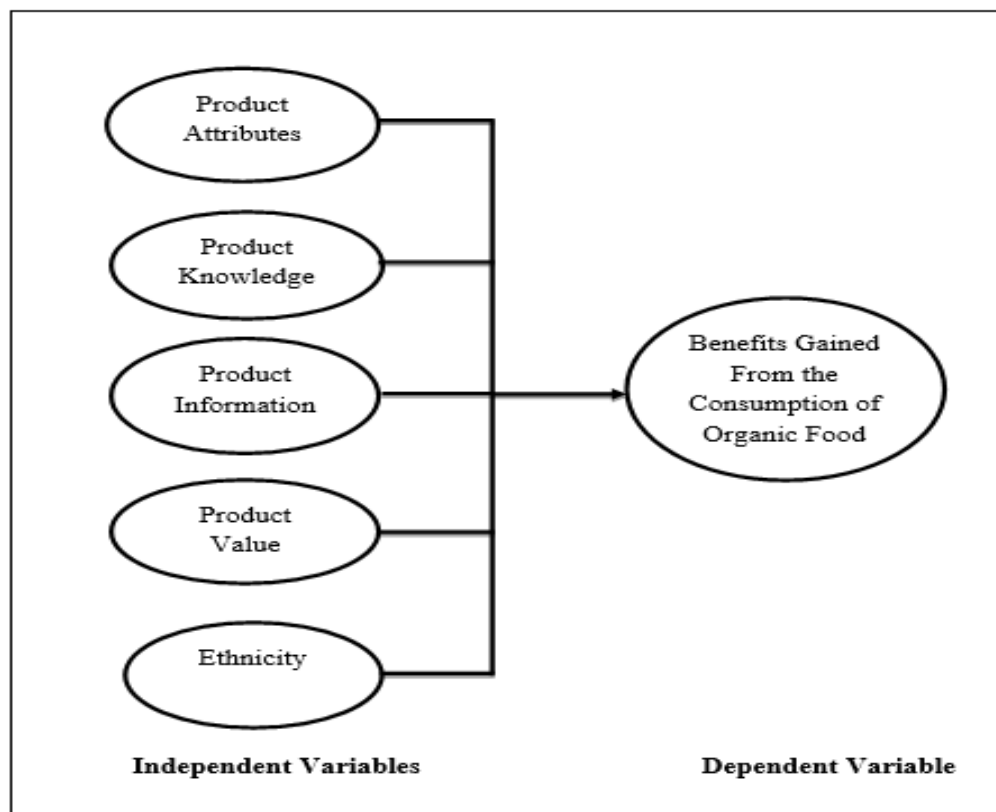

Figure 1: Theoretical Framework: Perception of Consumers towards Organic Foods

RESEARCH METHODOLOGY

The targeted population in this study is among the Malays and Chinese in Klang Valley. Klang Valley was chosen because of the urban populations in the areas are expected to have more exposures to the organic food products from the various distributions channel around them. In addition, the urban populations also are better educated and expected to have more understanding regarding the field of study. The samples were selected randomly among both races through the convenience sampling. The chosen respondents for the study are considered as the representatives for the Malays and Chinese population in the Klang Valley. The questionnaire consists of three sections which are the Section A, B and C. In order to provide better understanding to the respondents, the questions were prepared in bilanguage consist of *Bahasa Melayu* and English language. It is for the purpose of minimizing the language barriers in interpreting the actual meaning of each question. The questionnaires was pre-tested by 15 random respondents consisted of Malays and Chinese around Shah Alam. It was done in order to test the reliability and validity of the questions provided before the actual collection process. The feedback from this pilot test had determined and identifies any necessary modification needed due to several ambiguous wordings.

Section A of the questionnaire consists of four questions. The first question asked the respondents whether they do consume the organic foods or not. If they indicated their consumptions, they are required to answer the second and third questions thus skipping the fourth, while for those who do not consume organic foods, the second and third questions shall be ignored but those respondents need to answer the fourth questions. The questions in this section were adapted from Chan (2008) and Dey (2009).

Section B provides 30 questions related to the independent variables and dependent variable. Questions in this section are designed with 7-Likert Scale where the first point (1) is extremely disagree followed to the point seven (7) which is extremely agree. The questionnaire was prepared in 7-Likert scale instead of 5-Likert scale as the 7"s scale would produce slightly higher mean scores relative to the highest possible attainable score (Dawes, 2008).

Section C consists of eight questions asking the respondent regarding his/her demographic profile. The questions include gender, race, age, academic qualification, occupation, workplace position, monthly income and illness suffering (if any).

DATA ANALYSIS

The primary data was gathered through the questionnaires distribution. The questionnaires have been distributed randomly to the potential respondents among the Malays and Chinese peoples. The survey was conducted through emails and personally distributing the questionnaires to each of the randomly selected respondents. The areas covered for the survey were Shah Alam, Petaling Jaya, Subang, Kajang, Rawang, Damansara, Puchong, and around the city of Kuala Lumpur especially in the high crowd areas. The questionnaires were distributed at the recreational parks such as Taman Tasik Shah Alam located in Section 3 and Section 7, Taman Botani Cahaya Alam, Tasik Taman Jaya, and Tasik

Taman Bandaran in Petaling Jaya. Recreational parks were mainly chosen because it has larger prospects of Malays and Chinese who came for their recreational activities. Obviously, those people seem to be more health conscious thus appropriate with this study.

From 252 respondents, the number of Malays who answered the questionnaires was 129 peoples (51.2%) while the Chinese was 123 peoples which also represent 48.8% of the respondents. From the findings, it shall be concluded that the objectives of the study has been fulfilled. The first objective is to determine whether there are positive significant relationship between the products attributes, product knowledge, product value, product information, and benefits gained from the consumption of organic foods. Three independent variables which are the product attributes, product knowledge, and product value have shown significant relationship with the dependent variable. The second objective is to determine whether there is a difference between the Malays and Chinese toward their consumption of organic foods. The result had been generated from the analysed Chi-Square where it had shown that both races have no significant differences in their consumption of organic foods. This also indicates that they have almost equal perception regarding the consumption of organic foods and as well as in term of healthy consumption habit.

The Reliability Test for the product attributes variable in the shows the Cronbach's Alpha 0.873 or representing 87.30% which means all the items or the questions in attributes variable are considered as good due to its value more than 0.80. However, comparing with the past study by Florence (2008) shows the higher Cronbach's Alpha for the product attributes variable which also consider as good by 0.92. The Reliability Test for the product knowledge variable shows the Cronbach's Alpha 0.685 that represents 68.50% of the four questions in the product knowledge variable were considered as acceptable because it is in the range of 0.6 to 0.8. Previous study by Adams (2012) related to the product knowledge Reliability Test has indicated the reliability strength is acceptable by the Cronbach's Alpha of 0.657. Ahmad (2011) also indicates a good strength of reliability by 0.862 for Cronbach's Alpha value in his past research. The Cronbach's Alpha for the product information variable shows 0.827 or represents 82.70% of all questions relating to the product information is considered as strong as the value is more than 0.80. The Cronbach's Alpha generated in this study is better than the past study by Bayah & Nurita (2008) that produced the strength of the reliability by 0.746. The Cronbach's Alpha shows the value of 0.745 or 74.5% which has the acceptable value because it is within the range of 0.7 to 0.8. The mentioned Cronbach's Alpha value was originally replaced by measuring only three out of the original four items of the product value where the former value generated only at 0.598. One item was dropped out to improve the poor consistency of the reliability as the value is lower than 0.6. The previous study done by Shaharudin (2008) generated a stronger Cronbach's Alpha value of 0.854 in his past research. The Reliability test for the dependent variable which is the benefit gained from the consumption of organic foods in the fifth row. The Cronbach's Alpha shows 0.806 representing 80.60% from the overall five questions relating to the variable is consider as good because the reliability is higher than 0.8. The value is stronger than the Cronbach''s Alpha generated by Ahmad & Jundi (2008) in their past study at the value of 0.758.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.017ᵃ	1	.895		
Continuity Correctionᵇ	.000	1	.995		
Likelihood Ratio	.017	1	.895		
Fisher's Exact Test				.900	.498
Linear-by-Linear Association	.017	1	.895		
N of Valid Casesᵇ	252				

*(a). 0 cells (.0%) have expected count less than 5. The **minimum** expected count is **60.52**.*
(b). Computed only for a 2x2 table

TABLE 1: Chi-Square Test between Race and Organic Foods Consumption

The above ***Table 1*** shows the Chi-Square Tests between the ethnic or race and the organic foods consumption. The assumptions were done before proceeding to the interpretations of the Chi – Square Tests. The first parts that have been checked are whether there any violation on one of the assumptions of Chi-Square concerning the minimum expected cell frequency which should be at the value of 5 or greater. The information is given in the footnote (a) which indicates that 0 cells (.0%) have expected count less than 5. This means that the value is not violated the assumption, as all expected cell size is greater than 5 which are 60.52. The value and Sig. are referring to the Pearson Chi-Square which is in the first row. The above ***Table 1*** also indicates the corrected value is 0.017 with an associated significance value by 0.895. To be significant, Sig. value need to be 0.05 or smaller. In this situation, the Sig. value is larger than 0.05 which by 0.895 (0.895> 0.05) and the result is not significant. This means that the proportion of Malays that are consuming organic foods is not significantly different to the proportion of Chinese that consuming organic foods. However, the other tested Cross Tab and Chi-Square value does not indicate any significant value and shows no significant differences to the organic foods consumption. The tested Chi–Square that shows no significant value is the gender, age, and monthly income to the consumption of organic foods.

The T-Test has been analyzed in this study to see if there are significant differences in the means between the two groups in the variable of interest. The variable considered in T-Test is nominal variable that is ethnicity which is split into two groups of Malays and Chinese. These groups were tested to see if there is a significant mean difference between these two split groups on a dependent variable which measure on the interval scale (Sekaran, 2003).

	Race	No. of Groups	Mean	Std. Deviation	Std error Mean
Total benefits gained from consumption of organic foods	Malay	129	5.3085	0.9264	0.08156
	Chinese	123	5.2541	1.1158	0.10061

Table 2: Group Statistics

The above Table 2 shows the Group Statistics for the Malays and Chinese. The Mean and Standard Deviation for the Malays are 5.3085 and 0.92635 while the Chinese are 5.251and 1.11584. The numbers of ethnicity have the least different of 129 Malays respondents and 123 Chinese respondents. From the Mean value, it shows that the Malays are slightly higher compared to Chinese.

DISCUSSIONS

The main objective of this study is to understand the consumers' perception towards the organic foods. The variables to measure the perception are the product attributes, product knowledge, product value, product information and ethnicity. The results after the data have been collected and regressed, has shown there are some variables are significant and have strong relationship to the consumers" perception towards organic foods. The research can be related to the Health Belief Model (HBM) and Theory of Planned Behaviour (TPB) where it was found that respondent behaviour and attitude toward perception of organic foods are connected to both theories. The result also had shown that among the Malays and Chinese, there are only little difference and almost the same in term of their organic foods consumption. It is because both of these ethnic are already exposed to the consumption on healthy diet and foods from their ancestors. However, there is the difference between women and men who consume organic foods. According to the result, women consume more organic foods compared to men. The result is similar with the study done by Hoffman in 2006 which also found that men are lacked if compared to the women in term of organic consumption. Zhen and Mansori (2012) have found that there are market opportunities for organic food specifically targeted for female consumers which shows that there is the difference between the genders in term of it acceptance.

Product attributes plays the main role as the most contributor independent variable to the dependent variable of consumers" perception. The attributes consists of food safety, quality, freshness, nutritional value and taste. De Magistris, and Gracia (2008) mentioned has found that the nutritional values will create positive attitudes as the consumers will perceives it as balanced and healthy diets. Such positive attitude then will lead to the intention to buy the organic foods as what has been discussed in the Theory of Planned Behaviour earlier.

Based on the result, about 50.8% of the overall respondents are consuming organic foods and the rest are not. It means that peoples are aware on the existence of organic foods in the market and already exposed to it although there are still others who does not. De Magistris and Gracia, (2008) also supported the evidence by highlighted that perceived information by the consumers regarding the organic foods is a key part for the industry. The more information will affect the consumers to purchase as they would have higher knowledge about it. The information and labelling represents how the organic foods have different attributes from those conventional foods. As mentioned by Aryal et al. (2010), insufficient distribution channels and the scarcity amount on the products shall makes the customers to disregard the existence of organic food in the market.

The result also had shown that among the Malays and Chinese, there are only little difference and almost the same in term of their organic foods consumption. It is because both of these ethnic are already exposed to the consumption on healthy diet and foods from their ancestors. However, there is the difference between women and men who consume organic foods. According to the result, women consume more organic foods compared to men. The result is similar with the study done by Hoffman in 2006 which also found that men are lacked if compared to the women in term of organic consumption. Zhen and Mansori (2012) have found that there are market opportunities for organic food specifically targeted for female consumers which shows that there is the difference between the genders in term of it acceptance.

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KECERDASAN EMOSI DAN HUBUNGANNYA DENGAN STRES BEBANAN TUGAS GURU TADIKA

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ABSTRAK

Tujuan utama kajian ini dijalankan adalah untuk mengenal pasti hubungan di antara kecerdasan emosi dengan stres bebanan tugas guru tadika. Selain itu, kajian ini juga bertujuan untuk melihat interaksi lima bidang utama dalam kecerdasan emosi iaitu kemahiran intrapersonal, kemahiran interpersonal, kemahiran penyesuaian, pengurusan tekanan dan keadaan perasaan am ke atas pembolehubah stres bebanan tugas. Kajian ini menggunakan pendekatan kuantitatif yang melibatkan reka bentuk tinjauan deskriptif. Seramai 87 orang guru tadika di kawasan Mukim Kota Damansara, Selangor dipilih secara rawak untuk dijadikan sampel bagi kajian ini. Satu set soal selidik yang terdiri daripada Emotional Quotient Inventory (EQ-i) digunakan untuk mengukur tahap kecerdasan emosi guru tadika dan Teacher Stress Nut Guidance to Divisions and Associations bagi mengukur tahap stres bebanan tugas guru tadika. Data yang diperoleh dianalisis menggunakan perisian Statistical Package for Social Science (SPSS) versi 20 melibatkan statistik deskriptif dan analisis inferensi. Analisis deskriptif menjelaskan tahap kecerdasan emosi guru tadika dan tahap stres bebanan tugas manakala statistik inferensi melibatkan ujian korelasi Pearson yang menerangkan perhubungan yang mungkin wujud antara pembolehubah kajian. Dapatan kajian menunjukkan tahap kecerdasan emosi guru tadika berada di tahap sederhana manakala tahap stres bebanan tugas guru tadika berada di tahap tinggi. Analisis Korelasi Pearson pula menunjukkan terdapat hubungan yang signifikan antara kecerdasan emosi dengan stres bebanan tugas guru tadika. Kesimpulan kajian ini menunjukkan bahawa tahap stres bebanan tugas guru tadika boleh dilihat berdasarkan tahap kecerdasan emosinya. Implikasi kajian menunjukkan bahawa kecerdasan emosi yang baik dapat mengurangkan stres bebanan tugas dalam kalangan guru-guru tadika.

Kata kunci: kecerdasan emosi, stres, bebanan tugas, guru tadika

PENGENALAN

KECERDASAN EMOSI DAN STRES GURU TADIKA

Individu yang mempunyai tahap kecerdasan emosi yang tinggi mestilah memiliki nilai positif dan seterusnya menunjukkan tahap kualiti kerja yang baik dan memuaskan. Keadaan ini juga akan menyebabkan kualiti hidup individu itu bertambah baik, kurang berlaku ketegangan dan juga kurang mendapat tekanan (Najmuddin, 2013). Kecerdasan emosi yang baik perlu ada pada diri seorang guru sama ada guru tadika, guru sekolah rendah atau guru sekolah menengah bagi memastikan kualiti dan mutu di dalam pendidikan dapat dijaga dan dilaksanakan dengan baik selari dengan perkembangan dunia yang semakin mencabar pada masa kini. Walau bagaimanapun, beban tugas guru tadika yang terlalu banyak untuk dilakukan menyebabkan guru tadika gagal untuk mengawal dan mengendalikan emosi sekaligus boleh membawa kepada stres.

Justeru, penting bagi seorang guru tadika mempunyai keupayaan dalam mengawal dan mengendalikan emosi sendiri. Menurut Haslina (2013), kawalan emosi yang baik boleh membantu guru tadika untuk membuat pertimbangan terhadap sesuatu perkara. Kenyataan ini bersesuaian dengan penekanan yang diberikan oleh Goleman (1995) yang mengatakan bahawa kawalan emosi adalah bergantung kepada tingkat kecerdasan emosi seseorang itu. Seseorang individu tidak dapat membuat pertimbangan berdasarkan perasaan emosi yang negatif seperti benci, tertekan dan marah. Oleh itu,

elemen kecerdasan emosi guru tadika telah dikaji dalam kajian ini untuk mengenal pasti tahap dan perhubungannya dengan stres bebanan tugas mereka.

PERNYATAAN MASALAH

Pada tahun 2012, statistik menunjukkan sebanyak 0.128 peratus iaitu 530 guru daripada jumlah guru di seluruh negara mengalami masalah gangguan mental berdasarkan proses intervensi yang telah dijalankan oleh Kementerian Pelajaran pada tahun tersebut (Utusan Online, 13 Disember 2012). Menurut Timbalan Menteri Pelajaran, Dr. Mohd. Puad Zarkashi, jumlah itu berkurangan berbanding tahun sebelumnya iaitu 747 pada tahun 2011. Tambah beliau lagi, pihak kementerian telah mengambil langkah dengan menyediakan khidmat sokongan sosial melalui kaunselor organisasi dalam membantu para guru yang berdepan dengan gangguan emosi dan mental. Statistik ini membuktikan bahawa gejala stres sememangnya wujud dalam kalangan guru.

Menurut Hashim Adnan iaitu Presiden Kesatuan Perkhidmatan Perguruan Kebangsaan (NUTP), ada dalam kalangan guru yang menghubungi beliau sambil menangis dan menyatakan hasratnya untuk berhenti kerja akibat terlalu stres dengan bebanan tugas yang terlalu banyak untuk dilakukan di sekolah (Harian Metro, 29 April 2011). Tambah beliau lagi, sekiranya terlalu banyak tugas lain yang perlu dilakukan oleh guru, dikhuatiri keadaan ini akan menjejaskan kualiti pendidikan yang diberikan kepada murid kerana guru terlalu penat serta tidak dapat menumpukan perhatian dengan sebaiknya terhadap sesi pengajaran dan pembelajaran di dalam kelas.

Kenyataan ini disokong lagi dengan Norashid dan Hamzah (2014) yang mengatakan bahawa tugas guru bukan sahaja mengajar di dalam kelas, tetapi turut dibebani dengan tugas lain di tempat kerja. Bebanan tugas yang banyak ini boleh menyebabkan guru tidak dapat menyempurnakan tugas dengan baik sekaligus boleh mengundang stres ke dalam diri guru tersebut. Ketegangan yang berterusan ini boleh mempengaruhi psikologi guru tersebut dan menyebabkan guru tersebut cepat marah, hilang fokus dan agresif. Keadaan ini juga boleh menyebabkan guru tersebut tidak bersemangat serta kurang bermotivasi untuk melaksanakan tugasanya sebagai guru di tempat kerja.

Menurut Brazil (2013), kajian mengenai stres dalam kalangan guru sekolah rendah dan sekolah menengah telah banyak dijalankan secara meluas. Walau bagaimanapun, kajian mengenai stres dalam kalangan guru pendidikan awal kanak-kanak adalah terhad dan tidak banyak dijalankan. Menurutnya lagi, beban kerja yang memerlukan guru untuk memenuhi standard akademik yang pelbagai boleh menyebabkan emosi guru tadika terganggu sekaligus menyebabkan stres berlaku. Memahami stres yang berlaku ini sangat rumit, pengkaji telah mengambil keputusan untuk menjalankan kajian terhadap guru tadika bagi melihat apakah tahap kecerdasan emosi dan tahap stres bebanan tugas guru tadika. Selain itu, pengkaji juga ingin melihat adakah kedua-dua pembolehubah ini mempunyai perhubungan antara satu sama lain.

OBJEKTIF KAJIAN

a) Mengenal pasti tahap kecerdasan emosi dalam kalangan guru-guru tadika.
b) Mengenal pasti tahap stres bebanan tugas dalam kalangan guru-guru tadika.
c) Mengenal pasti sama ada terdapat hubungan antara kecerdasan emosi dengan stres guru tadika.

PERSOALAN KAJIAN

a) Apakah tahap kecerdasan emosi dalam kalangan guru-guru tadika.
b) Apakah tahap stres bebanan tugas dalam kalangan guru-guru tadika.
c) Apakah terdapat hubungan antara kecerdasan emosi dengan stres guru tadika.

KAJIAN LITERATUR

TEORI KECERDASAN EMOSI

Teori utama yang digunakan dalam kajian ini ialah Teori Kecerdasan Emosi yang diperkenalkan oleh Reuven Bar-On (2006). Bar-On telah membentuk satu model yang dinamakan Model Inventori Kompetensi Kecerdasan Emosi yang mana meliputi 133 item sebagai ujian soal selidik. Tujuannya adalah bagi mengenal pasti kemahiran bukan kognitif calon sehingga penentu kejayaan dalam bidang-bidang dalam hidup mereka (Mok, 2010). Bar-On menetapkan lima domain utama dalam modelnya iaitu kecerdasan intrapersonal, kecerdasan interpersonal, kemahiran penyesuaian, pengurusan tekanan dan keadaan perasaan am.

Berdasarkan teori Bar-On yang telah dijelaskan, pengkaji telah membina satu kerangka teori bagi menunjukkan perkaitan antara teori dengan kajian yang dijalankan seperti yang ditunjukkan dalam Rajah 1.1 di bawah.
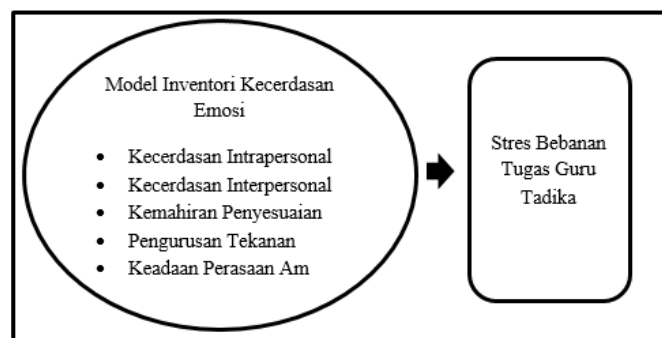
RAJAH 1.1: Kerangka Teori.

TINJAUAN KAJIAN LEPAS

Saricam, Celik dan Coskun (2015) telah menjalankan kajian mengenai hubungan antara kecerdasan emosi, harapan dan kepuasan hidup dalam kalangan guru prasekolah di Turki. Kajian ini dijalankan ke atas 478 orang guru prasekolah yang mana melibatkan 395 orang guru wanita dan 83 orang guru lelaki. Dalam kajian ini, mereka menggunakan Schutte Emotional Intelligence Scale Revise, Integrative Hope Scale dan Life Satisfaction Scale versi Turkish. Hubungan antara kecerdasan emosi, harapan dan kepuasan hidup dikaji menggunakan analisis korelasi dan analisis regresi berganda. Hasil kajian ini menunjukkan bahawa terdapat hubungan positif antara kecerdasan emosi dan harapan pada kepuasan hidup. Apabila kecerdasan emosi dan harapan meningkat, kepuasan hidup juga meningkat. Dalam erti kata lain, individu yang mempunyai tahap kecerdasan emosi yang tinggi mempunyai kepuasan yang lebih tinggi dalam hidupnya.

Seterusnya, Rust (2014) telah menjalankan kajian mengenai hubungan antara kecerdasan emosi dan pencapaian akademik pelajar. Dalam kajian ini, seramai lapan orang guru iaitu tujuh orang guru perempuan dan seorang guru lelaki telah bersetuju untuk menjadi sampel bagi kajian ini. Guru-guru ini dikehendaki untuk menjawab soal selidik Emotional Quotient Inventory berdasarkan Teori Kecerdasan Emosi Bar-On yang merangkumi lima domain utama iaitu kecerdasan intrapersonal, kecerdasan interpersonal, kemahiran penyesuaian, pengurusan tekanan dan keadaan perasaan am. Dapatan kajian menunjukkan bahawa majoriti guru-guru ini memiliki tahap kecerdasan emosi yang tinggi bagi setiap domain dan juga keseluruhannya. Selain itu, dapatan juga menunjukkan tidak terdapat hubungan yang signifikan antara kecerdasan emosi guru dan pencapaian akademik pelajar.

Noraini (2015) dalam kajiannya mengenai tekanan kerja dalam kalangan guru di salah sebuah sekolah menengah di daerah Kluang, Johor membuktikan bahawa faktor kekangan masa dan hubungan tidak baik guru dengan pelajar mempunyai hubungan yang positif dan signifikan terhadap tekanan kerja guru. Kajian ini juga menunjukkan tiada hubungan yang signifikan antara faktor lebihan bebanan tugas dan sokongan pengetua dengan tekanan kerja dalam kalangan guru. Berdasarkan kajian-kajian yang dihuraikan mengenai stres dan kebolehan dalam mengatasi tekanan kerja, secara langsung dikaitkan dengan dimensi kecerdasan emosi. Ini kerana simptom emosi yang wujud akibat tekanan seperti gelisah, mudah marah, kemurungan, sensitif, resah dan keletihan emosi memberi kesan ke atas seluruh kehidupan seseorang individu.

Berdasarkan kajian-kajian lepas yang dibincangkan di atas, jelaslah di sini bahawa kecerdasan emosi sangat berkait rapat dengan stres kerja yang dialami oleh seseorang individu. Kecerdasan emosi sangat penting untuk dimiliki oleh seseorang individu agar mampu dan berupaya dalam menggunakan dimensi perasaan yang ada pada diri sendiri, prihatin terhadap orang lain serta dapat mengawal kepuasan diri. Individu yang memiliki tahap kecerdasan emosi yang baik adalah individu yang mahir dalam mengendalikan tekanan kerja yang dihadapi dalam apa jua situasi yang berlaku.

METODOLOGI KAJIAN

REKA BENTUK KAJIAN

Kajian tinjauan iaitu kaedah penyelidikan berbentuk deskriptif yang digunakan dalam kajian ini adalah untuk mengumpul data berhubung dengan fenomena atau situasi yang tidak dapat diperhatikan secara langsung. Selain itu, kajian ini juga dijalankan untuk membuat tinjauan ke atas hubungan yang wujud antara pemboleh ubah. Pengkaji telah memilih untuk menggunakan kaedah kuantitatif dalam proses analisis data dan telah memanipulasi pemboleh ubah bebas untuk melihat pengaruhnya ke atas pemboleh ubah bersandar dalam keadaan yang terkawal.

POPULASI DAN SAMPEL KAJIAN

Pengkaji telah mendapatkan jumlah populasi guru-guru tadika di Mukim Kota Damansara melalui Penolong Pegawai Pendidikan Swasta di Pejabat Pendidikan Daerah (PPD) Petaling Utama. Berdasarkan maklumat yang diperolehi, jumlah populasi guru-guru tadika di mukim ini adalah seramai 112 orang. Melalui jumlah populasi ini, pengkaji telah berjaya mendapatkan jumlah sampel seramai 87 orang guru-guru tadika. Guru-guru ini dipilih secara rawak daripada beberapa buah tadika yang terdapat di Mukim Kota Damansara untuk dijadikan sampel kajian. Saiz sampel kajian sebenar dalam kajian ini ditentukan berdasarkan kepada formula yang diperkenalkan oleh Krejcie dan Morgan (1970).

INSTRUMEN KAJIAN

Alat ukur soal selidik dalam kajian ini mengandungi tiga bahagian iaitu Bahagian A, Bahagian B dan Bahagian C. Pada bahagian A, responden akan ditanya mengenai beberapa item seperti jantina, umur, bangsa, status pendidikan dan tempoh berkhidmat di tadika. Pada Bahagian B, alat ukur soal selidik Model Inventori Kompetensi Kecerdasan Emosi *(Emotional Quotient Inventory, EQ-i models)* telah digunakan dalam kajian ini bagi mengukur tahap kecerdasan emosi guru-guru tadika. Bahagian C pula adalah mengenai tahap stres guru-guru tadika yang mana mempunyai 35 soalan yang telah diambil dan diubahsuai daripada *Teacher Stress NUT Guidance to Divisions and Associations* (2012).

PENGANALISISAN DATA

Setiap data yang diperoleh dianalisis dengan menggunakan kaedah yang tertentu. Bagi mengukur kekerapan, peratusan, min dan sisihan piawai bagi pembolehubah yang terlibat, pengkaji menggunakan analisis deskriptif. Manakala untuk melihat perhubungan yang mungkin wujud antara pembolehubah, pengkaji menganalisis data secara inferensi dengan menggunakan analisis Korelasi Pearson.

DAPATAN KAJIAN

PERSOALAN KAJIAN 1:
APAKAH TAHAP KECERDASAN EMOSI (KE) DALAM KALANGAN GURU-GURU TADIKA?

Jadual 1.2 menunjukkan tahap dan bilangan peratusan mengikut tahap kecerdasan emosi responden. Berdasarkan jadual tersebut, seramai 54 orang responden atau 62.1 peratus mempunyai tahap kecerdasan emosi yang tinggi. Sementara itu, 31 orang atau 35.6 peratus mempunyai tahap kecerdasan emosi yang sederhana dan hanya dua orang responden atau 2.3 peratus yang mempunyai tahap kecerdasan emosi yang rendah. Sehubungan itu, dapat disimpulkan bahawa tahap kecerdasan emosi guru tadika di Kota Damansara secara keseluruhannya adalah berada pada tahap yang sederhana iaitu min 3.57 dan sisihan piawai 3.57.

Jadual 1.1 Taburan Bilangan dan Peratusan Responden Mengikut Tahap Kecerdasan Emosi (n=87

Tahap Kecerdasan Emosi	Bilangan	Peratus (%)
Tinggi	54	62.1
Sederhana	31	35.6
Rendah	2	2.3
Jumlah	87	100

PERSOALAN KAJIAN 2:
APAKAH TAHAP STRES BEBANAN TUGAS DALAM KALANGAN GURU-GURU TADIKA

Jadual 1.2 pula menunjukkan taburan bilangan dan peratusan responden mengikut tahap stres bebanan tugas guru tadika yang dimiliki oleh responden. Seramai 48 orang responden atau 55.2 peratus yang mengalami stres bebanan tugas di tahap yang tinggi. Sementara itu, 39 orang atau 44.8 peratus berada di tahap sederhana dan tiada responden yang mengalami stres bebanan tugas yang rendah.

Jadual 1.2 Taburan Bilangan dan Peratusan Responden Mengikut Tahap Stres Bebanan Tugas Guru Tadika (n=87)

Tahap Stres Bebanan Tugas	Bilangan	Peratus (%)
Tinggi	48	55.2
Sederhana	39	44.8
Rendah	-	
Jumlah	87	100

PERSOALAN KAJIAN 3:
ADAKAH TERDAPAT HUBUNGAN ANTARA KECERDASAN EMOSI (KE) DENGAN STRES BEBANAN TUGAS GURU TADIKA?

Jadual 1.3 menunjukkan hasil analisis korelasi antara kecerdasan emosi dengan stres bebanan tugas guru tadika. Nilai Korelasi Pearson, r ialah 0.672 dan menunjukkan bahawa perhubungan antara kecerdasan emosi guru tadika dengan stres bebanan tugas mereka adalah tinggi. Nilai koefisien yang bernilai positif bermaksud hubungan antara kecerdasan emosi guru tadika dengan stres bebanan tugas mereka adalah berkadar terus.

Manakala nilai p = 0.000 < α 0.05 (2-tailed). Hipotesis nol ditolak di mana dapatan kajian mendapati bahawa terdapat hubungan yang signifikan antara kecerdasan emosi dengan stres bebanan tugas guru tadika.

Jadual 1.3 Korelasi antara Kecerdasan Emosi dengan Stres Bebanan Tugas Guru Tadika.

	Kecerdasan Emosi	Stres Bebanan Tugas
Kecerdasan	r	p
Emosi	0.672	0.000

**Signifikan pada aras keertian = 0.05 (2-tailed)

PERBINCANGAN

Berdasarkan kepada analisis tahap kecerdasan emosi guru tadika dan hubungannya dengan stres bebanan tugas guru tadika itu sendiri menunjukkan indeks korelasi yang positif, di mana hubungan antara tahap kecerdasan emosi guru dengan tahap stres bebanan tugas mereka adalah berkadar secara langsung. Di bawah aras keertian 0.05 yang dipilih dan nilai korelasi r = 0.672 yang diperolehi adalah antara 0.50 hingga 0.69. Mengikut garis panduan Davies, nilai pekali korelasi 0.50 hingga 0.69 menunjukkan perkaitan di antara dua pembolehubah tersebut adalah tinggi.

Manakala nilai signifikan p adalah lebih kecil dari 0.05 iaitu 0.000. Ini menunjukkan terdapat hubungan yang signifikan di antara tahap kecerdasan emosi guru tadika dengan tahap stres bebanan tugas mereka. Secara keseluruhannya, dapat disimpulkan bahawa majoriti guru tadika yang mempunyai tahap kecerdasan emosi yang sederhana mempunyai tahap stres bebanan tugas yang sederhana. Walau bagaimanapun, terdapat juga guru tadika yang mempunyai tahap kecerdasan emosi yang sederhana mempunyai tahap stres bebanan tugas yang tinggi.

Berdasarkan dapatan kajian ini menunjukkan bahawa terdapat hubungan yang signifikan di antara tahap kecerdasan emosi dan tahap stres bebanan tugas guru tadika. Walau bagaimanapun, dapatan ini bertentangan dengan hasil dapatan kajian yang diperolehi oleh Syed Sofian dan Rohany Nasir (2010) di mana tdak terdapat hubungan yang signifikan antara kecerdasan emosi dan tekanan kerja. Manakala

terdapat hubungan yang positif dan signifikan antara kecerdasan emosi dan niat berhenti kerja dari profesion perguruan.

Kajian yang telah dijalankan oleh Sherafatmandyari, Moharramzadeh dan Seyed (2012) pula memberikan keputusan yang sama dengan hasil dapatan kajian ini di mana terdapat hubungan yang signifikan antara kecerdasan emosi dengan stres kerja. Kajian ini juga menunjukkan komponen kecerdasan emosi iaitu kesedaran diri, empati dan kemahiran sosial mempunyai hubungan yang signifikan dengan stres kerja. Manakala bagi komponen kecerdasan emosi kawalan diri dan motivasi pula tidak mempunyai hubungan yang signifikan dengan stres kerja.

Berdasarkan perbincangan dapatan kajian ini, dapat disimpulkan bahawa tahap stres bebanan tugas guru tadika boleh dilihat berdasarkan tahap kecerdasan emosi mereka. Selain itu, domain bagi setiap kecerdasan emosi yang telah ditentukan oleh Bar-On iaitu kecerdasan intrapersonal, kecerdasan interpersonal, kemahiran penyesuaian, pengurusan tekanan dan keadaan perasaan am juga berupaya memainkan peranan penting dalam mengawal stres bebanan tugas guru tadika.

CADANGAN KAJIAN AKAN DATANG

Beberapa cadangan bagi kajian pada masa akan datang turut disenaraikan di sini agar kajian ini dapat dijadikan sebagai panduan bagi penyelidikan yang seterusnya. Antara cadangan tersebut adalah:

i. Hasil kajian ini menunjukkan tahap kecerdasan emosi guru tadika berada di tahap yang sederhana sahaja. Sehubungan itu, dicadangkan agar pengkaji yang berminat dengan tajuk ini pada masa akan datang untuk mengkaji apakah faktor-faktor yang boleh mempengaruhi tahap kecerdasan emosi guru-guru tadika. Pengkaji juga boleh menjalankan kajian untuk mengetahui apakah langkah yang boleh dilakukan bagi meningkatkan lagi tahap kecerdasan emosi guru tadika di Malaysia.

ii. Memandangkan tahap stres bebanan tugas guru tadika berada pada tahap yang tinggi, pengkaji mencadangkan agar para penyelidik yang berminat dengan kajian ini untuk mengkaji apakah elemen lain selain daripada kecerdasan emosi yang boleh menjadi punca kepada stres bebanan tugas guru di tadika. Dicadangkan juga agar para penyelidik menjalankan kajian untuk mengetahui bagaimanakah cara untuk mengatasi stres bebanan tugas dalam kalangan guru tadika.

iii. Kajian ini hanya tertumpu di Mukim Kota Damansara dan melibatkan bilangan sampel yang kecil sahaja. Dicadangkan agar penyelidik yang berminat menjalankan kajian yang sama pada masa akan datang untuk meluaskan lagi skop kajian melibatkan daerah atau negeri. Di samping itu, dicadangkan juga agar kajian yang sama dijalankan di kawasan luar bandar dan juga kawasan bandar untuk melihat tahap kecerdasan emosi dan tahap bebanan stres guru tadika berdasarkan perbezaan demografi ini.

KESIMPULAN

Berdasarkan hasil dapatan kajian menunjukkan bahawa terdapat hubungan yang signifikan dan tinggi antara kecerdasan emosi dan stres bebanan tugas guru tadika. Sehubungan itu, tahap stres bebanan tugas guru tadika boleh dilihat berdasarkan tahap kecerdasan emosinya. Kajian ini juga membuktikan bahawa elemen kecerdasan emosi sangat penting dan boleh memberi kesan terhadap stres bebanan tugas guru tadika. Walaupun guru tadika pada masa kini terpaksa berdepan dengan pelbagai tugasan yang pelbagai dan membebankan, namun dengan memiliki tahap kecerdasan emosi yang baik, stres bebanan tugas dalam kalangan guru tadika dapat dikurangkan.

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PERSEPSI GURU PELATIH TERHADAP INTEGRASI TEKNOLOGI MAKLUMAT DAN KOMUNIKASI DALAM PROSES PENGAJARAN DAN PEMBELAJARAN DI TADIKA

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ABSTRAK

Kajian ini dijalankan untuk mengenalpasti persepsi guru pelatih terhadap integrasi Teknologi Maklumat dan Komunikasi (ICT) dalam Pengajaran dan Pembelajaran di TADIKA. Kajian ini menggunakan kaedah kuantitatif dengan menggunakan kaedah tinjauan. Instrumen kajian yang digunakan ialah soal selidik yang mengandungi 15 item soalan. Seramai 161 orang responden yang terdiri daripada guru-guru pelatih semester enam, Diploma Pendidikan Awal Kanak-kanak (DPAKK) di Kolej Poly-Tech MARA Kota Bharu dipilih secara rawak untuk dijadikan sampel dalam kajian ini. Data yang dikumpul dianalisis secara deskriptif menggunakan 'Statistical Package for the Social Science' (SPSS) versi 22.0. Dapatan kajian menunjukkan tahap persepsi guru pelatih terhadap integrasi ICT dalam PdP adalah tinggi. Ini menunjukkan majoriti guru pelatih mempunyai persepsi yang tinggi dan mengetahui kepentingan integrasi ICT. Oleh itu, diharapkan kajian ini dapat membantu pihak-pihak tertentu untuk mengkaji dengan lebih mendalam serta mengatur strategi, latihan atau kursus yang diperlukan oleh guru pelatih bagi meningkatkan pengintegrasian ICT dalam proses PdP di TADIKA.

Kata Kunci : persepsi, integrasi, teknologi maklumat Dan komunikasi

PENGENALAN

Kemajuan Teknologi Maklumat dan Komunikasi atau *Information and Communication Technology* (ICT) telah menyumbang dalam meningkatkan pengurusan dan pentadbiran negara ke arah lebih sistematilk dan teratur. Dalam bidang pendidikan, pelbagai kaedah pengajaran dan pembelajaran (PdP) berasaskan teknologi digunakan bagi meningkatkan kualiti di dalam kelas (Ghavifekr et al., 2014, Lefebvre, Deaudelin & Loiselle, 2006). Menurut Ghavifekr, Afshari dan Amla Salleh (2012), sekolah dan institusi pendidikan perlu menjadikan pelajar sebagai masyarakat berilmu dan menggunakan ICT dalam kurikulum mereka.

Integrasi ICT dalam pendidikan merujuk kepada proses pengajaran dan pembelajaran yang berasaskan ICT dalam bilik darjah (Ghavifekr & Athirah Rosdy, 2015). Bagi melahirkan pelajar yang berdaya saing, guru memainkan peranan utama dalam menggunakan ICT dalam bilik darjah. Menurut Arnseth dan Hatlevik (2012), penggunaan ICT berupaya menyediakan persekitaran PdP yang dinamik dan proaktif. Tujuan integrasi ICT dalam PdP adalah untuk meningkatkan kecekapan dan kualiti penyampaian guru-guru kepada para pelajar. Penggunaan ICT dalam pendidikan menyumbang banyak kelebihan kerana menjadikan proses PdP semakin berkesan dengan bantuan alat dan sokongan yang disediakan (Jamieson-Procter et al., 2013).

Integrasi ICT dalam pendidikan adalah penting kerana membolehkan proses PdP boleh berlaku di mana-mana sahaja walaupun guru dan pelajar bukan berada di tempat yang sama. Ia juga membantu guru untuk merancang proses pengajaran dengan lebih berkesan, kreatif dan menarik sekaligus menjadikan proses pembelajaran lebih aktif dan inovatif. Kajian-kajian terdahulu membuktikan bahawa penggunaan ICT dalam pengajaran akan meningkatkan proses pembelajaran dan memaksimumkan keupayaan pelajar dalam pembelajaran yang lebih aktif (Finger & Trinidad, 2002; Jorge et al., 2003; Young, 2003; Jamieson-Procter et al., 2013).

KAJIAN LITERATUR

Kajian yang telah dijalankan oleh Ghavifekr (2015) adalah untuk mengkaji persepsi guru tentang keberkesanan integrasi ICT dalam pengajaran dan pembelajaran serta elemen keberkesanan integrasi ICT dalam pengajaran di sekolah. Seramai 101 orang guru dari 10 buah sekolah menengah di Kuala Lumpur terlibat dalam kajian ini. Kajian merupakan kuantitatif dan data yang diperolehi dianalisis secara deskriptif dan inferensi. Dapatan kajian menunjukkan bahawa integrasi ICT dalam proses PdP menunjukkan keberkesanan kepada guru dan pelajar. Hasil kajian juga menunjukkan bahawa kesediaan guru serta alat dan kemudahan yang disediakan merupakan faktor utama dalam menjayakan proses PdP berasaskan ICT di dalam kelas. Kajian juga mendapati bahawa program latihan pembangunan profesional untuk guru memainkan peranan utama dalam meningkatkan kualiti pembelajaran kepada pelajar.

Selain itu, Ghavifekr et. al. (2016) telah menjalankan kajian terhadap persepsi guru berkaitan isu dan cabaran yang dihadapi mereka dalam mengaplikasikan ICT di bilik darjah. Kajian ini berbentuk kuantitatif telah dijalankan bagi mengumpul data yang diperolehi secara rawak dari 100 orang sampel guru sekolah menengah di negeri Melaka, Malaysia. Kajian ini menunjukkan tahap persepsi dalam melaksanakan ICT dalam pengajaran dan pembelajaran di dalam kelas adalah sederhana manakala cabaran menggunakan alat ICT dalam pengajaran dan pembelajaran di dalam bilik darjah adalah tinggi. Namun, responden bersetuju ICT berkesan dalam menyokong pengajaran dan pengajaran pelajar di dalam bilik darjah. Akses atau rangkaian internet yang terhad, kekurangan sokongan teknikal, kekurangan latihan, masa yang terhad dan kekurangan kecekapan merupakan cabaran utama yang dihadapi oleh guru dalam mengintegrasikan ICT dalam proses PdP. Hasil kajian menunjukkan guru lelaki yang menggunakan ICT lebih tinggi berbanding dengan guru wanita di dalam bilik darjah.

Kajian mengenai penggunaan bahan bantu mengajar berasaskan teknologi multimedia telah dijalankan oleh Siti Fatimah dan Ab. Halim (2010) ke atas 270 orang guru j-QAF di Sarawak dari Sekolah Kebangsaan (SK) dan Sekolah Jenis Kebangsaan (SJK) di Daerah Kuching, Samarahan, Betong, Sibu, Mukah dan Miri. Data dianalisis secara deskriptif bagi mengenalpasti persepsi tentang penggunaan teknologi multimedia dalam proses PdP serta ujian T pula dijalankan bagi melihat perbezaan persepsi berdasarkan jantina, lokasi serta bidang pengkhususan. Dapatan kajian menunjukkan kebanyakan guru mempunyai persepsi positif terhadap penggunaan multimedia sebagai bahan bantu mengajar. Ujian T yang dijalankan pula menunjukkan persepsi guru dalam penggunaan teknologi multimedia tidak mempunyai hubungan yang signifikan dengan jantina, lokasi dan bidang pengkhususan.

Seterusnya, kajian oleh Siti Hajar dan Suguneswary (2016) adalah untuk mengenalpasti tanggapan guru terhadap penggunaan Teknologi Maklumat dan Komunikasi (ICT) dalam pengajaran Bahasa Tamil berasaskan Model Penerimaan Teknologi (TAM). Kajian dijalankan secara kualitatif yang melibatkan kaedah pemerhatian dan temubual ke atas enam orang guru yang mengajar Bahasa Tamil di Sekolah Jenis Kebangsaan di Negeri Pahang. Hasil kajian mendapati penerimaan guru terhadap penggunaan ICT dalam pengajaran Bahasa Tamil adalah positif dan kebanyakan sampel menggunakan ICT sepenuhnya dalam pengajaran kerana menjimatkan masa dan tenaga, memudahkan proses pengajaran, menarik minat kanak-kanak, meningkatkan kefahaman dan pencapaian.

PERNYATAAN MASALAH

Teknologi Maklumat Dan Komunikasi (ICT) adalah alat yang penting pada zaman sekarang (Zhang & Aikman, 2007). Teknologi terkini menawarkan banyak strategi dan teknik bagi meningkatkan kualiti dalam PdP di dalam kelas (Ghavifekr et al., 2014; Lefebvre, Deaudelin & Loiselle, 2006). Integrasi ICT dalam PdP menjadi lebih penting kerana ia membantu kanak-kanak meningkatkan kemahiran pembelajaran kolaboratif serta membangunkan kemahiran yang merangsang kemahiran sosial, penyelesaian masalah, berdikari, tanggungjawab dan kemampuan untuk refleksi dan inisiatif. Semua elemen ini adalah nilai teras yang perlu dicapai oleh pelajar dalam persekitaran pengajaran dan pembelajaran aktif (Ghavifekr et al., 2014).

Seiring dengan perkembangan teknologi, sistem pendidikan di Malaysia turut diperkenalkan dengan Pembelajaran Abad ke-21 yang menekankan aspek komunikasi, kolaborasi, pemikiran kritis dan kreativiti dalam pengajaran. Proses pembelajaran yang menarik mampu meningkatkan keberkesanan

dalam proses penyampaian . Oleh itu adalah wajarlah kajian ini dijalankan bagi melihat dengan lebih terperinci tahap persepsi guru pelatih terhadap integrasi ICT dalam proses PdP di TADIKA. Hal ini kerana guru yang menggunakan ICT dalam proses PdP secara tidak langsung mempunyai tahap persepsi yang tinggi terhadap ICT. Kemahiran, persepsi dan sikap guru mempengaruhi penggunaan ICT dalam pengajaran dan pembelajaran (Simonson, 2008).

Objektif Kajian

a) Mengenal pasti persepsi guru pelatih terhadap integrasi ICT dalam PdP di TADIKA.

Kaedah Kajian

Kajian yang dijalankan adalah berbentuk kuantitatif dengan menggunakan kaedah tinjauan bagi mengenalpasti tahap persepsi guru pelatih terhadap integrasi teknologi maklumat dan komunikasi dalam proses pengajaran dan pembelajaran di TADIKA. Seramai 161 orang guru pelatih dipilih secara rawak daripada beberapa buah TADIKA di enam buah daerah berbeza di Negeri Kelantan untuk dijadikan sampel kajian.

ANALISA DATA

Sebanyak 161 borang soal selidik daripada guru-guru pelatih Diploma Pendidikan Awal Kanak-Kanak (DPAKK) di Kolej Poly Tech MARA (KPTM) Kota Bharu telah dianalisis menggunakan perisian *Statistical Packages for Social Sciences for Windows (SPSS)* versi 22.0.

Jadual 1.0

Taburan Kekerapan, Peratusan, Min dan Sisihan Piawai Responden bagi persepsi guru pelatih terhadap integrasi ICT dalam PdP di TADIKA (n=161)

Item	Pernyataan	STS f (%)	TS f (%)	TP f (%)	S f (%)	SS f (%)	Min	SP
1	Saya cepat mempelajari perisian komputer yang baru.	-	1 (0.6)	35 (21.7)	96 (59.6)	29 (18)	3.95	0.65
2	Saya mendapati proses pengajaran semakin mudah dengan menggunakan ICT.	-	-	13 (8.1)	72 (44.7)	76 (47.2)	4.39	0.634

No	Item						Min	SP
3	Saya sedar ICT memberikan banyak peluang dalam menjadikan proses pengajaran lebih efektif.	-	-	11 (6.8)	75 (46.6)	75 (46.6)	4.40	0.615
4	Saya mendapati ICT menjadikan proses pembelajaran semakin efektif.	-	-	11 (6.8)	82 (50.9)	68 (52.2)	4.35	0.606
5	Saya tahu penggunaan ICT membolehkan guru menggunakan bahan yang terkini.	-	-	9 (5.6)	63 (39.1)	89 (55.3)	4.50	0.603
6	Saya mendapati penggunaan ICT meningkatkan kualiti dalam pengajaran.	-	1 (0.6)	16 (9.9)	65 (40.4)	79 (49.1)	4.38	0.689
7	Saya yakin penggunaan ICT mampu membantu guru menyediakan bahan-bahan dalam pengajaran.	-	2 (1.2)	9 (5.6)	62 (38.5)	88 (54.7)	4.47	0.662
8	Saya yakin penggunaan ICT membolehkan kanak-kanak lebih aktif dalam pengajaran.	-	-	21 (13.0)	68 (42.2)	72 (44.7)	4.32	0.693
9	Saya mempunyai lebih banyak masa dalam memenuhi keperluan kanak-kanak jika ICT digunakan dalam proses pengajaran.	-	3 (1.9)	27 (16.8)	83 (51.6)	48 (29.8)	4.09	0.731
10	Saya boleh mengajar secara efektif tanpa menggunakan ICT.	17 (10.6)	75 (46.6)	60 (37.3)	4 (2.5)	5 (3.1)	2.41	0.833
11	Saya rasa penggunaan ICT membazirkan masa.	5 (3.1)	22 (13.7)	41 (25.5)	52 (32.3)	41 (25.5)	3.63	1.099
12	Saya yakin kanak-kanak dapat belajar dengan baik tanpa penggunaan ICT.	18 (11.2)	32 (19.9)	76 (47.2)	23 (14.3)	12 (7.5)	2.87	1.038
13	Saya rasa pengurusan kelas tidak terkawal jika ICT digunakan dalam sesi pengajaran.	8 (5.0)	34 (21.1)	59 (36.6)	36 (22.4)	24 (14.9)	3.21	1.092
14	Saya rasa kanak-kanak semakin fokus apabila ICT digunakan dalam sesi pengajaran.	7 (4.3)	31 (19.3)	57 (35.4)	39 (24.2)	27 (16.8)	3.30	1.095

15	Saya rasa kanak-kanak menjadi kurang berusaha apabila ICT digunakan dalam pengajaran.	12	30	59	39	21	3.17	1.108
		(7.5)	(18.6)	(36.6)	(24.2)	(13.0)		
Nilai						**Keseluruhan**	**3.829**	**0.447**

Jadual 1.0 menunjukkan analisis dapatan kajian mengenai persepsi guru pelatih terhadap integrasi ICT dalam PdP di TADIKA. Sebanyak 15 item dalam soal selidik telah dianalisis bagi menjawab persoalan kajian. Berdasarkan jadual tersebut sebanyak sembilan item mencatatkan persepsi yang tinggi manakala enam item menunjukkan persepsi yang sederhana.

Bagi menilai persepsi ini, skor min kajian dibahagikan kepada tiga kategori iaitu bagi 3.68 - 5.0 menunjukkan persepsi yang tinggi, skor 2.34 – 3.67 menunjukkan persepsi yang sederhana dan 1.0 – 2.33 adalah persepsi yang rendah (Aisyah ,2013). Item 'Saya boleh mengajar secara efektif tanpa menggunakan ICT' menunjukkan skor min yang paling rendah iaitu (M=2.41, SP=0.833). Data kajian yang menunjukkan min tertinggi adalah item 'Saya tahu penggunaan ICT membolehkan guru menggunakan bahan yang terkini' menunjukkan min (M=4.50, SP=0.603).

Persoalan kajian ialah mengenai tahap persepsi guru pelatih terhadap integrasi ICT dalam PdP di TADIKA. Secara keseluruhannya purata min yang diperolehi bagi persepsi guru pelatih terhadap integrasi ICT dalam pengajaran dan pembelajaran di TADIKA ialah (M=3.829, SP=0.447). Purata min yang diperolehi menunjukkan tahap persepsi guru pelatih terhadap integrasi ICT dalam proses PdP di TADIKA adalah tinggi kerana skor min berada di kedudukan antara 3.68 – 5.00. Secara keseluruhannya, ini menunjukkan guru pelatih mengetahui tentang kepentingan integrasi ICT dalam proses PdP pada masa sekarang terutamanya dalam pembelajaran kanak-kanak di TADIKA.

Perbincangan

Persepsi guru terhadap integrasi ICT dalam PdP di TADIKA memainkan peranan penting dalam meningkatkan kesedaran mengenai kepentingan menerapkan penggunaan ICT dalam pengajaran kanak-kanak sejak peringkat awal. Analisis data yang diperolehi menunjukkan bahawa tahap persepsi guru pelatih DPAKK di KPTM Kota Bharu terhadap integrasi ICT dalam proses P&P di TADIKA adalah tinggi. Secara keseluruhannya, guru pelatih bersetuju bahawa ICT menjadikan proses PdP semakin mudah, lebih efektif, dapat menggunakan bahan yang terkini, meningkatkan kualiti, membantu guru menyediakan bahan-bahan pengajaran, menjadikan kanak-kanak semakin aktif, mempunyai lebih banyak masa memenuhi keperluan kanak-kanak serta dapat mempelajari perisian komputer yang baru dalam masa yang singkat.

Terdapat banyak kajian yang menyatakan persepsi guru terhadap integrasi ICT adalah penting untuk mencapai matlamat bagi mengintegrasikan ICT dalam PdP. Kajian oleh Siti Fatimah dan Ab Halim (2010) menunjukkan majoriti guru mempunyai persepsi yang positif terhadap penggunaan multimedia sebagai bahan bantu mengajar dalam proses P&P. Kesimpulannya, guru yang mempunyai tahap persepsi yang tinggi dan positif terhadap ICT mempunyai potensi yang tinggi untuk menggunakannya dalam proses PdP. Kenyataan ini disokong oleh Simonson (2008) yang menyatakan kemahiran, persepsi dan sikap guru mempengaruhi penggunaan ICT dalam pengajaran dan pembelajaran.

Rumusan

Secara keseluruhannya, kajian ini dijalankan bagi mengenalpasti persepsi guru pelatih terhadap integrasi ICT dalam proses PdP di TADIKA bagi menambah mutu pendidikan awal kanak-kanak di Malaysia. Walaupun hasil kajian menunjukkan tahap persepsi guru pelatih adalah tinggi namun sejauh mana perlaksanaan dan penggunaan ICT dalam proses PdP di TADIKA belum dapat dikenal pasti. Oleh itu diharapkan dapatan kajian ini boleh memberi pendedahan kepada para guru di seluruh Malaysia mengenai kesedaran terhadap penerapan integrasi ICT serta kepentingannya di peringkat pendidikan awal kanak-kanak.

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THE USE OF KAHOOT! IN TEACHING GRAMMAR IN HIGHER LEARNING INSTITUTION

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ABSTRACT

This study was aimed to explore the students' perceptions on using Kahoot! as formative assessment in grammar classes in higher education level. This study employed an exploratory qualitative case study design which involved classroom observations and written structured interview as the research methods. To achieve the objectives, class observations were carried out in a class of 24 students in order to gather the data. Observation checklist and field notes were used during the class observations to secure the findings. It was followed by written structured interview sessions with six students. The written structured interview was then analyse while content analysis was executed for field notes. The findings demonstrate that the use of Kahoot! in grammar class did have positive effects on students engagement, motivation, classroom environment and learning performance. In addition, the gamification effects increased students' intrinsic motivation to learn English and reduced their anxiety level when learning grammar. In relation to the findings, this study is significant as it will provide a platform for Kolej Poly-Tech MARA Kota Bharu English lecturers, future lecturers, curricular designers and Higher Ministry of Education with insights on some of the problems students face in learning grammar and to make amendments where possible. Moreover, it will help lecturers to improve their teaching techniques with a view of bringing up students with low academic performance. As for the students, this study is expected to raise students' motivation in learning English, especially in grammar where it always reviewed as boring and dull. Thus, it may provide additional teaching techniques for program planners at the college level by providing an additional tool for the improvement of students' language learning.

Keywords: Kahoot!; formative assessment; grammar; gamification.

INTRODUCTION

There are various methods of teaching English. Some lecturers prefer to use traditional methods where it focuses on teacher-centered approach. Whereby some of them prefer students-centered approach, and not to be mentioned those who prefer instructional technology in teaching and learning. Nowadays, instructional technology is one of the popular tools to be integrated in delivering lessons especially in teaching English (Sahin-Kizil, 2011). It is aligned with Malaysian Education Blueprint 2013-2025, under Shift 7, that ICT has to be incorporated in education. Similarly, globalised online learning has been incorporated for higher education under Shift 9. In accordance to The Malaysian Education Blueprint 2013-2025, lecturers are required to be creative and innovative in teaching by manipulating technology in order to enhance students' learning outcomes (Endang Susilowati, 2017). In today's world, lecturers are becoming "educators", "facilitators", "instructors", "coaches" and "e-moderators" rather than one-dimensional teachers (News Straits Times, 2018). This is to fit the demand of Y Generations and Z Generations who are way more knowledgeable in the use of technologies in order to create a meaningful teaching and learning experience. In addition, the use of technology with combination of gamification concept provides cognitive, motivational, emotional, and social benefits to the students (Nur Hazwani et. al, 2018). Teachers who are brilliant enough might utilise the use of games for diverse proficient students but still in accordance to the curriculum stated (Siegle, 2015). Besides, the nature of being competitive in a game will be another added value to the use of games in classroom that would encourage students to be participative and an active learner. They are trained to be a fast thinker and applied appropriate problem-solving skills when engaging with this kind of games (Licorish et, al. 2017). Gamification has long been seen as a useful trick for engaging people to learn, and not all

games are based on dexterity; many are based on knowledge and information. Thus, the use of Kahoot! which is based on gamification concept would serve the purpose.

In spite of its gamification concept, Kahoot! serves best as one of the formative assessments that could be used in classroom. The element of Kahoot! which is similar to traditional paper pen exercises but with a twist of modern technology suits this 21st century education style (Nurul Nisa Omar, 2017). As cited in Ismail Al Ehmadi et. al, (2018), formative assessment provides students with just in time specific and non- evaluative feedback that improve their performance. Hence, formative assessment is commonly used by educators in order to gauge students' understanding and correct misconception on particular topic. Multiple techniques are used such as pop quiz, discussion, think-pair-share, etc. To add to the techniques used is this technology based formative assessment called Kahoot!.

PROBLEM STATEMENT

Educators often encounter situations in which their students are uninterested and unhappy when it is time to learn English. According to Ellis (2003), traditional language teaching in classroom can be monotonous, boring, and even frustrating, and students can lose interest and motivation in learning. This matter if not dealt from the start, can affect and effect students' performance in English. In some cases, students who are demotivated to learn English will give excuses in order to avoid the task given and ignore educator's instructions (Kareem, 2017). This problem will lead to serious consequences such as low students' performance, less participation, no interest to learn the subject, and even skipping classes. Thus, in order to cater this problem, it is educators' responsibility to use other alternatives such as technology and instructional games such as Kahoot! to make learning process more meaningful and effective as a foreign language may help students take ownership of their own learning. This learning is believed to be conducive to learner's active participation in his/ her own learning (Brown, 2002).

However, despite strong evidence that Kahoot! increases student attention, motivation and engagement, it still remains unclear whether Kahoot! leads to greater learning outcomes for tertiary education (Plump & LaRosa, 2017) especially for private colleges in Malaysia. To bear in mind, Higher Education Institutions in Malaysia are given full autonomy to govern its institutions. Therefore, each institution actually designs and develops their own curriculum. However, the process is closely dependent to the framework or guidance provided by the Malaysian Qualification Agency (MQA). Every institution is enclosed with guidelines by the Malaysian Qualification Framework (MQF) to guide them in planning and designing the curriculum and courses offered. Thus, different universities and private colleges have different syllabus and ways in teaching and learning English. This might impede the way how each of the institutional in Malaysia utilise the use of technology specifically Kahoot! as formative assessment in their teaching and learning. Furthermore, there were few studies done in Malaysian tertiary education level but less was carried out in private college as for diploma students in Malaysian setting.

The fact that Kahoot! is rarely researched in the public and private setting is also noteworthy, as at this level, students are often more likely to be vocal in their learning experience. It would be pertinent to understand how such a tool would be received by tertiary level of students, and particularly if there would be improvement in learning experiences where students tend to participate less. Therefore, it is worth to investigate the effectiveness of using Kahoot! as formative assessment in learning grammar in one of the private colleges in Malaysia.

RESEARCH OBJECTIVES

Research objectives are formulated as below:
1. To investigate the students' perceptions on the use of Kahoot! as formative assessment in learning grammar.
2. To explore the use of Kahoot! as formative assessment in enhancing students' performance in learning grammar.

LITERATURE REVIEW

KRASHEN'S SECOND LANGUAGE ACQUISITION THEORY

Within the context of language acquisition, a second language is the language acquired after the mother tongue. It occurs naturally without formal instruction and it can be applied to both the first and the second language. For second language acquisition, Stephen Krashen, the pioneer in this field has introduced five hypotheses which are the Acquisition-Learning, Natural Order Hypothesis, Monitor Hypothesis, Input Hypothesis and Affective Filter Hypothesis. These hypotheses suggest that L2 acquisition is input driven and learner's output plays no role in L2 acquisition (Krashen, 1982).

In this study, the researchers focus on the use of videos in enhancing speaking skills among second language learners. Based on Krashen's Theory of Second Language Acquisition, two hypotheses are related to the study being done. The first hypothesis is Input Hypothesis which postulated that language acquisition occurs when the meaning is understood (Krashen, 1982). With the use of games in classroom, it can supplement the learners with the input which is beyond what they have acquired. For instance, they have acquired some rules in subject-verb-agreement but with the help of games (Kahoot!), they memorise it better. This is due to the features of the games which are interactive, music as well as the images that can help the learners learn better.

The other hypothesis, the Affective Filter Hypothesis, explains that the affective filter is a block that hinders comprehensible language input from reaching the mental Language Acquisition Device (LAD), which finally preventing language acquisition. According to Krashen (1982), there are three main variables that influence the affective filter which are motivation, self-confidence, and anxiety. The use of games enables the learners to lessen their anxiety, increase their self-motivation and self-confidence when they are learning through activities that they also do during their leisure time.

MALONE INTRINSIC MOTIVATION THEORY

Games have been used to complement traditional lectures to enhance learning for decades. Intrinsic motivation is one of the important elements in language learning. According to Malone (1980) intrinsic motivation is more effective compared to extrinsic motivation because the motivation comes from personal satisfaction of the learning activity. It involves the person himself/herself to be highly individualized in order to be effective. This is because the students themselves must strive in order to gain their own satisfaction. Since intrinsic motivation is proved to have effect on students learning, hence it should not be neglected by the lecturers. The utilisation of Kahoot! in language classroom is believed to enhance students' intrinsic motivation since it brings the elements fun, enjoyable and competitiveness during learning. Malone has underlined four main characteristics of intrinsic motivation namely challenge, curiosity, control and fantasy (Alessi & Trollip, 2001).

BENEFITS OF USING KAHOOT! IN LANGUAGE CLASS

The use of Kahoot! in teaching and learning has been acknowledged by more and more people these days. The utilisation of technology in teaching and learning has becoming prominent so that it can be used to help students to learn better. Hence, there are many benefits of using Kahoot! in language learning class. According Korkealehto & Siklander (2018), the use of Kahoot! helps the students to be actively engaged in class, fun and enjoyable learning, and foster oral and written language skill. On the other hand, a study by Chen, W. et al. (2017) found out that the deployment of Kahoot! enriches the quality of student learning in the classroom, engagement, motivation and improved learning experience. Based on these study, it can be said that the use of Kahoot! in language class is believed to increase students' engagement in class (Wang, 2015), increase motivation (Bicen, 2018), fun and enjoyable lesson (Chen, et al., 2017), and enhance students' achievement (Ismail et al, 2018).

METHODOLOGY

RESEARCH DESIGN

This study employed an exploratory qualitative case study design. It is a combination of all qualitative collection methods such as classroom observation and written structured interview. The researcher interprets the phenomenon occurs based on the data gathered from the natural setting whereas data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. Furthermore, researcher is the main tool in collecting the data needed in the study and then analysing it. So that, the researcher himself/herself is directly involved in all the processes carrying out during the study.

PARTICIPANTS AND SETTINGS

A convenience sampling is adopted in selecting the participants for this study. According to Ilker et. al, (2016), convenience sampling refers to the researching subjects of the population that are easily accessible to the researcher. It sometimes considered 'accidental samples' because participants may be selected simply as they just happen to be situated, spatially or administratively, near to where the researcher is conducting the data collection. In other words, convenience sampling is used because of the accessibility of the participants in terms of location and place, time, easy, and affordable to be part of the study. Therefore, for the purpose of this study, six students are voluntarily agreed to be interviewed. The students are enrolling in Diploma in Agro Technology and are in semester 1 of their study. They are required to take Proficiency English because it is a compulsory subject of the course. They have different demographic backgrounds which possess moderate to low level of English language proficiency.

Interviewees	Gender	Age	SPM's English Grades
M1	Male	20	D
M2	Male	19	E
M3	Male	19	D
F1	Female	19	C
F2	Female	20	C+
F3	Female	19	D

Table 1: Interviewees' Demographic Background

As for observation, set of 24 of Diploma in Agro-technology students comprising 16 male 8 females from semester 1 are chosen. They are the researcher's students for that particular semester. The students are from moderate to low proficiency level of English. They have been explained on how to play Kahoot! so that they are familiar with the game.

As for setting, the observation is conducted in a normal lecture room. Students use their mobile phone with internet access to answer the questions. The questions are projected on screen with the help of laptop and screen. The students may refer to the screen or their mobile phone while answering the questions. Meanwhile, for written structured interview, students are given the hand-outs consist of interview questions. They are given one week to write their feedbacks on the paper.

DATA COLLECTION PROCEDURES

In getting the data, classroom observation and written structured interview are carried out. Firstly, the researcher observes her own grammar lessons. The lesson is for one hour. The half of the lesson is the lecture and followed by practice time using Kahoot!. Checklist observation is used during all these lessons. Researcher observes the students while teaching them and uses Kahoot! in every session of lesson. The focus of the observation is to look at the students' engagement, participation, interaction and enthusiasm during lecture and while playing Kahoot!. Lecturer starts the class by delivering lecture like usual. At the end of the lesson, Kahoot! is used as formative assessment tool. The lecturer displays the Kahoot! website that consists of pin number. The students enter the pin number displayed onto their mobile phone and select their username to start the game. Once all students are ready, lecturer starts the game and continues until it finishes. The details during the whole lessons are documented by using observation checklist and after that by using field notes. The researcher simply marks the types of behaviour that occurred during the time she observed the student.

For the second step, 6 students participate in the written structured interview. The students are from different gender. These 6 students are selected based on volunteering basis. They volunteer themselves to be part of the study. There are 5 main questions for the interview. The respondents are allowed to use their first language which is Malay and English so that they would be able to express themselves without language constrain. The students were given one week to write their responses. Before the interview starts, interviewees are asked to sign a consent form. From the interview, the researcher discovers some information related to students' perceptions on the use of Kahoot! in learning grammar. Besides, it reveals on how the use of Kahoot! enhances their performance in learning grammar.

Before the actual interview session, the researcher conducts a pilot interview with one male and one female student. This is to check validity of the questions whether it should be added, removed or edited. In addition, the pilot interview is undertaken to help the researcher to get familiarise with the actual situation. Eventually, all the data gathered from class observation, and written structured are analysed.

DATA ANALYSIS

Data analysis is a way for the researcher to properly organise their study instruments and how it is utilised in the study. Therefore, for the observation, the data collected using checklist and field notes are gathered and analysed. Researcher compares students' engagement and interaction, participation, enthusiasm, motivation and attitudes by looking the frequency of the occurrences of each category. Based on this, researcher uses her interpretation to come out with relevant theme. The themes are then categorized in order to answer research questions and to achieve the study objectives. Meanwhile, for second instrument students' responses to the interviews are analysed. The researcher reads and analysed

by using an inductive (bottom-up) approach to content analysis to test whether clear themes relating to engagement, increase motivation, fun and enjoyable, and enhance achievement appeared in the data. Themes are extracted based from answers provided in response to interview questions. Finally, all data are rallied and tabulated. The researcher examines whether the examined themes align with the theories used.

FINDINGS

The first part is classroom observation findings will be discussed according to different themes which are students' engagement and fun and enjoyable. Meanwhile for the second part, it is divided to four different themes which are students' engagement, increase students' motivation, fun and enjoyable, and students' achievement. All these themes emerged based on the findings collected.

CLASSROOM OBSERVATION FINDINGS

Based on the field notes wrote, it showed that there are few themes that emerged during the classroom observation. In overall, the students showed positive feedbacks on the use of Kahoot! in learning grammar. The findings in this section respond to the second research question of this study: *How effective is Kahoot! as formative assessment in learning grammar?*. The results were obtained from the content analysis done from the field notes of the classroom observation. The themes indicated as below;

STUDENTS' ENGAGEMENT

There are two key words derived from the data which were discussion and competition. As for the discussion, it was reported that the students had more opportunities to interact and engage with their friends. It was stated in the field note that the students gave fully cooperation and participated in the games. They were immersed in answering the questions. It can be proved when the students interacted with their friends and discussed the answers. It is indicated as below;

"The students talked with each other. Students were busy discussing with their friends."

The students even stood up in order to get a clearer view of the questions stated on the screen. The continuous interaction that occurred during the games showed that the engagement that the students built during the activity. This was in contrary with the lecture session where the students sat passively and less active.

"The students sat passively on the chairs."

During the lecture process, there were less communication and interaction that occurred among the students. The students only responded occasionally when they were asked and when prompted by the lecturer. Hence, it indicated that with the use of Kahoot! encouraged the students to initiate and take part in the discussions with their friends. Besides, it stimulated them to have a wider participation in class as opposed to conventional classroom where it was dominated by good students.

Moreover, the lecturer reported that the students were actively participated in the game. It aroused the students to become competitive with each other. Furthermore, Kahoot! helped the learning process became lively and interactive. They became competitive and eager to be listed out as one of the winner on the podium. The use of score board which was similar to a game made the students to have the same feeling like competing in a game.

"They also laughed to themselves and their friends when they got incorrect answers."
"Some of the students distracted their friends by giving incorrect answers."
"They were excited to answer the questions."
"There were some of them showed disappointment when they got incorrect answer."

FUN AND ENJOYABLE

The gamification effects of Kahoot! had positive effects on students attitudes during learning. They seemed to be more active and loved playing the game. The findings illustrated that the students had fun and enjoyed playing game using Kahoot!. This can be reflected by the statement extracted from the field note as below;

"They cheered when they got correct answers and saw their name as the leader of the board."
"They were two female students gave high five after they got the correct answers."

The students were happy to be the leader of the game even for a while. It was demonstrated by their action of cheering and doing high five. This indirectly raised the spirit of competitiveness among them. Furthermore, they strived harder in order to get correct answers all the time so that their name will be displayed at the podium. This indirectly boosts their motivation to be better and get more correct answers.

"They also laughed to themselves and their friends when they got incorrect answers."

Besides, the laughed produced by them showed that they were having fun but at the same time learning as well. This can be achieved when the students learnt under less pressure and the learning environment is conducive.

Other than that, the students laughed when they read wacky names used by their friends as they taught that was funny. One of the wacky names used earlier is 'Abang Sayang' and the students had changed it to his real name after being asked by the lecturer. It made the class lively with their laughs and it was different with the lecture session where the students were all focused and silent.

INCREASED STUDENTS' ENGAGEMENT

The findings indicated that the used of Kahoot! in teaching grammar had significant effects on students' engagement. The word engagement can be referred to the communication, interaction, and discussion that occurred during the activity. Based on the interview, it was found that the students felt that Kahoot! encouraged them to be more engaged with the learning process and with their friends. This was illustrated by the responses as followed;

"… we can discuss each other without confuse…I can enhance my knowledge in grammar when I discuss the answers with my friends…when in group I can interact with my friends and at the same time can enhance my knowledge when I communicate with my friends to solve the questions…" (M1)

"… I can discuss the answers with my friends for the correct answers…" (M2)

"… I can make new friends. I like Kahoot! when I work with my friends as a teamwork to solve the questions to find the answers." (M3)

"... I like Kahoot! because I can compete with my friends." (F1)

"...competing with friends motivates me to learn better to get good marks..." (F2)

"... We can learn together by having discussions with friends...it encourages us to be competitive in a good way in order to win the game..." (F3)

All the six interviewees reported that Kahoot! helped them to be more active in term of communication and interactions with people around them. It encouraged them to interact with their friends in order to find the correct answers rather than being reserved.

INCREASE STUDENTS' MOTIVATION

The second theme emerged based on the analysis of the interview was Kahoot! boost students' motivation to learn. The students were motivated to perform well in the game and to be on the top of the leader board. The intrinsic motivation that they had initiated them to perform other actions such as interactions and discussions with their friends. The actions taken were driven by the desire of winning the games which at the same time initiated the sense of competitiveness. Additionally, exciting features of Kahoot! such as the effect of games and interesting graphics designs had also influenced students' motivation to love Kahoot!. This can be shown by the interviewees' responses as below;

"...I like Kahoot! very much because it is like online games and I have less pressure when playing it. So Kahoot! must be used in teaching and learning in future..." (M1)

"...What I like about Kahoot! is it is easy way for students to do practices. Besides, by using Kahoot!, it motivates the students to learn more..." (M2)

"...I love playing Kahoot! because it is easy to be used. It makes me more motivated to learn about new topic and encourage healthy competition among the students. Moreover, Kahoot! motivates me to learn grammar as well...Kahoot! application is easy to be used. Besides, it has many interesting elements that attract me to use Kahoot!..." (F1)

"...Based on my opinion, learning grammar using Kahoot! is fun. This is because it helps us to learn English in depth. Moreover, the use of technology in class can avoid boredom. The sense of competitiveness among the students has motivated them to learn English better in order to get the highest scores...it has colourful pictures and graphics that attract and motivate students to keep playing Kahoot!... " (F2)

"...it is fun, has music, beautiful graphics designs, and initiates healthy competition that motivates students to strive harder in order to be the winner of the games..." (F3)

FUN AND ENJOYABLE

All the six interviewees reported that they had fun times playing the game. The game was interesting but at the same time helped them to learn grammar. It was different from the traditional method of teaching where the students used to be bored. Moreover, by using Kahoot! grammar skill can be learnt in a less stressful environment. This was interconnected with the elements or characteristics of Kahoot! itself which resembled game such as colourful, had attracting music, pictures, videos, winners and scores. All these elements influenced students to be attracted with Kahoot!. Based on the interview,

keywords such as interesting, enjoy, fun, and like were the most words used in correlation to this theme. One of the interviewees responded that;

"…Yes I like it because it is interesting. Then we can enjoy answer the question with friends…I really love Kahoot! because it is fun to be played online and less stressful… what I like about Kahoot! is because its graphic design…" (M1)

While other interviewees wrote positive feedbacks on the use of Kahoot! in learning grammar as well.

"…I like Kahoot! because it is colourful that can attract my attention…" (M2)

"…I like Kahoot! because it is interesting game and make my brain think even better. I'm so happy to play this game. Kahoot! is very easy to use to create quizzes and surveys. There are lots of interesting questions. It is very good game…" (M3)

"…Kahoot! has attracting music that attract my interest to play this game…I like Kahoot! because it has pictures, simple sentences and easy to understand, colourful, animation, and it has leader board element…" (F1)

"…I think learning grammar using Kahoot! is fun and because it helps us to learn better. It is interesting because it has the element of technology and not boring…it has colourful graphics that attract students…I really like Kahoot! because it uses simple sentences that is easy to be understand…the characteristics that I like about Kahoot! is because it has pictures and it also has music…" (F2)

"I think learning using Kahoot! is interesting because it is up to date where it used technology…the element of music is interesting as well…because it is fun, has music, nice and beautiful graphics and it encourages us to be competitive…the use of multimedia…" (F3)

STUDENTS' ACHIEVEMENT

Throughout the interviews, the interviewees made affirmative remarks to the use of Kahoot! in assisting their learning. The use of Kahoot! not only fun and enjoyable, but at the same time it develops their thinking skills. It helped the students to relate the questions asked during the games with the previous lectures. They had to recall to previous knowledge that they had learnt. Besides, the element of timing used in Kahoot! trained the students to be a fast thinker. They need to think within the time that had been set up by the lecturer. In addition, the questions asked were based on different level of difficulty which had simple and complex concepts that required them to apply the necessary skills to get the answers. Kahoot! also offered a brief and concise understanding of the basic concepts in the subject, which was then reinforced and enriched by a class discussion that encouraged more in depth thinking.

"…At the same time, Kahoot! helps me to learn grammar better…it can develop my grammar knowledge and makes me happy when answering the questions…besides that, it helps me to focus during the activity…" (M1)

"…Kahoot! helps me to think inside out. Kahoot! helps me to learn grammar too. Kahoot! has challenging questions and lot of grammar. Kahoot! makes me and my friends to remember the grammar and remember the vocabulary to understand the questions to find the

answers…Kahoot! helps me to think the correct answers and find the correct answers because some questions is hard and some questions is easy. I can learn a lot of things in Kahoot!. Kahoot! is a very challenging because it can make all my friends think more and more to solve the questions to find the answers…I can improve my English vocabulary more and more…" (M3)

"…it helps me to memorise each vocabulary better…it also helps me to develop my grammar knowledge. At the same time it helps me to communicate in English using the vocabulary that I learnt during the game…it uses simple sentences to be comprehended and it encourages me to be a fast thinker…" (F2)

"…the use of Kahoot! helps me to memorise the grammar learnt better. It is easy to be comprehended. Secondly, it has different level of difficulties which are easy, moderate and advance levels…Besides, it helps me to memorise the information better…" (F3)

One of the interviewees wrote that Kahoot! was a useful tool to be used in revision for exam preparation.

"…besides that, Kahoot! trains me to be a fast thinker but at the same time to get the correct answer. Moreover, it helps me to familiarise myself with the questions in preparing myself for final exam…Kahoot! helps me to improve my grammar knowledge by using different challenging questions. It encourages me to think a lot." (M2)

STUDENTS' SCORES AND FEEDBACKS.

The report was obtained from Kahoot! website after the game ended. The analysis was divided to overall students' performance and the students' feedback. Based on data gathered it shows that the weightage of percentage for correct answers is 64.54%. Whereby 35.46% is for the incorrect answers. The collected average scores or points that have been collected are 14166.38 points.

As for the feedback, the students rated it 4.60 out of 5. The students gave positive responds which is 100% for *'Did you learn something?'* survey. This shows that the students really like to use Kahoot! in the classroom. For '*Do you recommend it?'* statement, 90% of the students stated *'Yes'* while 10% stated *'No'*. Finally is *'How do you feel?'* statement where 71.43% of students responded positively while 28.57% responded as neutral. There is zero percentage for the negative responses. Based on this analysis, it can be said that the use of Kahoot! in classroom brings positive effects on the students.

Figure 1: Analysis of Students' Results

DISCUSSION

According to the results obtained from this study, it shows that the use of technology such as Kahoot! specifically in teaching second language focuses on grammar brings positive feedbacks from the students. The students agreed and felt that it helped them in various ways such as improve their engagement during learning. It is tallied with a study carried out by Adlina Abdul Samad et. al (2018), that the use of Kahoot! fosters classroom engagement whereby students become more engaged in classroom participation. This is supported by Freeman (2015), that the use of technology assessment in class provides effective students' engagement which is good for language class. This indirectly helps the students to enhance their language communication skill at the same time. Other language skills such as reading and listening are also developed during the process of playing Kahoot!. Students are required to read the questions from the screen that in a way can enhance their reading skills.

Moreover, intrinsic motivation is one of crucial elements in learning language. The results showed that the element of gamification motivates the students to keep playing the games and strive harder to get better results. The students become more competitive among themselves. This is reported by Bicen & Kocakoyum (2018) in their study that students who have being in the top five scorers of Kahoot! had higher motivation compared to others. The students become eager to be listed out as the winner as they will get the recognition from their friends such as praises. According to Zarzycka-Piskorz (2016), students are desired to win dominated as the game itself is about winning and losing. The nature of the game itself has driven the students to strongly engage with the game because of reward waiting at the end. To make sure the students are always motivated and interested to learn is not easy. Hence, with the help of Kahoot! it can be achieved. Students with high level of motivation are more independent on their learning. The element of challenge, curiosity, control, and fantasy created by Kahoot! encourage the students intrinsic motivation.

Another significant finding is the language learning environment itself. The classroom environment has changed from a conventional classroom lecture to an interactive, fun and enjoyable when the lecturer used Kahoot! in class. Based from the classroom observation, the students were

engrossed with the game. At first they were less interested, but once they have started playing the game they were immersed by it. By creating a fun and enjoyable classroom, the students are more active in participating in the game. This can be seen from their engagement and enthusiasm when answering the questions. Moreover, the use of this kind of digital game creates good atmosphere. When the class is fun and enjoyable, students learn under less stress and boost students' interest. As cited in Kiili's (2005) study, gamified learning of Kahoot! made the lesson more fun. It is the opposite of paper based exercises where the students used to do something else such as checking their mobile phones, talking with friends, sleep and many more. The utilisation of Kahoot! in class brings a new dimension of formative assessment where it come along with attractive music, colourful graphics, and videos. This is totally different from paper based method where the students are required to answer questions provided in the textbook or copy the questions from the whiteboard. Besides, the uses of mobile phones as a medium to answer the questions add the fun element of this game. These Gen Z students as we know are more attached to technology and gadgets. Hence, by using mobile phone to play the game makes the class enjoyable and less formal. The statement is in accordance with Wichadee (2018) that the use of mobile phone not only motivates them to learn, but it makes the atmosphere in the class to be competitive and fun. Even the students did not become the leader of the board, but the satisfaction and fun that they had during the game can be observed using their behaviour such as smiling, high-five, distracting their friends and many more. Therefore, Kahoot! is beneficial to be used especially as a formative assessment for particular topic that are boring and difficult to be taught as this tool can bring enlightenment to the subject and can be manipulated to create a fun lesson.

Furthermore, the added value of Kahoot! is it has the time limits which the minimum is 5 seconds while the maximum is 240 seconds. The uses of time limit which induce tension, serve as an incentive, and at the same time engage participants (Maja, 2017). This is when the students are unconsciously interacting with their friends in findings the answers. The finding of this study indicates that the time used within the games also influenced students' reactions. They used to answer in hurry and guessing the right answers instead of thinking about it first. This was observed during classroom observation where students were rushing against time. Therefore, teacher or lecturer could choose the most suitable time limits for the students to answer the questions. The time limit could be made longer if the question is more difficult.

The finding also revealed that students viewed the use of Kahoot! in learning grammar indirectly improve their achievement. The result is consistent with the study conducted by Harwati et. al (2019) that Kahoot! has a good potential in enhancing students' knowledge as it incorporates the students' ability to associate the questions with the previous knowledge that they had learnt. They have to think and relate back to the topic that they learnt before. Therefore, the thinking process occurs when the students can identify the problem and find possible solutions to the questions asked. In choosing the answers, students are involved in two different stages which are personal reflection and group reflection (Prieto, 2019). Both of personal and group reflections help the students in the construction of new knowledge. It occurs unconsciously. The use of questions with different level of difficulty also challenged students' thoughts. They are thrilled with different level of difficulties posted.

Moreover, the finding indicated that students admitted that Kahoot! helped them to memorise the grammar rules better. The type of questions asked in the game helps them to activate their memory and connect it to previous lesson. By having the similar types of questions, it makes the knowledge remains in minds for longer period. Additional explanation from the lecturer after each of the questions asked also helps these students to memorise the grammar rules better. As cited in Bicen (2018), the use of technology tool that has gamification effects helps the students to develop their cognitive skills namely thinking and problem-solving. It is aligned with the result of a study did by Medina & Hurtado (2017) that gamification is one of the latest approaches used to enhance the language skills and Kahoot! is one example that helps facilitate vocabulary learning. Two of the respondents did mention that

Kahoot! helped them to learn new vocabulary and to prepare them for final exam. Therefore, it is believed that Kahoot! helps the students to enhance their achievement by remember grammar rules better, develop their vocabulary knowledge, generate cognitive skills and problem solving.

CONCLUSION

The use of technology tools in teaching and learning such as Kahoot! is proven to be effective in initiating and fostering classroom engagement, increase students' learning motivation, create a fun and enjoyable classroom environment and enhance language skills. This technology tool can be utilized in classroom to help the lecturers to facilitate students with different level of preferences since it is easy and compatible to be used. With the help of this tool, teaching objectives can be achieved and the most important part is learning process takes place. In order to achieve success with using gamification in learning, it is important to ensure the game structure and learning objectives are aligned. However, it does not mean lecturers should neglect the conventional method as Kahoot! is not the only tool to improve language learning. The overly used of any tool might lead to saturation where students will get boring and loss the excitement side of using those particular tools. Based on these findings, it is evident that the use of Kahoot! should be implemented as formative assessment in grammar classroom in accordance to the benefits it brings.

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EXPLORING THE USE OF VIDEOS TO ENHANCE SPEAKING SKILL AMONG POLITEKNIK KOTA BHARU STUDENTS

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ABSTRACT

This study was aimed to explore the students' perceptions on using videos to enhance speaking skill and how it can enhance students' speaking skill. This study employed a descriptive qualitative case study design which involved classroom observations and semi-structured interview as the research methods. To achieve the objectives, class observations were carried out in a class of 21 students in order to gather the data. Field notes were used during the class observations to secure the findings. It was followed by semi-structured interview sessions with 2 students. The semi-structured interview was then transcribed while content analysis was executed for field notes. The findings demonstrate that the use of videos in class did improve students' speaking skill. In addition, the videos increased students' motivation to learn English and reduced their anxiety level when learning speaking skill. In relation to the findings, this study is significant as it will provide a platform for Politeknik Kota Bharu English lecturers, Heads of English Department, and administrators with insights on some of the problems students face in acquiring speaking skills in English and to make amendments where possible. Moreover, it will help lecturers to improve their teaching techniques with a view of bringing up students who are able to speak good English. As for the students, this study is expected to raise students' motivation in learning English, especially in speaking. Thus, it may provide general information for program planners at the college level by providing an additional tool for the improvement of students' speaking skills.

Keywords: Videos; Speaking Skill

INTRODUCTION

Speaking skill is one of the skills that should be mastered by students to achieve the goal of communication. In any communicative class, students are expected to contribute their ideas and participate using the correct English. However, the lack of exposure to the target language may hinder their maximum usage of English. Hence, the use of videos is believed to enhance students' speaking skill with the existed features and nature of videos which can facilitate their performances in speaking. For the purpose of this study, the researchers are intended to shed the light on the students' perceptions on the use of videos to enhance their speaking skill.

BACKGROUND OF THE STUDY

Nowadays, in the age of mass media and electronic communication, the vast majority of verbal information exchange among people takes place through oral communication. Thus, among the four basic skills in language

learning which are listening, reading, speaking and writing, speaking seems to be the most important one in terms of judging a learner´s effective ability to use the language (Rasheedha & Nishanti, 2017).

Speaking is an interactive process of constructing meaning that involves producing and processing information. It involves a communicative ability to use language to chat and transmit messages in different and appropriate situations. It is to interact with participants and carry a message of some sort (Atma, 2010). When compared to other skills, speaking can be said to be the most difficult skill to teach and also to evaluate and assess (Manurung, 2015). According to Kriswinardi et. al (2018), despite its difficulties, speaking is one of the important skills to be applied in a foreign language classroom, so that language is used continuously as a media for communication in mastering the target language.

In polytechnics, English is one of the compulsory courses and it is taught specifically to enhance students' communicative abilities. However, some of them still encounter problems in developing correct sentences and passing on the message in a discussion (Rusreena et.al, 2018). To overcome those difficulties, teachers need to come up with various methods to develop learners' speaking abilities. As cited in Burhanudin (2018), the use of technology is believed to be one of the strategies that can be applied in language learning especially in teaching speaking. Videos would be one of the tools that can be used in classroom. Videos are increasingly used by the educators in all levels of education especially in English class, most likely because the accessibility of authentic videos in the internet and their potential in motivating students to learn. It makes both teaching and learning interesting and meaningful. Sherman (2003) points out that video is today's medium and people spend more time with visual than with printed material. So, the use of traditional method can be shifted to the use of technology by using videos.

PROBLEM STATEMENT

Students are expected to be able to speak and communicate in English in daily life, both in written and spoken forms (Depdiknas, 2006). However, students still consider English as a difficult subject to be mastered and speaking is considered the hardest of the four skills to learn at school, compared to the others (Hattingh, 2014). It is difficult for students to master the language as their exposure to the language is limited by their environment.

Thus, in order to overcome these problems, teachers should consider the needs of the students and modify the teaching and learning materials so that students achieve the learning objectives (UNESCO, 2004). Since nowadays students associate themselves with media and technology, the researcher considers that the learning materials should also include new technology media, in this case, videos.

Although the use of video has been widely investigated in ESL and EFL classrooms, little research has been carried out in English for Technical Purposes (ETP) speaking classrooms at the tertiary level specifically in Technical and Vocational Education and Training (TVET) institution in Malaysia. The different context and setting of polytechnic to be compared with other public and private institutions will bring significant effects on the data collected.

As cited in study done by Ahmad Yasruddin et., al (2010), he suggested that the design of the polytechnic English curriculum which includes the content of the syllabi, mode of delivery and assessment methods to be revised in order to produce polytechnic students who are proficient in English. In order to do this, the preliminary action which is a study related to this topic should be carried out. Hence, this study is crucial in order to fill in the gap based on the suggestion made by previous researchers.

RESEARCH OBJECTIVES

The objectives of the study are as follow:
1. To determine the students' perceptions on using videos to enhance speaking skill.
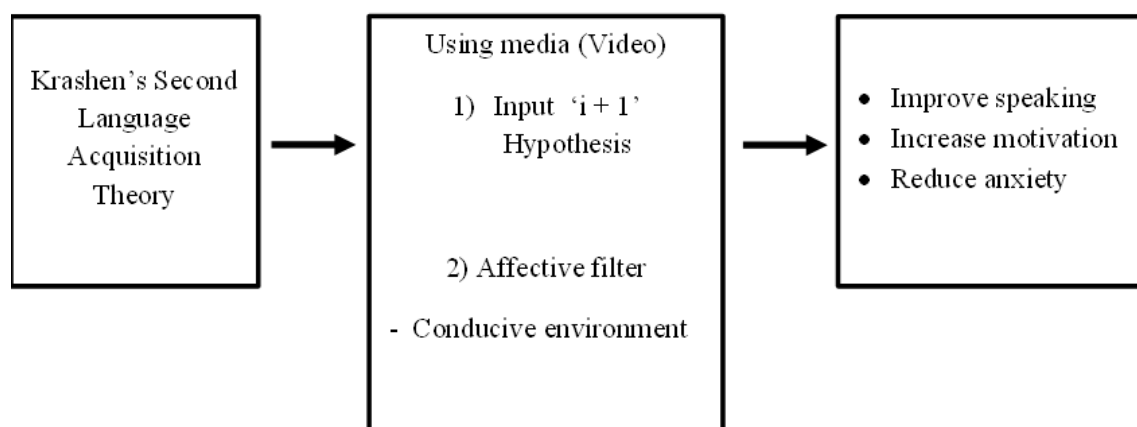2. To investigate how video can enhance students' speaking skill.

RESEARCH QUESTIONS

This study will be conducted based on the research questions:
1. What are the students' perceptions on using videos to enhance speaking skill?
2. How do videos enhance students' speaking skill?

THEORETICAL FRAMEWORK

FIGURE 1.1: THEORETICAL FRAMEWORK FOR THE STUDY

In teaching language, there are many factors that the lecturers need to take into consideration. This includes by considering the setting and processes such as methods that involve during the language acquisition takes place. There are many theories which describe how does second language can be acquired. In relation to English speaking skill, Krashen's (1985) theory of Second Language Learning and Acquisition is the most relevant theory to be referred to. In learning and acquiring English speaking skill, there are two models of Krashen Second Language Learning and Acquisition which depicts the language learning and acquisition which are Input Hypothesis and Affective Filter Hypothesis.

According to Krashen, people acquire language through understanding the input that is available. This theory emphasises on the 'i + 1' theory where 'i' refers to the existing knowledge of students. Meanwhile '1' refers to the new knowledge or new input that they receive. The new input knowledge should be beyond of the current knowledge in order for them to improve and progress in the target language, then both comprehension and acquisition take place (Lightbown & Spada, 1999). If the new knowledge learned is below the current competencies, the language acquiring might not happen. In regards of the theory mentioned, it depends on the lecturers on how to conduct the teaching and learning process. Hence, the use of video plays an important role in maximizing the learning process in order to acquire the language better. The chosen of technology used in lesson will directly affect students' achievement.

Krashen's (1982) Affective Filter Hypothesis highlights that when a lesson occurs in low-stress learning environment, students will likely encourage and stimulate their learning process particularly in acquire L2 acquisition. Moreover, Krashen (1982) indicated that for L2 acquisition to be successful, motivation, self-

confidence, and anxiety are the important affective variables. The students learn better when the learning environment is conducive (Lialikhova, 2014). When they are motivated to learn, the language acquisition takes place effectively. The use of video which contains movements and colorful objects will attract students' interest during learning process. Moreover, watching a video in the classroom will probably remind students of their home practices where students nowadays are really interested with technology and gadgets. As a result, such a lesson is likely to provide a low-stress learning environment, which is essential for successful L2 acquisition according to Krashen's (1982) Affective Filter Hypothesis.

PREVIOUS STUDIES

The core objective of this study is to determine the use of videos in enhancing students' speaking skills in ELT class. The use of Krashen's Second Language Acquisition Theory coherence with the 21st teaching tools as cited in Burhanudin (2018), where the use of technology is believed to be one of the approaches that can be applied in language learning especially in teaching speaking. This is also aligning with Lialikhova (2014), which demonstrate videos as authentic tools use in the target language and familiarize learners with the target language cultures. Additionally, using video is one of effective way in ELT classroom, how video can be used in pre-, while- and post-viewing activities lead the learning would be more effective and students can follow the lesson procedure efficiently. As quoted by Harmer (2007, p.308) "a video can provide language in use". Consequently, the students can see how intonation matches facial expression and what gestures accompany certain phrases.

KRASHEN'S SECOND LANGUAGE ACQUISITION THEORY

In the background of language acquisition, a second language is a language obtained through a mother tongue. It occurs naturally without formal instruction and can be extended to both the first and the second languages. For second language acquisition, Stephen Krashen, the pioneer in this field has introduced five hypotheses which are the Acquisition-Learning, Natural Order Hypothesis, Monitor Hypothesis, Input Hypothesis and Affective Filter Hypothesis. These theories indicate that the acquisition of L2 is guided by feedback and learner production plays no role in the acquisition of L2 (Krashen, 1982).

In this study, researchers are focused on the use of videos to improve the capacity of second-language learners to communicate Depending on Krashen's Theory of Second Language Learning, two theories are relevant to the research being carried out. The first concept is the Input Hypothesis, which posits that language acquisition arises when the context is recognized (Krashen, 1982). With the use of videos in the classroom, learners can be provided with the feedback that is beyond what they've had. They have learned some rules in constructing correct sentences in English, for example, but their ability to improve speaking skills has improved with the aid of videos. This is due to the video features including the subtitles, the audio and the pictures that can enable the learners to learn better.

The other hypothesis, the Affective Filter Hypothesis, explains that the affective filter is a block that hinders comprehensible language input from reaching the mental Language Acquisition Device (LAD), which finally preventing language acquisition. According to Krashen (1982), there are three main variables that influence the affective filter which are motivation, self-confidence, and anxiety. Using videos helps learners to lower their anxiety, increase their self-motivation and self-confidence while learning through activities they do during their leisure time as well. Even though this study is conducted in classroom setting, Sundqvist (2009) suggested that bringing these activities outside of classroom can also be beneficial for students' language learning process.

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THE USE OF MEDIA IN L2

As today's students have been born into a digital and screen-based world, the importance of incorporating videos into the classroom has been a frequent topic in educational research. Language teachers as well as other teachers should consider the fact that their students can possess different learning styles and, therefore, require different approaches to the learning process especially in acquiring second language. One of the most important issues to be taken into account is the fact that students usually have different types of memory. Moreover, as stated by Harmer (2007, p.308) a video be able to deliver language in use especially in L2 language. Therefore, the students will be able understand how intonation or pitch matching with facial appearance and what movements and body language convey certain expressions.

Besides that, the use of media can help in encouraging the students and make the teaching process more effective (Sabrina, 2015). Likewise, media can increase the individuals' practice by giving students the opportunity to see and to hear the foreign language as it is used by native speakers in real life situations particularly in speaking classes. Thus, media as an external motivating technique used by teachers to develop student's ability to communicate by keeping them stimulated and interested (as cited in Sabrina, 2015). Hence, as media show a greater advantage especially classroom, it is essential to integrate media in the speaking classes.

According to Allou (2014), he stated that media in teaching is one way to enhance lesson plans and give students additional ways to process subject information. Specifically, video help in encouraging students to speak. Based on Natoli (2011) as cited in Ashaver (2013), videos as media are rich opportunities for students to develop communication skill while actively involved in solving meaningful problems. It can be seen when the students are actively involved in doing classroom activities.

BENEFITS OF USING VIDEOS IN SPEAKING CLASSROOM

The use of media such as videos in speaking classroom has been proven to bring many benefits for students. As stated by Harmer (2001), he suggests the use of videos to enhance teaching speaking as it has benefits such as good comprehensibility, design for education purposes and multiple other functions. There are many studies done that support the success of the teaching of speaking. A study which was carried out by Sagala (2009), showed the use of videos to improve speech and communication skill of students of St. Peter's College, Apalit, Pampanga, the Philippines. The results revealed that the use of videos improved the speaking skill and increased the students' involvement in the speaking class. Moreover, the use of videos is believed to bring other benefits such as to improve students speaking competence, increase motivation and to reduce their anxiety level especially when learning second language (Brewster et al., 2004).

IMPROVE SPEAKING PERFORMANCE

Videos is considered as a language teaching aid that is a crucial addition to teaching resources which contribute massively especially in speaking and listening field. Videos provides students many opportunities to view the authentic language use particularly in speaking as it helps the students improve their speaking skills through communication. As mentioned by Berk (2009), videos provide students with alternative viewpoint, to illustrate concepts where they can apply the content into real world as well as grabbing students' attention.

The outcome of using videos give greater impact of students speaking performance, where it not just improved the communication skills but also increasing memory and understanding, stimulating the flow of ideas, generating interest in the classroom, inspiring and motivating students, and decreasing anxiety and tension from difficult topics (Berk, 2009). Videos sequence used in class make students ready to communicate in the target language. It provides students to see non-verbal communication such as gesture, expression and posture, and surrounding that delivered a message. With combination of moving, sound and visual can present language more comprehensively and realistically where it can improve students speaking performance swiftly.

INCREASE MOTIVATION

Many studies have investigated the positive effects of video on second language learners. A study done by Bravo et al. (2011), found that the use of video has increased the motivation of students since they could see how native English speakers talked with their paralinguistic features. Once they are motivated, the process of learning will be fun as the students are enthusiastic in learning the language. When students are motivated to learn, it will simultaneously enhance and develop their positive attitudes, increase success in learning processes, and their confidence level (Cakir, 2006). This is aligned with Canning-Wilson (2000), stated that the use of videos not only boost students' motivation but as well make learning more open and extraordinary. The videos in teaching and learning speaking are commonly used with other language activities such as role-play, story-telling discussion, forum, public speaking, etc. By having these extension activities, students are given autonomy to practice the language learnt, which enables them to practice the target language in a collaborative, enjoyable and motivating atmosphere (Jensen et al. 2011). This is supported by Nikitina (2009) who claimed that the combination of both technology and pedagogy has a great potential in making teaching and learning experiences rich, memorable, motivating and enjoyable for the learners.

REDUCE ANXIETY

Anxiety is one of the major elements that hinder students' performance in learning foreign language. It is reported that students mostly get nervous and anxious when they spoke in English (Chiu et al. 2010). It is different when they communicate in their native language as they are familiar with the language itself. In order to overcome this problem, videos can be utilised in teaching and learning second language specifically the speaking skill. The use of videos as class content increases students' attention by boosting their motivation and at the same time they will lose their performance anxiety (Susanti & Luwandi, 2016). The elements of videos which has moving pictures, colorful, sound, etc helps them to transmit the information from the video with less stress and boring instead of using traditional ways. By having less anxious, they will perform better in speaking regardless of afraid of making mistakes and being mock by others. Thus, it is crucial for educators to play their role by providing conducive classroom environment by making the class alive, fun, and animated with the help of videos (Worde, 2003). When the learning environment is conducive, the level of anxiety might be reduced. Students will gain the self-confident and communicate using the target language learnt (Buitrago, 2008).

METHODOLOGY

RESEARCH DESIGN

This study employed a descriptive qualitative case study design which enabled the researcher access the information on the students' perspective of using videos to enhance speaking skill and how video clips can enhance their speaking skill. In this study, the researchers analyse the semi-structured interview transcription and field notes of the observation depending on their understanding. On the other hand, case study is the perfect approach to be used since it involves the investigation on the students' perceptions on using videos to enhance speaking skill, as well as on how videos can enhance students' speaking skill. Accordingly, this study employs the observation approach which is conducted in the actual place which is in Politeknik Kota Bharu, Kelantan and it focuses on English classroom. This is in line with this study where the semi-structured interview and observations are utilized in order to gather the data from the respondents. Hence, the triangulation of different techniques of data collection methods are used in order to ensure the validity, accuracy and reliability of the findings.

PARTICIPANTS AND SETTINGS

There are three researchers involved in this study. One of the researchers is the English lecturer from Politeknik Kota Bharu, Kelantan who actually conducted the research, collected all the data, arranged the semi-structured interview and made classroom observations. The other two researchers act as 'critical friends' who provided feedback during the analysis process.

In providing the opportunity to generate rich data, convenience sampling also known as Haphazard Sampling or Accidental Sampling is used. Convenience sampling is a type of nonprobability or non-random sampling whereby members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Dörnyei, 2007). Additionally, convenience sampling is affordable, easy and the subjects are readily available. Therefore, for the purpose of this study, two students are voluntarily agreed to give feedbacks on the outcome of the research. Both of students are in Semester 3 (one male and one female), who share the same education background as both are enrolling in Diploma in Marketing, and take Communicative English 2 as their course. As for the observation, a class of 21 students is involved as the participants. The students are chosen as the main objective of convenience sampling is to collect information from participants who are easily accessible as the same time considering essential in gaining insight into their perceptions and values.

Politeknik Kota Bharu, Kelantan is selected based on 'convenient sampling' (Creswell, 2013) due to its manageability and practicability. Politeknik Kota Bharu, Kelantan is located near Kota Bharu region which is the capital city of Kelantan. The students who enrol in Politeknik Kota Bharu, Kelantan are from different demographic background. It offers technical diploma courses such as Engineering courses, Business Management courses, Accounting, etc. Hence, it is compulsory for the students to take English subject as a requirement to graduate. Overall, the students' English proficiency in Politeknik Kota Bharu, Kelantan ranges from low proficient, moderate, and high proficient students.

DATA COLLECTION PROCEDURES

To collect the research data, two main research instruments are used. These two instruments are class observation and semi-structured interview. Class observation, particularly participant observation, has been used in a variety of disciplines as a tool for collecting data about people, processes, and cultures in research. Observation is a key data collection technique in this study. By using class observation, researcher can understand how people naturally interact with products and the challenges they face. Moreover, it can provide inspiration and ideas for opportunities for improvement and innovation. During class observations, it provides researchers with ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and checks for how much time is spent on various activities (Schmuck, 1997). Therefore, for the purpose of this study, two lessons of English class are observed. The class involves 21 students of Semester 3 enrolling in Communicative English 2 course as the participants. One of the researchers is the English lecturer at Politeknik Kota Bharu, Kelantan who conducted the research, at the same time collected the data during classroom observation. While another two researchers acted as "critical friends" who provided feedback during analysis process. As recommended by Stenhouse (1975) critical friends as a 'partner' who can give advice and instead of perceiving the role as an advisor or consultant, the 'critical friends' see themselves as the 'friend' of the teacher–researcher.

In collecting the data above, some instruments are used namely observation checklist and field notes. Observation checklist is used to obtain data about students' attitudes and participation in the speaking activities using videos in classroom. The observation checklist is focusing on how the students involved in pre-speaking, whilst-speaking and post speaking activities. Meanwhile, field notes are used to jot down any data that are not covered in the observation checklists. Thus, the field notes might be utilized to identify some aspects reflected in teaching and learning process, such as appropriate teaching instruction, things to be improved and students' interaction among the peers that are beyond the coverage of the observation checklists.

To enhance the data collection accuracy, triangulation enables the researcher to conduct a practice of viewing this case from different perspectives (Herwanto, 2013). By using triangulation, data can be collected more than one method even in the same topic as to ensuring the validity of research. In this study, the data are collected from the field and students as the main data. For the triangulation procedure, the data from two students were collected through in-depth interviews as the data comparison.

Additionally, semi-structured interviews are used in collecting the data as the research would benefit from a fairly open framework. Semi-structured interviews are appropriate when more useful information can be obtained from focused yet conversational two-way communication with the participants. As cited in Arksey and Knight (1999), semi-structured interviewing starts with broad and more general questions or topics. In other word, during preparing for such interview, only topics and sub-topics are identified rather than specific questions. It is hoped that specific questions would emerge as a matter of course during the exploration of these topics and sub-topics. This gives the interviewer more freedom to explore issues as a matter of course rather than pre-empting the issues. The setting of semi-structured interview is important to the consistency of gathering data with as well as the participant.

For the purpose of this study, researchers use convenient sampling whereby two students are voluntarily agreed to give feedbacks on the outcome of the research. Both of students are in Semester 3 (one male and one female), who share the same education background as both are enrolling in Diploma in Marketing, and take Communicative English 2 as their course. The students are chosen as the main objective of convenience sampling is to collect information from participants who are easily accessible as the same time considering essential in gaining insight into their perceptions and values.

DATA ANALYSIS METHODS

Data analysis is the process of systematically searching and arranging the instruments gathered by the researcher such as interview transcripts, field notes, and others in order to increase the understanding and enable him to present what has been discovered (Bogdan and Biklen, 1982). Firstly, to get the data from the field, teaching and learning process is observed in the speaking classroom using observation checklist. The results of the activity are summarised in the form of field notes. Secondly, in-depth interviews are conducted with two students to verify the data from the field notes. From the interviews carried out, the researchers discover some information related to the students' perceptions on the use of video to enhance their speaking skill and how videos have helped them in speaking. Finally, the results of the observations and in-depth interviews are analyzed.

OBSERVATION

Lesson observations take place in two lessons with video taught by one of the researchers as she is teaching at Politeknik Kota Bharu. Observation as a method of data collection in a case study implies the thorough examination of the characteristics of the phenomena being studied. The main advantage of observation is that it provides direct access to the phenomena under examination. Instead of relying on collecting information from other people, the researcher has the opportunity to observe the case himself or herself. During the lesson observations, more attention is paid on the methods and ways of using video in speaking activity and the students' responses and attitudes to the lessons. The researcher uses the observation checklist to observe the classroom activities including the students. The English lessons are not recorded so that students could feel more natural and comfortable during the lessons. The field notes method of data collection is used instead to get the overview of what is happening in the lessons. The field notes used during the observation are then analysed by using content analysis.

SEMI-STRUCTURED INTERVIEW

The interview as a research method involves the collection of data through direct verbal interaction between individuals. The interview has the advantage of getting immediate feedback from the respondents as compared to other methods. Before the actual interview sessions starts, the researchers conduct a pilot interview with one male and one female student using a sound recorder in order to test the interview questions. The pilot interview helps the researcher to practise the interviewing skills and find out whether some questions should be added, removed or edited. Bailey (2007) states that pilot interviews are necessary in order to familiarize the interviewer with the questions and practise the eye contact with the interviewees. This is important to establish good rapport with the interviewee, which eventually resulting to a successful and informative interview.

Besides, the use of a sound recorder also helps the researcher with the effectiveness of the communication. Thus, the sound recorder is used in the pilot interview and the actual interviews. According to Seidman (1998), in-depth interviews should be tape-recorded because the tape lets the researcher work more reliably with the words of participants. The recording provides the researcher with the opportunity to transcribe the interview in verbatim, to have the original data and to return to it any time for accuracy. The respondents are allowed to use their first language which is Malay and English so that they would be able to express themselves without language constrain. Thematic analysis is applied on the interview transcriptions in order to observe emerging themes.

RELIABILITY

To ensure trustworthiness of the findings, the following criteria are used as proposed by Creswell (2012). The first one is peer review of the semi-structured interview questions. The researcher asks an expert who holds a PhD in TESL from Universiti Kebangsaan Malaysia (UKM), who is currently working as an English lecturer in Politeknik Sultan Salahuddin Abdul Aziz Shah to proofread the questions to avoid vague statements and misleading statements. In continuation, a pilot interview session was executed to ensure the validity and reliability of the interview questions. The pilot interview is tested on one student. The second one is the triangulation of various techniques which are semi-structured interview and observation. The different methods used in collecting data is important as it contributes to rich data. Lastly is clarifying biases in the study. In order to avoid bias, the number of students for male and female is the same which is one student for each gender. Hence, it is to avoid the results from being gender bias or based on single gender only. Finally, in order to eliminate the bias, the researcher provides rich and thick verbatim descriptions of participants' accounts to support findings. The contents of the audio recorded interview are transcribed, examined and verified to ensure accuracy and not bias with the help of 'critical friends'.

FINDINGS

This study was conducted to examine the use of videos to enhance speaking skills. It was based on the following research questions: What are the students' perceptions on using videos to enhance speaking skill? And How do videos enhance students' speaking skill? For the purpose of this study, two students were interviewed. Data were analysed using 'thematic analysis'. There were three themes emerged from the findings: Videos improved students' speaking skill; increased students' motivation to learn English and reduced anxiety.

VIDEOS IMPROVED STUDENTS' SPEAKING SKILL

From the interview, it can be seen that videos improved students' speaking skill. The respondents reported that videos showed the language used by the native speakers which can enhance their speaking skill. Furthermore, the contents of the videos portrayed the way to pronounce the word correctly which helped the students in their speaking. They mentioned:

> *Videos can improve my speaking by looking at the way the video using the native language.*
>
> (Student 1)

I know how to pronounce the words and the spelling also can improve my speaking. (Student 2)

From the above extracts, it was proven that videos have improved students' speaking skill with the subtitle provided by exposing them with the correct way of pronouncing the words. As a result, the students would be able to speak confidently in class without worried of pronouncing words wrongly.

VIDEOS INCREASED STUDENTS' MOTIVATION TO LEARN ENGLISH.

The findings indicated that videos increased students' motivation as they were motivated to learn, and they found that video was a good learning tool to be used in language class. Both respondents admitted that the use of videos increased their motivation in learning English as they found it to be interesting and fun as illustrated in the extracts below:

Using video is an easy method to understand English. (Student 1)
Learning English using videos can make learning process entertaining and enjoyable. (Student 2)

Hence, it indicated that videos served the students with informative content that made them enthusiastic to learn English. Student A expressed his likeness in using videos when he mentioned that video is an easy method to learn English.

VIDEOS REDUCED ANXIETY

Based on the interviews conducted, all two respondents expressed their views on the use of videos as an instrument to reduce anxiety in speaking. They mentioned that they can learn the acting skill from the videos to enable them to perform a good roleplay. In addition, videos have created good learning environment for the students to learn as they were exposed to the authentic videos beforehand. Thus, their anxiety to speak in front of the classmates was lessen. They reported:

With the acting skill shown in the video, I can do my roleplay very good. (Student 1)
Video provides comfortable learning environment. (Student 2)
I have anxiety when speaking in front of people. Video helps me to reduce anxiety. (Student 1)

The extract mentioned above proved that video was a helpful and encouraging learning tool to be used in reducing speaking anxiety among students. They gained courage and confident to speak as they have watched it earlier and knew how to react like native speakers.

Other than semi-structured interviews, observations were conducted during the English language classrooms in two speaking lessons. The reason of having classroom observations was to look at students' attitude and participation when videos were utilised. From the observation checklist and the field notes prepared by the researcher, it was proven that videos enhanced students' speaking skill. It can be seen that after watching the videos, they can perform the role play better. It was due to the content of the videos that reflected the real life events which can broaden students' knowledge. Moreover, they can overcome their speaking anxiety as they became more confident in performing in front of the audiences and playing their roles.

Other than that, students showed interest by participating actively in the classroom activity. They were motivated to speak as they have watched the videos and observed the correct way of pronouncing the words. Whenever they encountered difficult words, they asked the lecturer to replay the scenes. Hence, they can improve their speaking skill and eventually performed the role play in a stress-free and conducive learning environment.

DISCUSSION

This area will discuss the findings of the study and its relation to the theoretical framework discussed in literature review. The discussion will be elaborated based on the themes emerged from the findings.

VIDEOS IMPROVED STUDENTS' SPEAKING SKILL

Based on the findings, the utilization of videos in teaching speaking has positively affected the students. In the interviews, the students claimed that video intervention during learning process helped them to develop their speaking skills as the videos provide more insights on the particular topic. Students were familiarised with new vocabulary and they have the opportunity to pronounce the vocabulary correctly. Moreover, the use of authentic videos from the native speakers expose them to the correct ways on using the words. As cited by Nunan (1999:27), it is important that students read and listen to authentic materials of different kinds as often as possible, which will help learners to make the important connections between the classroom world and the world beyond it.

Furthermore, the videos used in teaching speaking which is 'Making Enquiries' reflected the real life situation whereby it can be applied in daily life as long life learning skills. Videos became an important medium, showing the pupils how people use English to mediate their experiences and mental activity in order to communicate. By indication of simulated role-play in lesson, students would imitate intonation and pronunciation and willingly used new vocabulary and expressions in their own speech just like proven in the finding where videos reduced anxiety.

Besides, it was also found that videos showed the language used by the native speakers which can enhance the students' speaking skill with the contents of the videos which portrayed the way to pronounce the word correctly. Consequently, it helped the students in their speaking since language teaching also presupposes the acquaintance of the students with different dialects, forms of address, customs, taboos, values, traditions, and other cultural elements that influence communication (Roell 2010:2).

VIDEOS INCREASED STUDENTS' MOTIVATION TO LEARN ENGLISH.

The use of media such as videos in teaching speaking was designed in order to encourage the students to get involved in groups in doing tasks. In other words, this strategy can be used to make students active in producing the sentences as they did the role play after watching and listening to the video. After getting the information from the videos, the students got ideas to speak. Giving task such as role-play is more helpful than simple practice in task in which students will incorporate not just speaking but writing skills.

Furthermore, based on the finding, by incorporating videos in lesson was believed to motivate the students to learn English. This is aligned with Stempleski and Tomalin's (1990), that the students would feel their interest in language learning stimulated when language was experienced through video. In such, video had a tendency to arouse mainly the students' instrumental, or in short-term, motivation interest in mastering the second language. As highlighted in Krashen 's (1982) Second Language Acquisition Theory, the Affective Filter Hypothesis

claimed that when the affective filter is low, the students will become more motivated to learn as they felt comfortable and confident.

VIDEOS REDUCED ANXIETY

Videos seemed to be the engaging and interesting teaching and learning tool because videos enabled the students to feel less anxious in speaking. As stated by Krashen (1982), anxiety can be reduced when the students are engaged with the lesson. In this study, the use of videos has stimulated the students' interest and participation as they can perform in the role play better. Students feel that using videos is not just entertaining but had some educational value, provided additional information on the topic, and hence represented a supplement to the textbook. Besides that, the students confirmed that videos in English helped them to understand how certain words and expressions being used in real life. The fact that the videos provided the students with examples of how to use specific words in context was more beneficial than pre-teaching vocabulary without any context.

Moreover, in dealing with unwilling students, Nunan (1999,235) proposed that learners should be given opportunity to rehearse in smaller group or pair to overcome anxiety and speak up in front of the whole class. The use of video in teaching speaking was designed in order to make the students to be not hesitated to involve in the task given. In other words, this approach can be used to make students active in producing sentences as they have watched and listened to the videos.

CONCLUSION

This study aimed at exploring the use of videos to enhance speaking skill among Politeknik Kota Bharu students. Hence, the study was performed in the form of a case study. The study addressed 2 research questions regarding the use of video in English classroom: i) What are the students' perceptions on using videos to enhance speaking skill, and ii) How do videos enhance students' speaking skill. The data for the research was obtained through the use of qualitative method: students' interviews and lesson observations, respectively.

Videos appeared to be extremely helpful for the students' vocabulary growth as to provide them with context and visual aids, which has been shown in the interview session. Moreover, students had the positive attitudes to lessons with video and acknowledged their influence on the development of the four language skills and vocabulary growth. Videos in English appeared to be favoured compared to ordinary audio sound recordings in the development of the students' oral skills. Moreover, students felt that they acquired new vocabulary through occasional lessons with video compared to the regular ones. Finally, lessons with videos seemed to provide students with a low-stress learning environment, which is essential for successful L2 acquisition according to Krashen's (1982) affective filter hypothesis.

Among contributions of video is it provides the students many opportunities to view the authentic language use particularly in speaking from serving as the language input of target language. This authentic input motivates students to join in the speaking class, because it is more interesting and clearer. The combination of sound and picture or video in the multimedia can enhance the development of the students' pronunciation, enrich their vocabulary, and make them easier to find idea to produce sentences. The students can grasp information faster and feel more confident in dealing with the lesson as they not only depend on their speaking skills but also on their viewing comprehension.

For future researchers, it is hoped that the perceptions of teachers can be considered as the other research area to be studied. In addition, future researchers can observe teaching with other kinds of videos, for example the videos which are produced by the students themselves. It is to see why and how they are used and compare the effects on students' motivation and learning of L2.

As a conclusion, videos are considered as a language teaching aid that is a crucial addition to teaching resources. Videos can help the students to improve their speaking skills through communication, non-verbal aspects of communication, motivation and other language skills.

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Education 4.0 Technologies: Survey of Content Development and Materials Deployment by Malaysian Tertiary Level Educators

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ABSTRACT

As Industry 4.0 manufacturing processes are rendering cutting edge hardware and software cheaper and easier to use for teaching and learning, the visions of the Education 4.0 initiative are being realized in formal education. Tertiary educators should be taking advantage of these advancements to ensure that their undergraduate students could benefit from educational technologies that are geared for the present technologically savvy generation. Initiatives must be taken not only to enable tertiary level students to learn in more interactive and immersive ways but also to help them prepare for a disruptive future full of social changes. The critical question that needs to be asked is, are tertiary educators taking advantage of presently available teaching and learning technologies by becoming content developers? And, are they deploying relevant educational materials that align to the principles of Education 4.0 for the advantage of their tertiary level students? This empirical research paper reports and discusses findings from a survey on actual content development and material deployment by Malaysian tertiary educators from different fields of expertise across a range of tertiary education institutions in Peninsular Malaysia. Results from the survey do not seem to be encouraging. Some respondents report that they do use high-end learning materials in teaching and learning, just not content that they have developed on their own. Only a minority are taking advantage of new technological tools to develop their own educational materials, a finding that is not only worrying but depicts the limited technological know-how of some tertiary educators in Malaysia.

Keywords: content development; Education 4.0; educational technology; Industry 4.0; tertiary educators

INTRODUCTION

Technology has propelled human civilisation further over the past two decades than in the last two hundred years (Adnan, Ya Shak, Karim, Tahir & Shah, 2020), particularly with the advent of the Internet and Information and Telecommunication Technologies (ICT). At present, with the 4th Industrial Revolution upon us, newer (and cheaper) technologies that enable us to speed up communication as well as facilitate information exchanges are nothing short of incredible. Together with social advancements, technological evolution is directly and indirectly affecting and altering everything from industrial procedures to the process of teaching and learning (Schwab 2016; Schwab & Davies, 2018). Without a shadow of doubt, the adoption and integration of new technologies are keys to advancing the field of education, thus supporting the teaching and learning dyad for 21st century classrooms and beyond. Novel and cutting edge technologies in education are needed for the delivery of instructional content, for example, to make educational contents more interactive and more immersive for the current digitally oriented learners (see Adnan, Ahmad, Mohd Kamal, Mustafa Kamal, A. M. Yusof & Azamri, 2019; Adnan, Ahmad, A. A. Yusof, Mohd Kamal & Mustafa Kamal, 2019).

Interactive and immersive instructional content are required to meet the needs and wants of 'Generation Z' (adolescents born between 1995 and 2015) and now 'Generation Alpha' (children born between 2011 and into 2025). These generations are the children, teenagers, and adolescents born at a moment of never before seen technological changes, especially those brought by the 4th Industrial Revolution or Industry 4.0 (Adnan, Karim, Tahir, Mustafa Kamal & A. M. Yusof, 2019). The members

of both Generation Z and Generation Alpha were and will be born into technology in developing and developed nations all over the globe. Learning by rote will not cut it for members of both generations whose attention spans may seem to be shorter as opposed to previous generations. Yet they can quickly sift through information and make sense of knowledge quicker compared to older generations due to the fact that technology is a part of *who* they are as they were born in the digital era. This empirical research investigates the use of new technologies related to the Education 4.0 movement that goes hand in hand with developments in Industry 4.0. It examines why and how Malaysian tertiary level educators are developing contents and materials that need to be deployed through cutting edge technologies for the benefit of their learners from Generation Z.

REVIEW OF RESEARCH LITERATURE

As Industry 4.0 manufacturing processes are making novel hardware and software cheaper and easier to use for teaching and learning, the visions of the Education 4.0 initiative are being quickly realized in formal education. Tertiary educators should no doubt be taking advantage of these advancements. They need to make sure that their undergraduate students could benefit from educational technologies that are most suitable for the present technologically savvy adolescents. These initiatives will enable tertiary level students to learn in more interactive and immersive ways and help them to prepare for a disruptive future full of social challenges. This section reviews research literature that is related to the topics at hand.

EDUCATION 4.0 TECHNOLOGIES FOR TEACHING AND LEARNING

Post year 2020, novel technologies are being extensively adopted and adapted within the world of tertiary education to enhance teaching and learning processes in many academic fields (see Adnan, 2018; Ehlers & Kellermann, 2019). At this point in time, it is quite clear that what was useful in the past two decades is no longer useful in the here and now. Using 'clichéd' technologies now appear tired, obsolete and old (see Adnan & Zamari, 2012a, 2012b; Zamari & Adnan, 2011); presently, tertiary educators have unlimited means to bring innovative practices to their classrooms to teach a variety of academic subjects. Many studies have proven the significance of integrating new technologies into the teaching and learning process. For instance, Microsoft PowerPoint presentations used to play an important role in the sharing of information within university classrooms and lecture halls. In the present day, Microsoft PowerPoint presentations are too old fashioned as better presentation technologies have emerged within the field of education over the past two decades. Figure 1 illustrates digital or online learning objects from older and less interactive ones to newer and highly immersive ones, adapted from the empirical research by Adnan, Ya Shak, Karim, Tahir and Shah (2020).

Massive Online Open Courses (MOOCs) and Blended Learning (BL) are amongst newer technologically-enhanced educational approaches that have been introduced. MOOCs and BL are now being implemented to enhance the teaching and learning process in university classrooms worldwide. Bruff, Fisher, McEwen and Smith (2013) have proven in their research that the integration of both face-to-face (offline) and online materials bring positive implications for learners as they considered this approach to be quite helpful. In Malaysian classrooms, the emergence of this teaching approach can also be witnessed. The MOOCs initiative have begun to be implemented by lecturers from Malaysian tertiary institutions in their classrooms. In year 2020, most Malaysian tertiary institutions would have embraced the recent growth in the realm of education to enrich the process of teaching and learning for the 21st century and beyond (Ahmad, Adnan, A. A. Yusof, Mohd Kamal & Mustafa Kamal, 2019).
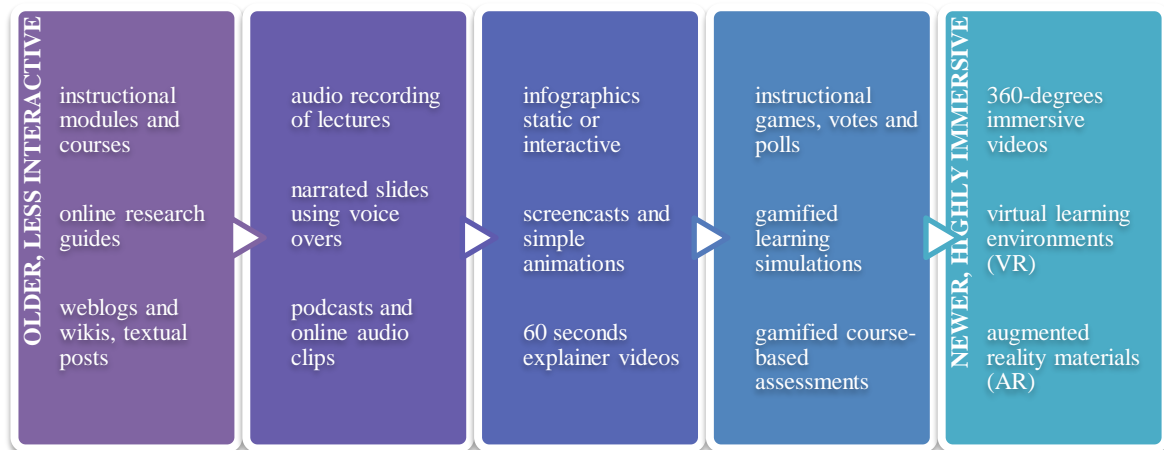
OLDER, LESS INTERACTIVE				NEWER, HIGHLY IMMERSIVE
instructional modules and courses online research guides weblogs and wikis, textual posts	audio recording of lectures narrated slides using voice overs podcasts and online audio clips	infographics static or interactive screencasts and simple animations 60 seconds explainer videos	instructional games, votes and polls gamified learning simulations gamified course-based assessments	360-degrees immersive videos virtual learning environments (VR) augmented reality materials (AR)

FIGURE 1. Digital or online learning objects from older and less interactive ones to newer and highly immersive ones

Apart from MOOCs and BL, Education 4.0 technologies put much emphasis on user experience (UX) in the teaching and learning process. We take for granted the use of thick and heavy university textbooks from the last two decades, but the use of textbooks is quickly being replaced or augmented (pun intended) with other forms of knowledge 'containers' (Shuldman, 2004), for instance Virtual Reality (VR) and Augmented Reality (AR) teaching and learning materials (see 3DLabs, 2019). VR and AR for classroom teaching and learning will surely revolutionise the ways that teachers teach, and learners learn. Over the years, we have witnessed many innovations in the field of education. That being said, old applications are still being used by some university educators, such as Microsoft PowerPoint. With wider adoption of VR and AR within the realm of tertiary education around the globe, university undergraduates will hopefully be freed to learn interactively through immersive experiences that also bring unlimited opportunities for exposure to first-hand knowledge beyond the four walls of the classroom (see Mohd, Adnan, A. A. Yusof, Ahmad & Mohd Kamal, 2019; Mustafa Kamal, Adnan, A. A. Yusof, Ahmad & Mohd Kamal, 2019).

TECHNOLOGIES FOR EXPOSURE, INTERACTIVITY AND IMMERSION

At present, there are many technologies available for university lecturers (who take on roles as content developers and/or learning technologists) that result in better interactivity, higher immersion and longer exposure to knowledge. One such example is 360-degree videos. 360-degree immersive and interactive videos allow learners to dive directly into educational contents in a virtual setting (see Mohd Kamal, Adnan, Mustafa Kamal, Ahmad & A. A. Yusof, 2019). Even though the concept is really cutting edge, 360-degree videos together with VR technology have become an innovative educational technology beyond mass consumer markets. The availability of new gears, including head mounted displays (HMD) that incorporate external cameras and screens that can be directly linked to the user or even simpler HMDs that rely on users' smartphones, allow the realm of tertiary education to rapidly evolve beyond dry textbooks and boring classroom-based lectures. This educational technology is currently being used in education from the first grade to college level in the United States whereby learners can experience the immersive contents of any academic subjects using VR headsets (Doucet, Evers, Guerra, Lopez, Soskil & Timmers, 2018). In addition, a 360-degree view of any educational content provides learners with a more realistic feeling of being part of the environment.

With the wider use of 360-degree videos, learners can experience complete scenes and can further engage with educational contents (Hew & Cheung, 2010). The 360-degree video can be dragged up, down, left and right. Hence, this will provide learners the freedom to roam within an interactive

experience. In other words, they can decide where and when to look. Video platforms such as YouTube and VeeR now offer 360-degree video streaming, simultaneously enabling lecturers and learners to upload and share contents worldwide (AdvancED, 2015). Thus, 360-degree videos offer a unique sense of presence, as opposed to conventional video materials that can never come close. This immersion is due to the significant emotional connections made between learners and the educational contents. For instance, stereoscopic sound makes it easier to link with the content as it directs attention to the 'story' unfolding (Aniwaa, 2019). 360-degree videos are indeed a new way for exploring unique and innovative digital educational materials. Most importantly, positive learning outcomes should be achieved through the deployment of these technologies of teaching and learning (Rüfenacht, 2017). That being said, no matter how wonderful certain innovations are, some flaws can still be identified in VR technology. For instance, VR goggles are quite huge in both size and weight, making it hard for learners to handle them especially if they are physically small. Furthermore, through the use of VR, dizziness and motion sickness may be experienced by some learners (A. A. Yusof, Adnan, Mustafa Kamal, Mohd Kamal & Ahmad, 2019).

Slightly different from VR, Augmented Reality utilises the actual environment around us and then overlays animations or virtual forms of information on it (Choi, Dailey-Hebert & Estes, 2016). One of the advantages of developing AR educational materials is that it does not need a dedicated display device. Because of this, the technology should become more mainstream in the near future. AR enables learners, especially younger ones, to visualise the subject matter rather than just reading a chapter from a book (Sun, Lin & Wang, 2010). It is true that not all academic subjects can be easily taught and learned using AR, but the technology does help learners achieve greater perspectives and insights regarding certain topics. As stated, one of the selling points of AR is that it does not require any heavy hardware investments. Students can simply use their smartphones or computer tablets to experience AR, for example to observe a 2D picture that turns into a 3D animation. Dino Park AR, available on the Apple App Store, is an example of how learners can be transferred to the prehistoric era, allowing them to experience 'living' dinosaurs within the classroom. AR without a doubt, can stir the interest of learners and keep them excited about learning.

CONTENT DEVELOPMENT AND MATERIALS DEPLOYMENT: THE ROLE OF TERTIARY LECTURERS

The preceding paragraphs critically review the benefits of newer, highly immersive technologies for teaching and learning, especially in the tertiary education sector. If the tertiary education sector employs and deploys these technologies in teaching and learning, university students will gain tremendously (De Freitas, Rebolledo-Mendez, Liarokapis, Magoulas & Poulovassilis, 2010). As we know, tertiary education programs are progressively moving to online digital formats because digital sources are easily disseminated to a wider audience, making learning truly open, anytime and anywhere (Taplin, 2017). Owing to this fact, tertiary educators (lecturers) need to be one step ahead of everyone else in adopting and adapting these technologies. They must be at the frontline to move tertiary education from traditional teaching techniques to more technology-friendly experiences in, and even out of, the classroom.

Tertiary institutions have acknowledged the need to improve classroom experiences to make diploma, degree and master's courses more enjoyable and provide more immersive learning environments (Karaman & Özen, 2016). It is no surprise that virtual worlds with computer-based recreations of objects and activities that occur in real life are currently the 'in' thing at all levels of education (Hartley, Ludlow & Duff, 2015). The power to create environments has made virtual worlds beneficial for undergoing hazardous science and medical experiments or logistically impractical simulations that tertiary learners would have trouble seeing in front of their eyes and experiencing

emotionally. The critical question now is, are tertiary educators ready to take on the role of content developers for such cutting edge teaching and learning technologies? There will be difficulties, as this empirical study will show. But it is also through great difficulties that humans have made it to the stars.

METHODOLOGY OF THE RESEARCH

This empirical research paper reports and discusses findings from an online survey of trends on actual content development and material deployment by Malaysian tertiary educators, from different fields of expertise across a number of tertiary education institutions in Peninsular Malaysia. Several steps were taken to control the data and raise the validity and reliability of survey items. First, only content development and material deployment based on newer, highly immersive educational materials are examined, as depicted in Figure 2 below. Second, the respondents chosen were, in the main, science and technology lecturers together with a small number of technical and vocational tertiary educators. Third, the survey was developed based on a number of published studies on this same topic and piloted beforehand with a handful of peers.

NEWER, HIGHLY IMMERSIVE

360-degree immersive videos

virtual learning environments (VR)
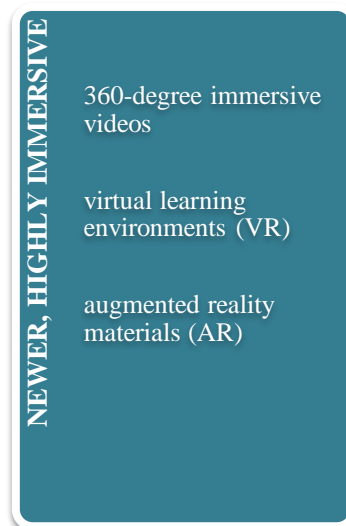
augmented reality materials (AR)

FIGURE 2. Newer and highly immersive contents as surveyed in this empirical study

To operationalise the discussions in previous paragraphs and to address the concerns of this research project, two research questions guided this empirical effort. *First,* are Malaysian tertiary educators taking advantage of presently available teaching and learning technologies by becoming content developers? *Second,* are they deploying relevant educational materials that align to the principles of Education 4.0 to the advantage of their tertiary level students? Data were collected in December 2019 to January 2020 through an online survey form that contains 27 items, not including demographic questions. The focus of the online survey is on the development and deployment of: (a) 360-degrees immersive videos, (b) virtual learning environments (VR), and (c) augmented reality materials (AR).

Altogether 169 respondents (n = 169) completed the survey and provided useable and useful data as presented in the next section. Out of the total number of respondents, 118 or 69.82% were male lecturers and another 51 or 30.18% were female lecturers. They represent different science and technology faculties or departments for example applied sciences, computer sciences, pure sciences and engineering. A small number of the respondents (24 respondents or 14.20%) are technical and vocational

lecturers who teach skills-based subjects like masonry, plumbing, welding and wiring. All of the respondents are from the west coast of Peninsular Malaysia and they hail from three universities and two polytechnics. The youngest respondents were 26 years of age whilst the oldest were 41; all of the respondents indicate that they have postgraduate training of some sort, apart from their first degrees or advanced diplomas in their areas of expertise. All other demographic details are considered not relevant to this study and will not be disclosed. The link for the online survey was sent to our personal contacts in the research sites, those contacts in turn passed the link to their colleagues who had time and space to fill out the online survey form. Salient findings from the online survey are presented, next.

DATA FROM THE RESEARCH

In this section, first-hand data from the research are presented. The data collected were analysed based on mean, mode and median frequencies. The analysis of the data was done to show the prevalence of two critical activities by Malaysian tertiary level educators. First, the development of educational contents in the form of 360-degree immersive videos, contents that incorporate virtual learning environments (VR) and contents that integrate augmented reality materials (AR). And second, the deployment and distribution of novel educational contents in the shape of 360-degree immersive videos, contents that incorporate virtual learning environments (VR) and contents that integrate augmented reality materials (AR). Survey items were distributed equally between the three types of newer, highly immersive digital learning contents (i.e., 360-degree videos, VR environments and AR materials). Each survey item is an 'I-statement' type as will be shown below, and responses were collected based on either a simple 'No' versus 'Yes' choice or a 6-cline Likert scale from 'Strongly Disagree' at the leftmost position to 'Strongly Agree' at the rightmost position.

Tables 1, 2 and 3 below show responses to survey items number 1, 10 and 19. These items are critical because they seek answers to whether or not the 169 survey respondents actually develop educational materials or contents that are built upon Education 4.0 learning technologies. As applied sciences, computer sciences, pure sciences, engineering, and technical and vocational lecturers, they should not just reuse educational contents, but they should develop new contents using 360-degree videos, VR environments and AR materials for the benefit of their students. The data nevertheless are not encouraging, as seen in the tables below.

TABLE 1. "I have created contents using 360-degree videos for the subject(s) that I teach, in the last 12 months"

No	Yes
147 (86.98%)	22 (13.02%)

TABLE 2. "I have created contents employing VR environments for the subject(s) that I teach, in the last 12 months"

No	Yes
149 (88.17%)	20 (11.83%)

TABLE 3. "I have created contents employing AR materials for the subject(s) that I teach, in the last 12 months"

No	Yes
138 (81.66%)	31 (18.34%)

Within the current tertiary education climate in Malaysia, these findings are not too surprising. Furthermore, just because these educators do not develop their own educational contents that use or employ 360-degree videos, VR environments and AR materials, the findings do not necessarily mean that they shun these Education 4.0 outright. Indeed, a small number have communicated (via private channels not related to the survey) that they *do* use such technologies in the subjects that they teach, just that they do not have the time, financial resources or technical expertise to develop such high-end educational contents on their own.

Given that there is very low content development for the three types of technology, the deployment of said contents (i.e., 360-degree videos, VR environments and AR materials) by the survey respondents are correspondingly low and is quite similar to the findings in Tables 1 through Table 3 above. These findings open up a number of possible research avenues in the future, not just in the Malaysian setting but also in other developing nations that have to contend with Education 4.0 technologies for teaching and learning. One critical question that stems out from our findings is, what are the barriers that make it difficult for a 'normal' lecturer to develop her or his own educational contents that use cutting edge technologies? Other questions might relate to the level of technical and technological knowledge by tertiary lecturers or instructors and even their actual attitudes and perceptions to the adoption of Education 4.0 learning technologies like 360-degree videos, VR environments and AR materials. Qualitative studies might be suited to study such constructs.

Indeed, Tables 4, 5 and 6 show that the survey respondents *are* open to the idea of using 360-degree videos, VR environments and AR materials for the benefit of their students in the teaching and learning process. The positive attitudes that they show is perhaps also related to their fields of expertise in applied sciences, computer sciences, pure sciences, engineering, and technical and vocational subjects that should, by right, rely on high-end or novel technologies to impart knowledge to students at tertiary level institutions. In addition, the use of 360-degree videos, VR environments and AR materials should increase the engagement of students in scientific and technological, and technical and vocational skills with learning that involves experimentation and doing certain actions that should be experienced for the best effects.

TABLE 4. "I believe using 360-degree videos for the subject(s) that I teach will benefit my students"

Negative spectrum			Positive spectrum		
Strongly disagree	Disagree	Fairly disagree	Fairly Agree	Agree	Strongly agree
9 (5.33%)	34 (20.12%)	21 (12.43%)	31 (18.34%)	55 (32.54%)	19 (11.24%)

TABLE 5. "I believe employing VR environments for the subject(s) that I teach will benefit my students"

Negative spectrum			Positive spectrum		
Strongly disagree	Disagree	Fairly disagree	Fairly Agree	Agree	Strongly agree
5 (2.96%)	29 (17.16%)	20 (11.83%)	36 (21.30%)	57 (33.73%)	22 (13.02%)

TABLE 6. "I believe employing AR materials for the subject(s) that I teach will benefit my students"

Negative spectrum	Positive spectrum

Strongly disagree	Disagree	Fairly disagree	Fairly Agree	Agree	Strongly agree
14 (8.28%)	31 (18.34%)	28 (16.57%)	41 (24.26%)	39 (23.08%)	16 (9.47%)

At the same time, as Tables 4, 5 and 6 show, there are differences in opinion regarding which technology will benefit students most. This might be directly related to the academic subjects being taught by the survey respondents; certain subjects might be suitable for VR environments to enhance the learning of students whilst other subjects might benefit more from the use of AR materials. The same goes with the use of 360-degree videos. The only way to be certain is to carry out further research into the topic of Education 4.0 content development and Education 4.0 educational materials deployment, something that we highly recommend for researchers who are interested in the same subject matters. Tables 7, 8 and 9 below illustrate the findings regarding the match between academic subject matters and the technology to teach those academic subjects.

TABLE 7. "I think using 360-degree videos is a positive method to reinforce the subject(s) that I teach"

Negative spectrum			*Positive spectrum*		
Strongly disagree	Disagree	Fairly disagree	Fairly Agree	Agree	Strongly agree
15 (8.88%)	37 (21.89%)	20 (11.83%)	28 (16.57%)	51 (30.18%)	18 (10.65%)

TABLE 8. "I think employing VR environments is a positive method to reinforce the subject(s) that I teach"

Negative spectrum			*Positive spectrum*		
Strongly disagree	Disagree	Fairly disagree	Fairly Agree	Agree	Strongly agree
8 (4.73%)	27 (15.98%)	19 (11.24%)	38 (22.49%)	53 (31.36%)	24 (14.20%)

TABLE 9. "I think employing AR materials is a positive method to reinforce the subject(s) that I teach"

Negative spectrum			*Positive spectrum*		
Strongly disagree	Disagree	Fairly disagree	Fairly Agree	Agree	Strongly agree
21 (12.43%)	36 (21.30%)	25 (14.79%)	36 (21.30%)	34 (20.12%)	17 (10.06%)

The last tables in this section, Tables 10 through 12 indicate the personal intentions of the survey respondents to develop their own educational materials or contents based on Education 4.0 learning technologies for the academic subjects that they teach in the applied sciences, computer sciences, pure sciences, engineering, and technical and vocational subjects. Although as compared to the three initial tables in this section (Tables 1, 2 and 3), the numbers and percentages are a bit higher, these figures might still be seen as low in the grand scheme of things as Education 4.0 technologies for teaching and learning become even more widespread and more common in highly developed and developing nations around the globe. Furthermore, the intention to carry out or to do something is still not the same as

actually doing it, in the real world. And especially when the figures for educational content development and deployment in the last 12 months are very low, as Tables 1 through 3 indicate.

TABLE 10. "I intend to create contents using 360-degree videos for the subject(s) that I teach, in the next 12 months"

No	Yes
126 (74.56%)	43 (25.44%)

TABLE 11. "I intend to create contents employing VR environments for the subject(s) that I teach, in the next 12 months"

No	Yes
117 (69.23%)	52 (30.77%)

TABLE 12. "I intend to create contents employing AR materials for the subject(s) that I teach, in the next 12 months"

No	Yes
133 (78.70%)	36 (21.30%)

CONCLUSIONS

Several conclusions can be drawn from this empirical research effort with quite a high number of survey respondents (n = 169) who teach applied sciences, computer sciences, pure sciences, engineering, and technical and vocational subjects in universities and polytechnics in Malaysia. Firstly, Education 4.0 content development and materials deployment (i.e., educational materials that they have developed by themselves or with their team members) by Malaysian tertiary level educators are indeed very low at this present point in time, as reported by the 169 respondents. Roughly, the figures show only about 1 in 5 or about 1 in 6 of the educators surveyed reported that they have created learning materials that use or employ 360-degree videos, VR environments and AR materials in the last 12 months. However, the intention to develop such learning materials in the next 12 months are higher with between 1 in 4 or about 1 in 5 indicating that they plan to take such action.

Secondly, there seems to be a gap between Education 4.0 content development and materials deployment and the feelings and perceptions of the survey respondents. By and large, they seem to harbour positive feelings and have positive perceptions of 360-degree videos, VR environments and AR materials. However, they falter when it comes to actually developing and deploying or distributing such contents for the benefit of their students. Still, this does not mean that they shunned these technologies because there are many other digital or online learning objects that they might have developed, albeit older and less interactive ones as shown in Figure 1 below.
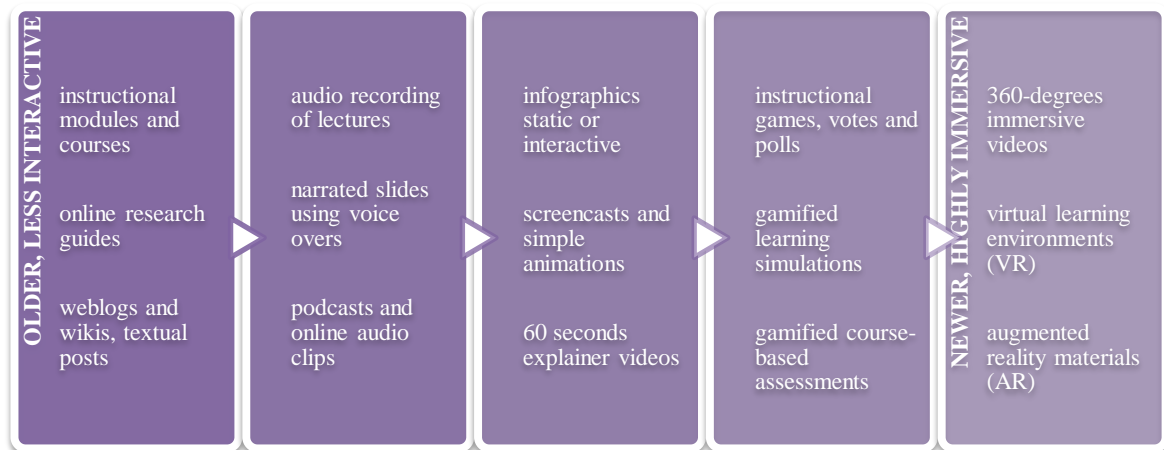
FIGURE 1. Digital or online learning objects from older and less interactive ones to newer and highly immersive ones (*from the study by Adnan, Ya Shak, Karim, Tahir & Shah, 2020*)

The third and final conclusion from this empirical study is quite obvious from the data and the corresponding observations: The topic areas covered in this present study need to be researched on and fast, lest Malaysia be left behind by other rapidly developing nations that are already on the Education 4.0 learning technologies bandwagon. The mindset of Malaysian tertiary educators might still be as 'normal' (read: traditional) educators who just teach from their textbooks and write on the whiteboard when their students are more familiar and more ready to learn using smartphones and tablets. As it is now, there seems to be unseen barriers to the wider adoption of these Education 4.0 learning technologies (i.e., 360-degree videos, VR environments and AR materials) at tertiary level in Malaysian universities and polytechnics. Future research should take heed of these findings.

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Satu Tinjauan : Tahap Pengetahuan Guru Terhadap Penerapan Ilmu Keusahawanan Dalam Pendidikan Awal Kanak-kanak Di Tadika Negeri Kelantan

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Abstrak

Kajian ini dijalankan adalah bertujuan untuk mengenal pasti sejauh mana persepsi guru terhadap penerapan ilmu keusahawanan dalam pendidikan awal kanak-kanak di tadika swasta melalui pengajaran dan pembelajaran di bilik darjah. Objektif kajian adalah untuk mengenal pasti tahap persepsi guru terhadap penerapan ilmu keusahawanan dalam pendidikan awal kanak-kanak dan tahap persepsi guru terhadap kepentingan ilmu keusahawanan dalam pendidikan awal kanak-kanak. Responden kajian ini terdiri daripada 70 orang guru tadika swasta di Daerah Bachok, Kelantan. Kaedah kaijan ini dijalankan secara kuantitatif dengan menggunakan instrumen soal selidik dan data yang dikumpul telah dianalisis dengan menggunakan perisian Statistical Package Sosial Science (SPSS) versi 2.0 dengan mengambil kira skor min dan sisihan piawai. Dapatan kajian mendapati tahap persepsi guru terhadap ilmu keusahawanan adalah tinggi dengan skor min keseluruhan 4.14 manakala tahap persepsi guru terhadap kepentingan ilmu keusahawanan juga tinggi dengan skor keseluruhan 4.32. Secara keseluruhannya, tahap persepsi guru terhadap penerapan ilmu keusahawanan dan tahap persepsi guru terhadap kepentingan ilmu keusahawanan dalam pendidikan awal kanak-kanak adalah tinggi.

Kata Kunci : Ilmu Keusahawan, Persepsi Guru Tadika, Kepentingan Ilmu Keusahawanan

One Overview : Teachers knowledge level on Implementation of Entrepreneurship in Early Childhood Education in Kindegarten Negeri Kelantan

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Abstract

The purpose of this research is to identify the teacher's perception of application entrepreneurship in early childhood education at private kindergarten through teaching and learning in the classroom. The objective of the study was to identify the level of teacher perception of of application entrepreneurship in early childhood education and the level of teacher's perception of the important of entrepreneurship in early childhood education in early childhood education. The respondents were 70 teacher of private kindergarten at Bachok, Kelantan. Data were collected using a questionnaire and analyzed using Statistical Package Social Science (SPSS) version 20.0, by taking the value of mean and standard deviation. Results showed that the level of teacher's perception of application entrepreneurship in early childhood is high with overall mean score is 4.14, while the teacher's perception of the important of entrepreneurship is also high with an overall mean score is 4.32. overall, the level of teacher's perception of application of entreprenurship and the level of teacher's perception of the important of entrepreneurship in early childhood education is high.

Keywords: Entrepreneurship, perception of kindergarten's teachers, the important of entrepreneurship

Pengenalan

Dewasa ini bidang keusahawanan telah berkembang dengan pesat dan sentiasa berubah mengikut peredaran zaman. Di Sweden sebagai strategi untuk mengekalkan ekonomi negara, kerajaan Sweden telah memasukan elemen keusahawanan di dalam kurikulum kebangsaan yang mewajibkan semua peringkat pendidikan, sekolah rendah dan sekolah menengah melaksanakan pendidikan keusahawanan bagi meransang kecekapan kemahiran keusahawanan dalam kalangan rakyat negara Sweden, Swedish National Agency for Education (2011). Walau tidak dinyatakan dengan terperinci namun, di dalam laman web Swedish National Agency for Education menyatakan bahawa prasekolah juga termasuk dalam perancangan bagi melaksanakan pendidikan keusahawanan untuk mengalakkan pembelajaran keusahawanan dengan menjadikan: Pembelajaran Keusahawanan Di Sekolah Sebagai Pedagogi. Oleh itu, Pendidikan keusahawanan penting diterapkan pada semua peringkat umur daripada prasekolah hingga menengah.

Lindstrom (2013) mengatakan bahawa pendidikan keusahawanan di peringkat awal kanak-kanak merupakan peluang yang terbaik untuk mencapai matlamat dan cita-cita sistem pendidikan Sweden iaitu menerapkan elemen keusahawanan ke dalam kurikulum kebangsaan. Tambah beliau lagi, kanak-kanak mempunyai potensi untuk menjadi sebahagian daripada proses di prasekolah dan mengembangkan kemahiran keusahawanan mereka. Sementara itu, Fuchs, Werner, dan Wallau (2008) mengatakan bahawa kanak-kanak mudah menunjukkan sikap keusahawanan melalui aktiviti yang

mereka lakukan dan biasanya kanak-kanak adalah kreatif, berterus-terang, dan tidak peduli terhadap risiko di atas tindakan mereka.

Di Malaysia, usaha membudayakan keusahawanan dalam kalangan pelajar bukan merupakan pendekatan yang baru. Integrasi keusahawanan dan pendidikan perniagaan ke dalam sistem pendidikan telah bermula pada tahun 1968 apabila koperasi industri kecil-kecilan diperkenalkan di sekolah. Aktiviti utama koperasi adalah menjual barang-barang perniagaan kepada pihak sekolah dan berharap dapat mendedahkan murid kepada prinsip asas perniagaan. Beberapa usaha telah dijalankan untuk mengembangkan budaya keusahawanan. Kementerian Pendidikan Malaysia (KPM) telah mengambil tindakan untuk menjadikan keusahawanan sebahagian daripada kurikulum di sekolah. Pendedahan awal keusahawanan dicapai melalui pengenalan elemen ke dalam mata pelajaran matematik kemudian diikuti dengan pengintegrasian ke dalam subjek kemahiran hidup yang diperkenalkan dalam kurikulum sekolah rendah 1991.

Kajian lepas

Menurut Sofoluwe, A. O. , Shokunbi, M. O. & Ajewole, T. (2013) dalam kajian mereka yang bertajuk pendidikan keusahawanan sebagai strategi untuk meningkatkan pembangunan modal insan dan pekerjaan di Nigeria: Isu, Prospek, Cabaran dan Penyelesaian. Kajian ini bertujuan untuk mengkaji semula taraf pendidikan keusahawanan sebagai satu strategi untuk meningkatkan pembangunan modal insan dan pekerjaan di Nigeria. Kajian ini menggunakan kaedah penyelidikan kuantitatif dengan pendekatan kaedah tinjauan terhadap staf akademik dan pelajar dari kolej Yaba teknologi, Lagos. 150 orang responden telah dipilih menggunakan persampelan rawak mudah dan 111 soal selidik telah dikembalikan. Data telah dianalisis secara elektronik dan dihuraikan secara deskriptif dan inferensi. Hasil kajian utama menunjukkan bahawa pendidikan keusahawanan sebagai pemangkin bagi mewujudkan peluang pekerjaan, menjana kekayaan, pemerkasaan belia, masyarakat aman dan pembangunan ekonomi. Kajian menyimpulkan bahawa kerajaan, institusi pendidikan, agensi-agensi sosial dan organisasi sektor swasta perlu menggalakkan pendidikan keusahawanan sebagai sebahagian daripada kehidupan sosial mereka serta sebagai pembangunan modal insan di Nigeria.

Di Indonesia, usaha untuk membina satu model pembelajaran keusahawanan telah mula titikberatkan. Satu kajian telah dijalankan Martha, C. , Nur Cholimh & Bambang, S. (2015) sebagai kajian awal bagi membangunkan model pembelajaran keusahawanan untuk awal kanak-kanak. Tujuan kajian ialah untuk meneroka pembelajaran keusahawanan yang telah dijalankan di peringkat pendidikan awal kanak-kanak, untuk mengkaji sama ada ibu bapa, guru dan guru besar menyokong pembelajaran keusahawanan dan seterusnya mengenal pasti nilai-nilai keusahawanan yang dapat dikembangkan diperingkat awal kanak-kanak. Reka bentuk kajian adalah menggunakan temu bual, pemerhatian dan analisis dokumen.

Hasil kajian menunjukkan tadika tidak mempunyai panduan yang lengkap dalam mengembangkan pendidikan keusahawanan di peringkat awal kanak-kanak. Namun semua guru dan guru besar setuju bahawa perlunya pembelajaran keusahawanan di peringkat awal kanak-kanak. Manakala 90.79 peratus ibu bapa bersetuju semangat keusahawanan dapat diterapkan seawal usia kanak-kanak dan hanya 9.21 peratus tidak bersetuju. Seterusnya nilai-nilai keusahawanan yang dapat dikembangkan diperingkat awal kanak-kanak adalah keyakinan, jujur, berdikari, bertanggungjawab, kreatif, tidak putus asa, mengambil berat terhadap alam sekitar, bekerjasama, disiplin dan hormat.

Seterusnya menurut Elindra, Y. & Sarah, A. A (2017) Pendidikan keusahawanan penting bagi meningkatkan kreativiti kanak-kanak. Satu kajian telah dijalankan terhadap kanak-kanak berumur antara 5-6 tahum di TK Negeri Pembina Cirebon Academic pada tahun 2015/2017. Kajian ini bertujuan untuk menghuraikan proses dan hasil perkembangan kreativiti kanak-kanak melalui pendidikan keusahawanan menggunakan kaedah kajian tindakan berdasarkan model Kemmis dan Mc Taggart yang

dijalankan terhadap 20 orang kanak-kanak. Fasa penyelidikan merangkumi perancangan, tindakan, pemerhatian, dan refleksi. Kajian ini terdiri daripada dua kitaran, setiap kitaran yang terdiri daripada 8 kali tindakan. Data dianalisis menggunakan analisis kuantitatif dan kualitatif. Analisis kuantitatif menggunakan statistik deskriptif untuk membandingkan hasil yang diperolehi dalam pra-kitaran, kitaran satu, dan kitaran 2. Manakala analisis kualitatif menggunakan Miles dan Huberman dengan pengurangan data peringkat, persembahan data, dan pengesahan data. Keputusan menunjukkan peningkatan dalam kreativiti kanak-kanak melalui pendidikan keusahawanan, yang terbukti dengan skor kreativiti dalam pra-kitaran ialah 34.3, kitaran satu ialah 44.5; dan kitaran dua ialah 54.7 oleh itu, dapat disimpulkan pendidikan keusahawanan penting dalam meningkatkan kreativiti kanak-kanak.

Pernyataan Masalah

Bidang keusahawanan merupakan bidang yang penting bagi melahirkan lebih ramai usahawan yang mempunyai pengetahuan dan kemahiran dalam menjalani perniagaan. Menyedari kepentingan bidang keusahawanan, para masyarakat telah mula didedahkan dengan pendidikan keusahawanan bermula dari bangku sekolah lagi bagi menimbulkan minat seseorang dalam bidang keusahawanan melalui pendidikan formal dalam mata pelajaran Kemahiran Hidup di tingkatan 1-3 dan subjek Perdagangan di tingkatan 4 dan 5.

Kajian yang dijalankan oleh Martha, C., Nur Cholimah & Bambang Suprayitno (2015) terhadap tadika swasta di Indonesia menunjukkan persepsi guru, pengetua dan ibu bapa yang positif terhadap aktiviti keusahawanan seawal usia kanak-kanak prasekolah. Menurut mereka lagi, antara nilai keusahawanan yang dapat diterapkan dalam diri kanak-kanak adalah keyakinan, jujur, berdikari, bertanggungjawab, kreatif , berusaha, menjaga alam sekitar, bekerjasama, berdisiplin dan hormat. Namun kajian ini juga menunjukkan prasekolah tersebut belum mempunyai panduan yang sistematik bagi menerapkan budaya keusahawanan dalam pengajaran dan pembelajaran.

Manakala di Malaysia telah terdapat rangkaian tadika swasta yang mempunyai modul keusahawanan sendiri seperti rangkaian tadika ABS yang dikenali sebagai modul kelab ARAF. Modul keusahawanan ini dibina untuk melentur generasi celik wang yang mempunyai kemahiran survivor yang tinggi. Setiap tahun kelab ARAF ini telah dijalankan di seluruh rangkaian tadika ABS di setiap negeri di Malaysia. Melihat perkembangan ini, adakah terdapat kesedaran dalam diri guru-guru tadika swasta di negeri kelantan mengenai ilmu keusahawanan di peringkat pendidikan awal kanak-kanak.

Objektif kajian

Tujuan kajian ini dijalankan adalah untuk mengetahui persepsi guru terhadap kepentingan ilmu keusahawanan di peringkat pendidikan awal kanak-kanak di tadika swasta.
1. Mengetahui persepsi guru terhadap kepentingan ilmu keusahawan di peringkat awal kanak-kanak.

Kaedah Kajian

Kajian tinjauan ini dijalankan untuk mengetahui tahap persepsi guru terhadap kepentingan penerapan ilmu keusahawanan dalam pendidikan awal kanak-kanak di tadika swasta di Kelantan. Soalan kajian berkaitan dengan kepentingan ilmu keusahawanan dalam pendidikan awal kanak-kanak dan telah diedarkan kepada 70 orang guru di seluruh tadika swasta daerah Bachok.

Analisa data

Sebanyak 70 borang soal selidik diedarkan kepada guru tadika swasta di seluruh daerah Bachok. Data yang diperolehi dianalisis menggunakan Statistical Package for Social Sciences (SPSS) versi 2.0 pentaksiran menggunakan min dan sisihan piawai seperti mana yang ditunjukkan dalam jadual di bawah. Dapatan min akan disusun daripada tertinggi hingga terendah seperti dalam jadual 1.0

Jadual 1.0 : Purata Skor Min dan Sisihan Piawai bagi Persepsi Guru Terhadap Kepentingan Ilmu keusahawanan.

Bil	Item	Min	Sisihan piawai
1	Ilmu keusahawanan penting bagi menanamkan sikap berjimat cermat dan suka menabung dalam diri kanak-kanak	4.51	0.583
2	Ilmu keusahawanan dapat membanu kanak-kanak memahami konsep jual beli	4.50	0.584
3	Ilmu keusahawanan pening bagi meningkatkan kemahiran komunikasi dan sosial kanak-kanak	4.49	0.654
4	Ilmu keusahawanan penting bagi kanak-kanak mengenal konsep serta fungsi wang	4.44	0.581
5	Kanak-kanak dapat mengecam nilai wang dengan baik melalui aktiviti jual beli	4.41	0.577
6	Ilmu keushawanan penting bagi menanamkan prinsip keadilan dalam diri kanak-kanak seperti tidak mengambil hak rakan dan boleh mengikut giliran	4.41	0.648
7	Melalui ilmu keusahawanan dapat menggalakkan budaya niaga dalam diri kanak-kanak	4.33	0.696
8	Penerapan ilmu keusahawanan penting bagi meningkatkan keativiti dan inovasi kanak-kanak	4.29	0.837
9	Ilmu keusahawanan dapat menanamkan sikap jujur dan amanah ketika menjalankan aktiviti perniagaan	4.27	0.867
10	Melalui ilmu keusahawanan kanak-kanak dapat mengenal konsep infak, sedekah dan wakaf	4.27	0.700
11	Kanak-kanak dapat mengenal konsep asas keusahawanan	4.27	0.679
12	Ilmu keusahawanan penting bagi kanak-kanak mengenal keperluan dan kehendak	4.26	0.630
13	Ilmu keusahawanan penting bagi kanak-kanak mengenal tabiat baik mengurus kewangan	4.24	0.600
14	Melalui ilmu keusahawanan kanak-kanak dapat mengenal konsep	4.09	0.794

	mencari rezeki halal		
15	Melalui ilmu keusahawanan kanak-kanak dapat mengenal tabiat mencatat perihal kewangan	4.09	0.794
	Keseluruhan	4.32	0.477

Berdasarkan jadual 1.0 di atas, penerangan akan diberikan berdasarkan tiga tahap min iaitu rendah, sederhana dan tinggi di dalam jadual 1.1 di bawah

Jadual 1.1 : Tahap Persepsi Guru Terhadap Kepentingan ilmu keusahawanan dalam Pendidikan Awal Kanak-Kanak.

Item	Nilai Min	Interpretasi Skor
Tiada	1.00 hingga 2.33	Rendah
Tiada	2.34 hingga 3.66	Sederhana
1,2,3,4,5,6,7,8,9,10,11,12, 13,14,15	3.67 hingga 5.00	Tinggi

Jadual 1.1 di atas menunjukkan taburan min dan sisihan piawai tahap persepsi guru terhadap kepentingan ilmu keusahawanan dalam pendidikan awal kanak-kank. Melalui jadual di atas didapati tahap persepsi guru terhadap kepentingan ilmu keusahawanan dalam pendidikan awal kanak-kanak adalah pada tahap yang tinggi (M = 4.32, SP = 0.4722). Perincian terhadap persepsi kepentingan ilmu keusahawanan adalah seperti dalam jadual 4.6 di atas yang menunjukkan bahawa min paling tinggi (M = 4.51, SP = 0.583) adalah bagi soalan nombor 1 iaitu, "Ilmu keusahawanan penting bagi menanamkan sikap berjimat cermat dan suka menabung dalam diri kanak-kanak". Diikuti dengan soalan nombor 2 (M = 4.50, SP = 0.584) dan seterusnya.

Manakala min paling rendah iaitu (M = 4.09, SP = 0.477) adalah soalan nombor 15 iaitu, "Melalui ilmu keusahawanan kanak-kanak dapat mengenal tabiat mencatat perihal kewangan". Secara rumusannya, guru-guru tadika percaya bahawa ilmu keusahawanan penting bagi menanamkan sikap berjimat cermat dan suka menabung dalam diri kanak-kanak serta membantu kanak-kanak memahami konsep jual beli.

Perbincangan

Persepsi guru terhadap kepentingan ilmu keusahawanan dalam pendidikan awal kanak-kanak memainkan peranan penting dalam meningkatkan kesedaran para guru mengenai keperluan menerapkan ilmu keusahawanan sejak awal. Berdasarkan analisis kajian ini, mendapati tahap persepsi guru terhadap kepentingan ilmu keusahawanan dalam pendidikan awal kanak-kanak adalah tinggi. Keseluruhannya guru-guru bersetuju bahawa ilmu keusahawanan penting bagi menanamkan sikap berjimat cermat dan suka menabung dalam diri kanak-kanak. Selain itu, ilmu keusahawanan penting bagi membantu kanak-kanak memahami konsep asas jual beli.

Tambahan lagi, menurut Sarikaya, M. & Coskun, E. (2015) pentingnya mengabungkan pendidikan keusahawanan dengan pendidikan awal kanak-kanak, kerana mempunyai potensi bagi meningkat keberkesanan perkembangan kanak-kanak dari aspek sosial, kognitif, fizikal, bahasa dan emosi dalam melahirkan individu yang sensitif terhadap masyarakat dan alam sekitar. Ini menyokong dapatan kajian

di mana guru bersetuju bahawa ilmu keusahawan dapat meningkatkan kemahiran komunikasi dan sosial kanak-kanak.

Rumusan

Secara keseluruhannya, kajian ini memperlihatkan persepsi guru terhadap penerapan ilmu keusahawanan serta persepsi guru terhadap kepentingan ilmu keusahawanan dalam pendidikan awal kanak-kanak bagi menambah mutu pendidikan awal kanak-kanak di Malaysia.

Walaupun hasil kajian menunjukkan tahap persepsi guru yang tinggi namun, sejauh mana pelakasanaan penerapan ilmu keusahawanan di peringkat pendidikan awal kanak-kanak belum dapat dikenal pasti. Oleh itu diharapkan dapatan kajian ini boleh memberi pendedahan kepada para guru di seluruh Malaysia mengenai kesedaran terhadap penerapan ilmu keusahawanan serta kepentingannya di peringkat pendidikan awal kanak-kanak.

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