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THE GRADUATE RESEARCH IN EDUCATION SEMINAR 2021 PROCEEDINGS

The Effects of Educational Technology on Students' Foreign Language Anxiety: A Thematic Literature Review

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Abstract

With technology widely being applied in foreign language instruction, foreign language anxiety (FLA), as a ubiquitous and negative factor that impacts the language learning process, has instigated many studies on the effect of educational technology on foreign language anxiety. However, the results of these empirical studies are inconsistent. After reviewing 23 relevant experimental and quasi-experimental research articles from 2016 to 2020, it is evident that 48% of studies reported that technology-assisted instruction significantly impacted decreasing FLA, 9% had a significant impact on increasing FLA, and 43% had no significant effect on FLA. Therefore, this paper aimed to explore the moderators that caused these inconsistent results and examine five potential moderators (technology type, FLA type, target language, students' grade level and exposure duration of the educational technology setting) from the selected articles on the sources of FLA. Four moderators (technology type, grade level, target language, and exposure duration) were found to predict technology's significant effects on students' FLA in a positive or negative direction, $p < 0.05$. These findings give educators, researchers, and educational technology designers a new direction for future research on different technology types, users' grade level, target language, and exposure duration.

Keywords: foreign language learning; educational technology; foreign language anxiety

1.0 Introduction

The popularity of educational technology has set off a flurry of studies on its influence on students, especially during the COVID-19 pandemic period. Educational technology has been widely applied in the conventional classroom (Dhawan, 2020). Sarieva and Zoran (2008) reported that computer technology plays a vital role in educational fields, particularly improving language learning and achieving achievement and proficiency standards. To enhance the foreign language learning process three characteristics of educational technology are in action. First, educational technology supplies a learning setting without location or time restrictions (Elmorshidy, 2012). Second, users of educational technology can acquire knowledge via a network of the interactive platform (Gorjian et al., 2011). Students can use technology devices to get more opportunities to communicate with native speakers of the target language and interact with their classmates through the internet platform. Third, users of educational technology can get immediate feedback from technology platforms (Thompson, 2013). This immediate feedback can help students construct individualized learning patterns that increase their learning motivation and help instructors be well aware of students' dynamics. Although educational technology employs these features to improve students' learning process, there are insufficient studies to explore how technology impacts FLA (Li, Liu & Zhang, 2020) as a major factor influencing students' learning process (MacIntyre, 2017).

Foreign language anxiety is defined as "a distinct set of beliefs, perceptions, and feelings in response to foreign language learning in the classroom" (Horwitz, Horwitz & Cope, 1986, p.130). It was regarded as an affective filter that was easily impacted by the language settings and hindered language learners from completely arriving at a comprehensible input stage and then impeded the output stage (Krashen, 1981). In other words, students' FLA negatively affects their language learning process

(Horwitz, 2001; MacIntyre & Gardner, 1994; Phillips, 1992; Marwan, 2016). Due to its negative effects, many researchers explore its sources to find strategies to reduce them. This paper reviewed Young's (1991) and Yan & Horwitz's (2008) findings on the sources of FLA, to get the main sources of FLA: (1) personal and interpersonal facets (self-belief, social anxiety); (2) cultural and regional diversity; (3) class organization; (4) learning strategies; and (5) interest and motivation in target language learning.

Since digital technology emerged in education, researchers have investigated the relationship between educational technology and FLA sources to examine the effect of educational technology on FLA (Li, Liu & Zhang, 2020; Bashori, Hout, Strik & Cucchiari, 2020.). In this sense, four relationships are reported. First, educational technology provides comfortable, convenient, and personalized learning opportunities, influencing students' personal and interpersonal facets and learning strategies. Second, technology with advanced techniques, such as immersion experience techniques, can easily stimulate students' interest and learning motivation. Third, educational technology has requested a new classroom organization. Fourth, educational technology has broken up time and location bounds. While these relationships can prove the effect of technology on FLA, the existing findings are inconsistent (McDonald, 2002). For example, Li, Liu, and Zhang (2020) pointed out that educational technology can relieve university students' FLA and improve their foreign language outcomes. On the contrary, Ching (2018) argued that using technology applications in a classroom can arouse new anxiety in students, which would increase students' FLA from the familiarity with technological applications. Therefore, based on the above relationship between educational technology and FLA sources, this paper aims to explore which factors lead to the inconsistent results through discussion and comparison of the five potential moderators: technology type, FLA type, target language, grade level of subjects and exposure duration of technology in experimental groups. Regarding this goal, the research questions are as follows: (1) Which moderators lead to the inconsistent results on the effect of technology on FLA? (2) How do the moderators predict the effect of educational technology on FLA negatively? (3) How do the moderators predict the effect of educational technology on FLA positively?

2.0 Review of Literature

To answer the above research questions and search for the appropriate literature, a set of keywords were used in the search strategy: keywords related to educational technology ("technology-assisted*," "computer-assisted*," "mobile learning*," "multidurationdia*," "Smart-phone*," "online learning," "distance learning," "web-based software*," "social networking sets*," "artificial intelligence*," OR "virtual reality*" etc.) AND keywords related to FLA ("foreign language anxiety*," "English learning anxiety," "English speaking anxiety," "English reading anxiety," "English writing anxiety," " English listening anxiety," OR "affective various*" etc.), but excluding motivation and any other emotion changing, except anxiety. Subsequently, the keywords were typed into 6 databases, including 5 English language databases and 1 Chinese language database. The English databases are ERIC, Google Scholar, ProQuest Dissertation & Thesis, ResearchGate and SAGE. The Chinese database is CNKI. To avoid missing some papers, two search strategies were used manually. First, a backward search was constructed (Card, 2015) to scan the reference list of all the review papers to find out the other relevant articles. Second, a forward search was used to examine the review publications that cited key articles on the effect of technology on FLA.

Due to the rapid development of modern technologies year after year, it is necessary to settle the start and end date for the review. In this paper, the reviewing date was from 2016 up to 2020. There are 6 inclusion criteria for screening the articles: (1) literature must be published after Jan. 1st, 2016; (2) a study must address the effect of technology on students' foreign language anxiety in the classroom, excluding motivation, engagement, etc.; (3) a study must include an empirical study that uses experimental research or quasi-experimental research; (4) a study must have an experimental group and a control group, or at least one group including pre-test and post-test (pre-test is before using technology, and post-test is after using technology); (5) a study must provide sufficient statistical information for calculating effect size (e.g. sample size, mean, SD, t-value, or p value, etc.); (6) the samples are the normal students. Studies that failed to fulfill any of these inclusion criteria would be excluded both at the abstract and full-text levels. Additionally, there are three authors to discuss and resolve any disagreements

about whether the study should be included or not. Finally, 23 studies met the inclusion criteria, 20 are journals, 3 are theses; 2 are in Chinese and 21 in English from the six databases.

3.0 Results

To answer the research questions, the researchers used Comprehensive Meta-analysis version 2.0 to calculate the effect sizes of five potential moderators (i.e., technology type, FLA type, target language, students' grade level, and exposure duration of educational technology setting) (see Table 1.), and compared them to find the moderators that get significant effect on the topic. The result is that four moderators (i.e., technology type, target language, students' grade level, and exposure duration) have a significant effect. Among them, grade level and exposure duration would negatively moderate educational technology's effect on FLA, and technology type and target language provide a positive moderation.

Table 1. Effect size of each moderator.

Technology type	Number of articles	Percentage	Effect size (d)	p value
CAL	7	30%	0.724	0.029*
ML	16	70%	0.098	
Anxiety type				
SA	7	31%	0.218	0.962
WA	2	8%	0.285	
FLA	14	61%	0.223	
Students' grade level				
L1	6	26%	-0.534	0.013*
L2	17	74%	0.516	
Target language				
English	20	88%	0.213	0.000**
French	1	4%	0.686	
German	1	4%	0.784	
Spanish	1	4%	1.897	
Exposure duration				
T1	13	57%	0.681	0.011*
T2	6	26%	-0.084	
T3	4	17%	-0.438	

Note. Technology type: all the technology apps are classified into three main categories, CAL= computer-assisted learning (Voice boards, Smart Class, multimedia instruction, online learning, and distance learning), ML=mobile learning(social networking sites, artificial intelligence applications in the smart-phone or I-pad, and AR/VR software, etc.). Anxiety type: SA= speaking anxiety, WA= writing anxiety, FLA= foreign language anxiety, (no reading and listening researched was included in this review). Exposure duration: T1=less than one month, T2= from one month to six months, T3= more than six months. Learning level: L1= K12, L2= university.

Table 1 shows there are four moderators: technology type, grade level, target language and exposure duration, which significantly predict the effect of educational technology on FLA ($p < 0.05$). Moreover, the rest of them, anxiety type, $p > 0.05$, have no significant predictor of the effect, which means the diverse anxiety types in different articles do not significantly predict the effect of the topic. Besides, there are two effect directions in these four significant moderators. First, negative effect direction is from the students' grade level and exposure duration (effect size (L1)=-0.534, effect size (T2)=-0.084, and

effect size (T3)=-0.438), which indicated that different subjects' grade level and exposure duration of technology might lead to the negative effect of technology on FLA. Meanwhile, the results of this paper indicated that, when the subjects are at the L1 level, technology can increase their FLA at a middle negative effect level. On the contrary, when subjects are at L2, effect size=0.516, technology would decrease FLA at a middle positive effect level. Likewise, when the experimental treating/exposure duration is at T1 (less than one month), effect size=0.618, it means a middle positive effect level, but when it is at T2 (effect size=-0.084) or T3 (effect size=-0.438), both two effect sizes showed a low negative effect level. Thus, educational technology can reduce university (L2) students' FLA, with the same effect direction as in an experimental duration of less than one month. Nevertheless, for the subjects at L2 and exposure duration (technology) is more than one month, the FLA may increase a little.

Furthermore, both the technology type and the target language have a positive effect. It means that both two moderators significantly predict the effect of educational technology on students' FLA positively. However, the researchers still compared each effect size of these two moderators to determine which technology type or target language got the larger effect size. For the technology type, the effect size of CAL is larger than ML. This larger effect size of CAL is attributed to more teacher assistance than in ML. In the experimental research of CAL, teachers used the technology devices to assist their teaching, but in ML experimental research, the researchers merely gave the students some tasks to finish without any teacher's instruction. Also, another positive moderator is target languages. There are four target languages (English, French, German and Spanish) in the reviewed articles. Compared to the effect sizes, the largest one is Spanish, and the smallest one is English. It implies that educational technology has a larger positive effect size on FLA in the Spanish language class than any other language.

4.0 Discussion and Conclusion

Through reviewing the 23 articles, the current study provides evidence of inconsistent results in the effect of educational technology on students' FLA (McDonald, 2002). 48% studies reported that technology-assisted instruction has a significant positive effect on decreasing FLA, 9% had a significant negative effect on increasing FLA, and 43% had no significant effect on FLA. In order to find the factors that lead to inconsistent results among previous studies, this study calculated and compared the effect size of five potential moderators (technology type, grade level, target language, and exposure duration) are based on the main sources of FLA (Young, 1991; Yan & Horwitz, 2008), and determined the effect direction of each moderator. However, grade level and exposure duration had a negative prediction. In order to find out how these moderators predict the effect of educational technology on FLA (negatively or positively), the current study calculated the effect size of various factors in each moderator and compared these effect sizes. After that, the researchers managed to answer the second and third research questions from four facets. First, the effect size of educational technology on FLA got a negative effect size at the L1 (lower grade level), which means the lower grade level moderates the effect of this topic negatively. As Li (2010) reported, higher grade-level students experienced significantly higher levels of FLA than lower grade-level students. In this sense, technology cannot work on low-grade level students' FLA, which has already been low. Second, at T3 (more than six months), the effect size of exposure duration obtained a negative number. It indicated that if the exposure duration is more than one month, it negatively predicts the topic. A new educational technology style may stimulate students' interests and motivation, which can reduce FLA, but after a while, technology that merely depends on novel design cannot work to reduce students' FLA. Third, the technology type receives a positive prediction on the topic. But the effect size in CAL is larger than in ML.

In this study, the researchers divided technology types into two main categories: CAL and ML. The difference between these two types is not only in the devices but also in the teaching and learning patterns. In CAL, the computer has a supporting function, which helps teachers teach in the class. While in ML, students were asked to finish the fixed tasks without any teachers' instruction. Thus, teachers' assistance plays a crucial role in predicting the effect of the topic. Lastly, the target language positively predicts the topic's effect, but different target languages get different positive effect sizes. Because of the different content of subjects' target languages, Spanish got the largest effect size, and English got the smallest effect size in this paper. This result may be because of the influence of the mother language on

the target language. In this paper, the subjects who learn Spanish, German or French as the target language are most English native speakers, but when the target language is English, the majority of subjects are from Asia. English, German, Spanish, and French belong to the Indo-European group, but many different kinds of Asian languages, like Chinese or Malaysian, are totally different from those four target languages. In other words, the mother language impacts different target languages and provides a different effect size on the effect of technology on FLA. If the mother language is close to the target language, the learners' FLA can be reduced much more than the mother language far away from the target language.

The results of this paper have significant implications for instructors, school managers and designers of educational technology. First, because of the negative effects of too young students' FLA, it is not recommended to use technology to relieve FLA in too young students (grade level negative effect). The students are too young to get a high level of FLA. Through the review, the better time to use technology to reduce FLA is at more than a 7th-grade level. Second, when designing teaching software, software designers should pay more attention to the learning content rather than rely on its novel design (exposure duration negative effect). They could design the technology applications' function much more suitable for the foreign language class process, rather than only providing sample tasks for the students. Third, educational technology cannot replace teachers' instruction (different effect sizes between CAL and ML). Because of the larger positive effect size in CAL comes with more teachers' assistance than in ML which only has the tasks. In order to make educational technology work best for reducing FLA and improving learning outcomes, the teaching methods should be constructed in such a way that matches with different technologies. Although technology can improve students' foreign language skills and reduce FLA, FLA as a personal emotion is dependent on personal strategies to reduce. For example, teachers could focus on students' emotional changes rather than correcting the students' learning mistakes that technology can deal with. Fourth, designers of language educational software should note that educational technology has different effect sizes on the different target languages, based on different mother languages. They could consider the mother language influences of users when they design foreign language learning applications.

In short, this paper provides a review of 23 empirical studies on the effect of technology on students' FLA. The overall results indicated four moderators (technology type, target language, students' grade level and exposure duration of the educational technology setting) to explain the inconsistent results of these 23 empirical studies. Moreover, students' grade level and exposure duration negatively predict the topic, while technology type and target language positively. We hope that our findings will boost the body of knowledge about the influence of technology on students' FLA, particularly research on technology type, target language, students' grade level and exposure duration of the educational technology setting.

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Kepuasan, Pengalaman, Kemahiran Tani dan Hubungannya Terhadap Pemilihan Kerjaya Keusahawanan Tani Dalam Kalangan Pelajar Pertanian

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Abstrak

Kepuasan, pengalaman, dan kemahiran berkaitan keusahawanan tani merupakan faktor penting terhadap pemilihan kerjaya usahawan kepada pelajar politeknik pertanian. Kajian ini memfokuskan kepada kepuasan, pengalaman dan kemahiran pelajar terhadap pemilihan keusahawanan tani sebagai kerjaya. Seramai 60 orang pelajar politeknik terlibat dalam kajian kuantitatif berbentuk tinjauan ini dengan menggunakan set borang soal selidik. Hasil kajian mendapati kepuasan, pengalaman dan kemahiran mempunyai hubungan yang sederhana dengan pemilihan keusahawanan tani sebagai kerjaya. Analisis regresi berganda mendapati kemahiran merupakan faktor utama penyumbang dalam pemilihan kerjaya keusahawanan tani di kalangan pelajar, $F(25.89, 48)$, $p < 0.05$ dengan nilai $r^2 = 33\%$. Dapatan kajian ini memberikan pengetahuan tentang pengaruh kepuasan, pengalaman, dan kemahiran tani dalam pemilihan kerjaya dan peluang menjadi usahawan apabila tamat pengajian. Hasil dapatan kajian ini membolehkan pihak-pihak seperti pihak institusi serta industri yang berasaskan pertanian untuk menambah baik program, merancang strategi dalam menyuntik semangat keusahawanan serta memberi kemahiran tani kepada pelajar pertanian politeknik.

Kata kunci: keusahawanan tani; pengalaman; kepuasan; kemahiran; pemilihan kerjaya

1.0 Pengenalan

Keusahawanan tani merupakan bidang di bawah pertanian yang memberi manfaat kepada masyarakat terutamanya dalam memenuhi permintaan sumber makanan (Ibrahim & Hamzah 2014). Namun begitu, masalah pengangguran dapat dilihat dalam bidang keusahawanan tani yang boleh diceburi oleh pelajar apabila mereka sudah bergraduasi dan dapat mengatasi masalah pengangguran yang berlaku (Jabatan Pertanian 2016). Menurut laporan daripada Kementerian Kewangan Malaysia (2016), masalah pengangguran bukanlah masalah baharu yang berlaku di Malaysia ekoran dengan penambahan graduan lepasan institusi pengajian tinggi. Tambahan pula, masalah pengangguran tersebut meningkat sehingga 4.8 peratus pada tahun 2021 berikutan impak penularan pandemik Covid-19 yang melanda negara (Jabatan Perangkaan Malaysia 2021). Perkara tersebut berlaku kerana pelbagai kegiatan perniagaan dan sektor ekonomi semakin merundum dan menyebabkan pelbagai usahawan yang mengusahakan perkhidmatan dan barangan mengalami kerugian serta tidak mampu untuk menanggung kos operasi yang diperlukan. (Abdul Aziz 2020).

Kegiatan perniagaan, dan sektor perkhidmatan yang tidak beroperasi pada tahap normal telah mengakibatkan kerugian dan tidak boleh meneruskan aktiviti perniagaan seperti membiayai pekerja kos utiliti dan sebagainya. Di antara sektor ekonomi yang terjejas teruk dan menyebabkan penangguran yang tinggi ialah bidang perusahaan kecil dan sederhana (PKS), pertanian, perkhidmatan, pembuatan dan pelancongan. Lantaran itu, situasi tersebut telah membawa impak negatif yang agak kritikal khususnya kepada ekonomi di negara Malaysia dan menyebabkan Keluaran Dalam Negara Kasar (KDNK) terjejas (Abdul Aziz 2020). Tambahan pula, tahap pendidikan graduan dalam tenaga kerja adalah tinggi, dan kebanyakan peluang pekerjaan yang wujud di Malaysia masih berfokus pekerjaan sektor kemahiran rendah dan sederhana serta terdapat pelbagai masalah dari segi keperluan pekerjaan dalam pelbagai sektor Ashraf (2020). Hal ini kerana, perindustrian di Malaysia masih di tahap lama

dan lebih kepada pergantungan pada sumber tenaga yang minimum serta kerja kos yang rendah dan terdapat masalah dari pembangunan dari sektor ekonomi yang berlaku kerana pandemik (Mohd Farique & Mohd Fauzi 2021). Perkara ini menyebabkan kekurangan sumber pekerjaan, kekurangan inovasi, tenaga kerja yang berkemahiran dan berpengetahuan dalam keusahawanan sebagai sumber pendapatan negara (Rasmuna & Norasmah 2014).

Malaysia berdepan dengan pelbagai cabaran dalam menarik minat pelabur pelabur yang berpotensi dalam mewujudkan pelbagai peluang pekerjaan yang menawarkan pendapatan dan memerlukan tenaga kerja tempatan yang berkemahiran tinggi. Perkara ini mewujudkan isu baharu iaitu ketidakserasian antara tahap pengajian, keperluan pekerjaan, dan jenis peluang pekerjaan yang diperlukan. Perkara ini menyebabkan kekurangan permintaan untuk siswazah baharu bagi jawatan tertentu sejak tahun 2012 (Jabatan Perangkaan Malaysia, 2019). Pernyataan berkenaan berkait dengan pelajar yang bakal melanjutkan pengajian di peringkat institusi tinggi, yang menjurus kepada masalah pengangguran. Seterusnya, Kementerian Pengajian Tinggi (2021) telah melancarkan pelan tindakan keusahawanan institusi pengajian pendidikan tinggi 2021-2025 yang berteraskan strategi yang ditetapkan seperti memantapkan ekosistem keusahawanan yang bersinergi dan holistik, memperkasakan jaringan keusahawanan yang berimpak tinggi dan memfokuskan kepada keusahawanan yang berteraskan inovasi dan teknologi. Pelajar yang mempunyai sifat keusahawanan berpotensi untuk membangunkan perniagaan sendiri berbekalkan ilmu dan pengalaman pembelajaran untuk membina kerjaya dan dapat menjana ekonomi (Storen, 2014). Sektor pertanian di negara Malaysia merupakan salah satu industri yang boleh diusahakan bagi berdepan masalah kekurangan permintaan sumber makanan dan pengangguran (Jabatan Pertanian, 2016).

Keusahawanan tani merujuk kepada proses berlakunya kegiatan seseorang usahawan dalam bidang pertanian. Menurut Jabatan Pertanian (2016) dalam prioriti dan strategi hala tuju kementerian industri asas tani, keusahawanan tani penting untuk mengubah negara ini daripada sebuah negara perindustrian kepada sebuah negara yang memfokuskan pertanian dengan menjalankan projek berasaskan pertanian serta dapat mengurangkan kadar import makanan. Aktiviti berdasarkan pertanian adalah seperti bercucuk tanam, menternak, perniagaan, perkhidmatan, dan pengeluaran. Gorgievski dan Stephan (2016) mendapati bahawa seseorang itu boleh menjana pulangan yang lebih lumayan dan bukan sekadar untuk menampung keperluan sara diri sahaja. Menurut Tankersley (2017), keusahawanan tani merupakan pengeluar atau pengusaha produk pertanian seperti penanaman, penternakan, pembiakan akuakultur, dan perniagaan runcit atau borong. Perkara ini dirujuk kepada seseorang yang melibatkan diri dalam mengusahakan pengeluaran dan menjualnya kepada pasaran. Terdapat perkara yang mendorong kepada keusahawanan tani, antaranya adalah suasana, dan pengaruh dalaman diri seseorang individu (Bandura, 1986). Gorgievski dan Stephan (2016) menyatakan terdapat faktor yang mendorong kepada keusahawanan tani seperti permintaan, pasaran, dasar pertanian negara, teknologi dan sumber manusia.

2.0 Penyataan Masalah

Pelbagai kajian mengenai minat dan pemilihan keusahawanan sebagai kerjaya telah dijalankan, namun kajian berkaitan, banyak memfokuskan kepada pelajar institusi pengajian tinggi, pensyarah, dan graduan institusi pengajian tinggi (Chen et al., 2016). Masalah yang sering berlaku adalah tenaga kerja yang diperlukan pada sektor ekonomi Malaysia masih lagi memfokuskan sektor berkemahiran sederhana dan rendah (Jabatan Perangkaan Negara, 2019). Kajian terperinci mengenai kepuasan, kemahiran dan pengalaman dikalangan pelajar yang berfokus kepada keusahawanan tani amatlah terhad. Oleh itu, kajian ini telah dijalankan dalam kalangan pelajar tahun akhir program Diploma Landskap dan Hortikultur Politeknik Nilai.

3.0 Objektif Kajian

- 1) Menenalpasti kepuasan, pengalaman, kemahiran pelajar dan pemilihan kerjaya keusahawanan tani pelajar tahun akhir program Diploma Landskap dan Hortikultur Politeknik

- 2) Mengenalpasti hubungan antara kepuasan, pengalaman, kemahiran pelajar terhadap pemilihan Keusahawanan tani sebagai kerjaya dikalangan pelajar tahun akhir program Diploma Landskap dan Hortikultur di Politeknik
- 3) Mengenalpasti pembolehubah yang mendorong kepada pemilihan keusahawanan tani sebagai kerjaya dikalangan pelajar tahun akhir program Diploma Landskap dan Hortikultur di Politeknik

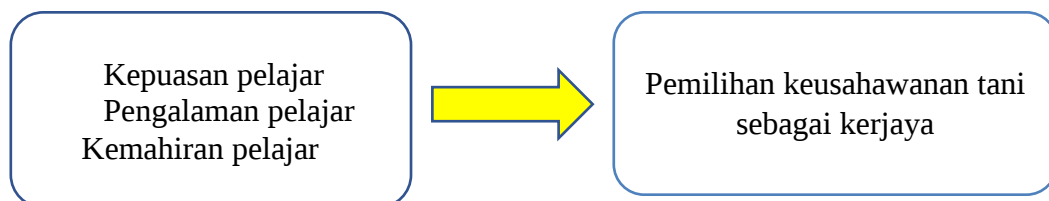
4.0 Kepentingan Kajian

Menurut pengisian program Diploma Landskap dan Hortikultur, terdapatnya elemen elemen kemahiran, aspek teknikal, dan pengetahuan mengenai bidang tersebut. Oleh itu, pentingnya untuk mengenalpasti kepuasan, pengalaman dan kemahiran pelajar tahun akhir yang telah mempelajari sebahagian besar kursus yang terdapat dalam program pengajian (Noorkartina et al., 2015). Kajian ini memfokuskan kepada faktor kepuasan, pengalaman dan kemahiran terhadap pemilihan keusahawanan tani sebagai kerjaya selepas tamat pengajian. Hasil kajian ini boleh memberikan sumber maklumat untuk meningkatkan pengetahuan dan memberi idea kepada pendidik dalam merancang pengalaman pembelajaran berdasarkan objektif dan saranan pihak kementerian pengajian tinggi, kepada pelajar dalam melibatkan diri dalam keusahawanan.

Kajian ini boleh meluaskan pengetahuan yang khusus kepada bidang pertanian iaitu landskap dan hortikultur kepada agensi-agensi pertanian seperti Jabatan Pertanian, MARDI, FAMA, dan sebagainya boleh menyalurkan maklumat dengan lebih terperinci mengenai peluang, kursus, pinjaman, geran, khidmat konsultasi dan sebagainya bagi menggalakkan kegiatan keusahawanan tani kepada pelajar yang bakal bergraduat.

5.0 Kerangka Kajian

Kajian ini merangkumi Bahagian A, iaitu kepuasan pelajar, pengalaman pelajar, dan kemahiran pelajar. Manakala, pada bahagian B adalah pemilihan keusahawanan tani sebagai kerjaya.



Rajah 1. Kerangka Kajian.

6.0 Metodologi Kajian

Instrumen yang telah digunakan untuk menjawab persoalan kajian ini adalah instrumen kompetensi keusahawanan yang diadaptasi daripada kajian lepas iaitu *The role of learning orientation and passion for work in the formation of entrepreneurial intention* (Clerq et al., 2013).. Instrumen tersebut telah diolah dan disesuaikan dengan objektif kajian ini. Kajian ini merupakan kaedah kuantitatif menggunakan set borang soal selidik. Setiap bahagian borang soal selidik ini, mengandungi beberapa soalan yang melibatkan kenyataan positif dan jawapan bagi soalan ini adalah berpandukan skala likert dan terdapat lima bahagian seperti yang dinyatakan dalam Jadual 1.

Jadual 1. Bahagian dalam set borang soal selidik.

Bahagian	Bahagian	Jumlah Soalan
A	Demografi	5
B	Kepuasan dalam keusahawanan tani	14
C	Pengalaman terhadap keusahawanan tani	11
D	Kemahiran dalam keusahawanan tani	13
E	Pemilihan kerjaya keusahawanan tani	10

7.0 Dapatan Kajian

Hasil kutipan data dari responden, menunjukkan terdapat adanya kepuasan terhadap keusahawanan tani dalam kalangan pelajar tahun akhir program Diploma Landskap dan Hortikultur. Dapatan ini menunjukkan nilai skor min berada di antara 3.82 - 4.10. Nilai min keinginan adalah 3.92 dan sisihan piawai adalah .71. Perkara ini menunjukkan pelajar tahun akhir program Diploma Landskap dan Hortikultur Politeknik Nilai mempunyai kepuasan dalam aktiviti keusahawanan tani. Pembolehubah seterusnya iaitu pengalaman, hasil kajian ini menunjukkan terdapat adanya pengalaman terhadap keusahawanan tani dalam kalangan pelajar tahun akhir program Diploma Landskap dan Hortikultur. Hasil kutipan data ini menunjukkan skor min di antara 2.96 – 3.74. Skor min bagi pembolehubah adalah 3.54 dan sisihan piawai .83. Perkara ini menunjukkan pelajar tahun akhir program Diploma Landskap dan Hortikultur Politeknik Nilai mempunyai pengalaman dalam aktiviti keusahawanan tani.

Maklumat yang diperoleh daripada kutipan data dari responden, menunjukkan juga terdapatnya kemahiran terhadap keusahawanan tani dalam kalangan pelajar. Nilai min bagi kemahiran dalam keusahawanan, adalah di antara 3.74-3.90. Oleh itu, purata min keseluruhan kemahiran adalah 3.78 dan sisihan piawai adalah .63. Perkara ini menunjukkan pelajar tahun akhir program Diploma Landskap dan Hortikultur Politeknik Nilai mempunyai kemahiran dalam aktiviti keusahawanan tani. Data yang diperoleh, menjelaskan terdapatnya adanya pemilihan kerjaya keusahawanan tani oleh pelajar tahun akhir program Diploma Landskap Hortikultur. Secara keseluruhan, pemilihan kerjaya keusahawanan tani, memberikan nilai skor min berada di antara 3.860 – 4.040. Min pemilihan keusahawanan tani sebagai kerjaya adalah 3.902, dan sisihan piawai adalah .70. Perkara ini menerangkan analisis data bagi pembolehubah pelajar tahun akhir program Diploma Landskap Hortikultur Politeknik Nilai mempunyai nilai seperti kepuasan, pengalaman dan kemahiran dalam aktiviti keusahawanan tani.

Seterusnya terdapat analisis inferensi dalam kajian ini, iaitu hubungan di antara pembolehubah seperti kepuasan, pengalaman, kemahiran terhadap pemilihan keusahawanan tani sebagai kerjaya. Hasil analisis, terdapat hubungan signifikan yang sederhana positif diantara pembolehubah kepuasan, pengalaman, kemahiran terhadap pemilihan keusahawanan tani sebagai kerjaya apabila tamat pengajian kelak.

Jadual 2. Hubungan antara pembolehubah.

Pembolehubah	Nilai r	Signifikan (p)	Kekuatan Hubungan
Kepuasan	.49	.000	Sederhana
Pengalaman	.50	.000	Sederhana
Kemahiran	.58	.000	Sederhana

p = 0.01 aras signifikan

Analisis regresi linear berganda juga dilakukan untuk melihat faktor utama menyumbang kepada pemilihan kerjaya keusahawanan tani pelajar. Dapatan kajian menunjukkan model regresi linear berganda adalah signifikan $F(25.89,48)$, $p < 0.05$. Kemahiran merupakan pembolehubah yang menyumbang secara signifikan kepada pemilihan kerjaya keusahawanan pelajar dengan nilai $p < 0.05$. Model yang merangkumi pembolehubah kepuasan, pengalaman dan kemahiran responden ini menyumbang kepada pemilihan kerjaya iaitu 33% bagi nilai r^2

Jadual 3. Analisis regresi.

Pembolehubah	Pekali Tak Terpiawai		Pekali Terpiawai	
	<i>B</i>	<i>SEB</i>	<i>t</i>	<i>p</i>
Pemalar	1.540		3.232	0.02
Kemahiran	0.633	0.124	5.089	0.00
R ² = 0.33				
F(25.89,48), p < 0.05				

8.0 Kesimpulan

Kajian ini mendedahkan bahawa faktor kemahiran merupakan penyumbang kepada pemilihan kerjaya keusahawanan pelajar. Namun begitu, kajian ini menunjukkan terdapat hubungan yang sederhana diantara pembolehubah seperti kepuasan, pengalaman dan kemahiran terhadap pemilihan keusahawanan tani sebagai kerjaya. Pelajar yang bakal menamatkan pengajian memerlukan nilai tambah yang berguna untuk memastikan kekurangan masalah pengangguran yang kian meningkat dan dapat mewujudkan industri baharu yang menyumbang kepada pengeluaran serta peluang pekerjaan kepada masyarakat (Ajzen, 1991). Menurut pandangan dari Hisrich et al. (2012) mendapati bahawa, kepuasan dalam pekerjaan menjadi punca pendorong kepada seseorang individu untuk menjadi seseorang dalam perancangan sesuatu aktiviti dengan baik dan ianya berpotensi untuk seseorang itu berjaya akan bidang yang diceburi. Namun begitu menurut mereka, kepuasan yang tinggi terhadap kerjaya keusahawanan, merupakan perkara yang mempengaruhi dalam pemilihan keusahawanan sebagai kerjaya dari memilih pekerjaan yang menawarkan gaji. Dalam konteks kajian ini, kepuasan terhadap keusahawanan merupakan perkara yang penting dalam memotivasikan seseorang pelajar memilih keusahawanan tani sebagai kerjaya..

Seterusnya, adalah pengalaman dalam keusahawanan tani dalam kalangan pelajar. Pengalaman adalah perkara yang penting kepada setiap individu yang membuat keputusan terhadap perkara ingin dilakukan (Bandura, 1986). Pengalaman terhadap sesuatu bidang akan membuatkan seseorang itu memilih bidang tersebut kerana mereka mempunyai keyakinan dan boleh menjadikan ia sebagai pengajaran dari pengalaman (Chen et al., 2016). Pengalaman dalam diri pelajar akan menjadi pengajaran rujukan terhadap membuat keputusan pada masa akan datang (Ajzen, 1987). Terdapat juga kajian daripada Noorkartina et al. (2015) yang mendapati bahawa pelajar yang mempunyai pengalaman terhadap aktiviti keusahawanan akan mempengaruhi penglihatannya dalam bidang tersebut. Dapatan kajian tersebut berbeza dari kajian ini kerana responden yang terlibat dalam kajian tersebut telah menjalani kursus keusahawanan di institut pendidikan mereka

Namun begitu terdapat dapatan yang bertentangan dari kajian ini iaitu kajian dari Storen (2014) yang mengatakan pelajar yang mempunyai kemahiran yang tinggi mempunyai hubungan yang lemah dan kemahiran bukan faktor penyumbang kepada pemilihan kerjaya keusahawanan sebagai kerjaya. Perkara ini adalah disebabkan keperluan buruh yang tinggi di negara Norway. Seterusnya dapatan daripada Syed (2013) pelajar yang mempunyai kemahiran dalam sesuatu bidang akan cenderung kepada untuk merancang dalam menjalankan aktiviti keusahawanan. Dalam konteks kajian ini, pelajar tahun akhir telah hampir melengkapkan semua amali amali berkaitan dalam pertanian justeru itu kemahiran tersebut akan mempengaruhi tindakan pelajar dalam memilih keusahawanan tani sebagai kerjaya apabila tamat pengajian akan datang.

Nilai tambahan di dalam diri pelajar seperti kepuasan, pengalaman, dan kemahiran, amat mendorong seseorang pelajar dalam membuat keputusan dalam sesuatu perkara kerana mempunyai keyakinan dalam diri (Bandura, 1986). Nilai tambah dalam diri pelajar seperti pengalaman, dan kemahiran perlu dipupuk ketika pengajian oleh tenaga pengajar supaya nilai tersebut dapat disemai dikalangan pelajar (Zekeri & Baba, 2014.) Sehubungan dengan itu, pihak institusi pengajian juga boleh bekerjasama dengan agensi agensi yang berkaitan dengan keusahawanan tani seperti Jabatan Pertanian, FAMA, RISDA dan sebagainya bagi membuka mata pelajar akan peluang yang boleh dicapai

seperti latihan, program, projek dan sebagainya apabila tamat pengajian kelak.

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The Relationship between Transformational Leadership and Safety Management in Elementary Schools in Pahang.

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Abstract

Increasing numbers of accidents and incidents have urged researchers to study and find ways to improve safety in management at school especially in elementary schools. The purpose of this study was to determine the relationship between transformational leadership and safety management at elementary school. A stratified random sampling was used to collect data from teachers at 66 selected schools in Pahang. The data was analysed using descriptive analysis (frequency, percentage, mean and standard deviation) and inferential analysis (Pearson Moment Correlation Coefficient) using Statistical Package for the Social Science (SPSS) version 21. Findings of this study revealed that the level of transformational leadership is high while safety management is at moderate level. The finding of this study also revealed that the relationship between transformational leadership and safety management is positive, significant and the strength of correlation is high with $r = .57$.

Keywords: transformational leadership; elementary schools; safety management; Malaysia

1.0 Introduction

The National Education Philosophy of Malaysia emphasizes the holistic and integrated development of students in aspects of emotional, intellectual, physical and spiritual (MoE, 2013). Furthermore, in order to enhance safety in elementary school, the Ministry of Education also has provided guidelines and policies in the written form of circular as a guidelines to school administrators on the rules and regulation of safety. Malaysia has recently witnessed increasing numbers of accidents and incidents due to breach of safety management in school (Ssekamanya et.al. 2016). Even UNICEF Malaysia has reported that 16% of kids drop out from school due to criminal activities such as gambling, bullying and social problems (UNICEF, 2014). Safe learning surroundings also enhance students' performance and make students feel safe to learn and develop themselves (Reeves, Kanan and Plog, 2010). According to Reeves, Kanan and Plog (2010), safe schools can be categorized based on balance between physical and psychological safety in order to create and maintain a safe environment. In current development in the scope of safety management it has heightened the requirement of effective leadership in many organizations (Wu et al., 2009). According to Jones (2006) leaders with transformational leadership are usually able to create a safe environment for their employees so that they can perform better. Usually, employees will be able to take risks since their leaders are more concerned about their safety while completing their task (Pachernwaat et al., 2013).

1.1 Transformational Leadership in School Settings

Transformational leaders will empower their teachers, and this will contribute to improvement in duty of care and to the reduction of risk and negligence (Stein & Nelson, 2004). Transformational leaders will develop their followers to satisfy higher-order needs of an organization because for them their organization success is more important than anything (Bass, 2008). This actually can lead to a successful organization, especially schools where new leaders are developed. An effective school is a product of an effective leader (Perry, 2007). Sergiovanni (1991) challenged the existence of an effective school without an effective leader.

Transformational leaders will have greater capacity to respond to opportunities, to dare and to grow a safer school (Jones, 2006). Bass and Riggio (2006) who note that transformational leaders inspire their followers to become committed to "a shared vision and goals" of their own organizations and work towards challenges. Usually their followers will be innovative in solving problems that arise in an

organization such as schools. They also will be able to practice safety management in a school effectively and efficiently because they are well trained by a transformational leader (Prater & Busch, 2009). In addition, transformational leaders also will develop leadership qualities among their subordinates through coaching and mentoring while at the same time providing them with challenging tasks and the support needed. Transformational leaders will communicate effectively with their followers and foster effective communication in school. Effective communication is one of the necessary elements to implement safety management in school (Ngang, 2011). Without effective communication, safety management cannot take place in a school.

1.2 Problem Statement

Studies on safety management in schools are one of the important aspects that is taking place in the education sector and has been conducted in many countries, especially in Australia and the United Kingdom (Rosemary, 2013). Teaching and learning cannot occur in a hazardous environment (Ssekamanya et.al, 2016). Due to that, it becomes the school administrator's responsibility to ensure school as a safe environment for the learning process to take place.

In recent years, the mass media were covering issues related to school safety. Statistics showed that the number of bullying cases increased from year to year from 3,011 cases in 2015 to 3,488 cases in 2016. Even 1,056 cases have reported to place within 6 months' time (January – June 2017). In relation to this issue, Tan Sri Lee Lam Thye, the National Institute of Occupational Safety and Health (NIOSH) has urged the Education Ministry to appoint Safety Officers in schools throughout the country for better management of safety and health among students in schools (Mohamed, B., July 2017). In line with it, Deputy Ministry of Education at that time Datuk Seri Kamalanathan made an announcement that a lack of knowledge on safety among school administrators could cause accidents to take place in school (Zazali, Nov.2017). NIOSH chairman, Tan Sri Lee Lam Thye emphasised that safe schools are not limited to discipline or gangsterism but includes safety aspects of building structures, equipment used, and facilities found in school. He has pointed out that numerous accidents at old schools have taken the lives of many students (Suzanna, P & Audrey, V.2016) Therefore, schools need to understand and adhere to Occupational Safety and Health Act of 1994 (Shamsiah et.al., 2005).

Schools are supposed to be places where students acquire knowledge and feel safe because they are surrounded by well-known communities (Ssekamanya et.al., 2016). It is vital for teachers to create a safe and decent environment in the classroom (Tefyur, 2015). But unfortunately, this can only be achieved when safety management is being practiced effectively in a school.

The Ministry of Education has emphasised that necessary safety measures need to be put in place for each activity to address parent concern over their child's safety (MoE, 2012). The Ministry of Education emphasised the importance of complying with safety instructions with teachers and school administrators. Furthermore, from 10,000 schools that were audited under the 3 "K" program, 600 schools were found to be unsafe for students. It needs immediate attention from the Ministry of Education. Our Minister has emphasized that safety management should be practiced at school to ensure student rights are being taken care of (MoE, 2012).

Transformational leadership skills that's been practiced by most of the headmasters can spur teachers to change their disposition and qualities towards school vision and mission. Furthermore, when a leader practices transformational leadership, it will move an organization to a clear vision, mission, and goals of the organization (Amin, Shah & Tatlah, 2013).

1.3 Research Questions

1. What is the level of transformational leadership in elementary schools in Pahang, Malaysia?
2. What is the level of safety management in elementary schools in Pahang, Malaysia?
3. Is there a significant relationship between transformational leadership and safety management in elementary schools in Pahang, Malaysia?

2.0 Literature Review

According to Perry (2007), transformational leaders are able to build a positive culture in school and are able to implement safety management practice effectively as well. Researchers confirmed that transformational leadership has a positive impact on safety management practices in school and at the same developing positive culture in school (Hong and Eamon, 2012; Perry, 2007).

According to James (2015), the organization tries to understand and manage safety holistically. First their leader will try to understand how risks affect their entire organization. Based on their understanding, leaders will try to plan safety management practices for their organization. Safety is commonly understood and assessed as it relates to an organizational objective. So, the leader of the organization will plan a safety management plan according to their needs. The whole organization will try to manage a safety management plan which has been planned by their leader. Organizations regularly track and monitor the risks they face. Usually, organizations will desire to do more than conduct a periodic safety assessment. An organization's leadership must be aware of its risks. Corrective action will be taken if the leader finds out there is an error or when they fail to manage safety that arises (James, 2015).

3.0 Methodology

The target population of this study were teachers in elementary schools in Pahang (Kuantan, Jerantut, Raub, Kuala Lipis, Cameron Highlands, Temerloh, Bera, Maran, Rompin, Bentong and Pekan). According to the Cochran formula, the sample size of 374 is enough for the data analysis. 538 schools in Pahang were divided into 11 strata and each strata were divided into two subgroups of rural and urban. Two schools were chosen from each district. Therefore, the total number of schools that were chosen as sample was 66 in 11 districts of Pahang. Next step, numbers of teachers was selected through stratified random sampling. According to the result, six teachers were chosen in each school. At the end of the data collection process, the researcher is able to get back sufficient questionnaires for the study.

Two instruments were used to collect data in this research. Multifactor Leadership Questionnaire (MLQ 5x) which developed by Bass & Avolio (1985) was used to collect data for transformational leadership meanwhile Organizational Practices Questionnaire (2007) which was developed by Diaz Cabrera et.al., (2007) was used to collect safety management data. This questionnaire consists of 64 items measuring four dimensions of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individual consideration) and nine dimensions of safety management (motivation patterns, usage of accidents information, safety promotion behaviour I, safety promotion behaviour II, upward communication, downward communication, training program, leadership style and school values). A Five Likert scale was used with the responses ranging from 1 = strongly disagree to 5 = strongly agree. Four Professors have checked the instruments validity. Furthermore, a pilot study has been conducted before data collection has been done. The Cronbach's Alpha value for transformational leadership is 0.90 meanwhile for safety management is 0.96. This showed that the questionnaires have high reliability and validity.

To analyse the data, both descriptive analysis (frequency, percentage, mean, standard deviation and level) and inferential analysis (Pearson Moment Correlation Coefficient) were used to answer the research questions. For the first and second research question, data has been categorized based on three levels of low, moderate and high. Based on 5 Likert scales of questionnaires have been used in this study. The highest possible mean score is five and the lowest possible mean score is one. So the subtraction is four. In order to calculate the range, four is divided by three (low, moderate and high) the result is 1.33. Therefore, the lowest is one while the highest for low level is 2.33. The moderate level is 2.34 to 3.66 while the high level is 3.67 to 5.

4.0 Research Findings

4.1 Demographic of Respondents

The demographic data show that there are 374 teachers as participants in this study. The majority of the respondents, 348 (93%) were female while only 26 (7%) were male. The demographic data shows that the majority of respondents 339 (91%) have teaching experience more than three years. In terms of educational level, the result showed that the majority of respondents had bachelor's degree ($n=324$, 87%) while ($n=50$, 13%) respondents are postgraduate either master or PhD holders.

Table 3.5. Number of Elementary Schools Teachers Sample in 11 Districts of Pahang.

District	Urban		Rural		Total
	Sch. 1	Sch. 2	Sch.1	Sch. 2	
1. Kuantan	9	9	9	9	36
2. Pekan	9	9	9	9	36
3. Maran	9	9	9	9	36
4. Rompin	9	9	9	9	36
5. Temerloh	9	9	9	9	36
6. Jerantut	9	9	9	9	36
7. Bentong	9	9	9	9	36
8. Raub	9	9	9	9	36
9. Kuala Lipis	9	9	9	9	36
10. Cameron Highlands	9	9	9	9	36
11. Bera	9	9	9	9	36
Total Schools	99	99	99	99	396

4.2 Levels of Transformational Leadership

Findings in Table 2 indicate the teachers' perception on transformational leadership dimensions. Transformational leadership consists of four dimensions: idealized influence, intellectual stimulation, inspirational motivation and individual consideration. Idealized influence is divided into two components: behaviour and attribute. According to teachers' perceptions, all of the dimensions are rated at a high level. The result indicated that the transformational leadership dimension which obtains the highest score is inspirational motivation ($M = 4.05$, $SD = 0.72$). This is followed by the level of idealized influence (behaviour), ($M = 3.90$, $SD = 0.89$), individualized consideration ($M = 3.90$, $SD = 0.85$) and intellectual stimulation ($M = 3.90$, $SD = 0.68$) at second place. The last dimension with high score is idealized influence (attribute), ($M = 3.84$, $SD = 0.90$). Overall, the score for transformational leadership is at a high level ($M = 3.84$, $SD = 0.90$). This shows that headmasters display the high level of transformational leadership in their schools.

Table 2. Levels Transformational Leadership.

Transformational leadership					
No.	Dimension	Mean	SD	Level	Rank
1.	Idealized influence (attribute)	3.84	0.90	High	3
2.	Idealized influence (behavior)	3.90	0.89	High	2
3.	Intellectual stimulation	3.90	0.68	High	2
4.	Inspirational motivation	4.05	0.72	High	1
5.	Individualized consideration	3.90	0.85	High	2
Overall		3.93	0.82	High	

Note: Low ($1 < M \leq 2.33$), Moderate ($2.34 < M \leq 3.66$), High ($3.67 < M \leq 5$), $N = 374$

4.3 Levels of Safety Management

Findings in Table 2 indicate the teachers' perceptions on overall safety management in their schools. Safety management consists of eight dimensions including upward communication, school values, usage of accidents information, safety behaviour promotion I, leadership styles, training program, motivation patterns and downward communication. The dimension that shows the highest level is school values ($M = 3.89$, $SD = 0.80$). This is followed by motivation patterns at second place ($M = 3.80$, $SD = 0.74$). The dimension at third place with high level of practice is downward communication ($M = 3.74$, $SD = 0.71$). The next dimension with moderate score is leadership style ($M = 3.63$, $SD = 0.84$). The other item that scored moderate level is upward communication ($M = 3.45$, $SD = 0.77$). This followed by usage of accident information at sixth place ($M = 3.43$, $SD = 0.79$). Next, the dimension with moderate level and in seventh place is the training program ($M = 3.35$, $SD = 0.80$). Lastly, the dimension with moderate score is safety behaviour promotion I ($M = 2.86$, $SD = 0.99$).

4.4 Relationship between Transformational Leadership and Safety management

The results of Pearson Product-Moment Correlation test as shown in Table 4 indicated that there is a high, positive, and significant relationship between overall transformational leadership and safety management. Individualized consideration dimension has a significant, positive and high correlation coefficient ($r = .60$, $p = .000$). Meanwhile the other four dimensions have moderate, positive and significant relationships with safety management. They are idealized influence (attributes) ($r = .48$, $p = .00$), followed by inspirational motivation ($r = .47$, $p = .00$), idealized influence (behaviour) ($r = .46$, $p = .00$) and intellectual stimulation ($r = .38$, $p = .00$). The overall result revealed that there was a significant positive and high relationship between overall transformational leadership and overall safety management with correlation coefficients (r) of (0.57) which was significant at the .00 level. This results means transformational leadership practice has a significant association with safety management, where an increase in transformational leadership is also associated with an increase in safety management.

Table 4. Correlation of Transformational Leadership Dimensions and Overall Safety Management.

Variable	r	P	Level
Safety Management			
Intellectual Stimulation	.38	.00	Medium
Idealized Influence (Attributes)	.48	.00	Medium
Idealized Influence (Behaviour)	.46	.00	Medium
Inspirational Motivation	.47	.00	Medium
Individualized Consideration	.60	.00	High
Overall	.57	.00	High

**** Note**** Correlation is significant at the 0.01 level (2 tailed), Y = dependent variable level
(Source: Cohen, 1998)

5.0 Discussion and Conclusion

The result of the study illustrated that all primary school teachers in 11 districts in Pahang had a high-level transformational leadership perception in their schools. This showed that the school has a positive attitude towards the importance of transformational leadership dimensions. According to the results, the dimension of which obtains the highest score among other transformational leadership dimensions is inspirational motivation and idealized influence was lower compared to other dimensions. The current research finding is consistent with research by Larry (2018) which illustrated that inspirational motivation had a high level in the United States.

The finding explains to us that the influence of transformational leadership is significant in promoting a safer place for students and workplace for teachers. The significant relationship has therefore assisted our understanding of the importance of transformational leadership to the intention of attaining safety goals in elementary schools. It is possible to explain the current findings that the traits entrenched in transformational leadership have increased headmasters' safety awareness at school. We can conclude that leaders with this type of leadership are committed to drawing attention to safe working environments such as schools. This research finding also enhances our understanding that the headmaster's willingness in trusting their teachers' potential is merely associated with zero achievement at their school. This finding is in line with Pillai and William (2004) and Larry (2018), who have discovered that transformational leadership is associated with the employees' performance and ability to attain safety goals at their workplace.

The conclusion of this research showed that safety management does not rely on technical but more on human action. It must be associated with human management and involves transformational leadership. Transformational leadership must be shaped to match the overall teacher's personal interest in order to improve safety at school.

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Satisfaction and Facilitators Factors of Arduino Drone Module in Design and Technology Subject Among TVET Pre-Service Teachers

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Abstract

Design and Technology (RBT) subject has been introduced in primary and secondary school curriculum to provide knowledge, skills, values, aesthetics, and technology in the design world. However, the subject is still new and its content is too theory-oriented that leads to a lack of practical applications among teachers and students to understand the subject. This study aims to design, develop and evaluate the effectiveness of the Arduino Drone Module among Technical and Vocational Education and Training (TVET) pre-service teachers to improve their knowledge and skills in the design and technology of current applications. The researchers utilized a Design and Developmental Research (DDR) with stratified random sampling to 181 TVET pre-service teachers from Universiti Putra Malaysia and Universiti Pendidikan Sultan Idris. The data were collected and analyzed using the IBM SPSS Statistics software to observe pre-service teacher satisfaction. Also, the researchers used thematic analysis to study the respondents' satisfaction feedback on the module. The findings demonstrated the respondents were highly satisfied with the module the researchers have developed in delivering the content knowledge, teaching and learning, support, and assessment of RBT. The content arrangement is among the praised aspect of the module that assists TVET pre-service teachers in using the module. The content and online version of the module are among the factors facilitating design and technology learning.

Keywords: Arduino Drone Module, Design and Technology, facilitator, satisfaction, TVET pre-service teacher.

1.0 Introduction

Today, the world has recognized the need for integrating Science, Technology, Engineering, and Mathematics (STEM) in education. By incorporating those subjects in formulating a solution to solving problems, students can better learn knowledge, gain skills, and then implement them in real-life settings. Under the Ministry of Education Malaysia (MOE), formal education aims to produce a knowledgeable generation capable of critical and creative thinking. Therefore, the Design and Technology (RBT) subject for primary and secondary schools was introduced starting in 2014. RBT is an elective subject for the secondary school curriculum that focuses on the design of technology-based products. This subject aims to provide the knowledge, skills, values, aesthetics, and technology to assist students in facing the design world.

Drone-based learning promotes skills in Design and Technology (RBT) subject. Drones in the classroom will allow students to make their classes more relevant and engaging (Cenejac, 2017). Numerous educational experts have highlighted their benefits, who have made the use of drones as a part of their curriculum. Lopez (2016) mentioned drones are a new and crucial step in bringing technology into the classroom. Teachers can now use these straightforward and inexpensive instruments to teach youngsters verbal skills, languages, and even math using similar devices. Drones, according to Cenejac, could assist children in improving their orientation skills, motor abilities, and even gaining a better grasp of how the world works. Drone-based learning can be utilized in the classroom to get students interested in coding and remote sensing. Drones are possibly the best solution available to schools for breaking through in STEM curriculum. Drones are now giving schools a hands-on tool to help kids retain knowledge, particularly in STEM fields. Through trial and error, students learn how to build and learn. By welcoming drones into the classroom, teachers have a new way of making learning more fun and interactive for students. It also provides them with the opportunity to learn about technology that they

may wish to have for their future career. It also emphasizes computational thinking, which is a critical ability for future workers in the twenty-first century. Students can see linkages between teachings and practical applications through hands-on exercises and real-world experiences.

2.0 Transformation of Design and Technology Subject (RBT) in the Technical and Vocational Education and Training (TVET) Field

The current generation's technological revolution marks the start of the globalization age. The nations of the world are collaborating to get their countries closer to forming a solid-state. Malaysia has also gone through a lot of changes over the years. As a result, multiple channels should be used to implement its growth according to its mold. By utilizing Technical and Vocational Education and Training (TVET) programs, the government is transitioning towards industry-led initiatives to generate qualified workforce to meet the changes. This strategy demonstrates the importance of the educational system. It is important for the economic, political, social, and technical forces.

All subjects in school have adapted critical and creative thinking skills. Design and Technology (RBT) is one of them, intending to form and develop competencies in design and technology, as well as business and entrepreneurship. These fundamental abilities enable pupils to be self-sufficient and productive in their daily lives. Students will transform due to their skill acquisition, in line with the government's goal of producing world-class human capital in the twenty-first century (Ismail, 2012). Kimbell and Perry (2001) noted that Design and Technology is about "creating change in the made world; about understanding change processes and becoming capable in the practice of change-making" (p. 3). An explanatory leaflet issued by the Design and Technology Association (DATA) (1997) stated that Design and technology education helps young people prepare to live and work in a technological environment. Children get the technical knowledge, design approaches, and fabrication abilities required to create practical solutions to real-world challenges. Nonetheless, the Malaysia Higher Education Blueprint emphasized that a high level of Technical and Vocational Education and Training (TVET) graduates is needed to meet the future outlook. Without a doubt, these pupils' early preparation and exposure to the TVET career route are vibrant. To achieve this goal, RBT teachers must be committed to physically, emotionally, spiritually, and intellectually preparing pupils.

Justo and Gertz (2013) characterized Arduino as a single-board computer purposefully built for people who are not specialists in electronics, engineering, or programming. It is pricey, but it is also cross-platform (the Arduino software runs on Windows, Mac OS, and Linux) and easily programmable. Both the hardware and software for Arduino are open source and expandable. Arduino's power and simplicity are used by programmers, designers, do-it-yourselfers, and artists worldwide to build a broad range of creative gadgets, including interactive sensors, artwork, and toys.

2.1 Learning Satisfaction to Increase Knowledge and Skills

According to Sampson et al. (2010), students' happiness and results are useful markers for measuring the quality and efficacy of online programs. Institutions are interested in knowing whether their students are happy with their learning experience in general (Kember & Ginn, 2012). Student happiness was positively connected to student performance and achievement, according to Aung and Ye (2016). Student satisfaction and learning experience quality were also influenced by students' capacity to apply information and accomplish the desired learning objectives (Mihanovi et al., 2016). From a personal perspective and experience, student perception is defined as how the students see and look at a situation. Students who have a good opinion of the course are more likely to be happy with it (Lee, 2010). As a result, it is critical to understand how students think about the module and, more importantly, what impact it has on their academic experiences. A bad feeling is an emotion that students may have as a result of their educational experience. It might manifest as nervousness, discomfort, demotivation, apprehension, or a lack of preparedness to utilize technology (Yunus et al., 2016).

3.0 Methodology

This study employed a Design and Development Research (DDR) technique to create a product in a performance assessment instrument. The researchers used Reiser and Mollenda's (1990) ADDIE Model (Analyze, Design, Build, Implement, and Evaluate) as a guide to design and develop the Arduino Drone module. The ADDIE approach is tailored to the creation of evaluation instruments (Figure 1). Through the design and development of a module that takes a project from conception to completion.

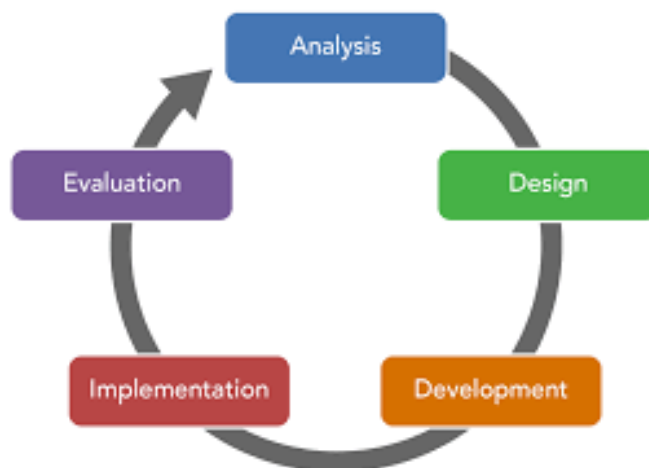


Figure 1. ADDIE Model.
(Source: Reiser & Mollenda (1990))

The goal of the analysis step is to determine the demand for RBT teaching materials as well as the feasibility and needs. Existing learning issues that are not related to the demands of the goal, learning environment, technology, and student characteristics all predate the development of RBT teaching materials or modules. The outcomes of the study of the needs will determine the product design. The module component, the delivery idea, the arrangement of the materials, the types of tasks assigned, the assessment questions, the drawings, the articles, the examples, and the module layout are all part of the product design stage. This stage will result in the first product design in the form of a module, with product assessment instruments serving as a guide in the product design. The product design's realization activities are included in this stage. The conceptual structure for the module's application was created during the design stage. This conceptual framework is implemented into a ready-to-implement product throughout the development stage. The design of the generated instructional material is applied to real situations during implementation. The implementation of this module in the respondents' teaching and learning have been analysed for 2 different universities which are UPM and UPSI. The researcher used A-B-A-B method which knowledge changes in the test group will be tested based on the reference group. The information is given in accordance with the teaching materials that have been prepared. The evaluation stage is a procedure for determining whether or not the learning system being constructed is successful and in line with the first stage. Each of the four steps above include an evaluation stage. The assessment is referred to as formative evaluation in each of the four stages since it identifies modification requirements. The process of evaluation is used to provide value to the learning process.

In evaluating the Arduino Drone Module, the researchers utilized a survey design method to collect feedback from TVET pre-service teachers. The population for this research is 349 TVET pre-service teachers from the Faculty of Educational Studies, Universiti Putra Malaysia and the Faculty of Technical and Vocational, Universiti Pendidikan Sultan Idris. The population consists of three TVET programs: Bachelor of Education in Agricultural Science, Bachelor of Education in Home Science, and Bachelor of Education in Technology and Design.

The researchers used probability sampling, which involves stratified sampling for selecting the members of the sample. The population in this study are students from the third year and final year

students in those programs. About 181 respondents are randomly selected as a sample for this study that represents the population. Using stratified sampling, 181 samples were determined using Krejcie and Morgan table at a confidence level of 95%.

The research instrument contains a set of questionnaires consisting of two sections: A and B sections. Section A comprises the demographic background of the respondents. The respondent's demographic information includes items such as gender and academic background of the students. Section B of the questionnaire comprises 22 items that measure the satisfaction of pre-service teachers in using the module. The items used a five-point Likert scale to specify respondents' level of agreement to a listed statement: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. There are 2 open-ended items in order to get the respondents' opinion on the important aspects of the module and factors to facilitate the module learning. Three experts in the area of Technical and Vocational Education and Training have evaluated the validity of the instrument survey and module.

4.0 Findings and Discussion

The findings of the study on the demographic background of respondents are shown in Table 1 below. The majority of the respondents in the survey were female, with 74.6% (n=135), while male respondents were 25.4% (n = 46). The pre-service teacher respondents from Universiti Pendidikan Sultan Idris with 57.5% (n=104) were 15% higher than Universiti Putra Malaysia with 42.5% (n=77). TVET pre-service teachers studying Bachelor of Education in Agricultural Science were the most respondents at 50.8% (n=92). Respondents from Bachelor of Education in Design and Technology were at 29.8% (n=53), followed by respondents from Bachelor of Education in Home Science at 19.9% (n=36). The majority of TVET pre-service teacher respondents in the study were third-year students with a percentage of 57.5% (n=104), while final-year students made 42.5% (n=77).

Table 1. Demography of respondents (N=181).

Demography	Frequency (n)	Percentage (%)
Gender		
Male	46	25.4
Female	135	74.6
Institution		
Universiti Putra Malaysia	77	42.5
Universiti Pendidikan Sultan Idris	104	57.5
Program		
Bachelor of Education in Home Science	36	19.9
Bachelor of Education in Design and Technology	53	29.3
Bachelor of Education in Agricultural Science	92	50.8
Year of Study		
Third-year	104	57.5
Final-year	77	42.5

Table 2 shows the value range for the interpretation of mean for low, moderate and high level .

Table 2. Interpretation of Mean

3.75 – 4.10	Low
4.11 – 4.46	Moderate
4.47 – 4.82	High

Table 3 below shows the descriptive analysis of the satisfaction with the use of the module. For satisfaction on the module content, item "The module was relevant to my course" shows the highest mean (M=4.68, SD=0.47), while item "The module content was up to date" indicates the lowest mean compared to the other items (M=4.44, SD=0.47). The overall module content is (M=4.55, SD=) at a high level. Based on Table 2, for satisfaction on teaching and learning, item "The module was intellectually

stimulating” indicates the highest mean ($M=4.65$, $SD=0.51$) and followed by item “The teaching methods used in this module have helped me to learn” ($M = 4.51$, $SD = 0.60$) and “The subject matter covered in the module was interesting” ($M=4.42$, $SD=0.64$). Furthermore, item “The module was good at explaining the content” showed the lowest mean compared to the other items ($M=4.18$, $SD=0.72$). The overall module teaching and learning among TVET pre-service teachers in Universiti Putra Malaysia and Universiti Pendidikan Sultan Idris is ($M=4.40$, $SD=$) at a moderate level.

Table 3. Satisfaction with the use of the module ($N=181$).

Item	Mean (M)	Standard Deviation (SD)	Interpretation
Content			
At the start of the module, I received clear information and guidance	4.56	0.56	High
My understanding of the subject has increased as a result of taking this module	4.56	0.55	High
The module enabled me to develop skills that will help my employability or career development	4.49	0.63	High
The module content was up to date	4.44	0.64	Moderate
The module was relevant to my course	4.68	0.47	High
Overall Content	4.55	0.57	High
Teaching and Learning			
The subject matter covered in the module was interesting	4.42	0.64	Moderate
The module was good at explaining the content	4.18	0.72	Moderate
The module was intellectually stimulating	4.65	0.51	High
The teaching methods used in this module have helped me to learn	4.51	0.60	High
The quality of teaching on this module has been good	4.22	0.66	Moderate
Overall Teaching and Learning	4.40	0.63	Moderate
Support			
The module was well organized	4.46	0.52	Moderate
Learning resources provided in the module was helpful to my learning	4.69	0.52	High
Guidance provided in the module was sufficient	4.82	0.40	High
Overall Support	4.66	0.48	High
Assessment			
The assessment activities are interesting	4.48	0.63	High
The assessment task is related to the content	4.66	0.50	High
The balance between teaching (online lecture video) and independent learning was appropriate	4.50	0.55	High
This module helps me to prepare for the assessment activity	4.32	0.55	Moderate
The assessment activity in the module has helped me to develop my learning	4.70	0.55	High
The assessment activity in the module has helped me to improve my learning	4.48	0.50	High
Overall Assessment	4.52	0.55	High
Overall I am satisfied with the quality of this module	4.65	0.48	High

For satisfaction on the module support, item “Guidance provided in the module was sufficient” shows the highest mean ($M=4.82$, $SD=0.40$), while item “The module was well organized” indicates the lowest mean ($M=4.46$, $SD=0.52$). The overall module support is ($M=4.66$, $SD=$) at a high level. For satisfaction on the assessment part in the module, it can be found that the mean values for item “The assessment activity in the module has helped me to develop my learning” was the highest ($M=4.70$,

SD=0.50) and followed by item “The assessment task is related to the content” (M=4.67, SD=0.50). Item “This module helps me prepare for the assessment activity” is item with the lowest mean value (M=4.32, SD=0.55). The overall score of this assessment part among TVET pre-service teachers is (M=4.52, SD=) at a moderate level. Moreover, the respondent’s overall satisfaction on the module that the interpretation of the mean score is at a high level as the mean value (M=4.65) is near to 5, and then the standard deviation value (SD=0.48) is small.

Most respondents are satisfied with using the Arduino Drone Module developed by the researcher regarding content, teaching and learning, support, and assessment. But, the researcher should improve and innovate the teaching and learning method in this module to encourage and motivate students to explore and discover more about the Arduino drone. This module should also encourage students to take charge of their education and assist them in becoming active learners, allowing them to gain practical experience by doing things the way they should be done rather than how theories suggest they should be done. The use of new teaching techniques and teaching-learning materials for the benefit of students is referred to as innovative teaching (Mandula, Meda, & Jain, 2012).

Table 4 below shows the most important part of the module based on the pre-service teacher respondents’ feedback. Most respondents were satisfied with the module content arrangement with 26 respondents, while only five responded that the module objective was the most important aspect. Thus, the most important aspect of the module is the content arrangement which can affect the satisfaction of the learners. According to research, the order and arrangement of learning events influence how knowledge is processed and stored (Glynn & DiVesta, 1977; Lorch & Lorch, 1985; Van Patten, Chao, & Reigeluth, 1986).

Table 4. Important aspects of the module.

Theme	Frequency (Ranking)
Content arrangement	26 (1)
Content illustration	17 (2)
Module objective	5 (3)

Table 5 below illustrates the respondents’ opinions about the factors that can facilitate module learning. Most TVET pre-service teacher respondents (32 students) suggest that the improvement in online teaching and learning, followed by module content (15 students) and module assessment (9 students). The lowest ranking is for the theme of module development that only eight respondents talked about it. Based on the result, it can be seen that the major factor to facilitate module learning is online teaching and learning, which is a contemporary, convenient, and time-saving solution that helps students learn more effectively. The researcher should focus on how to deliver the contents depending on the learners and their needs. The researcher is expected to make judgments based on a thorough examination of the teaching/learning environment, including topic goals, assessment procedures and criteria, and student nature and backgrounds. Decisions regarding learning should come before decisions about a delivery, according to the results.

Table 5. Factors to facilitate the module learning.

Item	Frequency (Ranking)
Online teaching and learning	32 (1)
Module content	15 (2)
Module assessment	9 (3)
Module development	8 (4)

5.0 Discussion and Recommendations

This research aimed to design, develop and evaluate the effectiveness of the Arduino Drone Module for TVET pre-service teachers. In this study, the researcher managed to build the Arduino drone and developed the learning module. The findings showed that the respondents are very satisfied with the

module as the interpretation of total mean score for effectiveness of module at a high level. As a result, the design and development of the Arduino Drone Module have proved to satisfy TVET pre-service teachers in terms of content, teaching and learning, support, and assessment areas, but still need improvement for future research. Based on these conclusions, drone-based learning can be implemented in the secondary school curriculum, especially for Design and Technology subject. The module can also be used as a teaching tool that can assist the process of teaching and learning in the RBT subject in the classroom. All parties involved in delivering the design and technology content should recognize the benefits of drone learning and school projects.

This research has several practical consequences for pre-service teachers as well as educational policymakers. Teachers, students, the government, and the general public will profit significantly from the module and Arduino drone project. This research can help RBT instructors in secondary schools implement the Arduino Drone Module in the classroom to make learning more engaging and improve student understanding. Because employing the module in formal or informal teaching produces favorable effects in enhancing learners' comprehension of information and abilities, the government may make more instructional resources available to all schools to boost educational productivity. Furthermore, it is thought that using the module would greatly aid in creating picture interaction in the minds of people who are sluggish to learn in school. As a result, instructors must be properly educated on the relevance and use of the module in teaching RBT in secondary schools.

On the other hand, the teaching of the RBT subject without modules makes teaching and learning difficult. However, if the Arduino Drone Module is used, it can arouse the interest of learners. Furthermore, the findings of this study can initiate ideas for teachers to plan an innovative pedagogy that implementing advanced technology by integrating drones into the classroom. Teachers and education personnel must be able to use new teaching approaches. Innovative teaching strategies and approaches have been demonstrated in scientific studies to improve students' learning outcomes dramatically. Drones may be used as an instructional tool in the classroom to assist students in learning a programming language and understand the cause and effect of their programming. Students acquire crucial soft skills such as communication, teamwork, critical thinking, and problem-solving in addition to programming. Teachers who provide TVET pre-service teachers with hands-on, practical experiences increase their enthusiasm in understanding the subject and help them retain it better.

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Learning Analytics: Facilitators and Barriers for School Teachers in Classroom Teaching and Learning

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Abstract

Learning analytics technology has been used to leverage educational data to understand student personalization better to optimize the learning process and its environment. Implementing learning analytics provides several advantages and functionalities that improve teaching and learning in school. Although teachers are generally aware of the benefits of learning analytics, they find the adoption of tools and the implementation of learning analytics challenging and overwhelming. For this reason, this study aims to explore facilitators and barriers teachers face when implementing learning analytics in teaching and learning. Additionally, the study also examines the tools used for learning analytics in schools among teachers. During the Movement Control Order (MCO) implementation in response to the rising cases of the Covid-19 pandemic, a set of open-ended questions has been formulated and distributed using online survey tools. Data were collected randomly from 400 school teachers in Malaysia using social media channels such as Facebook, Telegram, and WhatsApp applications. The data were analyzed using the thematic analysis approach. The findings show that teachers have the competency to use MS-Excel as a tool for analytics. However, there are facilitators and barriers that need to be dealt with to ensure successful implementation. The most common facilitators that teachers perceived helpful are providing more exposure to data analytics through courses, training, and workshops. They also believe that the most common barriers preventing the implementation of learning analytics are lack of competency and time insufficiency.

Keywords: barriers, facilitators, implementation, learning analytics, teaching and learning.

1.0 Introduction

Technology is changing very rapidly this decade. These changes have had a huge impact on the education system around the world. Technologies such as big data, artificial intelligence, cloud computing, and many more have ignited considerable interest by stakeholders in education. The amalgamation of these technologies in learning processes significantly changes the landscape of education institutions (Daud, 2020).

Data has become a valuable asset to educational institutions resulting from the rise of e-learning and the use of mobile technologies. The emergence of interest in educational data research has led to the birth of a new business intelligence field known as learning analytics. Learning analytic (LA) is defined as “the measurement, collection, analysis, and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs” (SOLAR, 2011).

According to Gasevic et al. (2019), learning analytics comprises three major themes: a) indicators and predictors that relate to analyzing students’ data such as to gain insight and predict student academic understanding, performance, and retention. b) visualizations that deal with the presentation of analysis findings. The visualization usually is done through the display of the dashboard that provides an at-a-glance view of key performance indicators of learning performance analysis. c) interventions and prescriptions that focus on the deployment of remediation actions to improve teaching and learning.

In the Malaysian context, it has always been one of the main agendas of the Malaysia Ministry of Education (MOE) to encourage new learning technology adoption, such as learning analytics. Establishing data-driven practices and culture at all levels has become an important initiative in driving MOE businesses to meet the 21st century and IR4.0 challenges (Ministry of Education Malaysia, 2019).

1.1 Learning Analytics Applications, Facilitators, and Barriers

Analytics application is crucial to analyze collected big data and provide summaries and better visualization with negligible effort. There are various analytics applications available in the market. These applications save time by providing coding, testing, visualizing automation, and giving customized and accurate results (Bonthu & Hima Bindu, 2018). According to KDnuggets Software Poll, the top analytics applications are RapidMiner, R, Microsoft Excel, TensorFlow, Tableau, Microsoft Power BI, SQL, and SPSS (Gregory Piatetsky, 2021).

Facilitators are factors that enable effective adoption and implementation of learning analytics by teachers at school. According to Johnsson (2017), there are 20 facilitators related to innovation identified such as capabilities, time, knowledge, awareness, and mindset. Losada Iglesias et al. (2012) concluded that extrinsic motivation, professional responsibility, social assessment, creative atmosphere and climate trust, and innovation as value are factors that facilitate the innovative use of ICT in school.

Barriers otherwise are obstacles and constraints that prevent teachers from adopting and implementing learning analytics approaches and tools in teaching and learning. Barriers in data analytics can be organized into five main groups: technological and data, economic, internal organization, external environment, and human barriers (Alalawneh & Alkhatib, 2021).

1.2 Implementing Learning Analytics in Teaching and Learning

Data use in education has gained increasing importance to reform teaching and learning from school improvement to classroom and instructional decision-making (Mandinach & Gummer, 2016). As more analytics technologies become prevalent and accessible, these technologies can be used to leverage data use in education ranging from learning data collection, students learning process analysis, learning performance prediction, and making interventions to raise learning outcomes (Mokhtar et al., 2019).

Much research has been done on the implementation of learning analytics in teaching and learning. Sclater et al. (2016) for example, has summarized the use of learning analytics in the United States, United Kingdom, and Australia through a series of case studies. From the case studies, the researchers have proved that learning analytics has a significant contribution in boosting retention rates of risk students, assessing differential outcomes among the student population, and as an enabler for developing adaptive learning. Van Leeuwen (2015) provides evidence of learning analytics in supporting teacher's diagnostics of student learning progress and interventions with confidence and specificity.

There are several studies that have been done to investigate the implementation of learning analytics in Malaysia. West et al. (2018) compare and contrast the learning analytics experiences among academics in Australia and Malaysia in terms of activities involvement, institutional capacity in supporting learning analytics, and ethical issues. Bujang et al. (2019) have examined the implementation of learning analytics in visualizing TVET polytechnic lecturers and students' learning style that led to an improved learning outcome. Shukor & Abdullah (2019) and Mohamad et al. (2018) evaluate the potential of using learning analytics to improve the instructional design in MOOC for better learning retention and engagement. Zaki et al. (2020) developed a conceptual model of learning analytics in serious games as assessment tools for STEM education.

Failing to understand teachers' perspectives and the constraints during teaching and learning is the hallmark of many educational technology sustainability failures in authentic contexts (Scanlon et al., 2013). Although teachers are generally concerned about the benefits of educational technologies, they often find the adoption and implementation of new ones challenging and overwhelming. Acquisition of infrastructure and facilities, an adaptation of teaching pedagogy and mastering competencies for tools and platform integration present significant challenges to educators at each level of school systems (Johnsson, 2016). This study aims to address tools, facilitators, and barriers to learning analytics

implementation from the teachers' perspectives to ensure successful integration at a micro-level. Therefore, the objectives of the study are:

- a) to investigate the application used for learning analytics in school among school teachers
- b) to investigate factors that facilitate the implementation of learning analytics among school teachers
- c) to investigate factors that impede the implementation of learning analytics among school teachers

2.0 Methodology

The design of this study is based on quantitative methods approaches to obtain data from respondents in Malaysian educational institutions. A set of open-ended questionnaires has been formulated and distributed using online survey tools. The target population for the study was teachers from primary and secondary public schools. The population was estimated to be 416743 (Ministry of Education Malaysia, 2021). It means 384 or more surveys are needed to have a confidence level of 95% that the real value is within $\pm 5\%$ of the surveyed value. The sampling of respondents was done using a random sampling procedure. Data were collected randomly from the respondents using social media channels such as Facebook, Telegram, and WhatsApp applications. The survey consists of two sections to collect data:

Section A consists of the respondent's demographic information such as gender, school type, and school location. Section B consists of open-ended questionnaires used to collect qualitative data. The open-ended response allows the teachers' free and honest comments that are beyond the closed-ended responses. The drawback of this approach is there might be too many answers given and consume time to analyze. The answers may not represent a fully developed database with rich detail as is often gathered in qualitative research (Creswell, 2012). To achieve the objectives of the study, open-ended questions were formulated and distributed, as shown in Table 2 below.

Table 2. Open-ended questionnaires.

Item Number	Question
1	What application/software do you usually use to analyze data and to present your analysis outcome?
2	In your opinion, what factors help teachers to adopt learning analytics in school effectively?
3	What challenges will the teachers face when adopting learning analytics in school?

The collected data were analyzed using thematic content analysis. Initially, the responses were read and reread thoroughly to gain understanding and familiarity with the responses. The data were noted and coded to identify the important elements of the responses. Then, each element was assigned and checked in accordance with its specific theme. The themes of the responses were reviewed, triangulated, and labeled to ensure clarity, accuracy, and comprehension in describing the data. For applications, the responses were confirmed with the analytics, big data, data science, and machine learning software available in the market (Gregory Piatetsky, 2021). In the end, the frequency of the tools and themes were analyzed and then ranked in descending order for further discussion.

3.0 Findings and Discussion

The sample size of respondents that participated in the online survey is 400. As shown in Table 3 below, about 67% of the respondents were female, and 56% of the respondents teach in secondary school. 33.75% of the respondents came from the East Coast region, and only 9.5% were from the Borneo region.

Table 3. Demography of respondents (N=400).

Demography	Frequency	Percentage
Gender		
Male	132	33.00
Female	268	67.00
School Type		
Primary	176	44.00
Secondary	224	56.00
School Location		
Centre Region	99	24.75
East Coast	135	33.75
North Region	71	17.75
South Region	57	14.25
Borneo Region	38	9.50

3.1 Data Analytics Applications Used by School Teachers

According to the survey, teachers usually use applications and software to analyze learning data, and present outcomes are listed in Table 4. The statistics show that 67.2% of teachers have used analytics applications for data analysis and presentation, and 32.8% mentioned non-analytics applications for data analysis and presentation. The statistics also show that 54.27% of teachers use Microsoft Excel for data analysis and presentation. A small number of them use advanced data analytics applications such as SPSS (4.97%), Data Studio (2.78%), and Power BI (0.40%). Gregory Piatetsky (2021) listed that Microsoft Excel ranked third for the top analytics applications used to run data analysis in 2019. Microsoft Excel is a spreadsheet application with a large array of tools for different types of analytics. With the proper native functions and add-in tools available from other analytics applications, Excel can be an excellent platform to apply different types of analytics such as descriptive, predictive (Carlberg, 2018), and prescriptive (Lunsford & Phillips, 2018).

Table 4. Applications for data analysis and presentation (N=400).

Category	Application/Software	Frequency	Percentage
Analytics (67.2%)	Microsoft Excel	273	54.27
	SPSS	25	4.97
	Google Data Studio	14	2.78
	MS Office	11	2.19
	G-Sheet	11	2.19
	Power BI	2	0.40
	EViews	2	0.40
	MS Access	2	0.40
	Minitab	1	0.20
	SmartPLS	1	0.20
Nonanalytics (32.8%)	MS Powerpoint	54	10.74
	MS Word	30	5.96
	Others	31	6.16
	Google Form	46	9.15

Other*: G-meet, G-classroom, Pdf, Quizziz, Wordwall, Whatsapp, Youtube, Canva, Surveyheart, Inshot.

From the analysis, it can be inferred that school teachers in Malaysia already have the knowledge and the competency to implement learning analytics in teaching and learning. They have the basic skills to use analytics tools for data analysis and presentation. They have experienced using Microsoft Excel during service to analyze learning data such as test scores, attendance, participation for descriptive analysis, and visualization of findings. However, teachers' knowledge and competency level in using Microsoft Excel for learning analytics is still unknown. Further study is required to determine what level of knowledge and competency the teachers already have and what area of analytics implementation needs to be upscaled to enhance the integration of learning analytics using Microsoft Excel.

3.2 Facilitators of Implementing Learning Analytics

Table 5 shows the statistics of the factors that facilitate the implementation of learning analytics among teachers in teaching and learning. The analysis has identified themes that formed the basis of responses. Themes related to the need of specified analytics training such as providing technical workshops, guidance, hands-on practices, and in-service courses, has ranked 1st with the highest percentage (41.45%). Most of the respondents agree that training is a key requirement to drive and facilitate learning analytics in school.

Table 5. Facilitators in implementing learning analytics (N=400).

Themes	Frequency	Percentage (%)	Rank
Training	228	41.45	1
Technology	171	31.09	2
Economy	52	9.45	3
Management	22	4.00	4
Mindset and attitude	22	4.00	5
Skills	20	3.64	6
Students and Environments	14	2.55	7
Culture	12	2.18	8
Knowledge	9	1.64	9

The technology theme has ranked second with a percentage of 31.09%. Teachers expressed that they need more and better infrastructure, easy-to-use and user-friendly tools and applications, fast Internet, the latest gadget, and devices to adopt learning analytics. The economy theme derived from financial aids, big budget, and money has ranked 3rd with 9.45% of responses. Insignificant themes such as management such as support from administration, leadership, and department (4.00%), mindset and attitude (4.00%), skills (3.64%), students and learning environments (2.55%), culture (2.18%), and knowledge (1.64%) have also regarded as facilitators by teachers in the survey.

These facilitators are in accordance with the factors affecting technology integration in the classroom found in educational research. According to (Harrell & Bynum, 2018), infrastructure, adequate technology, sufficient technological tools, effective professional development, self-efficacy and perceptions affect technology integration in schools in the United States. For successful implementation of learning analytics in teaching and learning, these facilitators must be addressed be it at teacher's personal level like capabilities, mindset and attitude, or at institutional level like school management, technical infrastructure, tools, Internet.

3.3 Barriers in Implementing Learning Analytics

From the survey analysis, Table 6 below shows the identified themes that have formed the basis of barriers that impede the implementation of learning analytics in teaching and learning. From the school teacher's perspective, the biggest barrier is lack of competency (29.91%), such as skills required and knowledge to integrate learning analytics. This concern is expressed in the statements like "inefficiency in using ICT", "too many functionals, hard to understand", "lack of skill mastery", "lack of proficiency in technology", "don't know how to use the application", "how to apply to improve the students' performance", etc.

Table 6. Barriers in implementing learning analytics (N=400).

Themes	Frequency	Percentage (%)	Rank
Competencies	134	29.91	1
Time	105	23.44	2
Organizational	50	11.16	3
Infrastructure and Tools	47	10.49	4
Internet	35	7.81	5
Workload	24	5.36	6
Data	22	4.91	7
Student	15	3.35	8

Economic	12	2.68	9
External Environment	4	0.89	10

Time insufficiency was placed as the second biggest barrier faced by teachers in implementing learning analytics with 105 frequencies (23.44%). Respondents have repeatedly expressed in the survey that time constraints or packed schedules or have not enough time prevent them from using analytics in teaching and learning. At the third rank are the constraints related to the organization, such as administrative support, colleague collaboration, budget, etc. These constraints represented 11.16% of the responses. Other themes identified are such as lack of infrastructure and tools (10.49%), slow Internet (7.81%), task load (5.36%), data (4.91%), students' responses and cooperation (2.68%), economic relevance such as budget, cost, and finance (2.68%) and other external barriers such as school located in a rural area, environment, and pandemic (0.89%).

Not surprisingly, these barriers are very popular among teachers when dealing with technology adoption in teaching and learning. According to Pajo and Wallace (2001), teacher's attitudes and resistance to change, concerns about funding, training deficiencies, amount of workload, time constraints, scarcity of organizational support and resources, and lack of technical support are among recurring barrier themes that impede effective use of technology in many educational research. They suggested that in-depth study on these barriers may help in deciding on how to tackle them.

In the context of Malaysia, Rusdin (2013) found similar barriers impeding the implementation of 21st-century learning in school. She suggested that the provision of the pedagogical module overcome such barriers in 21st teaching and learning. Raman and Yamat (2014) also concluded that the same barriers impede English teachers in integrating ICT in lessons, even though Malaysian schools were highly equipped with ICT tools and facilities. Meanwhile, (Mohamed Noh et al., 2013) study proves that ICT use knowledge, product training, usefulness perception, usability perception, computer self-efficacy, and information technology innovation are among the factors influencing the use of technological innovation. They suggested that optimization of these factors' readiness level for teachers to be more positive towards accepting technological innovations in teaching and learning.

4.0 Conclusion

Based on the study's findings, it can be concluded that teachers in Malaysia already know what it takes to implement learning analytics in teaching and learning. They have experience in using analytics applications to analyze and present learning data in teaching and learning. Their skills and knowledge of using Microsoft Excel can be further developed and improved through training and courses. With the right skills and tools, teachers can use Microsoft Excel to do descriptive analytics and further enhance the usage of predictive and prescriptive analytics in teaching and learning. Further study is required to determine the level of knowledge and competency the teachers already have. The area of analytics needs to be upscaled to use Microsoft Excel as an effective tool for learning analytics.

Research about facilitators and barriers regarding teachers' integration of educational technologies in teaching and learning is not new. Therefore, it is not surprising that this research's findings are similar to the findings of previous studies. Facilitators such as training, technology, economy, and attitude always play significant driving factors for teachers to integrate and implement learning analytics. On the other hand, barriers such as lack of competency, time constraint, lack of organizational support, and deficiency in infrastructure and tools impede teachers' endeavors and attempts to implement learning analytics for teaching and learning improvement.

Educational organizations, leaders, and stakeholders need to be aware of the facilitators and barriers. The benefits of learning analytics can only be fruitful if teachers have the driving factors to implement this technology. Substantial investments and endeavors in enculturating data use and learning analytics in education will count for nothing if they are overwhelmed by the barriers they face. Therefore, future research on the development of learning analytics literacy and competency and the effective ways to overcome barriers is required for better adoption and implementation of learning analytics in teaching

and learning.

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Awareness and Challenges for Mini-livestock Marketing among Fresh Graduates of Vocational Agricultural Education in Nigeria

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Abstract

In the 21st century, humanizing mini-livestock marketing is deemed necessary to improve households' livelihoods among fresh graduates (FGs) in Nigeria rural and urban areas to reduce the over-dependence on the available few white-collar jobs. However, FGs are not equipped with mini-livestock marketing nor informed of its inherent opportunities and therefore never venture into it. This concept paper revised literature on mini-livestock marketing principles, marketing system, marketing services, marketing mix, marketing channels or actors, opportunities, and challenges. In Nigeria, the main actors involved in mini-livestock marketing are the producers, middlemen, retailers, and consumers. The sure markets for mini-livestock in Nigeria include street stores, restaurants, hotels, and bars. The prospects of mini-livestock marketing are availability of meat and protein, income generation, and biological values. Despite these, mini-livestock producers and other marketing actors face several challenges in the course of marketing. Some of the challenges include transportation problems, inadequate market infrastructures, feed shortages, storage facilities, and marketing related problems. It was therefore recommended, among others, that widening and strengthening fresh graduates' participation in mini-livestock domestication and marketing by the government should be enforced to lift many from poverty and create more sustainable Mini-livestock production in Nigeria.

Keywords: mini-livestock, marketing, awareness, challenges, participation

1.0 Introduction

Agribusiness in relation to livestock production and marketing is key to leverage over-dependence of fresh graduates (FGs) on few available white-collar jobs in the 21st century for livelihoods. The sub-section of livestock production; mini-livestock, are often neglected as awareness of its financial potentials are yet to be unraveled for FGs to gainfully grasp. Mini-livestock are small-sized indigenous vertebrates and invertebrate animals with short gestation periods raised for food and sources of income on a sustainable basis (Iroyorkoti 2005). Falade et al (2010) and ILO (2019) asserted that more people should grow mini-livestock such as beekeeping, cricket farming, grasshopper rearing, grasscutter production, quail production, snail production from subsistence level to market-based to flourish the business. Therefore, this concept paper aims at unraveling the potentials and challenges of mini-livestock production for fresh graduates in Nigeria.

2.0 The Economic Importance of Mini-livestock

Mini-livestock production contributes majorly to a more balanced diet of both rural and urban populace (Nischalke et al., 2020). Mini-livestock generally have large potentials for efficient food and protein sources with low needs for land, water and feed (Halloran et al., 2018).

Mini-livestock offers prospects of regular income sources for farmers (Kehinde et al., 2020). The meat is white and highly ranked in terms of taste and preference with no doubt of religious restrictions to its consumption (Alaye et al, 2020). The meat contains protein contents of 22 %, low cholesterol of 5 %,

low fat contents of 4 %, and quality minerals (calcium and phosphorus) (Adu et al, 2017; Oguntoye et al, 2020; Alaye et al, 2020; Derry et al, 2020; Jiwuba et al, 2020). Therefore, there is a need for awareness of mini-livestock marketing in Nigeria.

3.0 Mini-livestock Marketing in Nigeria

Marketing is an action, a set of associations, and those processes for creating, communicating, delivering, and exchanging services that have value for customers, shoppers, partners and society. Elom et al (2017) explained marketing as activities that an entrepreneur carries out to gain customers and maintain a relationship with them. These activities include undertaking a task of writing thank-you letters, offering discounts, playing games with potential customers, and having frequent calls with past customers. Therefore, marketing is the performance process of all business activities that include distribution, transformation, promotion, and transportation (Ayele, 2019). These business activities are important in the flow of products and services from where produced to the destination of the consumers.

The essence of marketing is the creation of value addition in the form of time, form, and place. This implies that marketing aids accesses to meet and satisfy the needs and demands from both the producers and customers. This study aims to reach human satisfaction by rearing and live mini-livestock and its products such as meat, hairs/burnt hairs, soft feces, shells, eggs and pancreas to customers who are in need. Getting these products across to customers in need requires a marketing system and services.

4.0 Mini-livestock Marketing Systems and Services

Marketing systems consist of the total of product channels, market participants and business activities which involve the allocation of produce and products from producers to consumers (Kohls and Uhl, 1985). These business activities include gathering and integrating channels, intermediaries and activities that can help in the physical distribution and economic exchange of live mini-livestock, meat, hairs/burnt hairs, soft feces, pancreas, shells, hair powder and eggs from the producers to the consumers (Elom et al, 2017; Ayele, 2019).

Ayele (2019) suggested several marketing system opportunities along the marketing chain. For instance, a mini-livestock farmer might sell his/her live animals or products directly to middlemen, to animal markets, or to farmer owned co-operatives. Alternatively, farmers could decide to reduce the marketing sequence by selling mini-livestock meat products directly to the consumers. In addition, at a certain time of peak demand, middlemen and retailers may seek for live animals directly from farmers at farm gates.

Performance services such as grading, processing, transportation storage, financing, and risk taking are important in mini-livestock marketing (Elom, et al 2017). These are essential to avoid the perishability of the products along the marketing channels. These services aid getting the products from the producers to the end users (customers). Most importantly, marketing services such as transportation, storage, processing, and grading generate revenue that the financial people manage and the production people use in creating products.

The FGs awareness of mini-livestock marketing systems and services would increase human resources development in the direction of raising more marketing actors such as mini-livestock producers, wholesalers, middlemen, processors, retailers, and food service providers. Their engagements in either of the processes will not only improve their standard of living but also transform the entire society by way of offering animal proteins close to everyone to curb malnutrition. The effectiveness of this transformation agenda depends on the understanding of the marketing mix among FGs.

5.0 Mini-livestock Marketing Mix

Marketing mix is a significant tool for marketing actors/participants to formulate approaches for handling and influencing customer choices. Kotler et al (2008) reported that the marketing mix signifies the sellers' vision as marketing tools obtainable to influence buyers/customers. These marketing tools are Place, Price, Products and Promotions otherwise known as 4Ps of marketing (Elom et al, 2017; Ayele, 2019).

5.1 Product as a Marketing Mix

Armstrong and Kotler (2006) defined product as whatever is offered to a market for consideration, purchase, and used for consumption as satisfactorily needed or wanted. Mini-livestock products include meat, burnt hair powder, soft faeces, pancreas, shells, eggs, feathers and bones. The "product market" can be categorized into three, which are meat, by-products and live animals. In the meat market, smoked meat is the most common form of meat available for sale. By-products market engages only in the sale of insulin, burnt hair powder, eggs, soft feces shell, bones, fluids, feathers and pancreas (Aluko et al, 2015). Live animal markets are concerned with buying and selling of full grown, litters, and breeding animals.

5.2 Price as a Marketing Mix

Price is a factor in determining the cost required to gain possession of mini-livestock by the consumer/customer. Ayele (2019) viewed price as the sum of money billed for the use of a product or service, or a total sum of money a consumer is ready to pay for exchanging products from the seller. Price is the most important measurement of repurchase intentions and often proven as a set of qualities while customers buy products. Pricing and selling of live mini-livestock, meat and other products are consistent in Nigeria and it is sold throughout all regions as its demand exceeds supply that results in high cost of purchase.

5.3 Place as a Marketing Mix

An open space, particularly a city square, market square or an enclosure is needed to achieve sales of mini-livestock and its products. Place, according to Armstrong et al (2006), is a set of co-dependent organizations through which produce/product are made available to the consumers. The business of mini-livestock is done by focusing on the local markets where there are a range of outlets. These outlets include village/town market(s), roadside stalls, restaurants and even wholesalers.

A choice of running roadside stalls may be preferred to sell prepared mini-livestock meat, smoked or in the form of tasty dishes. Once the local business starts running well, farmers might explore more distant market outlets, from a nearby town and then spreading on to other sites (Ayele, 2019).

5.4 Promotion as a Marketing Mix

Promotion is that marketing tool used to attract customers by a way of advertising and sales promotion. Marketing decision is complete when the objective of influencing the trade channels as well as the final consumer with positive returns from sales are achieved. Promotion brings an interactive dialogue between an organization and its customers and takes place during the pre-selling, selling, consumption and post-consumption stage. Such promotional elements also include sales promotion, advertising, sales force, public relation and direct selling. Promotion of mini-livestock in Nigeria is usually done through referral services. Referral services refer to as word-of-mouth recommendations, duplication of ads, fliers and coupons. Deploying the right marketing channels is appropriate to promote effective marketing mix.

6.0 Mini-livestock Marketing Channels

Marketing channels are routes in which produce or products flow through until they are finally distributed to the final users. The marketing participants/actors/channels for mini-livestock in Nigeria are producers to producers, producers to middlemen, producers to meat retailers and producers to consumers (Asfaw et al., 2011; Elom et al., 2017; Ayele, 2019).

6.1 Producers to Producers

Producers are mini-livestock farmers who rear and sell medium grown livestock to other producers without strict intermediaries. The idea of a producer buying from the former producer is aimed at fattening the young ones and medium grown livestock until they become fully-grown or fattened. This transfer of ownership of animals would start from when the litters are at a tender age and do not require much intensive care for their survival. Buying is because of price expectations and the buying farmers need to develop risk-taking strategies and knowledge of local and temporal supply conditions of full-grown livestock. This is necessary to influence the price uncertainty due to the long-time interval between purchase and sale

6.2 Producers to Middlemen

Middlemen are business actors who stand between the producers and the retailers or consumers. The farmers of mini-livestock in this case transfer their ownership of their livestock to the middlemen by perfecting exchange with paid money as fixed. The middlemen meet producers of mini-livestock at the farm gate to purchase and in turn sell to either the meat retailers or the consumers. It is the most important link between producers and markets. The system is beneficial to mini-livestock farmers as they stop the task of transportation cost and risks of transporting the live animals to market outlets.

6.3 Producers to Meat Retailers

The producers rear the mini-livestock, slaughter and smoke or sell live animals directly to the meat retailers mostly in restaurants. The meat retailers often buy large smoked meat from the producers or buy live animals, slaughtered and smoked for sales. This approach is usually found amongst meat retailers from urban areas of Nigeria with little practice in the villages.

6.4 Producers to Consumers

This is a one-way form of establishing exchange of ownership from producers to consumers. This happens at the farm gate usually in rural and suburban areas. Urgent food and medicinal needs account for this type of direct demand when consumers approach the farmers without looking for retailers or middlemen. This type of demand is usually established when consumers decide to buy enough animals as against shortage of supply on the side of middlemen. The right application of mini-livestock marketing channels results in establishing mini-livestock markets.

7.0 Mini-livestock Markets in Nigeria

Mini-livestock markets refers to shops with the presence of a seller and buyers who are willing and capable of establishing business of transferring ownership of animals or its products (Elom, 2017). Market places for mini-livestock in Nigeria include streets, stores, restaurants, hotels and bars, and farm sites. The survival of these outlet markets is intensely associated with the population available in a given setting and their willingness to make effective demand for produce/products. The markets are held in cities and operate daily from morning to evening with peak days on Fridays and Saturdays.

8.0 Contribution of Mini-livestock Marketing to the Nigerian economy

The viability of mini-livestock production as it contributes to nation' economy points it's high demand and prices in urban centres. Jori et al (nd) reported meat from mini-livestock sells between US\$2.8-5 per kg without much bargain in cities.

A colony could easily reach a profitability threshold of US\$350-400 per year (Jori et al, nd). The business of mini-livestock is an economic tool for rural poverty alleviation and household food and nutrition security.

There is a flourishing international trade for mini-livestock in Europe, North America, Equatorial Guinea, France and Italy with annual importation of about 5 million kg for its live meat and products

(Halloran et al., 2018; Nischalke et al., 2020). This accounts for its global recognition and consumption that provide for its long-term profitability over macro livestock.

9.0 Challenges of Mini-livestock Marketing among FGs in Nigeria

Despite the aforementioned opportunities of mini-livestock production, farmers and other actors who engage in its marketing in Nigeria face numerous challenges due to its slight awareness. Hence, FGs often encounter challenges of handling animal related problems, transportation problems, feed shortages, inadequate market structures, marketing related problems, and storage facilities along marketing chains.

Animal health related problems such as wounds, weight loss during dry season, fracture in the field, and mortality are often difficult for FGs to handle along the marketing chain. Wound and fractures are occasioned by the FGs' inability to grip mini-livestock during culling and transportation in an attempt to meet the final consumers' wants. Inability of FGs to manage feeds in wet seasons account for feed shortages during dry seasons. Their ability to foresee drought and lack of water and plan well to preserve feeds will ensure more availability of feeds in dry seasons.

Unorganized transportation is another challenge FGs face as they engage in mini-livestock marketing. FGs in Nigeria usually transport mini-livestock by road with no live mini-livestock transport lorries in the country rather they use their tricycles and other available vans to transport the livestock from the place of rearing to various markets. There is still no organized effort to embark on transportation by air for those in non-riverine areas and as such, FGs are forced to take back the deliveries to their own cold chain facilities. Generally, there are no proper mini-livestock transport facilities except those possessed by consumers.

Inadequate market infrastructures limit FGs participation in mini-livestock marketing. Market infrastructures such as roads, stock routes, mini-livestock markets, relaxation rooms, and quarantine places for assembling and transporting livestock are either inadequately developed or practically absent in Nigeria.

FGs little awareness of marketing system in relation to grading and standardization, market information system, and promotional activities hamper efficient mini-livestock marketing. As a result, many FGs withdraw day-by-day from contributing to the efficient and unceasing flow of mini-livestock from production areas to end users. Lack of market-oriented production system is another challenge FGs face in developing organized marketing systems as many farmers sell their livestock when the need arises for cash income.

Finally, shortage of storage facilities pose a serious challenge to FGs along the mini-livestock marketing chain. They lack modern storage facilities and solely depend on primitive methods hence reducing the market quality of produce and products at both local and international markets. To encourage maximum profits, storage of animal products in deep freezers and other storage facilities should be in full force in line with the current technological advancement. FGs enlightenment in the direction of employing modern methods of meat preservation will attract international trades that are capable of generating huge income for livelihood.

10.0 Conclusion and Recommendations

The awareness of mini-livestock rearing and marketing opportunities among FGs in Nigeria is low and tapping these opportunities are not fast spreading to lift many out of poverty. If the marketing system is practically integrated, it is capable of improving the living conditions of the Nigerian populace including the FGs as the process contributes a considerable portion to the economic boom of the country. The awareness and evaluation of mini-livestock marketing potentials, opportunities and challenges among FGs is significant to massively contribute to human welfare.

The following recommendations are put forward to develop the mini-livestock marketing system in Nigeria for improving livelihood:

- Widening and strengthening FGs participation in mini-livestock domestication and marketing by the government should be enforced to lift many from poverty and create more sustainable mini-livestock production in Nigeria.
- Integration of practical marketing orientation of mini-livestock into vocational agricultural education study curriculum for training of students in all universities and colleges of education for self-employment upon graduation should be enforced.
- Government interventions through reinforcing veterinary services, improving marketing information and value addition of mini-livestock products would play a significant role in widening mini-livestock marketing in Nigeria.
- Marketing infrastructures such as livestock routes and transportation services, resting places, storage and quarantine amenities should be sufficiently and functionally provided at designated markets.

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Exploring Cybersecurity Awareness Among School Teachers

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Abstract

Cybersecurity is a critical issue to ensure a safe teaching and learning process for teachers and students. In order to ensure a safe teaching and learning process for teachers and students, particular attention must be paid to cybersecurity with consideration of influencing factors in dealing with cybersecurity. This study aims to identify the level of attitudes, knowledge, and social environment related to cybersecurity awareness. The researchers also determined the differences in attitudes, knowledge, and social environment according to their demographic groups. The study is a survey design with a quantitative approach. Questionnaires were used to collect data by using social media applications. A total of 350 teachers in Malaysia took part in this survey voluntarily. The researchers analyzed the collected data by using IBM SPSS Statistics. Descriptive statistics were utilized to present the findings. The result showed that the levels of attitudes, knowledge, and social environment of school teachers in Malaysia towards cybersecurity awareness are medium. The findings also showed that attitudes and social environment of cybersecurity awareness were significantly different between primary and secondary school teachers, attitudes also significantly different between gender and knowledge were significantly different between the teaching experiences. The implications of this study can help schools in planning programs or workshops that are appropriate to the factors that drive teachers towards cybersecurity awareness.

Keywords: awareness, attitude, cybersecurity, social environment, knowledge.

1.0 Introduction

Social media gives teachers a larger space to use the internet as a medium to get information and to convey information. Teachers use social media to share information with students and colleagues. This situation exposes teachers to cybercrime if they misuse social media. The teacher also uses social media to communicate with the students through WhatsApp, Telegram, and Facebook applications. Teachers found that most students have social media accounts (Pencheva et al., 2020). For this reason, it would be important to control all aspects of internet usage (Zulkifli et al., 2020). This study focuses on attitude, knowledge, and social environment towards cybersecurity awareness.

The definition of cybersecurity is a situation in which a person is protected from cybercrime. Cybercrime can occur anywhere, regardless of the victim (Rahman et al., 2020). There is a need to raise awareness of cybersecurity among teachers and students. Teachers should be aware of the cybercrimes on social media, such as phishing, identity theft, and more. School administrators should also take the initiative to raise awareness of cybersecurity among teachers and students. Collaboration between school administrators, teachers, and students can reduce cybercrime incidents.

Attitude is the tendency to rate behavior either for or against that behavior (Ajzen, 1991). The behaviors studied were cybersecurity awareness behaviors. The attitude relates to the tendency for which a person evaluates either for or against cybersecurity awareness behavior. Knowledge is the ability to remember or recognize the materials learned without understanding, using, or changing them (Bloom et al., 1956). The definition of knowledge used in this study refers to all the facts and information obtained from cyber security awareness programs made by the Ministry of Education and the responsible agencies. In this study, the social environment refers to the influence of people around such as parents, colleagues, and peers.

1.1 Cybersecurity in the Digital Era and Education 4.0

The Industrial Revolution 4.0 or IR 4.0 became one of the country's critical issues and focus. These are important aspects that need to be considered in developing an education system (Catal & Tekinerdogan, 2019). The challenges of the digital era are becoming more and more demanding as the technology in the IR4.0 age will open up more space and opportunities to connect or connect over the Internet. Knowledge and cybersecurity awareness must be considered in the digital era and IR4.0 (Salleh et al., 2017).

Teachers must be continuously trained and educated to fulfill their professional tasks as teachers in accordance with the current spread of the digital era. The success of implementing *Pembestarian Sekolah* lies with teachers who have technical, content, and pedagogical knowledge who can integrate this knowledge into the implementation of PdP (BTP, 2016). *Pembestarian Sekolah* is an ongoing process towards further increase the use of ICT in education by focusing on improving the quality of teaching and learning, the effectiveness of school management and administration, and teacher competence. Many researchers argue that education is necessary to protect cyber users from cybercrime (Rahman et al., 2020).

1.2 Cybersecurity Awareness in the Malaysian Education System

School is an important place where future generations are exposed and guided to become aware of cybersecurity. Schools are institutions that have to keep pace with the times. Various programs have been implemented to educate teachers and students about cybersecurity. The Ministry of Education (MOE) and Cybersecurity Malaysia plan to introduce the National Cybersecurity Awareness Module in 300 schools in Malaysia (Bernama, 2020). In addition, the Educational Resources and Technology Division, Ministry of Education Malaysia, has organized a creative Cybersecurity Video Competition to educate and raise awareness on technological and social issues faced by educators, especially on the dangers of being online (BSTP, 2021).

There is an agency in Malaysia that manages and conducts citizen awareness of cybersecurity. It is known as Cybersecurity Malaysia (CSM). CSM has implemented a cyber security program module called CyberSAFE program for different age groups and community groups (Bernama, 2019). Cybersecurity Malaysia has also successfully implemented the Cybersecurity Awareness Program in schools, the NICTSeD National ICT Security Discourse Program. NICTSeD was held for students and teachers to raise awareness of cybersecurity (CyberSecurity Malaysia, 2019). This study uses social cognitive theory to explain cybersecurity awareness among school teachers in Malaysia (Lahcen et al., 2020).

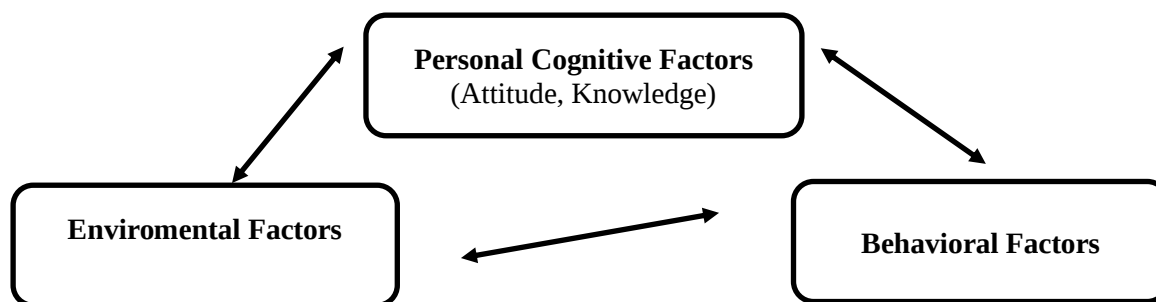


Figure 1. Social Cognition Theory.

The objectives of this study are as follows:

- a) To identify the influences of attitude, knowledge, and social environment towards cybersecurity awareness of school teachers in Malaysia.
- b) To determine the significant differences in attitudes, knowledge, and social environment towards cybersecurity awareness according to demographic.

2.0 Methodology

This descriptive survey study uses a quantitative approach to navigate cybersecurity awareness among Malaysian school teachers. The respondents in this study consisted of 350 school teachers all over Malaysia. This study selected respondents by using random sampling to overcome the movement restrictions due to the Covid-19 pandemic. Anyone with the title of a teacher in Malaysia can be a respondent in this study.

The researchers used a survey form to collect data and disseminate it online. The survey instrument was adopted from the previous valid study survey by Saizan and Singh (2018). The instrument has two sections: Section A requests demographic information of respondents while Section B requests feedback and agreement on respondents' awareness towards cybersecurity in education, which covers three factors, including attitude, knowledge, and social environment. The researchers used social media, such as Telegram, Whatsapp, Facebook, and email, which were attached along with Google form links with survey questions, to distribute survey questions.

The collected data were analyzed with the IBM SPSS Statistics software. A descriptive analysis of respondent demographics was performed to determine the number of respondents tested, such as gender, institution, age, and teaching experience through frequency distribution technique and percentage. Means and standard deviations were used to analyze the level of attitudes, knowledge, and social environment factors related to cybersecurity awareness issues. Then, t-test and ANOVA tests were conducted to determine the differences in attitudes, knowledge, and social environment factors related to cybersecurity awareness according to respondents' demographic group.

A pilot test has been conducted to test the reliability of the survey instrument in this study. Table 1 below shows the results of the pilot test of the instrument. All the cybersecurity awareness factors indicated Cronbach alpha above 0.7 means the instrument is reliable to be used by teacher respondents (Taber, 2018). The experts in the field of computer science and educational technology have verified the validity of the survey to confirm the items measure what is supposed to be measured, which is cybersecurity awareness among Malaysian school teachers.

Table 1. Reliability of Instruments.

Cybersecurity Awareness Factor	Number of items	Cronbach Alpha
Attitude	19	0.805
Knowledge	14	0.848
Social Environment	6	0.854

3.0 Findings and Discussion

3.1 Demography

Table 2 demonstrates the demographic information of a total of 350 teachers who took part in this study. A total of 212 respondents are secondary school teachers, 60.6 percent and 138 respondents are primary school teachers, corresponding to 39.4 percent. The majority of the teachers involved are female, with 258 respondents, that is 73.7 percent. The proportion of male teachers involved is 26.3 percent, that is 92 respondents. Teachers in the age range of 41 to 50 years are the majority who participated in this study which is 40.9 percent equivalent to 143 people and only 10.6 percent of teachers, which is only 37 people whose age consists of 21 to 30 years. Based on Table 2 below, teachers with 16 to 25 years of learning experience had the most respondents, 104 respondents, which corresponds to 29.7 percent. Meanwhile, very few respondents are teachers with less than 5 years of teaching experience, which is 10 percent equivalent to 35 teachers.

Table 2. Demography of respondents (N=350).

Demographic Group	Frequency	Percentage (%)
Institution		
Secondary School	212	60.6
Primary School	138	39.4
Gender		
Female	258	73.7
Male	92	26.3
Age		
21 to 30 years old	37	10.6
31 to 40 years old	100	28.6
41 to 50 years old	143	40.9
51 to 60 years old	70	20.0
Teaching Experience		
Less than 5 years	35	10.0
6 to 10 years	39	11.1
11 to 15 years	97	27.7
16 to 25 years	104	29.7
More than 25 years	75	21.4

3.2 Level of Attitude, Knowledge, Social Environment of Cybersecurity Awareness

The level of attitude, knowledge, and social environment of cybersecurity is determined based on the mean score value. The interpretations of the levels were categorized into low, medium, and high. The interpretation for the low mean is in the range between 1.00 and 2.33. The scale for the medium-level mean is between 2.34 and 3.66. The interpretation for the high-level mean is between 3.67 and 5.00.

Based on Table 3, respondents gave the highest mean score for item 10, which is the use of abusive language when using social media. Item 10 is a negative question item, the answer to question 10 has been recorded before the analysis. Respondents agreed that the use of abusive language is a negative action and should not occur. In addition, the lowest item mean score was item 6, which was 2.66 for the question about displaying accurate residence information. Most respondents disagreed with displaying accurate residence information on social media. There are 11 items that show a standard deviation of more than 1. The standard deviation is the distribution of scores that is the extent to which the score changes around the mean. The larger the value of the standard deviation, the larger the distribution of scores in the distribution. It means that the data are heterogeneous, that is, widely distributed among each other. The items that recorded a Standard deviation of more than 1 were items 2, 3, 5, 6, 7, 8, 9, 11, 16, 18, and 19. These results indicate that 11 items have heterogeneous data. The overall mean of attitudes towards cybersecurity awareness among school teachers in Malaysia is medium. The result shows that the mean is 3.66 and the standard deviation is 0.49.

Table 3. Level of attitude towards cybersecurity awareness (N=350).

Item	Mean (M)	Standard Deviation (SD)
1) I make sure the information updated on social media accounts is accurate	3.95	0.96
2) I display information about myself on social media accurately.	3.33	1.16
3) I display email information on social media accurately	3.63	1.17
4) I display gender information on social media accurately	4.05	0.94
5) I display profile pictures on social media accurately	3.53	1.19
6) I display residence information on social media accurately	2.66	1.30
7) I display phone number information in social media accurately	2.70	1.42
8) I display the date of birth information on social media accurately	3.21	1.30
9) I want to have a fake social media account	4.45	1.07
10) I use rude words throughout the use of social media	4.71	0.82

11) I am a person who is sensitive to the accuracy of contact information on social media	3.72	1.06
12) I can tell if the information shared is accurate or false	3.72	0.87
13) I have made security settings for my account on social media	4.06	0.84
14) I am aware of who I interact with on social media	4.24	0.73
15) I am aware of who I share information with on social media	4.24	0.73
16) I have always been skeptical of sharing information on social media	3.54	1.00
17) I only share information with truly trusted friends	4.36	0.77
18) I make purchases on social media without hesitation	2.74	1.07
19) I love sharing information available on social media shared by friends	2.81	1.02
Overall	3.66	0.49

Based on Table 4, the highest mean score is item number 2; respondents agree with the question stating that cyber threats occur on social media. Most respondents are aware of cyber threats that occur on social media. At the same time, the lowest mean score is the mean score of item number 11. Question item number 11 shows that not many respondents are involved in identity theft. This result indicates that respondents have a high awareness of protecting personal identity. Based on the items given to the respondents to find out the level of knowledge on cyber security, there are 4 items that recorded a standard deviation value of more than 1, namely items 3, 5, 9 and 11. Based on the finding, the level of knowledge toward cybersecurity awareness is medium, with a mean value of 3.60 and a standard deviation of 0.54

Table 4. Level of knowledge towards cybersecurity awareness (N=350).

Item	Mean (M)	Standard Deviation (SD)
1) I found out about cyber threats happening on social media	4.18	0.72
2) I know cybercrime stems from social media	4.33	0.69
3) I have experienced cyber threats through social media, and I know about those threats. (example: receiving fraudulent messages such as winning lucrative prizes)	3.22	1.30
4) I found out about cybercrime on social media	4.09	0.74
5) I found out about phishing on social media	3.49	1.06
6) I found out about cyber scams (scams) on social media	4.08	0.75
7) I found out about cyber spying on social media	3.73	0.94
8) I know the technical value aspects of monitoring the use of social media to avoid cyber threats	3.46	0.96
9) I know who to refer to in the event of a cyber threat	3.48	1.00
10) I found out about identity theft on social media	3.61	0.98
11) I have been involved with identity theft on social media	1.93	1.20
12) I know cyber law in Malaysia	3.31	0.95
13) I know the goal of MOE is to apply cyber security ethics in Education	3.80	0.84
14) I learned about cyber security awareness programs	3.71	0.86
Overall	3.60	0.54

Based on Table 5, the item with the highest mean for the social environment towards cybersecurity awareness was item number 4. The mean for item number 4 was 3.72. Item number 4 showed that most teachers agreed on the issue of school administration in implementing cybersecurity awareness. The lowest mean score is item number 5. Item number 5 focuses on the influence of friends' surroundings on providing cybersecurity awareness. The mean score for item number 5 was 2.88. Item number 5 is also an item with a standard deviation greater than 1. In summary, it can be said that the level of the social environment toward cybersecurity awareness is medium with a mean value of 3.43 and a standard deviation of 0.68.

Table 5. Level of social environment towards cybersecurity awareness.

Item	Mean (M)	Standard Deviation (SD)
1) I always discuss the issue of cyber threats with colleagues and students	3.41	0.85
2) I always share information on cyber threat issues with colleagues and students	3.41	0.86
3) I always remind each other about the issue of cyber threats with colleagues	3.60	0.87
4) School administrators always remind teachers about proper activities on social media	3.72	0.86
5) Friends are always watching my every activity on social media	2.88	1.00
6) Schools cultivate cybersecurity	3.55	0.88
Overall	3.43	0.68

3.3 Differences of Attitude, Knowledge, Social Environment of Cybersecurity Awareness

Table 6 below shows the comparison of means used to identify the demographic impact on the responses. In this study, a t-test was used to test for significant differences between attitude, knowledge, and social environment of cybersecurity awareness regarding the institution (primary and secondary school) and gender. ANOVA was used to test significant differences between attitude, knowledge, and social environment of cybersecurity awareness in terms of age and teaching experience.

Table 6. Differences of attitude, knowledge, social environment of cybersecurity awareness (N=350).

Demographic Group	Attitude		Knowledge		Environment	
	t-test / F-test (df)	p-value	t-test / F-test (df)	p-value	t-test / F-test (df)	p-value
Institution	2.64 (348)	0.01*	1.19 (348)	0.26	2.05 (348)	0.05*
Gender	3.57 (348)	0.00*	1.28 (348)	0.20	0.01 (348)	0.99
Age	0.11 (346)	0.95	1.76 (346)	0.15	0.65 (346)	0.58
Teaching Experience	0.70 (345)	0.60	2.50 (345)	0.04*	0.252 (345)	0.91

* significant at alpha 0.05

The results of the study showed that the value of t for comparing attitudes levels between primary school teachers and secondary school teachers is $t = 2.64$, and the significance level is $p = 0.01$. This level of significance was less than 0.05 ($p < 0.05$). Therefore the null hypothesis is rejected. So there is a significant difference in attitudes between primary school teachers and secondary school teachers. There is also a significant difference between primary and secondary school teachers for social environment factors, with the t-value being 2.05 and the significance level being $p = 0.05$. In terms of knowledge, there is no significant difference between primary school teachers and secondary school teachers. The level of knowledge between primary and secondary school teachers is the same.

Differences in attitudes, knowledge, and social environment of cybersecurity awareness related to gender showed that only the attitudes level showed significant differences. The t-value for comparing the level of attitudes between teachers is $t = 3.57$, and the significance level is $p = 0.00$. A small significance level of 0.00 successfully rejects the null hypothesis. So there is a significant difference in attitudes between male and female teachers. In terms of knowledge and social environment factors, there is no significant difference between male and female teachers. The level of knowledge and the social environment between male and female teachers are the same.

Table 6 also shows that the difference in age between attitude, knowledge, and social environment of cybersecurity awareness has no significant difference. The value of F for the level of attitude is $F = 0.11$ with a value of $p = 0.95$, the value of F for the level of knowledge is $F = 1.76$ with a

value of $p = 0.15$, and the value of F for the level of the social environment is $F = 0.65$ with a value of $p = 0.58$. This finding shows that the level of attitude, knowledge, and social environment in terms of age is the same.

The results of the study, based on years of teaching experience, showed that the level of knowledge showed a significant difference. The F -value for comparing the level of knowledge based on years of teaching experience is $F = 2.64$ and significant level $p = 0.01$. So there is a significant difference in the level of knowledge based on the number of years of teaching experience. With regard to attitude and social environment factors, there was no significant difference based on the number of years of teaching experience. The level of attitude and social environment towards cybersecurity awareness are the same based on the number of years of teaching experience.

4.0 Conclusion and Recommendations

This study measures cybersecurity awareness based on several factors, namely attitude, knowledge, and social environment. Measuring awareness levels is important to understanding levels of cybersecurity awareness among school teachers in Malaysia. The current situation of the Covid-19 pandemic now requires that the education system be kept on the line using a variety of media to ensure that students are not left behind in their studies. In addition to ensuring that students are not left behind in their studies, cybersecurity must also be considered so that teachers do not become victims of cybercrime.

This study contributes to the empirical validation of the level of attitudes, knowledge, and social environment towards cyber security awareness. Cybersecurity awareness needs to be raised in order to reduce the percentage of victims of cybercrime. Awareness of cybersecurity is necessary so that teachers know the limits and limitations when using the internet.

This study also suggests further research by diversifying research methods, for example by using a qualitative approach instead of a quantitative approach. In addition, a study of school administrators who are the backbone of a school can also be conducted. Finally, studies can also be complemented by other external factors that can help increase cybersecurity awareness.

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Employability Skills and Trends in TVET Programmes of Nigerian Universities

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Abstract

Employability skills are the most essential skills apart from technical knowledge in the 21st century to make graduates vie for, succeed and sustain an engagement at the global industrial markets. However, Nigerian TVET graduates are not furnished with the employability skills required by the industries and thereby not set to enter the workforce. This concept paper aims to discover the impact of the TVET programme curriculum of Nigeria Universities (Vocational Agricultural Education (VAE)) has to this background. Analytical assessment on the VAE programme curriculum revealed that few courses provide for practice-based skills acquisition. No course is designed to teach students good attitudes and traits directly. Hence, the graduates lack employability skills that include lifelong learning, problem solving and decision-making. Other issues revealed include the need for employability skills in Nigeria TVET curriculum, employability skills, VAE programme in Nigeria, and the analysis of VAE curriculum in Nigeria. It is therefore recommended, amongst others, that practical and theory-based courses of VAE programme should be the same (50% each) to address the abstract mode of course delivery that pictures the programme as general education instead of vocational education.

Keywords: employability skills, TVET institutions, occupation, analytical assessment, curriculum

1.0 Introduction

Globally, there are high expectations from educational training institutions to effectively train or prepare students for work by reconsidering the account of existing curriculum and partnerships with the corporate community (Junior Achievement USA, 2013). This guarantees workforce readiness of graduates. Hence, an individual needs to possess foundational skills needed for a specific occupation. Several studies (Carnevale and Desrochers, 2003; Gray and Herr, 2006) indicate that American industries only trust high school students having requisite workplace skills, which are oral and written communication, critical thinking, and problem solving. For example, advanced nations comparable to the UK, Japan, Hong Kong, Australia, Canada and the European Union including other countries like Singapore and Malaysia attach great importance to the aforementioned soft skills (CommonWealth of Australia, 2002; Ismail and Mohammed, 2015).

According to de Schepper et al (2020), employable TVET graduates are those with both hard (practical) and soft (individual) expertise. Hard skills are capabilities, understanding and characteristics that make students gain, sustain and outshine in an engagement; acquire new appointments; move between roles in the same business and get elevations (Joo, 2018). On the other hand, soft skills are communication, interpersonal, teamwork, problem solving, research and analytical, planning and organizing, technology and life-long learning skills (Ugwoke et al, 2017). They are the generic skills every worker is expected to possess to work smoothly and comfortably with management and colleagues in industries. This justifies the TVET programme as being concerned with offering information and skills for the world of work, and enabling students to intensify their prospects for productive jobs, maintainable incomes, personal enablement and socio-economic expansion (ILO, 2017).

In Nigeria, the employability skill sets are needed in agriculture, food, power, mechanical and practical system career corridors. The education of agronomic equipment, power structures, other fuel sources and accuracy technology, as well as woodworking, metalworking, welding and task planning draws the attention of employability skills. This is in line with the global standard of preparing students for prosperous vocations and a life-informed selection in farming, nutrition, fiber, natural resources schemes and technology (UNESCO-UNEVOC, 2013).

However, several studies have pointed out that TVET graduates in Nigeria at entry-level occupation lack employability skills needed to thrive in TVET industries and hence cannot enter the labor force (Ismail et al, 2015). This implies that TVET higher education institutions should arm their graduates with employable skills that would enable them to vie for and succeed in workstations (Robinson and Garton, 2007). Consequently, it is essential for all TVET programme curriculum in Nigeria Universities to shift and concentrate on providing the graduates with hard and soft skills that would equip them with employable skills (Robinson and Garton, 2007).

2.0 Essentiality of Employability Skills in the Nigerian TVET Syllabus

In Nigeria, high technological education and skills are envisioned by all federal and state-owned universities offering TVET programmes for graduates' employment. The various TVET programmes offered at this level of education include electrical and electronics education, automobile and mechanical education, agricultural education, business education, and woodwork and building education. Despite this admirable programme objectives, the unemployment rate stands high daily amongst gender in Nigeria across all levels of education in Nigeria (refer to Table 1).

Table 1. Frequency of Unemployment across Educational Level and Sex in Nigeria (2021).

Educational Level	Male	Female	Both Genders
Below Elementary	21.5	23.7	22.7
Elementary school	15.6	21.9	18.7
Junior Secondary School	19.5	24.2	21.7
Trades/vocational	15.2	22.4	18.7
Senior Secondary School	21.2	23.4	22.1
ND/NCE/ Nursing	21.9	22.7	22.2
B.Ed/B.Sc/Higher National Diploma	22.6	28.8	24.6
Master Science/Art	12.6	17.5	13.7

Sources: NBS, 2021

The table above indicates that the unemployment rate of Nigeria TVET University Bachelor graduates are equal to polytechnics Higher National Diploma (HND) graduates at 24.6%. This is above those who had lower elementary education (22.7%) and National Diploma (ND), Nigeria Certificate in Education (NCE), and Nursing at 22.2% respectively. This indicator also points to the high ratio of unemployment among Agricultural Education alumni of all universities in Nigeria. Therefore, there is a need to review the curriculum of TVET programmes of Nigerian universities to emphasize on employability skills capable of boosting human resources development to meet the current needs of TVET industries and improve the employment rates of university bachelor graduates.

3.0 Employability Skills

Employability skills refer to sets of work ready capabilities, knowledge and traits that make individuals gain, retain and excel in an engagement, travel between roles within the same business and get promotions (Joo, 2018). In Nigeria, soft skills such as communication, interpersonal relation, teamwork, problem solving, research and analytical, planning and organizing, technology and life-long learning skills are needed to make individuals employable (Ugwoke et al, 2017). They are the generic skills every worker is expected to possess to work smoothly and comfortably with management and

colleagues in industries. This is justified by the fact that TVET is concerned with the acquisition of knowledge and skills for the world of work, enabling graduates to increase opportunities for productive tasks, sustainable livelihoods, personal empowerment, and socio-economic development (ILO, 2017). Table 2 below indicates the globally accepted employability skills across literature, namely - core, generic, and individual characteristics (ALTC, 2011; and Zaharim et al, 2009b).

Table 2. Employability Skills.

Type of Skills	Employability Skills
Generic Skills	● Problem solving and Flexibility skills
	● Proficiency
	● Lifetime knowledge
	● Group work expertise
	● Statement and computer expertise
	● Initiative and enterprises expertise
	● Management expertise
	● Individual business and time management skills
	● Aim setting abilities
	● One's awareness and individual- knowledge talents
Core Skills	● Science Technology and Mathematics Education (STEM)
	● Ethics
	● Natural sciences
	● Agricultural Education Management Approach
	● Awareness of modern issues
Individual or Personal Attributes	● Problem solving and judgement making abilities
	● Attitudes
	● Traits

Source: ALTC (2011); and Zaharim et al (2009b)

4.0 Vocational Agricultural Education Programme in Nigeria

Vocational agricultural education (VAE) is a programme of study put in place by Nigerian universities that trains local workers and teachers interested in pursuing a career in agriculture for massive food production (Ezekie, 2020). The scope of VAE, according to Ekele, et al, (2020), covers the occupational areas such as general agriculture, soil science, crop production, animal production and entrepreneurship preparing students for employment. Knowledge, skills and competencies are acquired in these areas, which would enable the recipients to be employed in vocational agricultural occupation.

5.0 The Analysis of VAE Curriculum in Nigeria for Human Resources Development

Curriculum denotes educational aims (structured expertise to be achieved), methods (precise pedagogies for educators), materials (teaching aids) and evaluation (assessing the progress of students) (UDLG, 2014). The VAE curriculum centers on the national idea on agriculture for self-sufficiency founded on the delivery of educators gifted with stable approaches, principles and practice of agriculture for academic and vocational ends both in educational institutions and in agro-allied industries. Table 3 below shows the list of course units offered in VAE in Nigeria that need modifications for suitable Human Resources Development.

Table 3. Curriculum Structure of VAE in Nigerian Universities.

Course Title	Credit Load (CL)	Kinds of Skill	Course delivery Method
Farm Biometrics	2	Core	Theory
Introduction to farm machinery and mechanization	2	Core	Theory
Farmstead Planning and Management	2	Core	Practice

Farm Tools, Equipment& Machines Maintenance	2	Core	Practice
Forest Management Education	2	Core	Theory
Crop Production and Soil Management Education	2	Core	Theory
Livestock Production and Range Management	2	Core	Theory
Irrigation Technology	2	Core	Theory
Farm Technology	2	Core	Theory
Agro-Climatology	2	Core	Theory
Agricultural Field Experience (Crop and Animal Production)	2	Core	Practice
Livestock Production Education II (Ruminants)	2	Core	Theory
Technology of Breeding Crops and Animals	2	Core	Theory
Plantation Crops Education	2	Core	Theory
Animal nutrition II	4	Core	Theory
Livestock Health and Nutrition	2	Core	Practice
Livestock Production II (Non ruminant)	2	Core	Theory
Fish Farming and Management Education	2	Core	Theory
Principles of plant and animal production, handling, processing and storage	2	Core	Theory
Soil and Water Conservation Management Education	2	Core	Theory
Environmental Education in Agriculture	2	Core	Theory
Agricultural Financing and Marketing Education	2	Core	Theory
Intro.to Agric. Economics & Extension Education	2	Core	Theory
Farm Business Management Education	2	Core	Theory
Agricultural biochemistry	2	Core	Theory
Soil science	2	Core	Theory
Basic principle of physical chemistry	2	Core	Theory
Basic principles of organic chemistry	2	Core	Theory
General Biology	2	Core	Theory
General Biology (practical)	3	Core	Practice
Inference I and II	4	Core	Theory
Research Design in Vocational & Technical Education	2	Core	Theory
Practical Farm Work	2	Core	Practice
Students Industrial Work Experience in Agric. Education	4	Core	Practice
Seminar in Agricultural and Bio Recourses Education	2	Core	Practice
Project	4	Core	Practice
Practical Teaching in Vocational & Technical Education	6	Core	Practice
Foundation of Vocational & Technical Education	2	Generic	Theory
Vocational Guidance	2	Generic	Practice
Intro. To computer science	2	Generic	Theory
Methodology and Assessment in Agricultural Education	2	Generic	Theory
Curriculum Development in Vocational & Technical Education	2	Generic	Practice
Educational Psychology I & II	4	Generic	Theory
Farmer Education & Productivity	2	Generic	Theory
Introduction to Entrepreneurship Education	2	Generic	Theory
Youth Organization & Entrepreneurship in Agricultural Education	2	Generic	Practice
The social sciences	2	Generic	Theory
Use of English	2	Generic	Theory
Humanity education	2	Personal attribute	Theory
Issues in peace and conflict resolution studies	2	Personal attribute	Theory

(Source: Academic Planning Units of Nigeria Universities, 2020)

5.1 Core Skills

Core skills are practical capabilities that include precise awareness and abilities to achieve connected occupational responsibilities with efficient use of apparatus and implements (Zaharim et al, 2009b). programme courses outlined in Table 3 above stipulates the knowledge of VAE, modern topics in

education, Science Technology Mathematics Education (STEM) and natural sciences. The courses are the components of core skills courses of VAE curriculum in Nigeria.

Systematically, the outlined courses lacked problem solving and decision-making skills, lifetime education skills, and capabilities in VAE programme as more attention is on theory-based courses instead of practice-based courses. For example, out of the 37 core skill units (85CL), 26 core skills units (56 CL) representing (66%) are theory-based while 11 core skill units (29 CL) (34%) are practice-based. Furthermore, out of the 29CL of practice based-units, 20CL contain students' autonomous exercises or learnings that include Agricultural Field Experience (2 CL), teaching practice (6 CL), Students Work Experience Scheme (4 CL), and Project writing (4 CL).

This implies that merely 9CL of practice-based course units of VAE are acquired in Nigerian universities, which are evidently insufficient to offer proficient Vocational Agricultural Instructors with core skills needed to enter TVET industries. Hence, there is a need for proper practical orientations in its curriculum re-development since practical courses are indispensable for employability of graduates.

5.2 Generic Skills

Generic skills are those non-practical proficiencies connecting slight or no use of apparatuses, implementations and tools in an industry, but help individuals to gain progressive social relations that adds to the work setting (ALC, 2011). The incorporated generic skill course units of VAE curriculum shown in Table 3 are well structured and incorporated to reflect and represent the various generic skills as a subset of employability skills in relation to Table 2 above.

5.3 Personal Traits or Characteristics

Personal characteristics are describable and progressive traits possessed by an individual guaranteeing him to acquire, maintain and prosper in an engagement (Zaharim et al, 2009a). The personal characteristics course units included in VAE curriculum enable students to learn diverse cultures of diverse tribes and ethnic assemblies for peace and unity in Nigeria. Nevertheless, there is no particular course unit teaching students to acquire good personal traits in the VAE curriculum of Nigerian universities.

6.0 Conclusion

In spite of several research outcomes and the integration of employability skills in education schemes of Americans, European, Australian and Asians; the model of employability skills is yet to be integrated into the curriculum of VAE of Nigeria Universities. The core skills built into the curriculum lack lifelong learning skills, problem solving and decision-making skills, as well as skills in VAE programmes center more on theoretical delivery instead of practical orientation. Generic course units are well structured and represented in the VAE curriculum, but no course unit is structured to teach students good attitudes and traits for employment. This is a gap to fill as the managers of industries in Nigeria always indicate the need for graduates to have core skills, generic skills and individual traits.

7.0 Recommendations

As a sequel to the conclusion of paper, we hereby recommend that:

- i. Empirical research should be directed to pinpoint modules of employability skill VAE curriculum development in Nigeria.
- ii. Each course outline of VAE programme should be designed to reflect the required constituents of employability skills with periodical assessment.
- iii. Practical and theory-based course units of VAE programme are equal (50% each) to address the abstract mode of course delivery that pictures the programme as general education instead of vocational education.
- iv. Employable traits and attitudes courses such as guidance counseling, ethical lessons and discourses on wisdoms should be incorporated into VAE curriculum.

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Challenges and Opportunities of Moral Education in Secondary School in China

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Abstract

Moral education has always held an important position in China's school education system. It has been responsible for the education of the nation; that is, it serves to "lead morals and nurture people." In other words, moral education influences the lives of students, especially in terms of moral development. As time advances, moral education takes on the characteristics of the times (which may change), and the teaching methods in secondary schools must also evolve and improve appropriately. Innovation in teaching methods for moral education will provide an avenue for improvement in the development of moral education in schools in China. However, the implementation of moral education in secondary schools faces several challenges. To that end, this article explores the background of moral education in China, further discusses teaching methods in secondary schools and the implementation of school moral education, and finally suggests appropriate teaching models and strategies to create a moral education teaching framework in China.

Keywords: teaching mode; moral education; secondary school; moral development

1.0 Introduction

Schools have a significant role in systematic moral education. Today, social development is increasingly diverse and complex, new social problems constantly arise, and moral education in Chinese schools often faces new opportunities and challenges. President Xi Jinping emphasized at the National Education Conference: "We must strive to build an education system that cultivates morality, intelligence, physical education, and art in a holistic way. It is necessary to integrate moral education into the whole education system." (Feng, 2020).

Based on a literature review on this subject, most studies on teaching techniques for moral education support a problem-oriented teaching style in which pupils work in groups. This technique provides a safe environment for children to talk and engage with each other, which is important for their moral and pre-school development. Other research has examined more specialized instructional approaches, including theatre and service-based learning. The practice of curriculum-based moral education and its impact on pupil learning outcomes does not correspond to the theoretical discourse of moral education. I propose that future curriculum-based moral education studies should cover subjects such as the moral concerns and social disparities among pupils (Schuitema et al., 2008).

Formalism, passivity, effort, moral confusion, and new digital interactions are among the topics of inquiry that exist in the field of moral education in secondary schools in China. Moral education in secondary schools is a vital ingredient to young people's growth. Cultivating a morally appropriate outlook on life, global prospects, and values is critical for their growth and development. The function of moral education in primary and secondary schools derives from its application and constitutes an important expression of high-profile education in schools (Peng, 2020).

While moral education in secondary schools is a vital element of youth development, moral teaching in secondary schools is currently proving challenging to implement. According to Peng (2020), in the framework of the problem chain model, the problem chain, gradient, and system are all strongly linked to the building of moral education in elementary and secondary schools, and the creation of such has substantial advantages.

Diversified values coexist in the current social environment. The case teaching method enables students to find inspiration and reflection around them. This method simultaneously assists them to establish teaching moral education classes in their lives, penetrate moral education, combine moral education with life, and find the right life coordinates (Lai, 2019). The introduction of "dialogue teaching" into the research and development of moral education courses has important practical significance for the practical research of teaching moral education courses in secondary schools (Zhang, 2019).

Moral education is fundamental to educational philosophy. People have long used terms such as moral education, value education, and character education. However, these different terms all focus on the question of "What role does education play in making us ethical and educated?" (Chazan, 2022). The understanding exists that moral education can affect the lives of students. How moral education is executed has a profound impact on students as well as on moral education in schools. Teaching methods in secondary schools must be improved and made more relevant. The development of moral education in schools cannot rely on a single particular teaching model; innovation in moral education teaching models is critical and will contribute to more effective moral education. However, the implementation of moral education in secondary schools currently faces many challenges. Therefore, this study explores the development background of moral education in China, further explores moral education teaching methods in secondary schools and the implementation of moral education in schools, and finally proposes suitable teaching models and strategies to build a framework for moral education teaching in China.

2.0 Background of Moral Education in Chinese Secondary Schools

In China, moral education is not only influenced by Confucianism, but also by Dewey's, Durkheim's, and Kohlberg's thoughts on moral education. Dewey, Durkheim, and Kohlberg all agree on the relationship between the individual and society and recognize that individual development cannot be separated from the influence of society. They pay attention to the critical role of school education in the process of moral education and emphasize school moral education. They argue that in addition to the implementation process and evaluation standards, school life, teaching materials, and teaching methods should all be socially compatible. At the same time, they oppose the mere installation of moral thought and the use of dogmatic and rigid methods of moral education. They believe that skills and flexibility should be emphasized in moral education and that moral education should consider self-improvement interests (Dewey, 1975, 1905; Durkheim, 1961; Kohlberg, 1958).

The objectives, content, and implementation of moral education in Chinese schools have shifted over time. Objectives have evolved from purely political considerations to the logical return of educational practice. The content of moral education no longer focuses on excessive politicization, idealization, and the demands of adulthood but rather attends to the concerns of real-life students and involves exploration of the surrounding society. In terms of the implementation of moral education, direct propaganda and education have changed into the element of "hydrating things in silence" (Tan & Chen, 2018). Curricula of moral education, teaching, work, education, social practice, and the development of school culture play different roles in moral education in schools.

3.0 Challenges in Moral Education Teaching

The moral education curriculum is an integral part of the moral education system of Chinese schools (Tang & Wang, 2020). Over the past few decades, the outstanding curriculum features have promoted moral education in secondary schools. However, many setbacks and reforms have occurred in the teaching of moral education, and many problems and difficulties still exist in the process of teaching moral education (Gao et al., 2021).

Formalism is prevalent in the teaching of moral education. Formalism is a method of thinking and behaving that focuses solely on appearance without delving into their substance. It is mainly reflected in the teaching process; the pedagogical substance, the understanding of the pedagogical object, and the pedagogical effect are all insufficient. Due to their laziness or cognitive bias, some school leaders and

teachers have dismissed or impaired the school moral education work, causing negligence or distraction; this in turn has caused the moral education work to become more superficial and has caused a difficult situation (Peng, 2020).

In secondary school moral education, teachers are instructors, and the students receive directions. Educators are student leaders and mentors, and students should be a priority. However, moral education in secondary schools is currently in a state where the activity of teachers is similar to the feeding of pupils, and pupils are, to a certain extent, beneficiaries. It turns out that what students receive depends on what the teacher feeds. Subjectivity has not been properly represented and applied, and subjective initiative has been repressed. Students simply follow the teacher's baton without question, resulting in low interest and low student participation, resulting in a tremendous negative influence on moral education. The moral education of students has received growing attention as the system of teacher assessment in primary and secondary schools has improved. However, many areas still need improvement; for example, the task-based phenomenon is becoming more prominent in school education (Peng, 2020).

In the Internet Plus era, many new media have emerged. The digital age is a historical, relative, and ephemeral notion that takes on multiple meanings according to the social and cultural context. The growth of the web has been relentless since the beginning of the century, and the impact of new media on moral education in high schools continues to grow (Peng, 2020).

The content of moral education is too politicized and deviates from the actual life of students. To a certain extent, it puts too much emphasis on students' rote memorization and focuses excessively on achievements.

4.0 Teaching for Moral Education

The formulation of moral education objectives in secondary schools has progressively eliminated purely political considerations and has begun to revert to the logic of educational practice itself. The development of moral education policy is not based on simple, empirical decisions. It relies more on pedagogical and psychological outcomes, and education policies are formulated more scientifically and rationally. This change in the objectives of moral education is currently reflected principally in the level of basic education. However, the objectives of moral education at the level of higher education have yet to be adjusted in a more scientific and rational direction (Tan & Chen, 2018).

At the compulsory education stage in China, the content of moral education progressively takes moral, psychological, national, and legal education as its principal content. At the secondary level, the emphasis is on ideological and political education, and the curriculum content is more open and inclusive, with a wider range of consideration. Other changes in the content of moral education at the secondary level occur, including civic education, education in socialist fundamental values, online moral education, environmental protection education, and sexuality education. It should therefore be understood that, on the one hand, the content of moral education in secondary schools is continually updated based on the changing times. On the other hand, excessive moral education content can be unnecessarily burdensome for teachers and schoolwork. Although modern society is changing rapidly, moral changes are not as frequent as changes in politics and fashion. Consequently, the content of moral education should be carefully adjusted and new content-related courses should be appropriately distributed to keep the content of moral education stable.

The teaching of moral education programs has always been the principal way of setting up moral education. After over 40 years of development, the content of moral education in Chinese middle schools approaches the student experience. The development of moral education is adapted for the psychological development of children. Moral education is taught flexibly and in various ways. The evaluation of moral education courses eliminates the single summative evaluation such as written evaluations, teacher evaluations, and self-evaluations. Moral education combines parental assessment and other ways to enhance the effectiveness of moral education programs in practice. It is necessary to pay attention to the moral education curriculum and to the infiltration of moral education in the teaching of subjects. Each

teacher envisages implementation strategies in specific areas while requiring appropriate educational wisdom, which places higher demands on education and teaching.

5.0 Discussion

In contemporary society, innovative teaching models are not merely new teaching strategies or altered teaching methods, but rather must derive from both the whole of society and from individual students. Simply put, moral education aims to help students establish an appropriate vision of life, values, and worldview. It cultivates students who can think independently and distinguish right from wrong and who have positive energy, personalities, and beliefs. The development of moral education must conform to the laws of human development, school development, and social development and should contribute to the harmonious development of people within society and of people within nature. Moral education should enable students to create value and contribute to the development of the country and society. However, a simple moral education course cannot complete and achieve these goals on its own; rather, the country, society, schools, teachers, students, and parents must work together and make concerted efforts to achieve them.

Therefore, it is necessary to strengthen the integration of moral education in the secondary school curriculum. When designing top-level content, it is also necessary to implement such content in each school section's specific education and teaching practices and to explore the teaching content, teaching methods, and teaching practices. Innovation, faculty, and evaluation of teaching is critically important as it will improve the relevance and efficiency of moral education.

First, the design of secondary school curricula should incorporate moral education in elementary schools and universities as well as into school teaching. Moral education in the secondary school curriculum should focus on the formation of moral cognition. For example, in the education of "personality development," moral education can guide students to understand the physical and psychological developmental changes of adolescence, to foster positive self-identity, and to form a positive attitude towards life and a natural and harmonious ecological consciousness. By guiding students to understand the fundamental rights and obligations of citizens, moral education can help them develop the behavioral habits of respecting the constitution, upholding the law, and maintaining fairness and justice. To cultivate the positive qualities of being brave to overcome difficulties and forge ahead, moral education first teaches interpersonal communication skills, instills an understanding of the connotation of cooperation, and cultivates the ability to cooperate with others.

Second, classroom teaching is the main channel of moral education and fertile soil for cultivating the core values of socialism. Classroom teaching can achieve value education from multiple angles such as reason, emotion, body, and beauty, and through multi-dimensional education methods including "holographic" educational environments, and "immersion" teaching methods. Classroom teaching can embody dynamic and diverse educational practices. In this regard, it is important to first grasp the subject knowledge system and development direction to guide teachers to deeply understand the connotation of moral education between the various sections of the subject, understand the moral education requirements of each section, and understand the relevant knowledge, skills, process, and methods, and an organic integration of emotional attitudes and values. For example, when teaching art subjects, it is necessary to avoid "pure aesthetics" and avoid mechanically exerting "moral education functions." As a result, art teaching becomes another form of political theory class. There should be a progression from shallow to deep content. At the same time, classroom instruction should condense the goals of moral education based on the characteristics of the school. For instance, the school program "Nature Notes" developed independently by a high school in Shanghai was inspired by "Notes on Nature" by U.S. educators Claire Walker Leslie and Charles E. Ross, based on the current development of junior high school students. The integration of moral education goals, innovative skills and teaching for students at different levels of secondary school. At the same time, in front of teaching events, teaching processes, teaching interaction and other processes, using personality infection, moral education, integration, situational building, and several other combinations of methods of moral education. Such explorations have crucial and enlightening importance for the teaching of moral education in each stage of the school (Weng, 2018).

Thirdly, it is necessary to integrate and share professors of moral education. Professors are key to the integration of moral education teachers in universities, secondary schools, and primary schools and to the effective implementation of moral education in secondary schools. Every subject is richly endowed with moral education resources. The key lies in whether teachers have an awareness of cultivating people, whether they have the necessary insight to uncover the moral connotations hidden in textbooks, and whether they can effectively educate and impart knowledge. Competency requires all teachers to establish an appropriate and scientific view of education, respect the development of students' personalities, pay more attention to students' inner worlds, personality characteristics, psychological qualities, interests, and emotions. Changes in intellectual factors have entailed that academic performance is no longer considered as the sole evaluation criterion.

Finally, the assessment of formal education must be diversified. The "National Plan for the Reform and Development of Education in the Medium and Long Term (2010-2020)" emphasizes that moral education must permeate all ties of education (Min, 2012). The moral education effect of classroom teaching must be evaluated based on the general moral education evaluation theory. At present, the evaluation of the effect of moral education in classroom teaching is scattered in the practice of various methods of moral education evaluation and lacks systematicity. It is difficult to determine whether classroom teaching and moral education is effective. As far as the moral education curriculum of secondary schools is concerned, the evaluation of school moral education should be diversified, and the evaluation of the moral education effect of classroom teaching should be panoramic (Weng, 2018).

6.0 Conclusion

This paper explores the opportunities and challenges faced by the development of moral education in Chinese secondary schools. Consequently, it can guide them to gain better moral reasoning skills and prepare them for better moral education teachers in the future. Teaching the themes of ethics and values has always taken center stage in terms of contemplation, thinking, and practice in the education world. Since ancient times, people have believed that a connection exists between education and being a good or moral person. It is evident that there are many ways to achieve moral education, and those who think education is related to the human way of life continue to pay attention to this problem. Imagining the 20th century as a theatrical stage for reflection on the implementation of various methods of moral education, the 21st century appears as a painful and vivid environment, highlighting the necessity of moral education and moral methods. Indeed, moral education is still one of the core urgent and eternally essential elements of life and work in education. Therefore, hopefully, this paper can provide insight on finding the best ways to achieve success in moral education teaching and promote the development of moral education in Chinese secondary schools.

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Job Satisfaction and TVET Teacher Commitment in the Teaching Profession

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Abstract

The Eleventh Malaysia Plan blueprint stated out of the Six Strategies Trust which is acceleration of national human capital development through Technical and Vocational Education Training (TVET) to obtain higher-skilled workforce. With this urgency, the Ministry of Education Malaysia has launched the Malaysian Education Blueprint (2013-2025) which has now entered the 3rd Wave (2021-2025) and proved to transform TVET in the country. To some extent, teachers as implementers perceive the huge impact especially on their job satisfaction and commitment on the teaching profession. Committed teachers, specifically TVET teachers are indeed a valuable asset to schools. This concept paper will therefore review prior studies of job satisfaction and teacher commitment, and at last, verify the relationship between them in the extensions of TVET teachers. Additionally, this paper will also disclose fundamental theories that guide this study. Herzberg's Two-Factor Theory, 1974 is a classic theory best explains for job satisfaction. While, teacher commitment is multidimensional as stated in Three Component Model of Commitment by Meyer and Allen, 1991.

Keywords: job satisfaction; teacher commitment; TVET teacher

1.0 Introduction

The Eleventh Malaysia Plan (11th MP) is a Malaysia development plan that outlines Malaysia's hopes of achieving developed nation status in the economic, political, social, spiritual, psychological and cultural aspects. The 11th MP focuses on delivering high impact outcomes to the capital model and the people's economy at a reasonable cost. The Plan stated that one out of the Six Strategies Trust is an accelerating human capital development for an advanced nation by harnessing TVET for the transition to a higher-skilled workforce (Economic Planning Unit, 2015). In addition, the necessity of the Industrial Revolution 4.0 prompts the Ministry of Education (MOE) to review the importance of TVET programmes. Malaysia has set targets for highly skilled workers in the production field from 18% to 35% and ranked 30th in the Global Innovation Index Ranking (Mohd Saiful Wong, 2020). The big adjustment made by the Malaysian Government, especially the Ministry of Education was the launch of the Malaysian Education Blueprint (MEB) in 2013.

Committed teachers are an asset to the school. Teacher commitment is crucial in ensuring students' excellence as desired by MOE (Billy & Taat, 2020). Teachers should be more committed in implementing transformation and best practices to monitor two key aspects of success, namely quality of school and pupils' excellence (Senin, 2018). Introduction to the Kurikulum Standard Sekolah Menengah (KSSM) replacing the Kurikulum Bersepadu Sekolah Menengah (KBSM) which has been the main guide in the national education system for 27 years is not an easy process. On account of that, teachers have taken on a huge responsibility to always be ready to cope with changes of their priority which are productivity in the profession, constantly following modernization, pursuing new technologies, bolding, wanting to try, innovative, diligent, trustworthy, skilled and ready to learn (Habib & Syed Kamaruzaman, 2011).

Moreover, the level of teacher job satisfaction while working in accordance with the pace of these changes also affects teacher commitment. There are six themes regarding TVET teacher job satisfaction which are conducive working environment, deep interest towards teaching profession, performing task well, satisfactory achievement among students, student factor and student understanding (Omar et al., 2018). Teachers need to feel satisfied in working so that learning and facilitation sessions (PdPc) can be conducted efficiently (Arsaythamby & Wirda Hasmin, 2011). Moreover, the increasing roles and teaching duties in carrying out management, administration, curriculum and teaching work create a critical job satisfaction crisis among teachers (Wahab et al., 2014).

Teacher acts as the implementer of Government policy. Therefore, their welfare should be prioritized to ensure the success of the policy. However, the success of the policy implementation is depending on the level of teacher commitment to implement it. Therefore, a few question arises what is the real job satisfaction that TVET teachers feel while teaching? Is there a significant link between job satisfaction and the commitment of the teacher who teaches TVET in school? Hence, the purpose of this concept paper is to: (1) review prior studies of job satisfaction and teacher commitment, (2) disclose fundamental theories that guide this study, and (3) verify the relationship between job satisfaction and teacher commitment, more focusing on TVET teachers.

2.0 Literature Review

2.1 Job Satisfaction

The term of job satisfaction is usually defined based on the attitudes and feelings of individuals towards their jobs and invariably affected by external factors (Herzberg, 1974; Locke, 1969; Pepe et al., 2017; Spector, 1997; 1994). Herzberg (1974) clarify job satisfaction as an employee's attitude towards his or her job and usually is a like or dislike response shown on the job itself, reward (salary, promotion, appreciation) or its context (workplace environment, colleagues); Locke (1969) individual full sense of satisfaction while working. Both Spector (1997;1994) and Pepe et al (2017) acknowledge job satisfaction as the degree of employees' enjoyment of their job aspects. Spector (1994), lists the nine facets of job satisfaction measured in The Job Satisfaction Survey (JSS): Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures, Co-workers, Nature of Works and Communication. It is relevant to all organizations as the list is refined for use in human service organizations. Furthermore, Pepe et al. (2017) tested three factors for job satisfaction in their Teacher Job Satisfaction Scale (TJSS-9): satisfaction with co-worker, satisfaction with students and satisfaction with parents.

Hierarchical Maslow's Theory (1954) is among the antecedent theories justified job satisfaction. This theory focuses on human needs individually regardless of the workplace atmosphere (Maslow, 1954). Thus, the best theory representing teacher job satisfaction is Herzberg's Two Factor Theory, 1974. The two factors point out hygiene factors and motivation factors. Hygiene factors are a fundamental necessity factor for working workers. These factors determine overall job satisfaction but do not greatly influence job dissatisfaction. While motivation factors, acts as an impetus because it is able to improve work performance, create a positive attitude towards tasks and change employee behaviour (Herzberg, 1974).

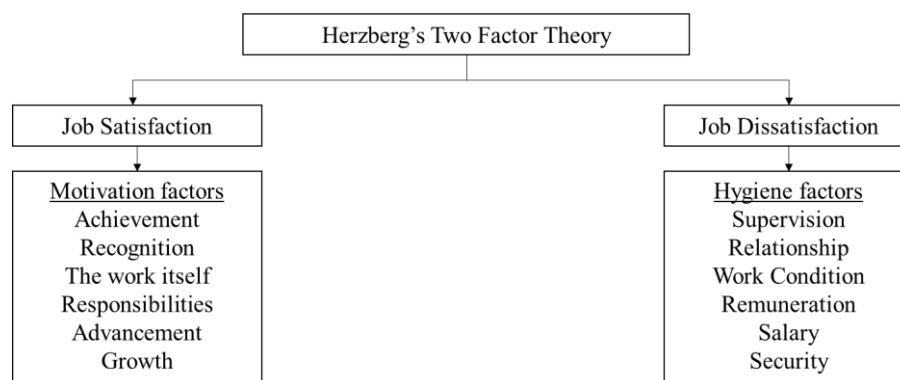


Figure 1, Herzberg's Two Factor Theory.

Studies on job satisfaction on TVET teachers are very popular and have been studied from various perspectives and methodologies. Mustafa et al. (2019), ascertain a fit measurement model of job satisfaction construct among TVET teachers by using the Structural Equation Model approach. The constructs consist of salary, supervisor, additional benefits and organisational climate. Daryanto (2014), indicates that individual characteristics, job characteristics and career development influence job satisfaction of TVET teachers. Omar et al. (2018) conduct a survey that concludes TVET instructors are satisfied with their teaching job but many are hustled with workload, students' disciplinary issues, and expectations from stakeholders in the TVET system. In another study, Omar et al. (2018) carried out a mixed-method research to determine the causes of TVET teachers retained in this profession. According to the results, there are six themes related to teaching job satisfaction factors: conducive working environment, a keen interest towards teaching, performing tasks well, satisfactory students' achievement, student factor and students' understanding during class. Prior survey by Ramlee, (2009) identified that the environmental and job factors are the aspects which favour job satisfaction of vocational teachers. In short, there are few studies that really aimed to find the level of TVET teachers' job satisfaction. Most of the studies focus on determining the factors affecting job satisfaction and the outcome of achieving job satisfaction.

2.2 Teacher Commitment

Teachers' commitment is invariably associated with organizational commitment due to the teacher's nature of work involving the organisations (education system, school system), and the stakeholders (parents, student and colleagues). Generally, definitions of commitment focus on commitment-related attitudes and behaviours in the workplace (Colquitt et al., 2015; Armstrong, 2010; Mowday & Steers, 1979). Colquitt et al. (2015) described commitment as the desire of an employee to stay working in the organisations. While, commitment is classified by an individual's sense of connections to the organization due to mutual values and interests (Armstrong, 2010). Armstrong (2010) lists three characteristics of commitment: loyalty, strong belief in values and intention to survive, and readiness to face changes in the organisation. These definitions underlie the preceding definition by Mowday et al. (1979;1982) stated that organizational commitment is an individual's active relationship with their organization and their willingness to contribute to its success.

Both organisation commitment and teacher commitment are multidimensional (Meyer & Allen., 1991; 1997; Kanter, 1974; Mowday et al., 1979; Thien et al., 2014). Conceptually, Kanter (1974), defined commitment as a process of binding a person into the organisation, has believed that various types of commitment be associated with the various behavioural needs. Hence, three types of commitment listed by Kanter (1974): control commitment, cohesive commitment and continuance commitment. Mowday et al. (1979;1982), identified three major commitment related attitudes: identification, involvement and loyalty. Meyer & Allen (1991) also stated three dimensions of commitment, but classified the commitment in terms of 'component'. Thus, the model is called 'Three Component Model of Commitment' that clearly defines three components of the organization's commitment which are affective commitment, continuous commitment and narrative commitment.



Figure 2. Three Component Model of Commitment by Meyer and Allen.

Strikingly, Thien et al., (2014) explained the concept of teacher commitment in four dimensions: commitment to students, commitment to teaching, commitment to school and commitment to profession. Whereas, teachers may have alternative commitment dimensions regarding the school environment consisting of students, administrators and career path.

In prior studies, teacher commitment level is at a moderate level (Mannan & Sharma, 2017; Zakaria & Abdul Kadir, 2016). Other studies have proved teacher commitment level is at high level (Daryanto, 2014; Lestari & Rahmawati, 2020; Mat Jusoh et al., 2020; Mohamad, Abd Latif Kassin, Zakaria, 2016). Mustafa et al., (2020) However, most of the studies are not involve TVET teachers.

2.3 Job Satisfaction and Teacher Commitment

In Figure 3, Colquitt. et al., (2015) confirmed the relationship between job satisfaction. They create an Integrative Model of Organizational Behaviour. From the model, job satisfaction is classified as individual mechanisms that have a direct relationship with the individual outcomes which are organizational commitment and job performance (Colquitt et al., 2013). Previous studies prove that job satisfaction and commitment have a positive relationship (Aziz et al., 2020; Mat Jusoh, 2020). Furthermore, based on regressive analysis, job satisfaction is a predictive factor to teacher commitments. This can predict that teachers with high satisfaction levels will be more committed to work (Mat Jusoh, 2020).



Figure 3. Relationship of job satisfaction and organizational commitment based on Integrative Model of Organizational Behaviour, Colquitt et al. (2013:2015).

3.0 Recommendations and Conclusion

This paper provides few recommendations for practice and further research. Teachers play a major role in shaping the success of the national education system. The Ministry of Education (MOE) is advised to develop appropriate courses to ensure teachers are always satisfied and committed to their profession. Moreover, satisfied and committed teachers act as an indicator of the accomplishment of MOE policies being practiced at the numerous levels. From a school administration standpoint, school success depends on the level of teacher satisfaction and level of commitment at work. Thereupon, the admin need to be mindful of their teacher welfare matters to ensure school effectiveness. Further studies are necessary to combat the aforementioned problem related to teachers' job satisfaction and commitment, and securing TVET teachers' wellbeing. Theoretically, this paper proposes added values in the existing theories by reflecting Malaysian context and within the TVET system.

In conclusion, there is a wide gap to further study regarding job satisfaction and teacher commitment, especially for TVET teachers. Plus, the research on this issue is limited. Most of the studies

are general, whereas TVET teachers are having extra work such as workshop management without assistants, inventory and practical preparation.

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The Role of Digital Informal Learning in the Relationship between Secondary School Students' Digital Competence and Computational Thinking Skills

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Abstract

In line with the current National Fourth Industrial Revolution (4IR) Policy and Malaysian Education Blueprint, the Ministry of Education has been preparing, enhancing and implementing public school students with 21st century skills including technical and humanistic soft skills for future workforce to be 4IR-ready. Although scholars have highlighted the importance of students' computational thinking skills in STEM teaching and learning approaches to instill 21st century skills, previous empirical research has mainly focused on digital ubiquitous technologies acceptance in formal learning settings. During this COVID-19 pandemic, digital competencies are important for students' computational thinking skills development. Nevertheless, there has been less significant evidence from previous study about the mediating role of digital informal learning between digital competence and computational thinking skills. The proposed study aims to investigate the mediating role of digital informal learning between secondary school students' digital competence and their computational thinking skills. The expected findings of this study suggest educators should pay more attention to promoting and improving students' digital competencies in order to enhance their computational thinking skills. Educational policy-makers should develop innovative digital applications to accommodate different situations and learning needs of students.

Keywords: Fourth Industrial Revolution; computational thinking skills; digital competence; digital informal learning; 21st century skills

1.0 Introduction

Within the next decade by 2030, the Malaysia National Fourth Industrial Revolution (4IR) Policy is going to develop future talented individuals to be equipped with 21st century skills to advance together with 4IR technologies (Prime Minister's Department, 2021a). Since 2013, the Malaysia Ministry of Education (MOE) through the Malaysian Education Blueprint 2013-2025, has been preparing, enhancing and implementing the public school students with the 21st century skills across all disciplines especially in Science, Technology, Engineering and Mathematics (STEM) for future workforce to be 4IR-ready (Ministry Of Education, 2013). In order to raise the quality of education by developing the competencies of the students in primary and secondary schools, the recently launched Twelfth Malaysian Plan 2021-2025 (12MP) is going to strengthen STEM education through improvement the learning outcomes to prepare students to embrace 4IR (Prime Minister's Department, 2021b).

Moving from a nineteenth to a twenty first century knowledgeable society, skills such as problem solving, critical thinking, computational thinking (CT), creativity, innovation, ability to cooperate and self-regulation, are more vital than ever. As we progress beyond the year 2020 through the COVID-19 pandemic era, the education world in Malaysia has endeavoured into a massive world of digital online learning. The students are building and developing their digital competencies (DC) and their CT skills mostly within their digital informal learning (DIL) experiences outside of schools. The DIL environments replace the formal learning venue at schools, giving students some social and motivational learning strength, regularly to re-contextualize the learning skills into their own initiative or choices or interests to attain mastery (Meyers et al., 2013).

With the rapid advent and affordance of new 4IR technologies and the belief that DIL is ubiquitous, the extent to which students can benefit these DIL environments may be mostly depending

on the students' DC levels and CT skills. Digital competence is one of the competencies in lifelong learning (Ferrari et al., 2013) to form the 21st century skills in order for the students to have optimal digital-based learning experiences and outcomes. In addition, CT skills are also essential 21st century learning skills that help support learning behaviour as a cognitive processor system in real-world situations problem solving. It is important for the students to thrive in the current STEM education in meeting the needs for the future talent in the era of 4IR. Nonetheless, in the last 20 years, the percentage of benchmark achievers of the trend in Mathematics and Science Studies (TIMSS) for Malaysian students have dropped from 5% to 3% and the overall score of Malaysia is still below the international average (Phang et al., 2020). This downward trend in TIMSS shows a worrying decrease of secondary students' performance in the STEM education as well as their problem-solving skills.

Since the prerequisites for the 21st century future talent to gear up with complexity of the 4IR are to have strong base in DC and CT skills, thus, there is a need to study the roles of the DIL environments in secondary STEM education among secondary school students towards the relationship between DC and CT skills. Despite the importance of DC among primary and secondary education, there has been insufficient empirical evidence that relates the levels of DC of the students with CT skills. While there are many studies about the computational thinking skills among primary and secondary education in Malaysia, most of the studies are done within the digital formal learning environment at the school's environment. Consequently, the researcher is interested to study the roles of DIL in the relationship between secondary school's students DC and CT skills in order to explore the empirical evidence about the factors affecting the CT skills development of the students.

2.0 Literature Review

2.1 Digital Informal Learning

Students spend more than 80% of their time in out-of-school environments or in informal learning settings. The learning processes also can take place in informal environments (e.g., science innovation and robotic competitions, National Science Centre, museums). Thus, it can be said that most of the learning process occurs in an informal environment. In the digital age of the 21st century, students formally and informally use digital media to engage in learning activities using digital devices (e.g., smartphones, tablets, iPad and laptop computers). Thus, DIL presents learning environments to students in which they can access learning information anywhere and at any time individually or through communication and collaboration with other students (Ang et al., 2018). According to Meyers et al. (2013), DIL is a dynamic learning process that takes place together with ubiquitous technologies wherein students take control of their informal learning process, self-directed their learning content from the digital media and, with flexible learning to explore infinite possibilities for new knowledge.

In this study, the researcher will further investigate three different dimensions of the actual learning DIL behaviours. The first dimension is cognitive learning (CL), which signifies students' mental and physical interaction with the digital media by manipulation of the digital resources. The second dimension is meta-cognitive learning (MCL), which involves executive processing of planning student's learning, assessing one's comprehension and evaluating one's learning production. The third dimension is social and motivational learning (SML), which signifies the student's communication with their peers to support learning or to motivate one's to learn (He & Zhu, 2017; Mayer, 1998).

2.2 Digital Competency

DC refers to an extensive list of skills on conceptual level while digital literacy (DL) usually refers to a limited number of digital skills on operational level (van Laar et al., 2017). Even though the terms DC and DL are often used as synonyms, DC goes beyond DL which include important 21st century knowledge society dimensions on attitudes and mindset (Jin et al., 2020). In other words, DL refers to the skills prerequisite to attain digital competence. Malaysia Education Blueprint 2013-2025 has been emphasizing, enhancing and empowering students with DL to broaden the educational equity in ICT, but have yet to present any progress about the levels of digital competence among both primary and secondary school students.

There are a few proposed theoretical frameworks to study DC found in the literature (van Laar et al., 2017). The theoretical framework by Calvani et al. (2021) which has been empirically tested will be used to measure secondary school students' DC which contains three dimensions namely technical skills (TS), cognitive skills (CT), and ethical knowledge (EK). In this framework, the TS dimension includes visual literacy which refers to the understanding of using different digital tools effectively and knowing the advantages and disadvantages of the concepts of the different digital technologies. CT dimension includes high-order cognitive skills that enable the students to critically search and select digital information, evaluate and synthesise information online, and create as well as sharing their ideas using the digital technologies. EK dimension refers to the ability of the students to identify the reliability and credibility of the digital resources responsibly with ethics and citizenship (Calvani et al., 2012). In short, the theoretical framework for DC of the secondary school students proposed by Calvani et al. (2012) is based on Bloom's learning domains as it refers to a series of intertwined knowledge, skills and attitudes (He & Li, 2019).

2.3 Computational Thinking Skills

CT skills has been recognized as an essential 21st century skill in the era of 4IR required in the knowledge society. CT skills plays an important role as a cognitive process to structure and to formulate problems that previously can be solved by computers (Wing, 2012). In the literature, CT skills exposes students to logical thinking skills and life-long learning skills (Yadav et al., 2017), improve problem solving skills (Fessakis & Prantsoudi, 2019), improve students higher order thinking skills in 21st century knowledge society (Zaharin et al., 2018), and increase students' performance score not only in computing lessons, but also in mathematics, sciences and languages (Grover & Pea, 2013).

Since 2017, the primary and secondary education in Malaysia has revised its curriculum to integrate CT skills into the curriculum contents to strengthen the STEM education. Most of the studies primarily are conducted to increase the CT skills among the primary and secondary students to strengthen the skills among the students. Nevertheless, since then, the scholars have discovered that learning CT skills, however, is hard for school level students (Anuar et al., 2020; Ling et al., 2017; Rodziah Latih et al., 2020; Saad, 2020; Yusoff et al., 2020), students require longer time to demonstrate meaningful CT skills (Lapawi & Husnin, 2020), and identifying levels of students' CT skills is important (Chongo et al., 2020; Sondakh et al., 2020; Zakaria & Iksan, 2020).

The study about the predictors of CT skills among secondary school students in the DIL settings in order to determine the levels of CT skills is scarce. Students with different DC levels might have different CT skills. However, scholars have found that DC has a positive correlation with CT skills especially in the TS dimension in a formal setting (Esteve-Mon et al., 2020). Therefore, there is a need to study the role of DIL in the relationship between DC and CT skills among secondary school students in order to determine their current 21st century skills for the future talent in this 4IR era. The knowledge will be useful to identify the predictors of the CT skills among secondary school students and contribute to improve learning outcomes to nurture critical thinking, creative learning and problem solving skills in STEM education.

3.0 Methodology

The main objectives of this study are to investigate the relationship between students' DC and their CT skills and to determine the roles of DIL in the relationship between students' DC and their CT skills in the secondary school education context. This study is an explanatory research and will employ descriptive and correlational design using structural equation modelling (SEM) to analyse the repeated data and determine the relationship between latent constructs (Kline, 2016).

4.0 Conclusion

This study will explain the roles of digital informal learning in the relationship between secondary students' digital competence and computational thinking skills in the current environment of education

which favours toward the Fourth Industrial Revolution. The findings of the study could directly or indirectly indicate that the digital competence of the students affects their computational thinking skills. The expected findings of this study should suggest educators to pay more attention to promoting and improving students' digital competencies in order to boost their computational thinking skills. Educational policy-makers should develop innovative digital applications using 4IR technologies to accommodate digital informal learning for different situations and learning needs of every student.

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Teachers' Practice and Perception Towards Code-Switching in The English as A Second Language Classroom

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Abstract

Code-switching is often used in the field of education. With the recent advancement in language education, English has become a compulsory subject for students to learn in schools. During the teaching and learning process in the classroom, English teachers often use code-switching as one of their teaching strategies. However, teachers who use code-switching are often perceived as ineffective or inefficient which result in the misconception that switching languages during communication as a sign of incompetence or having linguistic deficiency. Against this backdrop, this study attempted to identify the role of code-switching use and to investigate teachers' perception towards the use of code switching in the English language classroom. The survey method as well as interviews were employed to collect data from 121 respondents who were English teachers from primary schools around Puchong, Selangor. The questionnaire includes close ended questions with the and open-ended interview questions were used during the interview session to collect data. Findings obtained from the study revealed that the teachers had mainly used code switching for curriculum access, classroom management discourse and interpersonal relationships. The findings demonstrated that teachers had neutral or mixed feelings towards the practice of code-switching in English language classrooms. However, the teachers also mentioned that code-switching should only be used when it is absolutely necessary. It can be concluded that code-switching requires careful and judicious use and further research should be undertaken to further illuminate aspects of code-switching which are still debatable in English language teaching and learning.

Keywords: teachers, code- switching, second language classroom

1.0 Introduction

Malaysia is a well-known country for its multiracial ethnicity and diversity across the globe. It is made up of various ethnicities, such as Malays, Chinese, Indians and other races as well. This is the major reason why multi languages and cultural beliefs are prevalent among Malaysians. As a matter of fact, it is common for Malaysian speakers to code-switch depending on the personal and social circumstances of the communication in which they are engaged in. Subsequently, English is extensively used in the Malaysian education sectors such as pre-schools, primary, secondary and tertiary education levels. On the other hand, the Malay language is used as the medium of instruction in all schools except for the vernacular schools as they are allowed to use their mother tongue language as their medium of instruction. These learners are then also known as the second language learners, English as a Second Language (ESL). According to Sarasvathy a/p Annandarajah (2011), teachers in the Malaysian educational settings may employ Malay or other native or familiar languages, such as Mandarin, Tamil, and others, in addition to English, to teach English language and other subjects taught in English.

When two languages cohabit, interlocutors with identical or shared linguistic backgrounds frequently have the opportunity to code switch (Selamat, 2014). Speakers who speak more than one language often utilise code-switching as a mechanism to switch between two or more languages during a communication. In bilingual environments, code-switching (CS) is a common occurrence. Over the years, our English teachers have used a variety of instructional methodologies and approaches in teaching English as a Second Language, including code switching. A large majority of students have also agreed with this technique. It demonstrates their understanding of code-importance switching in the teaching and

learning process. There are many pertinent inducements of this teaching strategy to utilize by our English language teachers.

Problem Statement

Most Malaysians nowadays communicate in English, which is one of the languages they employ in both professional and personal situations. In addition, one of the reasons is that Malaysia is a multi-ethnic country with over a hundred different languages spoken throughout the country. Teachers can employ code-switching to break the language barrier and assist students whenever students face difficulty by relating topics to the students' culture, or even to address behavioural problems (Von & Yoong, 2019). Teachers' exploitation and code switching in English language classrooms could be interpreted as a lack of mastery of English language skills that are taught later in the process. The first-hand participant which is involved in this process would result in the student's English proficiency level.

In this study, the researcher is more interested in researching the roles of code switching and teachers' views of code switching than any specific linguistic components including phonology, semantics, or syntax. Despite the fact that the teaching guideline requires English language teachers to use only English in ESL classrooms, the reality may be different. Teachers may switch codes for a plethora of ways and roles. In fact, code switching is a covert strategy used by English teachers in the classroom. Students with a non-native English-speaking background, particularly students who are unskilled in English, use code switching. They primarily employ code switching to improve their English vocabulary. Besides that, the ongoing dispute over in English classes, code switching is used has yet to be resolved; educators and policymakers alike have differing viewpoints on the impact of this technique on students' language development. Regardless of the results, there are many perceptions and beliefs among the teachers who teach English as a Second language.

Research Questions

This study specially addresses the following two research questions:

- a) What are the roles of code switching used by teachers in English language classrooms?
- b) What are the teachers' perceptions towards the use of code switching in English language classrooms?

2.0 Review of Literature

Definition of Code-switching

According to Alkhudair (2019, p. 160) has described code-switching as "the juxtaposition of portions of speech belonging to two separate language/grammatical systems or subsystems within the same speech interaction". This is to show the closeness of two varying language use in a single conversation. It is common for bilingual speakers to code switch and substitute a word or a phrase from another language to achieve the communication intention (Jogulu et al., 2018). It is discussed in previous studies a speaker uses code switching intentionally/unintentionally to deliver the message communicated deliberately. Code switching takes a variety of forms. It can occur within a sentence, at the beginning or at the end of sentences (Pondan et al., 2018). There is no general rule or guideline for the use of code-switching; it may occur in any context by a bilingual or multilingual speaker.

Functions of Classroom Code Switching

Code-switching in English classroom, Pondan et al. (2018) reported that, there are three functional categories of code-switching in the classroom context as for curriculum access, classroom management and interpersonal relation. As a result, he proposes three broad kinds of parts for code-switching within the classroom. The following are the categories:

- i. Curriculum access via code-switching.

To assist students with limited English competence.

ii. Code-switching for classroom discourse control.

To show a shift in the students' behaviour management in the classroom during lessons.

iii. For interpersonal relationships, code-switching.

Negotiate relationships and identities, establish rapport with individual students.

Teachers' Perceptions of Code-switching in the Classroom

Perception is defined as a reflection of a person to any stimulus from the outside. To form a perception, a person must first acknowledge and comprehend a certain event, and then an individual would make a judgment and consequently react to it (Von & Yoong, 2019). Several studies have explored teachers' practices and perceptions towards code switching in English language classrooms. Songxaba et al. (2017) examined all the teachers who stated that they code-switched in the Afrikaans L2 course and it was claimed that most learners did not understand when Afrikaans was used in the classroom. On another note, Ramadhani et al. (2019) found in their study that code switching can give a positive impact for the students in the teaching and learning process, as long as it still prioritizes the use of English. This clearly shows the discrepancies in the perception towards the use of code-switching in class.

Teachers' perceptions of code-switching in the classroom differs as the students' performance in English proficiency develops or their performance declines. Most researchers stated teachers' construct different views over the years as many different approaches and technique slides in the teaching process. Thus, code – switching is often viewed as a weak strategy in teaching English as a Second language learners. The study further concludes that code-switching facilitates and enriches the learning process by allowing students' attention and interest to be maintained in the classroom for extended periods of time. The research shows that code-switching should not be frowned upon in English language lessons, but rather should be viewed as a useful tool for language learning.

3.0 Methodology

This study predominantly employed a mixed method approach to investigate the research objectives. The quantitative research design as the methodology for collecting data and the qualitative information was used to substantiate the findings found. Both methods were used in a single study to understand and find the solutions to the research problems. The purpose was to use qualitative results to assist in explaining and interpreting the findings of a quantitative study. The study employed questionnaire and interview questions as the research instruments of the quantitative and qualitative research method respectively, this allowed the researcher to achieve the research objectives to identify the role of code switching used by teachers and to investigate teachers' perceptions towards the use of code switching in English language classrooms. This represents the belief that using various data gathering methods can give more reliable results since the strengths of one approach can compensate for the shortcomings of the other (Ling, 2019).

The study took place in the national primary government schools (SK) in Puchong town, Petaling district, Selangor, Malaysia. It was anticipated that by choosing a non - probability sampling through this purposive sampling technique, the results can only be applied to the sample, and inferences will be opinionated. As stated by Cochran (1977), the sample size of the population (166) of this study at the margin error of 5% and degree of confidence of 95% was 121 participants. Due to the uncertainties of the response rates, 20 questionnaires were added to cover the 121 samples. Also, the teachers chosen for this study range in age from 40 to 57 years old. They were picked because they teach English to students in lower and upper primary schools. They have bachelor's degrees in TESL and at least 2 – 28 years of experience teaching English as a second language (ESL). These teachers are multilingual (Malay and English). Teacher A, Teacher B, Teacher C, Teacher D and Teacher E are the teacher codes for the interview session. The questionnaire had been developed with 25 items excluding the demographic details. A five-point Likert type scale and close – ended questions were used in the questionnaire for this research study. Survey questionnaires were given to the Head of the English Panel of each school to be distributed to all English language teachers.

Data from the second instrument, interview questions, was used in this study which consisted of 14 questions, aligned with both the research questions stated in the beginning of the study. There were questions which reflected the first and second research questions. After the questionnaire answering session was over, teachers were given a choice to participate voluntarily for the interview session to contribute supporting details in views of how the use of code-switching influences teachers practice in English language classrooms and the interview schedule will be shared to them individually by the researcher. The recognised role and perceptions of code switching will next be substantiated with evidence of the teacher's code switching from the previously recorded questionnaire findings.

4.0 Findings and Discussions

4.1 The Role of Code Switching Used by Teachers in English Language Classroom

The findings found can be explained based on two categories:

a) Code switching for Curriculum Access

Based on the survey, there are seven parts of teachers' code switching, namely teachers using translations in explaining challenging concepts, which is item 2. As shown in Table 1, code switching utilised by teachers for educational programs are related to code switching utilised for building and transmitting information.

Table 1: The descriptive statistics of code switching for curriculum access.

Number	Code Switching for Curriculum Access	M	SD
1	To explain meaning of words and sentences	3.41	1.11
2	To explain a difficult concept.	3.59	1.06
3	To explain grammar explicitly.	3.40	1.18
4	To check for comprehension	3.35	1.17
6	To introduce unfamiliar materials/ topics.	3.50	1.14
7	To explain the differences between the students' L1 and English.	3.31	1.13
8	To draw students' attention to the correct pronunciation of sounds in English.	3.39	1.28

Subsequently, the data revealed the highest mean value obtained that the majority of the respondents (81%) answered most of the time or every time with this statement that they prefer using code switching to explain difficult concepts. ($M = 3.59$, $SD = 1.06$). Similarly, this role was consistent with the findings from the transcription of the interview session. Teachers' main goal was to ensure their students understand better through their explanation. Henceforth, through the interview session Teacher A and B mentioned code switching is the simplest method they have in the classroom, and they rarely employ any other tactics during her classes. This was evident in (Selamat, 2014) research that teachers also stated that they utilise code switching to clarify difficult concepts, and proof exists that it is employed for this purpose in one of the observed courses. In conclusion, a large proportion of the respondents experienced code switching as a handful of techniques in teaching English as a second language was caused by the learners' inability to comprehend the concept in English context.

b) Code Switching for Interpersonal Relationship

As shown in Table 2, teachers used code-switching to boost students' motivation and confidence in learning the English language, and this role was consistent with the findings from the transcription of the interview session as well.

Table 2: The descriptive statistics of code switching for interpersonal relationship

Number	Code Switching for Interpersonal Relationship	M	SD
10	To provide praise/feedback/personal remarks about students' performance.	3.14	1.33
11	To encourage students' participation in classroom activities.	3.26	1.28
12	To build/strengthen interpersonal relationships between the teacher	3.44	1.11

	and students.		
13	To reduce students' anxiety in learning the English language.	3.36	1.13
14	To increase students' motivation and confidence in learning the English language.	3.49	1.17

Descriptive statistics indicating the means and standard deviations were run, which showed mean differences. The statement to which increasing students' motivation and confidence in learning English language has the highest mean ($M = 3.49$, $SD = 1.17$). This is supported by the findings from May & Aziz (2020) study which revealed that teachers utilized code-switching as a strategy for cultivating students' affective filters in learning English as a second language. The utilisation of the primary language within the classroom was demonstrated to deliver a positive learning environment. It helped students in lowering their emotional channels so that they might way better learn the target language. The interview discoveries encouraged bolstered that code-switching between the primary and moment languages was considered as a way to make students feel more pleasant whereas learning.

c) Code Switching for Classroom Management Discourse

Teachers utilised code switching as a method to maintain classroom discipline and structure of the lesson. Table 3 shows the various roles of code switching that fit within this category.

Table 3: The descriptive statistics of code switching for classroom management discourse.

Number	Code Switching for Interpersonal Relationship	M	SD
5	To organise classroom tasks.	3.15	1.34
9	To maintain classroom discipline and structure of the lesson.	3.16	1.29

By referring to Table 3, the highest mean obtained revealed that the majority of the respondents (72%) answered most of the time or every time teachers employed code switching to maintain classroom discipline and structure of the lesson. ($M = 3.16$, $SD = 1.29$). Teachers would provide instructions via code-switching, which allowed them to speed up the classroom procedures. Students will be able to accomplish better on tasks if they comprehend the instructions given to them, and will be more engaged in classroom activities as a result. Subsequently, interview findings have shown Teacher C and Teacher D both admitted that they would use code-switching to give instructions to bring the lesson forward but not to organise classroom tasks. Contradicting statements were given by Teacher D that she would use code-switching to give instructions to bring the lesson forward but not to chastise the students that bigger classroom size provokes her to use code switching to ensure her lesson progresses smoothly. In conclusion, teachers also admitted they did not use code switching to organise classroom task purpose as they did not find the need for it.

4.2 Teachers' Perceptions Towards the Use of Code Switching in English Language Classroom

This study looked into the perceptions of a group of in-service primary school teachers at Puchong, Selangor and describes how they use code-switching practise in the English language classroom, which will be broken down into three sections: (a) beneficial code-switching perceptions, (b) detrimental code-switching perceptions, and (c) a resemblance of adaptive and manipulative code-switching preconceptions.

a) Positive Perceptions Towards the use of Code Switching in English Language Classroom

As evidenced by questionnaire findings, it is clear that all of the teachers agreed that moving to a different coding makes studying a language easier. The interviews findings support the teachers' opinion in the pedagogical value of code switching in the English language classroom. Based on their interview responses, code switching is a beneficial teaching and learning resource that can be used to improve students' language learning experiences. The controversy over whether code switching should be incorporated into the English language curriculum has been debated on for quite some time. During the interview session, teachers had mixed opinions about validating the use of code switching as a necessary portion of the English language classroom.

Teacher B stated code switching is still needed to be used in urban or suburban schools even in 21st century teaching and learning processes. The rural area schools may be using the explicitly compared to urban schools. Henceforth, she agrees that code switching should be included as an integral part of the English lesson. Relevant comments are as below:

“Yes, in future, rural schools are using this technique through 60 minutes lesson, these teachers teach English in their mother tongue language I just wonder how they conduct English lesson in Bahasa or any other language, so in this case I think our MOE should set parameters for teacher’s code-switching use in English language classrooms, hereby maybe during grammar lesson only, or instruction only something like that lah” (Teacher B)

Similarly, Teacher E, also as a senior teacher, believed that code switching should only be used to assist weak learners, and that it should be gradually phased out as students develop. She believes teachers have the authority in a classroom setting classroom agreement will help new teachers’ ways to balance between the use of other languages and targeted language during teaching. Teacher E said,

“Okay, instructions what do I do is normally in my weak classes for few months I use both the languages to make them understand after few months I stop using Malay. In my advance classes I don’t have to do this. This is for me to teach them certain meanings of the instruction I’m giving them”. (Teacher E)

This finding concurs with the current study, which shows that whereas all of the teachers concur on the benefits of code switching, a few of them are hesitant to consolidate it as a foundational component of the English language classroom. In spite of this, the majority agrees that code switching is a valuable tool in the English language classroom. The use of code switching is considered as a useful instructional tool for students with low capability level in English language. This gives credence to Vygotsky's sociocultural hypothesis, specifically the ‘Zone of Proximal Development’ (ZPD) where within the context of this study, teachers used code-switching as a way to scaffold students' learning processes.

b) Negative Perceptions Towards the use of Code Switching in English Language Classroom

To reiterate, the majority of teachers perceived code switching in English language classrooms as a useful way to improve communication. Despite this, the responses obtained from the questionnaire and the interviews conducted also revealed that teachers also have negative perceptions about using code switching in English classes. In terms of teacher code-switching, it is thought that teachers' frequent use of code switching amid formal language instruction inadvertently advances students to depend on teachers for clarifications of target language lexicon and expressions in their local language. This claim is supported by Selamat (2014) where given the choice, students will opt for the easier option of depending on the teacher to code switch or using code switching themselves instead of endeavouring to produce meaning within the target language using their existing linguistic repertoire.

Subsequently, Teacher A and Teacher B mentioned code switching ought to be used as a final resort when all other choices have been depleted.

“I think code switching is not the best one lah available, one of the option we have and I believe many teachers especially in some not very good English speaking environment they tend to use it, I can’t say the best one when I was learning we was taught that we shouldn’t use any other language instead of English, but I can see that I have to use other language especially Malay lah, some even don’t understand Malay I need to ask their friend’s to translate to them, it’s the only choice lah.” (Teacher A)

Teacher C on the other hand, expressed disagreement towards this statement because based on their experience code switching really helped them in teaching English to their students. They find it as a very useful technique to teach English.

“Hhmm, I think I’m saying this based on my opinion. Code switching really helped me in my

class and its' very useful and the best way for me to teach English to my students. " (Teacher C)

May & Aziz (2020) in their study implied that students tend to speak in their first language or develop a habit of continuing to use it and code-switching appears to be the least appealing teaching method among teachers when compared to the other options. However, findings show that the majority of teachers agreed that code switching should only be used as a last option after all other possibilities have been attempted. During the interview, one of the teachers indicated that students who have a good command of the English language should not have to switch codes. For most teachers, code switching is feasible in some classroom situations, depending on factors such as the students' linguistic aptitude and exposure to the target language. The teachers also agreed that English should be used as much as possible as it is important that they master the target language for real world applications.

5.0 Conclusion

To summarize, the English language teachers in this study perceived that the use of code-switching is inevitable in language classrooms. According to the findings, the teachers primarily employed code-switching for curriculum access, then for interpersonal relationship, and last for classroom management discourse. During the lessons, teachers employed code-switching to provide explanations, for example, the definitions of English nouns. This means that code-switching helps students understand English instruction. Despite the fact that code-switching was employed by the teachers during the lessons, it was also implied that code-switching should only be used when absolutely necessary.

This is because students' English exposure is critical to language acquisition in the Malaysian environment and code-switching is seen as a useful method for facilitating learning in English lessons. In an English language classroom, speaking English must be a top priority. It means that, while teachers recognise the importance and potential benefits of code-switching, it must be used intelligently and purposefully. Subsequently, teachers' role is critical because they have a significant impact on the atmosphere in English language classrooms, both positively and adversely. Teachers must devise effective teaching methods that encourage students to use and communicate in English, which is their second language for them.

However, the burden of proof does not lay solely on teachers; students must also endeavour to improve their speaking skills by interacting in English. This is supported in Clapham's (2016) study that, if employed in the context of appropriate code switching, code switching can benefit both students and teachers and have a significant impact on one's sense of self-identity and self-esteem. Nevertheless, allowing teachers to code-switch as one of the strategies in the English language classroom may be considered by the Ministry of Education and school principals. It is time for bilingual education policy makers to take an alternative path, to promote a paradigm of teacher professionalism that could lead to more gratifying linguistic experiences for teachers. Nevertheless, we will need a dependable framework for responsible code switching in order to do so (Fareed, 2016). This study suggests that further research should undertake students' and teachers' employ code switching, results of such investigations will be crucial in debating the existing negative perceptions of classroom code switching. Furthermore, inclusion of more research instruments in the data collection procedures will contribute more validity to the research study.

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Faktor-Faktor Mempengaruhi Penawaran Subjek Pertanian Serta Kesan Terhadap Pencapaian Sekolah Menengah di Kawasan Muar

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Abstrak

Kajian ini bertujuan untuk mengetahui faktor yang mempengaruhi penawaran subjek Pertanian serta kesan terhadap pencapaian sekolah menengah di kawasan Muar. Terdapat tiga objektif dalam kajian ini iaitu mengenalpasti faktor yang mempengaruhi penawaran subjek pertanian di sekolah menengah kawasan Muar, mengetahui faktor pemilihan aliran pengajian oleh pelajar di sekolah menengah kawasan Muar dan mengetahui kesan penawaran subjek pertanian kepada pencapaian pelajar dan juga sekolah menengah kawasan Muar. Dalam kajian ini, seorang guru yang mengajar subjek Pertanian di kawasan Muar telah dipilih untuk ditemu bual sebagai responden kajian. Data diambil berdasarkan kepada ketepatan data sehingga objektif kajian dapat dicapai. Kajian ini telah dijalankan sepenuhnya menggunakan kaedah kualitatif dengan menggunakan kaedah pengumpulan data secara temu bual separa berstruktur. Berdasarkan kajian yang dijalankan, faktor yang mempengaruhi penawaran subjek Pertanian adalah demografi sekolah, guru pertanian, keluasan kawasan sekolah dan latar belakang pelajar. Pelajar yang hendak mengambil subjek pertanian perlu mempunyai asas dalam subjek Sains. Cadangan penambahbaikan bagi kajian ini adalah memilih lebih ramai responden kajian. Kajian ini juga boleh dilaksanakan di lokasi kajian yang berbeza supaya memperoleh maklumat daripada persektif yang berbeza.

Kata kunci: subjek pertanian; sekolah menengah; penawaran subjek pertanian

1.0 Pendahuluan

Pengajaran merupakan satu proses bagi menghasilkan keadaan dan suasana persekitaran yang membolehkan pelajar dapat berinteraksi sehingga mencapai objektif yang diinginkan oleh guru tetapi perlulah dirancang secara sistematik supaya mudah untuk mengaplikasikan teknik pengajaran yang sesuai dalam proses belajar. Menurut Fatimah (2013) sesuatu pengajaran hendaklah berlaku secara dua hala diantara pelajar dan guru bagi menghasilkan proses pengajaran dimana emosi, persekitaran, peranan dan situasi kedua-dua pihak dapat dititikberatkan. Teori Pengajaran Pavlov (1936) menerangkan tingkah laku individu itu sama ada baik atau tidak didorong oleh pengajaran dan pembelajaran individu tersebut. Proses ini melibatkan pelbagai kaedah, teknik, pendekatan, kemahiran dan merangkumi keseluruhan ilmu yang diperlukan dalam diri seseorang guru.

Pembelajaran merupakan satu proses penerimaan maklumat dan pengetahuan, pembentukan sikap serta penguasaan kemahiran yang dapat membawa perubahan positif atau negatif kepada individu. Anita (2004) menegaskan, pembelajaran merupakan proses menambah pengalaman seseorang dan mengakibatkan perubahan pengetahuan serta tingkah laku. Pembelajaran ini tidak hanya berlaku di dalam kelas sahaja tetapi pembelajaran boleh berlaku dimana-mana sahaja. Nawi (2011) berpendapat bahawa pembelajaran boleh berlaku dalam dua proses iaitu pembelajaran secara formal dan pembelajaran secara tidak formal.

Sektor pertanian merupakan satu bidang yang sangat penting di negara ini. Peningkatan penduduk di negara ini mahupun dunia menyebabkan permintaan bekalan makan semakin hari kian meningkat. Pada peringkat awal, pertanian hanya tertumpu kepada keperluan asas dan diusahakan untuk menyara diri. Namun, pertanian pada masa kini telah berubah konsep daripada keperluan asas kepada sektor utama dalam industri yang menjana ekonomi negara. Menurut Abdul Rasid Abdul Razzaq (2009), pertanian merupakan bidang yang sangat penting bagi aspek sosial dan ekonomi. Oleh itu, penghasilan modal insan yang berkualiti perlu dipergiat atau dipertingkatkan supaya dapat

mengembangkan bidang pertanian dan memenuhi permintaan di dalam negara disamping menjana pendapatan negara serta ekonomi. Golongan muda seharusnya digalakkan melibatkan diri dalam bidang pertanian kerana pertanian mempunyai potensi besar. Mereka perlu menukar persepsi bahawa bidang pertanian tiada masa depan. Golongan belia perlu diberikan pendedahan tentang pentingnya bidang pertanian bermula di peringkat sekolah rendah dan menengah serta pusat pengajian tinggi.

Ismail (2011) menyatakan kemampuan sesebuah negara memajukan sektor pertanian menunjukkan negara tersebut berkeupayaan menyediakan bekalan makanan yang mencukupi kepada rakyat. Negara maju seperti Australia, Amerika Syarikat dan Belanda tidak meminggirkan sektor pertanian malahan ianya dijadikan sebagai sektor perniagaan yang menguntungkan.

Penawaran subjek pertanian bermula di peringkat sekolah merupakan langkah untuk memupuk minat golongan muda untuk menceburi bidang pertanian. Namun golongan muda kebanyakannya tidak berminat dengan bidang ini berbanding bidang lain seperti kejuruteraan dan pengurusan. Mereka beranggapan bahawa bidang pertanian merupakan satu bidang yang ketinggalan. Isu masa kini adalah disebabkan pelajar atau golongan belia tidak mengetahui potensi bidang pertanian sebagai kerjaya mereka (Rohana, 2010). Oleh itu, pihak Kementerian Pelajaran Malaysia (KPM) mengambil langkah memperkenalkan subjek pertanian di peringkat sekolah supaya memberikan pendedahan, pengetahuan dan praktikal kepada pelajar yang mengambil bidang pertanian.

Menurut KPM, mata pelajaran Pertanian ditawarkan di peringkat menengah bagi memberi pendedahan kepada pelajar memilih dan mengenal pasti kecenderungan serta minat mereka. Menurut Syahida Sidek (2018), seorang guru atau pendidik mampu menarik minat pelajar bagi sesuatu bidang kerjaya dengan kaedah menjelaskan atau menerangkan maklumat berkaitan kerjaya tersebut. Justeru, guru-guru perlu memainkan peranan penting dalam memupuk minat pelajar kerana tugas guru ialah menjadi penyampai maklumat dan memupuk minat pelajar. Remaja lepasan sekolah kurang meminati bidang pertanian berpunca daripada guru yang kurang memberikan pendedahan tentang kerjaya semasa di peringkat sekolah. Menurut Slameto (2010) minat merupakan satu rasa seronok dan suka dalam sesuatu aktiviti atau perkara yang dilakukan tanpa ada arahan daripada orang lain. Perasaan itu juga datang dengan sendirinya tanpa ada unsur paksaan dari sesuatu pihak.

Pemilihan aliran bagi pelajar lepasan peperiksaan Penilaian Tingkatan 3 (PT3) merupakan perkara yang tidak boleh dipandang remeh khususnya bagi pelajar itu sendiri kerana aliran tersebut akan menentukan hala tuju mereka selepas tamat persekolahan dan melanjutkan pengajian diperingkat Institut Pengajian Tinggi serta kerjaya mereka kelak. Pemilihan aliran yang bersesuaian dengan minat akan membolehkan individu itu memberikan prestasi yang terbaik dalam bidang yang diceburi. Pada hakikatnya, pemilihan aliran yang ingin dipelajari mempengaruhi dan mendorong mereka membuat pemilihan seperti pernyataan Mohamad Hafizi (2014) menyatakan penglibatan golongan muda dalam bidang pertanian semakin berkurangan. Situasi ini dikenalpasti sebagai dilema yang dialami oleh industri dan perlu diambil tindakan. Objektif yang ingin dicapai melalui kajian ini ialah:

- 1) Mengetahui faktor yang mempengaruhi penawaran subjek pertanian di sekolah menengah kawasan Muar.
- 2) Mengetahui faktor pemilihan aliran pengajian oleh pelajar di sekolah menengah kawasan Muar.
- 3) Mengetahui kesan penawaran subjek pertanian kepada pencapaian pelajar dan juga sekolah menengah kawasan Muar.

2.0 Kajian Literatur

2.1 Subjek Pertanian di sekolah menengah

Sekolah merupakan institusi penting bagi memastikan proses pengajaran dapat dilaksanakan dan membentuk modal insan yang berguna untuk negara. Pendidik perlu menjadi pakar serta mempunyai pengetahuan professional pendidikan supaya kualiti pendidikan lebih berkesan (Baharum, 2012). Subjek pertanian ialah mata pelajaran saintifik serta sistematik berkaitan alam semula jadi. Menurut

Sorayah Dising (2018) bidang pendidikan pertanian merupakan salah satu tunjang utama bagi Pendidikan dan Latihan teknikal dan Vokasional (TVET). Subjek ini meliputi aspek pengeluaran poltri, asas tumbuhan, mekanisasi pertanian dan sains tanah. Subjek pertanian merupakan pengajaran yang sistematik iaitu boleh dipelajari bermula di peringkat rendah, menengah, menengah lanjutan serta diperingkat pengajian tinggi bertujuan menyediakan seseorang individu menceburkan diri dalam bidang kerjaya berkaitan pertanian.

Dalam subjek pertanian juga terdapat silibus yang menekankan pengajaran ke arah pembentukan kerjaya dan keusahawanan dalam bidang pertanian. Abdul Rasid Abdul Razzaq (2009) menyatakan sains pertanian digunakan bagi memenuhi keperluan estetika manusia kerana sains pertanian menggunakan prinsip disiplin iaitu sains asas, matematik, sains sosial, perdagangan dan ekonomi. Penawaran subjek pertanian di sekolah menengah adalah untuk menambah minat serta menghargai pertanian. Selain itu, bidang pertanian mengembangkan kemahiran saintifik dan praktis. Seterusnya, penawaran subjek pertanian mampu mengukuhkan asas bidang kerjaya sama ada bidang pertanian mahupun bidang yang lain.

Hasil kajian yang dijalankan oleh Nordin (2012) menyatakan bahawa proses pengajaran dan pembelajaran bagi amali Sains Pertanian telah memberikan kesan signifikan kepada pelaksanaan program dan pencapaian diri seseorang pelajar. Bidang pertanian merupakan bidang penting kepada sesebuah negara dan tidak boleh dianggap sebagai bidang yang ketinggalan atau mundur kerana komitmen yang ditunjukkan negara maju jelas menunjukkan bahawa pertanian mampu meningkatkan pendapatan individu serta negara. Noryzana (2004) menegaskan bahawa pelajar yang berada dalam bidang pertanian perlu mengaplikasikan pengetahuan, pengalaman dan kemahiran yang ada supaya dapat mengembangkan bidang pertanian. Beliau juga menyatakan bahawa pelajar yang berada dalam bidang pertanian perlu mengaplikasikan segala kecanggihan teknologi dalam bidang ICT serta bioteknologi bagi mengusahakan sesuatu pertanian.

2.1 Aliran yang menjadi pilihan pelajar

Pemilihan aliran sangat penting bagi seseorang individu atau pelajar kerana aliran tersebut dapat membantu mereka dalam menentukan hala tuju kerjaya mereka selepas menamatkan zaman persekolahan. Setiap pelajar yang ingin mengambil aliran atau jurusan pendidikan teknik dan vokasional perlu mempunyai kesediaan serta minat dan keyakinan untuk belajar. Pemilihan aliran yang betul dengan kemampuan diri sangat penting kerana setiap individu mempunyai kecenderungan atau kelebihan terhadap sesuatu bidang. Pemilihan aliran dapat dipengaruhi daripada aspek keluarga, kerjaya, minat dan pencapaian akademik (Jamlos, 2012).

2.2 Keluarga

Pemilihan aliran sewaktu di sekolah dapat dipengaruhi oleh persekitaran antaranya adalah pengaruh keluarga. Menurut Ismail (2011) menyatakan bahawa faktor keluarga dan ibu bapa bukan sahaja hanya berkait mempengaruhi seseorang individu dalam pemilihan dan memberikan keputusan dalam memilih sesuatu kursus atau aliran semasa di sekolah menengah, malahan latar belakang atau sejarah sesebuah keluarga juga dapat menjadi pendorong mahupun menyebabkan kecenderungan seorang pelajar untuk memilih sesuatu aliran semasa di sekolah. Beliau juga menyatakan ibubapa adalah antara pengaruh terbesar anak-anak terhadap keputusan dan pencapaian akademik. Aspirasi dan harapan daripada ibu bapa terhadap anak-anak mampu menjadi pendorong anak-anak memilih sesuatu aliran atau jurusan. Tidak mustahil jika ada diantara ahli keluarga yang mengambil aliran pertanian semasa sekolah mempengaruhi ahli keluarga yang lain untuk mengambil aliran yang sama.

2.3 Kerjaya

Menurut hasil kajian Mansor (2012) menyatakan kerjaya merupakan penglibatan yang dilakukan secara berterusan oleh individu dalam sesuatu bidang meliputi kemajuan dan perkembangan seseorang bagi menyambung kehidupan. Pemilihan kerjaya yang tepat amat penting kerana ia dapat membantu mencorakkan masa depan seseorang. Murid perlu menentukan aliran yang diminati sebelum melangkah ke dunia pekerjaan (Zaib, 2014). Oleh itu, murid yang ingin memilih sesuatu aliran hendaklah mengetahui bidang kerjaya yang bersesuaian sewaktu di alam pekerjaan kelak.

2.4 Minat

Minat adalah elemen penting yang menarik seseorang untuk melaksanakan perkara yang disukai. Jika seseorang mempunyai minat yang kuat terhadap sesuatu aliran atau bidang ini akan mendorong individu tersebut memilih secara sukarela tanpa ada paksaan daripada pihak lain. Menurut Mohamad (2012) minat dimaksudkan adalah keinginan, kesukaan atau kecenderungan pelajar menguasai dan mempelajari bidang yang dipilih. Minghat (2010) menyatakan bahawa minat adalah faktor yang mempengaruhi murid memilih kerjaya berdasarkan aliran atau bidang yang dipelajari. Jika seseorang individu menyukai atau meminati sesuatu bidang, individu tersebut akan lebih bersemangat dan berusaha untuk mendapatkan kejayaan dalam bidang yang diceburi. Minat mampu menjadikan seseorang individu mendapatkan motivasi bagi mencapai sesuatu perkara yang diinginkan (Yusuf, 2013). Mat Jusoh (2012) memetik bahawa minat akan mewujudkan keazaman dalam diri seseorang untuk mencapai kejayaan.

2.5 Pencapaian akademik

Muhamad Abdillah Royo (2011) berpendapat pencapaian akademik adalah penilaian yang dilakukan oleh guru terhadap anak didiknya tentang perkara yang diajar dengan memberikan peratus, markah, gred ataupun kedudukan 'ranking' murid dalam kelas. Maklumat mengenai pencapaian akademik murid boleh ditentukan sewaktu guru sedang mengajar, melakukan aktiviti pembelajaran atau setelah tamat sesi pembelajaran. Menurut hasil dapatan Muhamad Abdillah Royo (2011) menyatakan keputusan pencapaian akademik pelajar dapat memudahkan pihak sekolah membuat penempatan kelas dan aliran pelajar.

3.0 Metodologi Kajian

Kajian ini menggunakan kaedah pendekatan kualitatif dengan menggunakan kaedah temu bual separa berstruktur. Tujuan kajian ini menggunakan kaedah pendekatan kualitatif adalah untuk mengetahui dengan lebih mendalam mengenai faktor-faktor penawaran subjek pertanian di sekolah menengah kawasan Muar. Penyelidik memilih pendekatan kualitatif ini kerana ingin mendapatkan hasil yang berunsurkan pandangan, pengetahuan dan pengalaman. Melalui kaedah kualitatif ini, hasil dapatan yang diperolehi adalah lebih baik dan mendalam berbanding menggunakan kaedah kuantitatif. Menurut Jasmi (2012), data yang diperolehi daripada kualitatif berbentuk deskriptif iaitu terdiri daripada kata-kata lisan atau penulisan mengenai tingkah laku manusia dapat diperhatikan. Kaedah penyelidikan yang dilakukan secara kualitatif membuatkan pengkaji dapat mengetahui atau memahami sesuatu isu dengan lebih mendalam (Patton, 2011).

3.1 Pemilihan responden kajian

Responden yang dipilih adalah melalui teknik persampelan bertujuan. Menurut Norizah Aripin (2014) teknik persampelan bertujuan membolehkan seseorang pengkaji memilih atau menentukan responden yang khusus serta sesuai untuk kajian yang dijalankan. Penyelidik memilih responden yang sesuai bagi mendapatkan maklumat yang jelas dan tepat mengenai kajian yang dijalankan. Dalam hal ini, pengkaji perlu memastikan responden yang dipilih mempunyai perspektif kontak, maklumat atau apa-apa sahaja tujuan mengenai kajian yang dijalankan oleh penyelidik. Kriteria responden yang dititikberatkan oleh pengkaji dalam kajian yang dijalankan ini ialah pengetahuan dan maklumat yang diperolehi oleh guru mengenai faktor penawaran subjek pertanian serta kesan terhadap pencapaian sekolah kawasan Muar. Pengkaji telah memilih seorang guru untuk membantu kajian ini iaitu guru pertanian di sekolah menengah kawasan Muar yang mempunyai pengalaman mengajar selama 18 tahun.

3.2 Instrumen kajian, kesahan dan kebolehpercayaan dapatan kajian

Instrumen kajian yang digunakan dalam penyelidikan ini adalah diri penyelidik sendiri. Penyelidik menguruskan sesi temu bual untuk dapatan kajian dalam penyelidikan ini. Soalan temu bual yang penyelidik gunakan dalam kajian ini merupakan soalan yang dibina sendiri. Kaedah temu bual yang dijalankan bersama responden adalah dijalankan secara semistruktur dan soalan terbuka juga digunakan dalam kajian ini. Soalan temu bual yang dihasilkan merupakan panduan kepada penyelidik semasa sesi temu bual bersama responden dijalankan. Pembinaan soalan untuk temu bual telah mengambil kira aspek-aspek penting yang diperlukan dalam kajian yang dijalankan. Soalan yang dibina menggunakan

objektif kajian serta persoalan kajian sebagai panduan. Selain itu, pengetahuan sedia ada penyelidik dijadikan panduan dalam pembinaan soalan kajian yang telah disahkan oleh penyelia dan dua orang pensyarah pakar sebelum temu bual dijalankan oleh penyelidik. Kebolehpercayaan bagi instrumen kajian ini adalah tinggi berdasarkan kepada komen panel pakar penilai.

4.0 Kaedah Pengumpulan Data

Menurut Noraini Idris (2010) sesuatu kajian yang dijalankan akan melibatkan pengumpulan data. Dalam kajian ini, kaedah pengumpulan data adalah daripada soalan temu bual yang dilakukan oleh penyelidik. Sewaktu proses temu bual dijalankan diantara penyelidik dan responden akan dirakam bagi memudahkan proses transkripsi data-data yang diperolehi. Soalan untuk temubual yang digunakan dalam kajian ini adalah pembinaan sendiri oleh penyelidik dan mendapat kesahan daripada penyelia dan pensyarah pakar. Sebelum proses temu bual dijalankan di antara penyelidik dan responden kajian, responden telah mendapatkan persetujuan daripada penyelia bagi memudahkan proses penyelidikan. Selepas mendapat kebenaran dan persetujuan penyelia, penyelidik perlu memohon kebenaran daripada responden yang dipilih bagi menemu bual mereka. Setelah proses temu bual ini dijalankan penyelidik mendengar dan meneliti semula data yang diperolehi daripada rakaman audio bagi mentranskripsikan data tersebut untuk tujuan pengisian data.

5.0 Dapatan Kajian

5.1 Faktor yang mempengaruhi penawaran subjek Pertanian di sekolah menengah kawasan Muar

Terdapat empat faktor yang mempengaruhi penawaran subjek Pertanian di kawasan Muar iaitu faktor demografi sekolah, guru Pertanian, keluasan kawasan sekolah dan latar belakang pelajar. Penawaran subjek Pertanian di sekolah menengah kawasan Muar adalah disebabkan sekolah tersebut terletak di kawasan luar bandar dan pelajar telah mendapat pendedahan berkenaan pertanian. Menurut responden juga, faktor penawaran subjek Pertanian di kawasan Muar adalah disebabkan sekolah tersebut mempunyai guru yang boleh mengajar subjek ini. Dari segi peralatan dan kawasan yang diperlukan untuk subjek Pertanian, responden menyatakan sekolah yang menawarkan subjek Pertanian mempunyai kawasan yang kondusif dan luas serta mempunyai keperluan peralatan yang mencukupi untuk melaksanakan pengajaran berserta amali.

Sekolah yang berada di kawasan luar bandar biasanya mempunyai kawasan yang luas disebabkan jumlah pelajar yang tidak terlalu ramai menyebabkan aktiviti amali lebih mudah dilaksanakan kerana tidak mengganggu pengajaran subjek lain. Pihak sekolah juga menjalin kerjasama dengan Jabatan Pertanian bagi mendapatkan peralatan pertanian yang diperlukan untuk subjek ini disamping memberikan pelajar ilmu tambahan berkenaan pertanian. Dapatan yang diperolehi daripada responden menyatakan keperluan untuk guru yang mengajar subjek pertanian di sekolah adalah mencukupi. Hal ini disebabkan subjek pertanian merupakan subjek elektif yang menjadi pilihan pelajar memilih bidang yang ingin diceburi. Subjek ini tidak mempunyai isu atau masalah berkaitan kekurangan guru yang mengajar di sekolah.

Dapatan kajian yang diperoleh berkenaan kerelevanan penawaran subjek pertanian di sekolah, responden telah menyatakan bahawa beliau sangat bersetuju subjek Pertanian terus ditawarkan disebabkan pertanian pada masa kini menuju ke arah pertanian moden dan tidak lagi menggunakan kaedah konvensional. Pelajar yang mengambil subjek pertanian akan mempelajari kaedah melaksanakan pertanian dengan menggunakan teknologi seperti fertigasi, hidroponik dan akuaponik. Sekolah yang mempunyai masalah kawasan yang tidak luas juga tetap boleh menawarkan subjek pertanian disebabkan teknologi dalam bidang pertanian membolehkan pertanian dilaksanakan tanpa menggunakan tanah. Menurut Aminuddin (2019), KPM harus menghasilkan guru yang mempunyai kemahiran tinggi supaya matlamat pihak kerajaan tercapai untuk memperkenalkan Subjek Pertanian serta menjadikan pertanian sebagai bidang kerjaya pilihan.

5.2 Faktor pemilihan aliran pengajian oleh pelajar di sekolah menengah kawasan Muar

Pemilihan sesuatu aliran pengajian adalah aspek penting bagi memastikan bidang kerjaya yang diceburi oleh pelajar. Berdasarkan dapatan kajian, aliran pelajar yang layak untuk ditawarkan subjek Pertanian ialah pelajar daripada aliran Sains teknologi dan Sains Tulen. Menurut responden, pelajar yang mengambil aliran sastera kurang bersesuaian ditawarkan subjek Pertanian kerana mereka tidak mempunyai asas berkenaan Sains. Responden juga menyatakan kebanyakan pelajar yang mengambil aliran sastera agak sukar untuk menguasai subjek ini. Disebabkan faktor tersebut, pelajar yang mengambil aliran sastera tidak disarankan untuk mengambil Subjek Pertanian sebagai pilihan mereka.

Selain itu, dapatan kajian yang diperoleh daripada aspek pencapaian akademik yang diperlukan untuk mengambil subjek Pertanian, tiada syarat minimum yang khusus untuk mengambil subjek ini sebagai pilihan. Pelajar yang mempunyai asas dalam sains akan diutamakan untuk mengambil subjek ini. Hal ini untuk mengelakkan pelajar yang tiada pengetahuan asas berkaitan sains terbeban apabila mengambil Subjek Pertanian. Ciri-ciri pelajar yang wajar mengambil subjek Pertanian dapat dirumuskan daripada pernyataan responden iaitu pelajar mempunyai minat terhadap pertanian. Pelajar yang mempunyai minat terhadap subjek dipilih akan menyebabkan mereka berusaha untuk fokus pada waktu pembelajaran dan juga memudahkan mereka menguasai subjek tersebut. Faktor minat pelajar terhadap subjek Pertanian merupakan ciri-ciri yang paling penting untuk seseorang pelajar mengambil subjek Pertanian. Menurut Rusmiati (2017), minat merupakan perkara utama yang dapat mendorong seseorang bagi membuat sesuatu keputusan mahupun sesuatu pilihan. Minat juga menjadi faktor yang besar terhadap prestasi seseorang dalam pelajaran. Jika seseorang pelajar memilih aliran yang tidak disukai menyebabkan mereka menjadi kurang bermotivasi.

Seterusnya, kriteria lain yang diperlukan oleh pelajar untuk memilih subjek Pertanian adalah pelajar tersebut mempunyai latar belakang dalam pertanian. Menurut responden, pelajar yang mempunyai latar belakang pertanian lebih mudah memahami pengajaran bagi subjek Pertanian ini disebabkan mereka telah mempunyai pengalaman sewaktu berada di luar sekolah. Pelajar yang mempunyai latar belakang pertanian juga akan lebih bersemangat untuk mempelajari subjek tersebut disebabkan mereka mahu mengaplikasikan perkara yang dipelajari tersebut apabila berada di luar waktu persekolahan.

5.3 Kesan penawaran subjek Pertanian kepada pencapaian pelajar

Berdasarkan kajian yang telah dijalankan, pengaruh penawaran subjek Pertanian sangat membantu pencapaian pelajar. Responden menyatakan bahawa majoriti pelajar yang mengambil subjek Pertanian akan mendapatkan markah yang tinggi dan biasanya subjek ini akan mendapat 100% lulus sewaktu peperiksaan SPM. Pelajar yang mengambil subjek Pertanian perlu melaksanakan kerja kursus yang mengandungi markah sebanyak 30% daripada keseluruhan markah peperiksaan SPM. Kajian ini menunjukkan penawaran subjek Pertanian di sekolah dapat mempengaruhi pencapaian yang baik bagi pelajar.

Responden kajian sangat bersetuju jika subjek Pertanian terus ditawarkan di sekolah kerana menurut beliau subjek Pertanian yang diajar pada masa kini lebih menuju ke arah pertanian alaf baru iaitu menerapkan teknologi moden dalam bidang pertanian seiring dengan kemajuan teknologi. Beliau juga menyatakan hala tuju utama penawaran subjek ini di sekolah adalah untuk melahirkan lebih ramai usahawan dalam bidang pertanian. Jika subjek Pertanian ditawarkan di sekolah dapat membantu meningkatkan jumlah usahawan muda yang mempunyai ilmu untuk menceburi bidang ini secara tidak langsung mengembangkan bidang pertanian serta mampu menjana ekonomi untuk negara.

Tuntasnya, responden berpendapat bahawa jika subjek Pertanian tidak lagi ditawarkan di sekolah adalah satu perkara yang malang. Beliau menyatakan sesebuah negara memerlukan ramai golongan pakar dalam bidang pertanian serta memerlukan usahawan pertanian bagi memastikan bekalan makanan untuk negara mencukupi. Jika subjek pertanian di sekolah ditutup, responden menyatakan pelajar tidak mempunyai masalah daripada segi pencapaian disebabkan pelajar tetap mempunyai pilihan untuk subjek lain. Penutupan subjek Pertanian ini akan memberi kesan besar kepada negara disebabkan kekurangan penglibatan golongan muda dan usahawan dalam bidang pertanian. Daripada aspek kompetensi guru pula, dapat disimpulkan bahawa guru yang mengajar subjek

Pertanian tidak mempunyai masalah untuk mengajar subjek lain jika subjek Pertanian tidak lagi ditawarkan di sekolah. Guru pertanian tetap boleh mengajar subjek RBT dan subjek Sains disekolah kerana subjek ini mempunyai perkaitan dengan subjek Pertanian.

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The Historical Origins of Loanwords in the English Language

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Abstract

The history of words and their origins, including changes in their form and meaning, is crucial to knowledge and education. Loan words play a vital role in the development of the English Language. This paper aims to explain the various origin of linguistic borrowing of the English language from the foreign language with crucial historical events that changed the structure of the English language forever; foreign influences shaped the English as a rich and standard language for every expression. Foreign languages like Latin, French, and German have influenced English. The various historical events play a crucial role in the English language like Christianity, Norman, and Germanic conquest, which all not only changed the socio-political history of Britain but also made a rich contribution to the English language. The present status of English as a global language in the world is the contribution of foreign words in English.

Keywords: Celtic words, French Loanwords, Germanic Language, Latin Loanwords

1.0 Introduction

Using a historical perspective, a history of the English language seeks to provide students the knowledge, insights, and theoretical methods they need to understand and characterize changes in the English language's structure over time. There is an emphasis on historical elements of language in this research. A focus on the historical evolution of language within a cultural framework will help students to make connections between changes in the grammatical structure of English and their social settings. Loanwords are adopted by the user of one language from other languages for special or for regular usages. The loaning may refer to that one foreign word in the native language. The speakers may think that foreign words are appropriate for the final expression (Blake, 1996).

The entrance of foreign words in any native language is the regular phenomenon when two different speech communities have a cultural, social, or economic contract. Borrowing is possible for any native language. The borrowing can be often indiscretion which means it may have changes in pronunciation or meaning (Carter & McRae, 2016). In that variety one language plays a superior role, in this situation, the source language community may have some advantages over dominating language like wealth, power, or prestige that makes the objects and ideas it brings desirable, honorable, and useful to the borrowing language community. For example, Old English language in the first few centuries AD after the Roman conquest adopted various words from Roman Latin as Romans were the rulers of Britain. On the other hand, very few numbers of English words passed into the Roman Latin language because in that era English was regarded as a non-prestigious inferior language (Gramley, 2018).

The process of borrowing is very complicated and it involves various usage events when loan words become vital for the proper self-expression or object clarifications. In a general sense, more or fewer users of the borrowing language are intimately aware of the source language's structure, pronunciation, and patterns or some have only the basic knowledge or at least enough consciousness of meaning to utilize the relevant vocabularies. The user adopted borrowing language when they often or regularly used the source language; this phenomenon happens only in such circumstances when the speakers are bilingual in the source language and have standard command over it. In that circumstance, there is a possibility that the users will pronounce the word in the original pattern or almost similar sound as well as analogous to the native speakers of the source language. For example, English speakers adopted the word garage from French. At first, the pronunciation was close to the French pronunciation. The

similarity of pronunciation occurs when the speaker hears the actual sound of a word produced by native speakers (McIntyre, 2020).

It is generally believed that the speakers who use it first have a contact with a source language speaker. But at some point, the second categories, the source language users who have no direct contact with the language as well as not familiar with pronunciation and meaning may pronounce the word in mutilated form and remain in confusion which can cause the actual pattern and may assume different sound texture, therefore, lost authentic essence.

Other people will regard it as an overseas language. The English language is full of foreign words and phrases which enrich the language treasures, such as abbot, aqua (Latin), Viscount (French), Scant (Scandinavian), etc. There are many foreign phrases used in English, Such as bona fide (Latin), Bon Appetit (French), etc. However, the demand of circumstances, as well as time progression, can become familiar with foreign words in their official or non-official commotion alongside with native words.

The time is not only a matter but when the objects, concepts, and systems attached to such foreign words become more familiar with native people at that point the community of users feels comfortable with foreign words. In this circumstance, even the indigenous individuals who understand very pintsize or nothing of the source language can use and apprehend the loan words. The new word becomes conventionalized. At this stage, we call it a loan word. All foreign words cannot become loan words, if they fall out of use before they become widespread, they do not reach the loan word stage. Britain is the homeland of the English language. Britain has gone through many foreign invasions and ruled under various foreign nations (Fisiak, 2019).

Consequently, a similar intervention occurs in language as well, the English language has emerged through various periods as a political settlement that indorses fresh words, sentences, and vocabulary in keep pace with particular political establishment. These political eras coincide with the dynamic and vibrant bond among the English nation as well as foreigners. These periods coincide with the major cultural contract between English men and other foreigners. Cultural and social contact can play a vivacious role in new language adaptation (Durkin, 2014). Based on the previous study and document analysis, this paper has the following aims for study: The objectives are as follows:

- a) To identify the crucial historical events of Britain related to the English language.
- b) To find out the foreign socio-political and cultural influence of the English language.
- c) To find out the historical origin of loanwords in the English language.

2.0 Literature Review

According to Calin (2016), the historical development of words suggested that plenty of words are borrowed from French which originated from Latin. The Latin language also had a direct connection with English which further stimulated direct borrowing. In the English language, Latin had two influences. Van Gelderen, (2014) stated that generally people familiar with foreign words from Italy are associated with music and Cuisine because Italy has a rich cultural heritage. Durkin (2014) stated that in history, Spain has had military and economic supremacy on the sea, with this innovative power Spanish words related to certain maritime and commercial terms like an armada, cargo, and embargo become popular.

Watts (2011) stated that French words are associated with spheres of economics such as business and financial service for the most innovative use. French words have become common in English because of their geographical propinquity. As is described in Baugh and Cable (2010)," the Scandinavians intermarried with the English, adopted many of their customs, and accepted Christianity. Not much is known about the relation between the two languages. In some places, the Scandinavian gave up their language early and, in some places, Norse was spoken as late as the seventeenth century".

From the literature review, we find that all the papers of other researchers or in research articles are based entirely only on one particular period or how some specific element influenced the English language. The absence of historical chronology is found in other works. The origins of words are the indicator of the social and cultural development of English civilization. In these circumstances, it is very essential to have an extensive observation of English language expansion in the modern age. In this regard, it is very essential to have new research on English language loanwords.

History and etymology (the study of word origins, meaning, and pronunciation) is a fascinating field of study. The English language has Latin, Greek, Anglo-Saxon, and Germanic terms in the past and present. When we look into the linguistic origins and history of a word, we may learn a lot about why we say and do the things we do. This can be a fun and educational experience. It may also help us increase our vocabulary and improve our spelling, as well as teach us a lot about society and culture.

3.0 Methodology

This is library research, in which data is gathered from existing books, journals, articles, websites, and research papers, among other sources. The goal of this study is to figure out why people pick up new words from other languages. Students and other professionals will be able to better comprehend the development of the English language if this information is made available. This may be used as a document to track down the etymological roots of various terms.

4.0 The History of Loanwords in the English Language

English speakers always absorbed foreign words from whatever cultures they have come in contact with either when they were colonized by others or in advance periods when they colonized other parts of the world.

Sometimes it is very expected that a language will have its large numbers of vocabularies, but if the language borrows words from other foreign sources in that state it will come with its special meaning and intensity. The English language borrows words from other languages vastly (Oleniak, 2017). Excessive borrowing may cause language deformation and it can embezzle language purity. In the case of English loans, words enrich the language and codify it like a standard one (Chamonikolasová, 2014). Consequently, English is the most mysterious and charismatic language in terms of borrowing. A well-educated person who knows various languages can easily find out the similarities between English and other languages like Latin, Spanish, Arabic, etc. Truly loan words play the role of a savior in English. The English language has many more synonyms and antonyms than other languages. The process of borrowing has a long history in the English Language (Blank, 2002). A brief survey of some historical facts is presented here.

4.1 The Celtic Influence on the English Language

In the second to first century BC, Britain was occupied by Celts. They were the first civilized nation in Britain. They had one language and it has two branches named Gaelic or Goidelic branch and Brythonic Branch. Most of the place names came from this language. After the Roman conquest, Latin did not dislocate the Celtic language in Britain as did in Gaul. Filppula, Klemola and Pitkänen (2002) stated that it is used by the native people of Britain. Celtic words mainly ascertain their existence in place names. The great kingdom Kent, Owes its name from a Celtic word *cantion* or *canti*, the actual meaning is unknown. In the Roman period, several important locations and structures had a Celtic name. The name of London, the capital city, has derived from the Celtic language. The first syllable of Winchester, Salisbury, Exeter, Gloucester, Worcester, and a score of other names of cities is traceable to a Celtic source. The earlier name of Canterbury (Durovernum) is originally Celtic. In Celtic Language, it has various names for natural resources. Even in the modern age, English preserved the name for river, Water, plants, and hills (Melchers, Shaw & Sundkvist, 2019). In Celtic Language *Avon*, *Exe*, *Dover*, and *Esk*, etc. were used for river and water. In place-names, Celtic words mean "hill" are used like *Barr* (Celtic

welsh bar means “top or Summit”). *Bredon* (Celtic, Welsh *bre* means “hill”). *Bryn Mawr* (Celtic word *welsh bryn* means “hill” and *mawr* means “great”). In the Old English language, various place names adopted from the old Celtic language like *Combe* or *Coombe* come from *Kumb* which means valley. In southwest Britain *Tor* word was used which denotation of Rock, it is also used concurrence long with the granite peaks on Dartmoor and Bodmin moor- Hay Tor and Hound Tor, etc. this is also amalgamated into the name of the coastal town like “Torquay”. A prominent Cornish compound word was *Bodmin* then it used as *bod* which means dwelling from this root word English *abode* is originated. In old Celtic *monegh* used for a spiritual person from which English monks derived. Another prominent Anglicized name is *Cornwall* originally indicated the people inhabited the South-west of Britain called *Kern* it can be a tribal name or word indicate rock and wall coming from old English *weahlas* which casually mean foreigners (Dominković, 2016).

Celtic has given English many terms, including nearly all of the vocabularies used in geography. However, the languages of Norman France and Danish had a significant impact on the development of the English language. Even ancient Latin made a greater contribution than the Celtic peoples did in the early Middle Ages. Assumptions range from “the Celts were considered so inferior that Anglo-Saxons did not wish to borrow anything” to “the Celts were absorbed and simply lost their language.” There is a lot of borrowing when people from various languages conquer or come into touch with one another.

4.2 The Roman Influence on the English Language

In the first Century AD, the Roman emperor Claudius decided to conquer Britain. Roman massacred the Celts and established Roman rule over Britain. Then Agricola, a Roman governor, completed the conquest. When Latin became the official language in Britain. A great number of Latin words entered English in this era only for official records. In that period a vast number of Latin inscriptions has been found, the majority of these proceeds from the army and administrative class (Gramley, 2018). The local people knew only a few Latin words, but aristocratic English men were very familiar with Latin.

The old Germanic tribes have close contact with the Latin speaking Roman Empire in commercial trading as well as in battle. Later on, three prominent Germanic tribes, the Angles, Saxon, and Jutes settled down in old Britain with their new language. Voluminous words originally from Greek and Latin associated with common objects entered into these tribe’s language even before they occupied Britain; this is generally called Continental or Zero periods of word borrowings.

Romanization comes in Britain with military invasion and subjugation. Roman rule started with the reformation in political and social settings, political replacement arranged the position for Roman governors, leaders as well as heave out the Britons. In the social realm, elite class groups belong to the Roman citizen (Strang, 2015).

For the communication between native with Romans they initiated the Latin language that also represents the success of Roman rule, this mutual interaction further generated the embracing Romans ways of life like the edifice of highways, linking roads, heating contraption as well as water supply for the house. Romans builders of cities, towns, luxurious villas, lavishing baths as well as new dressing style, ornaments and additional household decoration which imported large numbers of Latin words in old Britain (Hogg & Denison, 2008). But still, local Celts have spoken in Celtic language nonetheless Roman words gradually mashup with Celtic language. Vocabularies related to everyday life, trade, and commerce were familiarized: *Camp* (battle), *Weall* (Wall), *Cheap* (bargain, cheap), *Pund* (pound), and *Winne* (wine) (Green, 2020).

4.3 The Germanic Influence on the English Language

According to Hogg & Denison (2008) in the beginning of the fifth century AD Germanic tribes the Angles, Saxons, and Jutes annexed Britain. The original inhabitants were immobilized therefore unable to thwart the Germans (García Losquiño, 2018). In that century, thousands of Germans migrated to Britain and took permanent refuge. The original foundation of the English language originated from the dialects spoken by Germanic tribes. The differences between the angles, Saxon, and jute language were very little. English belongs to the low West Germanic branches of the Indo-European language family. Old English

had weak and strong declension of the adjective and a distinctive type of conjugation of the verb the weak or regular verbs like fill, filled, filled. This can be transformed into past tense and past participle only by adding *ed* at the end (Gramley, 2018).

According to Barbara (1998), the Old English language is the core heart of the English language. It is the mixture of Angles, Saxon, and Jutes' native tongue as well as they started settling in England 500s afterward. This resource provides the vivid elements of spoken and written literature. The Anglo-Saxon language makes up around 70% of the text's total vocabulary. Anglo-Saxon grammar also informs the usage of grammar rules (Rau, 2016). Due to Germanic influence on English, even the consequences of the Norman conquest are insufficient to counteract Germanic influence on the core nouns of English.

For example, house (Haus), beer (Bier), milk (Milch), water (Wasser), cow (Kuh), bread (Brot), fox (Fuchs), wolf (Wolf), father (Vater), mother (Mutter), son (Sohn), daughter (Tochter). Even if gender and strict case compliance complicate matters in German, the core concepts of English are still there to be found (Bech & Walkden, 2016). Old English's vocabulary, sentence structure, and grammar shared with its European counterparts owed a lot to their Germanic ancestry. There were elements unique to the West Germanic language family, to which Old English belongs, as well as features that had been passed down from the Proto-Germanic language, from which all Germanic languages are thought to have descended.

Other than the normal singular and plural forms, Old English featured dual plural forms for groups of two objects (although only in the personal pronouns), like other West Germanic languages at the time. All nouns, including those that describe inanimate objects, were assigned a gender according to this system. For example, the *sēo sunne* (the Sun) was feminine, whereas the *se mōna* (the Moon) was masculine.

4.4 The Latin influence on the English Language

Monks, priests, and others in the educated and literate classes (such as nuns) were fluent in Latin, which was the dominant language in Europe at the time. Some patterns of linguistic development make it feasible to estimate the dates of the introduction of Latin terms into Old English. There were at least three distinct eras of Latin influence in British history. The first one took place before the ancestors of the Saxons came to England from continental Europe. The second began with the conversion of the Anglo-Saxons to Christianity and the advent of Latin-speaking priests. The Norman invasion in 1066 resulted in the third and biggest single transfer of Latin-based terms, resulting in a huge number of Norman words entering the language. All these Old language terms were taken from ancient Latin, with the exception of a significant number of Norse words that made their way into the Old language or that were reintroduced as Norman loanwords. The Norman Conquest essentially ushered in the Middle English language. When the runic alphabet (also known as futhorc or Futhark) was abandoned in favour of the Latin alphabet, it had a profound impact on how the language developed further.

The "silent" letters in many Modern English words, such as the "k" in "knight," were in fact spoken in Old English. The spelling of Old English words was the same as their pronunciation. *cniht*, the Old English word for "knight," has a "hard-c" sound to it. Words phonetically spelled resulted in a great deal of variation in spelling, since the spelling of a word would reflect regional dialect phonetics and the unique spelling choices of the author, even within the same book. If the word "and" were a word, it could be spelled both *and* and *ond*.

Since Old English spelling is even more jumbled than contemporary English spelling, it may at least claim to reflect some actual pronunciation, but modern English cannot in many circumstances be considered as such by some. The majority of modern-day Old English pupils learn the language via normalized forms, and only after they have learned the fundamentals are they introduced to alternative spellings (Beriso, 2019; Bech, & Walkden, 2016; Galloway & Rose, 2015).

4.5 The Influence of Christianity on the English Language

Townend (2006) stated that in the sixth and seventh century AD, The Christian missionaries introduced Christian religion in Britain and they brought Latin religious terms in Britain, like *abbot, alter, apostle, mass, monk, nun*, etc. Throughout this period, the missionaries and churches had prodigious inspiration on the general people's philosophy. Catholic monks extend education among general people. In this way, Latin became a very influential language. For religious or social purposes whenever a suitable native word was not found, they immediately selected the Latin word for final expressions.

The Catholic Church plays a vital inspiration for the enhancement and expansion of the old English language. In that era all texts are written and copied in the Latin language as well as Catholic monks are experts in Latin tongue, in Europe Latin was used as the ubiquitous medieval lingua franca. Furthermore, monks intermittently wrote in the colloquial speech of Anglo-Saxon, consequently, the ancient English equivalents of Latin terms were used to supplement the original Latin texts. In the process, Germanic terms are frequently advocated and given a new hue of meaning.

In this process, Old English Godspell becomes gospel for Latin Evangelium. Hitherto, the old English word meant good news nonetheless its meaning was modified to fit a religious context. The similar modification is done to an old Germanic pagan word *bletsian* it meant to sacrifice but alter with shedding blood. It was amended by old English transcribers and inaugurated to convert the word *bless*.

Correspondingly *fullwiht* which literally means full- being and the verb form *fullian* used to mean baptism and to baptize, separately, nevertheless in all probability initially denoted to some kind of rite of passage. Latin words comprise *biscop*- bishop from Latin *episcopus*, old English *teped* used for a carpet which derived from the Latin *tapetum*, old English *sigel* brooch from Latin *sigillum*. Green (2020) said that A lot of words were adopted in the English Language even though an ample amount of old English terms already existed and this led to the embellishment of the English language. *Culcer* and *læfel* 'spoon' from Latin *coclearium* and *labellum* besides old English *spōn* and *hlædel* modern English *ladle*. Old English *forca* from Latin *furca* means fork next to old English *gafol*; old English *scamol* "chair, stool from Latin *scamellum* beside native *stōl*, *benc*, and *setl*. *scamellum* beside native *stōl*, *benc*, and *setl*. Approximately 600 words are borrowed from the Latin language, mainly this language is used for a religious purpose, general people are not habituated to use it as a common language, and Latin, therefore, remains as a restricted language.

4.6 The Scandinavian influence on the English language

According to Miller, (2012) The Scandinavian element influenced the English language when Britain came into contact with the Danes in the Eighth Century. Numerous Scandinavian families established themselves in the United Kingdom. The Vikings are sea pirates, they are forcing people from Denmark and Norway. They took expeditions on medieval Britain like a brutal force. They murdered, raped and razed English villages and sailed back to their mainland through the North Sea with the wealth and riches of plunder. Then later on they settled here and contributed to the development of the English language. The name of the week's days is closely accredited to the Old Norse gods, *Tyr* for Tuesday, *Odin* equivalent to Wednesday, and *Freya* associated with Friday. Nonetheless, the days' name also correlates with Anglo-Saxon ancient gods, *Tiw*, *Wodan*, and *Friga*. The close resemblance of these names suggested the common ancestry of the various Germanic tribes in the ancient time of the northern European century before their posterities reached England's seashores. The Norse did not only convey the obliteration and death in middle age England however also enriched the language with various words. The Vikings are a certainly jagged crowd (García Losquiño, 2018). The Vikings the *rangr way*, and he might *prysta* (thrust) a *knifr* into your *skulle*, this is a prominent speech regarding Vikings. *Berserk*/ *berserker*-*berserkr*, lit. Bear-shirt, a *berserkr* represented the Viking warrior who would engage in war only wearing animal skin to show the distraught vehemence. The English word *club* comes from *Klubba*. People of ancient Britain used heavy things to attack and bashing the opponent, however, Danes started introducing weapons in the land with a new name. *Ransack*-*rannsaka* means to search for a house also of Norse origin (Haugen & Markey, 2019).

Scathing an adjective word facing criticism for its meaning, the authentic meaning of this word scathe (to injure). Slaughter- slatra means to a butcher, in Old Norse society butcher may also be used for a vicious warrior who killed with ease. The modern word gun is associated with the Vikings lifestyle, this word is used by the Old Norse people. This word is commonly used as a female name like Gunnhilder: Gunn and hildr both terms can be translated as war and battle. Only truly Vikings spirited people can name their daughter as ferociously.

From the eighth Century to the eleven centuries England was occupied by several Scandinavian invasions and ruled by their laws. They left their traces on English vocabulary. Here are some examples of Scandinavian borrowings. Durkin (2014) stated that the key element to remember about Scandinavian loanwords in English is that only when a Scandinavian form is different to the equivalent English form can a loan be deemed to have occurred. It's difficult to tell the differences in word forms in the two languages because of their close genetic relationship.

Despite this, Scandinavian has certain traits that make it distinct from the English language when it comes to recognizing loans. One of the most popular types of sound sequences /sk/. This consonant was palatalized early on in the development of old English to /j/ graphically sc, In the Scandinavian languages, this cluster was preserved in its non palatalized form as [sk]. This means that native English words have [ʃ]: ship, shin, shall, fish while the Scandinavian loans have [sk]: sky, skin, skill, scrape, scrub, bask, whisk. There is no better example of this contrast than the words "pair shirt/skirt," where the meaning difference between the two words has allowed them to coexist throughout the history of the language.

The Romance and Latinate languages have contributed much to the development of the English language. Vocabulary includes 20%-33% of original content, with the balance being borrowed from other sources. Anglo-Norman and French, but also Italian, Portuguese, and Spanish, as well as other languages like Gothic, Frankish, or Greek, account for a significant percentage of English language borrowings. Thus, Latin's effect on English is largely lexical, with the majority of terms derived from Latin origins bearing the brunt of the influence.

4.7 The French Influence on the English Language

The Normans conquered England in the historic Battle of Hastings in 1066 and ruled for long enough to have a significant impact on the English language. For his royal court, William the I invited high-ranking officials and aristocrats. As a result, French became the country's official language. The French had a greater impact on the English language since they populated the country's higher echelons. As a result of the influx of aristocratic fashion during that time period, several new terms entered the English language (Calin, 2016).

We have a few examples, likes to adjourn (Old French *ajourner*), adjudge (Old French *ajugier*, compare modern French *adjuger*), adjust (Old French *ajoster*, compare modern French *ajuster*), administer (Old French *aministrer*, compare modern French *administrer*), bachelor (Old Fr. *bachelor*), cherish (Old Fr. *chériss-*), bacon (Old Fr. *bacon*), bacteriophage (Fr. *bactériophage*), kilogram, (Fr. *kilogramme*), kilometre or kilometer, (Fr. *Kilometer*) (Culpeper, 2015; Harper, 2013; Hogg& Denison, 2008; Hussey, 2014).

There was a lot of language developed by the French in the fields of law, military, technology, and politics. These people's languages also gave rise to common terms like "boil," "broil," "fry," "roast," and "stew," as well as nobility-related terms like the names of meats (veal, Mutton, Beef, Pork) and how they cooked their meals (boil, broil). words related to the nobility: prince, duke, marquess, viscount, baron, and their feminine equivalents. An 80,000-word dictionary estimates that almost one-third of all English terms are derived from French (Diensberg, 2017; Harper, 2013; Hogg& Denison, 2008; Hussey, 2014).

4.8 The Renaissance influence on the English Language

In the period of the Renaissance, all the European countries became interrelated through various developments of communication in Science, Art, and socio-political events. Then the revival of Classical knowledge and newfound Islands created a massive impact on the English Language. The Europeans, as well as English folks, took a new expedition to discover new Islands and culture. Through that various Languages just got the chance to interexchange and change a lot (Blake, 1996).

There was a dramatic change in pronunciation between Middle English and Modern English throughout the 15th, 16th, and 17th centuries known as the Great Vowel Shift, which caused long vowel sounds to move up and forward in the mouth (short vowel sounds were largely unchanged). In reality, the transition most likely began slowly about the year 1400 and persisted until far after the year 1700. (Some subtle changes may continue to this day (Townend, 2006; Van Gelderen, 2014; Watts, 2011; Bough & Cable, 2010). A lot of languages have had a vowel shift through time, but it was an abrupt and dramatic alteration for the English language when the primary modifications of the English vowel change happened within a century or two. Most of the pure European vowel sounds and the phonetic matching between long and short vowel sounds in English were lost over this brief period of time (Miller, 2012; Millar, 2016).

When Chaucer was writing, the long vowels in Middle English (like "shape") were pronounced similarly to those in Latin-derived Romance languages of Europe (for example, sheep would have been pronounced more like "shape"; me as "may"; mine as "meen"; shire as "sheer"; mate as "maat"; out as "oot"; house as "hoose"; flour as "floor"; boot as "boat" (Harper, 2013; Hogg & Denison, 2008; Hussey, 2014).

Domesday Book, written by William the Conqueror, would have been pronounced "doomsday," which is still sometimes misspelt. These and other words would have sounded considerably more like they do now if the Great Vowel Shift had occurred. Changes in one vowel drive other vowels to alter to "maintain their distance," which is what the Shift does (Townend, 2006; Van Gelderen, 2014; Watts, 2011; Bough & Cable, 2010).

Despite the fact that the sequence of these events is debatable, as well as this, the transformations took place at varying rates and times across the country. Thomas Finkenstaedt and Dieter Wolff published *Ordered Profusion* (1973), a new study based on computerizing technology that assessed the etymology of English terms in the old shorter Oxford Dictionary (3rd ed) as follows: French and Old Norman dialects make up 28.3 percent of the language, whereas Latin, which includes current scientific and technical Latin, makes up 28.24 percent. It excludes terms taken from Romance languages that are inflected into Germanic by way of Old English or Proto-German, or by borrowing from another Germanic language such as Old Norse in recent times. coming from the Germanic element in French, Latin or other Romance languages: 25%, Greek: 5.32%, No etymology given: 4.04%, Derived from proper names: 3.28% and All other languages: less than 1% (Townend, 2006; Van Gelderen, 2014; Watts, 2011; Bough & Cable, 2010).

4.9 The Arabic influence on the English Language

English has borrowed Arabic in various ways and events. In the early Eighth Century when the Islamic Empire Started extension into the Mediterranean Sea, at that time the Arabic language was treated like the primary international language. For a few centuries, the Arabic language was used for trade and commerce, Scholars, and politics. Many words of astrology and alchemy disciplines have an Arabic origin. For various cultural contracts, English absorbed Arabic words like *alcohol*, *algebra*, and *algorithm*. Then we have *almanac*, *banana*, *caliber*, *guitar*, *lemon*, *mattress*, *pie*, and *tulip* and that is just a few (Mamarasulova & Mamarasulova, 2020).

A rich number of English words are derived from the Arabic language unswervingly or otherwise rambling through Arabic into other languages than with few changes entered in English. Most of the words of Arabic entered English via Roman languages and Persian languages. To achieve the status of Arabic origination the words must be reported in etymology dictionaries as having descended from Arabic. A handful of dictionaries have been used as the source for the list.

In the early seventh century, Islam and the Arabic language became inseparable. Islamic philosophy vastly influenced the Arabic language and culture. When Muslim armies occupied North Africa, Then the Iberian Peninsula in this new region the Arabic language spread tremendously. People converted to Islam and also frequently used the Arabic language. Between Eight to Twelve Centuries, the Islamic ruler took control of various parts of Spain and Europe. The Islamic philosophers took missionaries in various parts of the world. Subsequently, in this state of affairs Arabic was raised as a standard language. With the absorption of new ideas and languages, Arabic became the language of intellectual, Scientific, and Scholastic Fields. With endless vocabulary and rich resources, Arabic was a language of people's interest.

Scientists and philosophers generated huge numbers of books on various subjects' related topics in the Arabic language. At that time Students from all over Europe just gathered in Spain to learn Arts and Science. In this way, foreigners and pupils learn Arabic. Scholars translated other language books into the Arabic language. This learning and teaching process launched a strong acquaintance among the Arabic and other foreign languages. Through various ways of Education and social-political association with thousands of Arabic words entered into the different European languages as well as in the English language (Minkova & Stockwell, 2020). Even if we simply look at one of these aspects, the Arab influence on English is enormous.

Food and drink : Alcohol is derived from the Arabic al-kuhool; apricot- al-barquq; artichoke- al-khurshuf ; arrack-araq; candy-qand; cane-qanah; caramel-qanh; caraway-karawy; carbo-kharrob; coffee and café-qahwah; cumin-kammun; jasmine-yasmine; kabab or kabob-kabaab; lemon, lemonade and lime-laymun; mocha-Mukh (a port city in yemen); orange-naranj; saffron-Z'afaraan; salep-thalap; sesame-simsim; sherbet-sharbah; sherry-sherish (the Arab name of the city of jerez de la frontera in Andalusia); spinach- sabanikh; sugar-sukkar; syrup-sharab. Turmeric - kurkum and tamarind -tamrhind are two examples of Arabic terms that have made it to the English language (Baugh & Cable 2002; Hogg & Denison 2008).

4.10 The Italian language's influence on the English Language

The English language has tremendously imparadised by the Italian language. Learning Italian can be an easier job for English speakers because Italian and English share the same origin, Latin is the mother tongue for both languages, their root indicates these two languages have the same basic constitution. These two languages have shared many vocabularies through Cognates. For example- English speakers generally used various Italian words related to food. This is mainly because of Italia cuisine plays such a vital role in the culture of other European nations. All across Europe, Italian terms are used in various foods and dishes. (Lass,1999;Watts, 2011).

Example

Al dente is used for the food cooking process where a little firmness can be felt while chewing. *Antipasto* is a term used to describe the course of food that comes before the main course. A *barista* is a staff member in a coffee shop or bar. *Broccoli*- Purple and green stems distinguish broccoli from other varieties of cabbage (Beriso, 2019).

Calamari, a kind of squid, is a common seafood dish in the world. *Latte* is a specialty coffee made with a shot of espresso and a splash of hot steamed milk. *Cello* is a violin family member and a large-scale musical instrument. *Concert*- Numerous performers took part in a concert-style public musical performance. First and foremost, the term *Diva* refers to a well-known opera singer; *prima donna* is an Italian phrase for attitude. *Harmonica* is a tiny wind instrument used in music. *Tempo* The speed at which a musical piece should be played or the rate at which activities should be carried out should be considered. *Granite* is a brittle igneous rock with a high melting point. *Influenza*, viral infected respiratory disease contagious and can be deadly. *Malaria*, also a disease name caused by a parasite. *Volcano*, a mountain's vent through lava. The *alarm* can refer to being aware of the danger (Douglas Harper Etymology Dictionary, 2001; Kalachyan, 2018).

4.11 The Indian Influence on the English Language

In the early seventeenth Century Britain connected with India through trade and. Then the British company occupied India in 1757 in the battle of Polashi. Then in 1858, the British Royal Crown took its ruling. The Indian Subcontinent is very famous for its diversity in culture, Religion, Customs, and very vital position for Language (Sekhar, 2016). When Britain started its ruling, they found various new elements as well as ideas and customs. English has a few common words that have their etymological root in the Indian language. Words from the Hindustani languages of Hindi and Urdu have made their way into the English language. Many Sanskrit terms have Hindi and Urdu counterparts (Schneider, 2018):

Avatar, Guru, Pundit, Zen, Mantra, Juggernaut, Khaki, Shampoo, Loot, Thug, Mugger, Dacoit, Chutney, Pukka, Jute, Bungalow, Bandanna, Punch.

Because of the expansion of the English language and its use across the world, individuals no longer face communication hurdles. Foreign language influences are extremely important because they broaden minds and help people and the English language to be more connected to the world rather than being isolated in one country. Individuals will learn a new culture and converse with foreign people. In addition, we live in a world that is growing "wider", thus learning or speaking and adding loan words from various languages would help English become more prosperous and active around the globe. Also, languages unite countries and people. which aids the vast vocabulary in the English language as well as enriches the language socially and culturally. Thus, the three objectives are fulfilled in the paper.

5.0 Limitations, Implications and Recommendations for Future Research

This research has limitations like any other research. This research is based on secondary sources like reviewing the existing literature. This study also does not include the vast colonization period of Britain when they came into contact with one third of the world and borrowed words from Africa, Latin America, and Asia.

The implication of the research is that, after having the information from this paper, students will be expected to examine and analyze textual evidence tracing the history of the language from its earliest written documents to the present day. Use these texts to demonstrate how the English language is traditionally divided into four distinct periods: Old English, Middle English, and Early Modern England. This includes components of orthography, pronunciation, grammar, vocabulary, and lexical meaning for each period of time in the study of language. As a result of this progression, students will also learn about the history of language and how it has evolved across and between various eras. Moreover, students will learn about the history and evolution of Standard English, along with the arguments and issues surrounding its genesis and cultural standing. The History of the English Language is designed to teach students how to scrutinize and characterize changes in English language structure from the earliest recorded sources to today's standards.

This paper can be used as an inspiration for future research where the researchers can go through more elaborate study procedures like collecting data from secondary and primary resources like examining the old original manuscript from the museum and examining the orthographic documents, as well as interviewing the present historians and linguists for language changing development information. Searching the old archaeological sites can reveal more information for this future research as well. The study of English language history can improve the intercultural and inter-social relationships among the English nation as well as the nations from which English has borrowed the words.

6.0 Conclusion

Loanwords are words that have been taken from another language. There is no such thing as a completely unpolluted language. There isn't a single country that hasn't borrowed a term or two. The dates of the loanwords correspond to linguistic shifts. They also provide insight into civilization's evolution as well

as the types of innovations and institutions that have occurred along the way. They often provide important details about a country's inner workings (Baugh & Cable, 2002).

The loanwords inform us of the reciprocal relations of nations and their relative position in culture and other human activities. From such loanwords as *piano*, *soprano*, *opera*, *tempo* in the English language, one can easily uncover the fact that Italian music has played a great role in English culture. The existence of so many Greek Scientific and technical terms such as telegram, telegraph, chemistry in the vocabulary of all civilized countries shows that Greek Sciences and theories have a vital role in the development of World Civilization (Algeo & Butcher, 2013).

The study of language reveals a symbiotic link between concepts and their physical surroundings. Even when using native word material would seem to present no major difficulties in coining an acceptable phrase, foreign terms are borrowed (Bailey, 1991). Because they show us the level of civilization in different countries and provide us with knowledge about other nations' cultural and spiritual lives, Jespersen called loanwords "some of the milestones of general history" (Beriso, 2019; Bech, & Walkden, 2016; Galloway & Rose, 2015).

When two languages are found not to have adopted words from each other, we may safely conclude that the people speaking the two languages did not come into contact with each other. English has come into contact with a great many people and has adopted their words. These borrowings have, however, not modified the character and structure of the language. Yet they indicate the cultural and commercial relations and adaptability of the English language. Thus English has freely borrowed from Spanish, Dutch, Arabic, Italian, Indian, etc. at different periods of history. English has borrowed words from other languages in the course of civilization's development.

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Kertas Konsep Kebimbangan, Sokongan Sosial dan Persepsi Tekanan Akademik Dalam Kalangan Mahasiswa Tahun Pertama

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Abstrak

Pandemik COVID-19 yang melanda seluruh Negara menyebabkan arahan penguatkuasaan untuk kekal berada di rumah diperkenalkan. Sejak Perintah Kawalan Pergerakan 1.0 yang bermula Mac 2020, semua jenis pengoperasian begitu juga sektor pendidikan telah ditutup dan kemudiannya dibenarkan beroperasi secara atas talian. Bagi Institusi Pengajian Tinggi, proses pengajaran dan pembelajaran yang dibuat secara atas talian memberikan kesukaran kepada pelajar terutamanya mahasiswa tahun pertama. Penyesuaian kepada transisi dunia persekolahan kepada alam universiti menyebabkan cabaran pembelajaran semakin dirasai apatah lagi jika mempunyai kesukaran penggunaan peranti komputer dan talian internet yang tidak stabil. Hal ini sedikit sebanyak menimbulkan tekanan dalam diri pelajar. Gangguan mental seperti tekanan dan kebimbangan menyukarkan mereka untuk kekal fokus ketika kelas berlangsung. Justeru, kertas konsep ini membincangkan kebimbangan, sokongan sosial dan persepsi tekanan akademik dalam kalangan mahasiswa tahun pertama semasa situasi pandemik COVID-19. Dapatan kertas konsep ini diharapkan dapat memberi informasi kepada pihak berwajib terutamanya kepada pihak berwajib seperti pengurusan Institusi Pengajian Tinggi, pentadbir universiti dan ibubapa untuk memahami dan seterusnya memberi sokongan kepada mahasiswa tahun pertama ini untuk terus bermotivasi menjalani proses pengajaran dan pembelajaran di universiti dalam apa jua keadaan.

Kata kunci: kebimbangan; sokongan sosial; tekanan akademik

1.0 Pengenalan

Pertubuhan Kesihatan Sedunia (WHO) berpendapat satu daripada empat individu yang terdiri mahasiswa dianggarkan mengalami gangguan mental pada satu masa tertentu. Gangguan kegelisahan atau kebimbangan adalah antara gangguan psikiatri yang paling kerap berlaku. Tinjauan epidemiologi mendapati bahawa satu pertiga daripada penduduk di abad ke-21 kini dipengaruhi oleh gangguan kebimbangan sepanjang hayat mereka (*Mental Health Handbook*, 2019) dalam pelbagai lapisan masyarakat termasuklah mahasiswa (Mohamad & Ibrahim, 2018). Kajian oleh Mohamad, Mohd-Sidik, Akhtari-Zavare dan Gani (2020) mendapati prevalen kebimbangan dalam kalangan mahasiswa di Malaysia adalah 29% dan dipengaruhi oleh tahun pengajian akademik. Mahasiswa di universiti juga kini berdepan dengan pelbagai cabaran untuk menyesuaikan diri mereka dengan sesi pembelajaran di era pandemik ini yang dijalankan secara atas talian sehingga menyebabkan mereka mengalami masalah untuk kekal fokus ketika kelas berlangsung akibat kaedah pembelajaran bertukar daripada bersemuka kepada secara maya (Hanis Aliaa Hidir, 2021).

Menurut Penninx, Pine, Holmes dan Reif (2021) masalah kebimbangan ini biasanya bermula sebelum atau pada awal dewasa. Pada peringkat usia sebegini, individu akan berdepan dengan suatu proses yang amat mencabar di mana mereka akan mengalami putaran emosi yang tidak menentu (Ariffin & Hilwa, 2020a). Isu kesihatan mental seperti gejala kemurungan dan kebimbangan dilaporkan sering berlaku di kalangan mahasiswa di seluruh dunia dan memberikan kesan terhadap kualiti hidup dan pencapaian akademik (January et al., n.d.). Kegagalan pelajar universiti untuk menyesuaikan diri, memenuhi keperluan baru dan seterusnya mengatasi tekanan yang mereka alami akan menyebabkan penurunan kesejahteraan diri, penurunan prestasi akademik, dan meningkatkan

tekanan psikologi (Johari & Ahmad, 2019, Dwyer & Cummings, 2001).

Dapatan kajian yang dijalankan oleh Rashid et al. (2020) telah membuktikan bahawa tekanan akademik semasa pandemik COVID-19 amat merisaukan. Wabak yang melanda Malaysia dan bahagian lain di dunia memberi impak yang besar kepada pelbagai sektor termasuk sektor pendidikan negara. Ia memerlukan setiap mahasiswa menyesuaikan diri dengan sistem pengajaran dan pembelajaran (PdP) dalam talian daripada sistem konvensional yang sedia ada. Proses penyesuaian ini memerlukan mahasiswa mempunyai strategi daya tindak yang sesuai untuk berdepan dengan tekanan akademik yang datang daripada pelbagai sumber tekanan akademik seperti tuntutan fizikal, tuntutan tugas, tuntutan peranan dan tuntutan interpersonal (Desmita, 2009). Ketidakupayaan mahasiswa untuk beradaptasi, memenuhi tuntutan keperluan baharu dan mengatasi tekanan yang dialami boleh menyebabkan berlakunya kemerosotan tahap kesejahteraan diri, kemerosotan prestasi akademik dan peningkatan tekanan psikologi (Johari & Ahmad, 2019).

1.1 Tujuan kajian

Kajian ini membincangkan hubungan antara kebimbangan dengan tekanan akademik dan sokongan sosial dalam kalangan mahasiswa tahun pertama secara konseptual. Selain itu kertas konsep ini turut menghuraikan hubungan antara sokongan sosial dengan tekanan akademik dalam kalangan mahasiswa tahun pertama.

2.0 Tinjauan Literatur

2.1 Teori kebimbangan

Spielberg (1976) mendefinisikan kebimbangan sebagai suatu proses yang terdiri daripada tekanan, ancaman dan keadaan kebimbangan. Proses tersebut berjalan mengikut satu urutan iaitu bermula daripada kognitif, afektif, fisiologi dan tingkah laku. Proses itu digerakkan oleh suatu rangsangan tekanan yang tinggi samada dari dalaman atau luaran. Jika seseorang itu mempersiapkan rangsangan tersebut sebagai berbahaya ataupun mengancam, ia akan menjadi emosional. Kebimbangan juga adalah tindak balas normal badan akibat daripada perasaan bimbang, takut, dan tertekan dengan apa yang akan datang (Gale & Oakley-Browne, 2000). Kadang-kadang kegelisahan adalah perkara biasa, tetapi apabila berlaku ketakutan dan kebimbangan yang berterusan dan berlebihan, ia dapat mengakibatkan gangguan kecemasan. Gangguan kebimbangan juga bermula daripada kes yang ringan hingga teruk dan masalah mesti ditangani kerana ia boleh mempengaruhi kehidupan seharian.

Berdasarkan Teori Kebimbangan Spielberger (1976), terdapat dua jenis kebimbangan, iaitu kebimbangan keadaan dan kebimbangan tret. Bagi kebimbangan keadaan, ia merupakan suatu keadaan emosi sementara dan diikuti dengan ketegangan dan perasaan cemas yang menyebabkan kadar pertambahan sistem saraf otonomik. Kebimbangan keadaan akan berubah dari semasa ke semasa. Misalnya, mahasiswa kini dinilai secara holistik melalui medium atas talian sejak pandemik COVID-19 melanda dunia. Kaedah secara holistik ini menimbulkan ketegangan dan kebimbangan bagi mahasiswa untuk menyiapkan tugas yang diberikan menggunakan daya pemikiran yang tinggi berbanding pentaksiran yang dijalankan secara bertulis (Mailis, Zaini & Hassan, 2020). Manakala bagi kebimbangan tret pula lebih menyerupai ciri-ciri sahiah seseorang itu. Kebimbangan tret lebih fokus kepada pengamatan semula jadi dalam situasi tertentu yang akan menentukan sama ada seseorang individu tersebut mengancam atau tidak. Individu yang mempunyai kebimbangan tret akan seringkali rasa terancam berbanding dengan individu yang mempunyai tahap kebimbangan tret yang rendah.

Teori kebimbangan yang diasaskan oleh Spielberger ini jelas menggambarkan bahawa kebimbangan dipengaruhi oleh tekanan keadaan di sekeliling yang tidak kondusif untuk mahasiswa menjalankan pembelajaran secara maya (Yahaya & Adnan, 2021). Kajian lepas juga telah mendapati bahawa satu pertiga daripada penduduk dipengaruhi oleh gangguan kebimbangan sepanjang hayat mereka (Mental Health Handbook, 2019) dalam pelbagai lapisan masyarakat termasuklah pelajar universiti. Mohamad, Mohd-Sidik, Akhtari-Zavare dan Gani (2020) mendapati prevalen kebimbangan dalam kalangan mahasiswa di Malaysia adalah 29% dan dipengaruhi oleh tahun pengajian akademik.

Namun, hasil kajian oleh Syazwani, Farhan, Marhamah, Arifain dan Yusof (2021) pula menunjukkan nilai signifikannya adalah .465. Keputusan ini menunjukkan bahawa sokongan sosial tidak mempunyai hubungan dengan kesihatan mental iaitu kemurungan, kebimbangan dan tekanan. Keadaan ini membawa maksud sokongan sosial yang ada dalam diri seseorang mahasiswa tidak memberi kesan kepada tahap kesihatan mental mereka. Harikandei (2017) dalam kajiannya juga turut menyatakan bahawa tidak terdapat hubungan yang signifikan antara sokongan sosial dengan kesihatan mental mahasiswa. Keadaan ini berlaku mungkin disebabkan oleh kebanyakan mahasiswa di institusi pengajian tinggi mempunyai sokongan sosial yang baik sepanjang negara mengalami perintah berkurung. Ini boleh dilihat melalui bantuan semasa pandemik COVID-19 yang diberikan sendiri oleh pihak IPT kepada mahasiswa untuk terus bermotivasi dalam pembelajaran.

2.2 Tekanan akademik dan kebimbangan

Terdapat banyak definisi tekanan daripada pengkaji-pengkaji lepas dan antaranya ialah stress atau tekanan merupakan keadaan apabila seseorang itu mengalami ketidakstabilan sama ada fizikal ataupun mental dan ianya berkaitan dengan cara hidup individu tersebut (Izzat Hazmir, 2017). Tekanan akademik juga diberikan takrifan sebagai kekecewaan, konflik, tekanan, perubahan dan pemaksaan diri terhadap kesejahteraan psikologi dan bergantung juga pada tahap sokongan sosial yang diperolehi daripada rakan-rakan (Glozah, 2013).

Pandemik COVID-19 menyebabkan pelajar memikul tanggungjawab yang berbeza dan tidak dapat melaksanakannya dengan baik kerana kurangnya penjelasan yang mencukupi dari pensyarah, jumlah tugas yang banyak, penyesuaian kaedah pembelajaran yang baru, pengurusan masa, kekurangan bahan dan alat elektronik, misalnya; komputer, internet, dan lain-lain sehingga menyebabkan pelajar berprestasi rendah, keciciran dan mengalami tahap tekanan yang besar (Acevedo et al., 2021). Tekanan akademik yang semakin meningkat juga menyebabkan pelajar universiti cenderung untuk hilang keyakinan diri (Tao et al., 2000; Dwyer & Cummings, 2001), mengalami depresi, kemurungan dan terjebak dalam masalah tingkah laku negatif (Deb, Stoudl & Sun, 2015; King, Vidowel & Sigh, 2014; Bennett & Holloway, 2014).

Dapatan kajian oleh Johari dan Ahmad (2019) mendapati bahawa tekanan akademik adalah antara masalah yang sering dihadapi oleh mahasiswa. Masalah yang dihadapi oleh mahasiswa semasa pandemik COVID-19 ini di samping tuntutan yang dipertanggungjawabkan melalui pengajaran dan pembelajaran dalam talian adalah lebih memenatkan dan memenatkan, kerana mereka tidak dapat berinteraksi secara langsung dengan pensyarah dan kawan-kawan yang lain. Situasi ini mengakibatkan kekecewaan dalam diri pelajar dan sekiranya ia berterusan boleh menyebabkan tekanan. Masalah tekanan akademik juga banyak berlaku pada tahun pertama pengajian dan secara tidak langsung akan memberikan kesan terhadap pencapaian purata keseluruhan markah gred akademik (GPA) pelajar bagi tahun-tahun berikutnya (Wintre dan Yaffe, 2000). Ketidakupayaan pelajar universiti untuk beradaptasi, memenuhi tuntutan keperluan baharu dan mengatasi tekanan yang dialami boleh menyebabkan berlakunya kemerosotan tahap kesejahteraan diri, kemerosotan prestasi akademik dan peningkatan tekanan psikologi (Johari & Ahmad, 2019).

Selain itu, pembelajaran yang biasanya dijalankan secara bersemuka (*face-to-face*) juga kini dijalankan secara atas talian (Livana et al., 2020). Oleh itu, pelajar kini perlu menyesuaikan diri untuk belajar secara talian di samping tugas yang banyak. Penyelesaian tugas-tugas ini memerlukan sedikit masa (Hamzah B & Hamzah, 2020). Norazila et al. (2018) dalam kajiannya juga mengatakan bahawa bebanan kerja yang berlebihan boleh menjadi faktor kepada kebimbangan pada diri mahasiswa. Jika situasi tersebut terus berlarutan dalam jangka masa yang panjang, ianya akan berubah menjadi tekanan.

Ramachandiran dan Dhanapal (2018) pula mengkaji mengenai persepsi Gen Y dan Z terhadap tekanan akademik dan kesannya mengatakan bahawa sudah terdapat banyak kajian mengenai tekanan di kalangan pelajar dan kesannya telah didokumentasikan dengan baik di banyak negara Barat. Para pengkaji lepas bersetuju bahawa pelajar sememangnya mengalami tekanan akademik seperti tekanan daripada keluarga, keperluan biasiswa, beban kewangan, persaingan di kelas, peperiksaan, pengurusan masa dan tekanan yang berkorelasi antara satu sama lain.

Selain itu, kajian yang dilakukan oleh Mohamad et al. (2020), mengatakan bahawa semakin tinggi tahun pengajian, semakin tinggi tahap kebimbangan yang dialami pelajar. Hal ini disebabkan oleh kandungan pembelajaran yang semakin sukar serta beban kerja yang semakin banyak. Berbanding pula dengan pelajar tahun pertama yang mempunyai masalah pembelajaran yang signifikan kerana mereka perlu menyesuaikan diri dengan keperluan pengajaran dan juga penilaian universiti (Millar et al., 2021). Situasi ini dapat menggambarkan sejauh mana kemampuan pelajar tahun pertama dalam mengatasi kesukaran yang dialami mereka dalam menjalani tempoh peralihan di peringkat sekolah ke peringkat pengajian tinggi (Pillay & Ngcobo, 2010). Perkara ini selari dengan pandangan dari Penninx et al. (2021) yang mendapati bahawa masalah kebimbangan ini kebiasaannya bermula di peringkat awal dewasa yang kebanyakannya mengalami emosi yang tidak menentu (Ariffin & Hilwa, 2020b).

Kajian yang dilakukan Jabeen, M., Shamin, dan Naeem (2019) adalah mengenai peranan tekanan akademik dalam menguji kebimbangan yang dialami oleh kalangan pelajar di universiti. Hasil kajian menunjukkan bahawa tekanan akademik signifikan ke arah ujian kebimbangan. Dari segi perbezaan antara jantina, pelajar perempuan mengalami lebih banyak tekanan akademik berbanding pelajar lelaki. Sebaliknya, tidak terdapat perbezaan yang ketara yang dilihat pada pelajar dengan 14 tahun dan 16 tahun pendidikan pada tekanan akademik dan ujian kebimbangan.

Melalui kajian ini, pengkaji ingin mendedahkan penyebab kepada masalah kebimbangan dan tekanan akademik yang dialami oleh pelajar untuk diambil perhatian oleh pendidik, pihak pentadbir dan pelajar universiti yang sudah pastinya menjadi aset terpenting dalam masyarakat kita. Ia juga membantu pihak pengurusan kurikulum universiti untuk mengatur sukatan pelajaran dan jadual dengan berkesan supaya pelajar mengalami tekanan akademik dan masalah kebimbangan yang minimum.

2.3 Sokongan sosial dan kebimbangan

Sokongan sosial didefinisikan sebagai penjagaan, sokongan, dan bantuan dari keluarga, rakan, dan komuniti. Sokongan sosial, dapat membantu dalam mengatasi tekanan mereka dan meningkatkan penyesuaian dalam sesuatu keadaan (Chu et al., 2021). Chu et al., (2021) dalam kajiannya juga ada menyatakan bahawa sokongan sosial diakui sebagai faktor pelindung pencegahan bunuh diri yang signifikan (diambil daripada Miller et al., 2015).

Kajian empirikal menunjukkan kesejahteraan psikologi pelajar juga dipengaruhi oleh sokongan sosial (Razia Syeda & Firdous Afzal, 2019). Sokongan sosial boleh dianggap sokongan moral daripada orang sekeliling terutamanya orang terdekat seperti keluarga dan kawan-kawan (Ismail & Lokman, 2020). Sokongan sosial yang dirasakan adalah fungsi hubungan sosial, yang persepsi seseorang bahawa dia akan diberi sumber (emosi, maklumat) dalam masa keperluan dari hubungan sosial (Cohen, 1992). Mahasiswa sangat memerlukan sokongan sosial, terutama ketika mereka menghadapi masalah dan memerlukan orang yang dekat dengan mereka untuk mendengarkan masalah mereka (Ismail & Lokman, 2020). Ini disokong dengan kajian mengenai bunuh diri yang mendapati kebanyakan pelajar universiti yang mempunyai sejarah percubaan bunuh diri tetapi mempunyai banyak sokongan sosial, maka risiko bunuh diri dapat dikurangkan (Coppersmith et al., 2019).

Hsu et al. (2018) dalam kajiannya menerangkan tentang konsep sokongan sosial. Berdasarkan konsep sokongan sosial, ia dapat digunakan untuk meningkatkan proses kognitif pelajar. Kajian mengenai sokongan sosial banyak memperlihatkan hubungan antara individu, keluarga, dan rakan-rakan yang dimiliki. Pada masa lalu, terdapat kajian mengklasifikasikan sokongan sosial sebagai maklumat, nyata, emosi, dan kepunyaan (Cutrona & Russell, 1990; Uchino, 2004; Wills, 1991). Sokongan maklumat adalah penyediaan nasihat, panduan, cadangan, atau maklumat berguna kepada seseorang (Wills, 1991). Sokongan sosial yang boleh dilihat secara fizikal adalah dari segi pemberian bantuan kewangan, barang material, atau perkhidmatan (House & Kahn, 1985). Manakala sokongan emosi pula adalah dengan menunjukkan rasa empati, prihatin, kasih sayang, cinta, kepercayaan, penerimaan, keintiman, dorongan, atau penyayang (Langford, Bowsher, Maloney, & Lillis, 1997).

Manakala, Nur Shyahirah (2020) mengkaji hubungan sokongan sosial terhadap kemurungan pelajar. Menurut Brannon dan Feist (2004), sokongan sosial merujuk kepada pelbagai material dan emosi yang diterima daripada orang lain. Sokongan sosial material bermaksud bantuan material atau

kebendaan yang diberi oleh orang lain kepada seseorang individu tersebut. Misalnya, bantuan kewangan yang diberikan oleh rakan sekiranya kita sedang mengalami masalah kewangan. Sokongan sosial emosi pula adalah seperti memberi nasihat dan kata-kata semangat untuk meningkatkan kefungsi seseorang yang sedang berada dalam keadaan sedih atau berhadapan dengan masalah.

Walaupun, terdapat limitasi sokongan sosial emosi berikutan pelaksanaan PKP, dalam era digital ini segalanya lebih mudah untuk dilakukan bagi mahasiswa yang tinggal jauh dari keluarga. Sokongan sosial emosi boleh disampaikan melalui medium yang berbeza seperti berhubung melalui telefon, media sosial, menghantar emel dan sebagainya. Selain itu, komuniti sokongan juga diwujudkan oleh badan-badan kerajaan serta bukan kerajaan ketika wabak COVID-19 sedang menular. Oleh itu, mahasiswa perlu memanfaatkan perkhidmatan tele-kaunseling dan sokongan sosial yang telah diusahakan oleh pihak kerajaan (Rashid et al., 2020)

Alsubaie et al., (2019) pula mengkaji tentang peranan sokongan sosial terhadap kemurungan dan kualiti hidup pelajar universiti. Sokongan sosial dapat meningkatkan kesihatan mental dan bertindak sebagai penyangga terhadap kehidupan yang penuh tekanan acara (Dollete & Phillips, 2004). Sokongan sosial diperoleh dari rangkaian orang yang berasal dari keluarga, rakan dan komuniti (Awang, Kutty, & Ahmad, 2014; Zimet, Dahlem, Zimet, & Farley, 1988). Kekurangan sokongan sosial adalah penentu masalah kesihatan mental termasuk gejala kemurungan di antara pelajar universiti (Bukhari & Afzal, 2017; Safree & Dzulkifli, 2010), dan memberi kesan negatif terhadap kualiti hidup pelajar (Dafaalla et al., 2016). Kajian yang dijalankan terhadap 115 pelajar universiti mendapati pelajar yang mempunyai sokongan sosial yang lebih tinggi mempunyai tahap tekanan yang lebih rendah dan dapat menyesuaikan diri dengan baik di universiti (Friedlander, Reid, Shupak, & Cribbie, 2007).

Melalui kajian yang dilakukan oleh Cao et al., (2021) pula, mereka mengkaji sokongan sosial ini dari perspektif budaya. Sokongan sosial didefinisikan sebagai 'sifat interaksi yang berlaku dalam hubungan sosial, terutamanya bagaimana ini dinilai oleh orang itu terhadap sokongan mereka' (Lazarus & Folkman, 1984). Tingkah laku mencari sokongan sosial sangat berbeza antara budaya. Perbezaan budaya yang diukur di dalam kajian ini adalah dari konteks budaya masyarakat *Asian*, *Asian Americans* dan *European American*. Ada individu yang merasa lebih bebas untuk mendapatkan sokongan sosial kerana bagi sesetengah budaya, mereka beranggapan bahawa individu mempunyai kebebasan untuk menjaga kesejahteraan hidup mereka melalui sokongan sosial yang diterima. Namun, bagi budaya yang lebih kolektif, individu lebih berhati-hati untuk mengakui masalah peribadi atau kesusahan mereka kepada orang lain dengan meminta untuk pertolongan kerana ini akan memberikan bebanan kepada rangkaian sosial mereka (Kim et al. 2008). Walau bagaimanapun, terdapat kajian yang menunjukkan bahawa sokongan sosial dapat mengurangkan kebimbangan dan kemurungan (Constantine et al. 2005).

Shelton et al. (2017) dalam kajiannya telah memaparkan kesan positif sokongan sosial yang mampu mengurangkan risiko kemurungan, kebimbangan, dan tekanan serta mewujudkan kepuasan hidup yang lebih tinggi dalam kalangan pelajar. Kajian ini membincangkan mengenai sokongan sosial dan kebimbangan dari sudut tahap sendiri pelajar. Apabila pembolehubah demografi dikawal, pemboleh ubah sokongan sosial adalah paling ketara dalam memberikan pengaruh kepada gejala kemurungan, gejala kegelisahan, tekanan, dan kepuasan hidup pelajar.

Sokongan sosial juga berkorelasi positif dengan kebimbangan pelajar universiti di Bangladesh. Hasil kajian mendapati sebanyak 48.41% pelajar yang mengalami tahap kebimbangan yang sederhana, dan 44.59% pula mengalami tahap kebimbangan yang teruk. Namun bagi jumlah pelajar yang mengalami tahap kebimbangan ringan hanyalah sebanyak 3.82% dan yang tidak mengalami kegelisahan pula memperolehi peratusan yang sangat rendah iaitu sebanyak 3.18%. Menurut peserta kajian tersebut, sokongan sosial dapat mengurangkan tekanan mental semasa wabak dan mampu mengubah sikap masyarakat mengenai sokongan sosial yang jarang diperolehi pelajar. Sokongan sosial di Bangladesh tidak diutamakan seperti negara-negara maju yang lain. Malah, sokongan daripada pihak kerajaan juga tidak mencukupi. Kesimpulannya, kajian ini jelas menunjukkan bahawa sokongan sosial yang aktif dan kuat sangat untuk mengurangkan tahap kebimbangan di kalangan pelajar universiti (Dhar et al., 2020).

2.4 Sokongan sosial dan tekanan akademik

Kajian oleh N. Glozah (2013) mendapati bahawa sokongan sosial adalah signifikan dengan kesejahteraan psikologi. Hasil kajiannya menunjukkan bahawa pelajar yang memperoleh sokongan sosial yang lebih tinggi mempunyai kesejahteraan psikologi yang baik berbanding dengan pelajar yang memperoleh sokongan sosial yang berada di tahap sederhana atau rendah. Tekanan akademik signifikan kepada kesejahteraan psikologi juga menunjukkan bahawa pelajar yang mengalami tekanan akademik yang sederhana mempunyai kesejahteraan psikologi yang lebih tinggi berbanding pelajar yang mempunyai tekanan akademik yang tinggi. Bagi tahap sokongan sosial pula, ianya mempunyai tahap signifikan yang lebih tinggi berbanding tahap tekanan akademik. Ini menunjukkan perbezaan tekanan akademik dalam kesejahteraan psikologi dipengaruhi oleh tahap sokongan sosial pelajar. Hasil kajian oleh Marhamah & Hamzah (2016) juga menunjukkan adanya hubungkait antara sokongan sosial dan tekanan akademik dalam kalangan pelajar tahun pertama. Dapatan kajian juga menunjukkan tahap sokongan sosial yang tinggi, melaporkan tahap tekanan akademik yang rendah.

Terdapat kajian yang mendapati bahawa sokongan sosial dari keluarga dan rakan-rakan memberikan kesan yang besar kepada emosi, prestasi sosial serta prestasi akademik pelajar (Awang et al., 2014). Namun, remaja lebih mengutamakan rakan-rakan sebagai sumber sokongan sosial berbanding keluarga (Kugbey, 2015). Kajian ini memperlihatkan bagaimana sokongan sosial mampu mempengaruhi kualiti hidup pelajar begitu juga dengan tekanan akademik.

Kajian oleh Marhamah & Hamzah (2017) melaporkan tahap sokongan sosial dan tekanan akademik yang sederhana dalam kalangan pelajar di UNSYIAH. Pelajar dengan tahap sokongan sosial yang tinggi, akan mengalami tahap tekanan akademik yang rendah. Seseorang pelajar dengan tahap sokongan sosial yang tinggi mempunyai kepercayaan yang kuat bahawa dia disayangi dan dihargai oleh orang di sekelilingnya. Pelajar yang mempunyai sokongan sosial yang tinggi juga merasakan bahawa orang lain mengambil berat dan memenuhi segala keperluan mereka. Hasil kajian ini juga menunjukkan bahawa terdapat hubungan negatif yang signifikan ($r = -.46, p < .01$) antara sokongan sosial dan tekanan akademik. Ini bermaksud, pelajar dengan tahap tinggi sokongan sosial, tahap tekanan akademik yang rendah dilaporkan. Hasil dalam kajian ini menunjukkan pelajar tahun satu di UNSYIAH mengalami tahap sederhana tekanan akademik. Tahap tekanan akademik yang sederhana bermaksud bahawa tekanan akademik dan reaksi stres yang dialami oleh pelajar tahun satu di UNSYIAH berada pada tahap sederhana. Hasil kajian ini juga menunjukkan bahawa terdapat hubungan signifikan negatif antara sokongan sosial dan tekanan akademik di kalangan pelajar tahun satu di UNSYIAH. Secara keseluruhannya, pelajar dengan tahap sokongan sosial yang tinggi, mempunyai tahap tekanan akademik yang rendah.

Terdapat pengaruh antara pemboleh ubah bebas (sokongan sosial ibu bapa dan kecekapan diri) terhadap pemboleh ubah bersandar (tekanan akademik). Hasil analisis data menunjukkan bahawa sokongan sosial ibu bapa dan keberkesanan diri dapat ketara mempengaruhi tekanan akademik pelajar dalam program pengajian bimbingan dan kaunseling di salah sebuah universiti di Yogyakarta. Selain itu, terdapat pengaruh yang sangat signifikan antara sokongan sosial daripada ibu bapa dan keberkesanan diri terhadap tekanan akademik pelajar program pengajian bimbingan dan kaunseling di universiti tersebut. Hasil kajian ini jelas menunjukkan bahawa pelajar kaunseling juga turut mengalami tekanan akademik. Jelaslah, faktor yang mempengaruhi tekanan akademik adalah sokongan sosial ibu bapa dan keberkesanan diri (Andarini & Purwadi, 2020).

Setelah meneliti dan mendalami kajian-kajian terdahulu yang dikaji oleh pengkaji-pengkaji di dalam dan luar negara, didapati bahawa kajian tempatan dan luar negara banyak menekankan berkaitan kebimbangan, sokongan sosial dan tekanan akademik dari pelbagai konteks. Cabaran yang dihadapi oleh siswazah di zaman pandemik ini telah banyak memberikan kesan kepada kesejahteraan mental mereka. Antara kesan yang kerap dialami oleh para pelajar universiti ini adalah seperti gangguan kebimbangan (*anxiety*). Kekurangan sokongan sosial pula harus diberi perhatian kerana ianya mampu memberikan kesan kepada kesejahteraan mental mahasiswa di peringkat awal dewasa mereka.

Lubis, Ramadhani dan Rasyid (2021) dalam kajiannya turut menegaskan bahawa suatu penyelidikan perlu dilakukan bagi memberikan gambaran yang jelas mengenai tahap tekanan

akademik yang dialami oleh pelajar universiti sehingga penyelesaian untuk masalah ini dapat dijumpai.

3.0 Metodologi

Kajian ini menggunakan metodologi secara penyelidikan kepustakaan, di mana datanya diperolehi dari perkhidmatan di Perpustakaan Sultan Abdul Samad, UPM dan carian artikel dalam internet menggunakan pengkalan data seperti WOS dan Google Scholar. Dapatan kajian-kajian lepas tersebut diteliti oleh pengkaji bagi menyokong perbincangan skop kajian. Pengkaji turut menganalisis buku-buku, jurnal, dan pelbagai jenis sumber literatur lain yang berkaitan dengan kajian. Kebanyakan kajian-kajian lepas diambil dari dalam negara dan luar Negara bagi mendapatkan maklumat yang lebih holistik. Selepas bahan-bahan rujukan yang diperlukan dicari dan dijumpai, pengkaji meneliti setiap maklumat yang ada dalam rujukan dengan menggunakan Jadual Matrik Literatur.

4.0 Kesimpulan

Secara umumnya, konsep dalam kertas ini membincangkan bagaimana gejala kebimbangan saling berkait rapat dengan tekanan akademik yang dialami dan sokongan sosial yang diperolehi oleh mahasiswa tahun pertama di Fakulti Pengajian Pendidikan UPM. Analisis kajian terdahulu menunjukkan terdapat hubungan yang signifikan antara kebimbangan dan sokongan sosial (sokongan keluarga, sokongan kawan dan sokongan orang penting). Dengan adanya dapatan kajian yang terkini berkenaan tahap kebimbangan, sokongan social dan tekanan akademik mahasiswa tahun satu dalam kajian ini, pihak universiti akan lebih cakna berkenaan cabaran mahasiswa yang perlu belajar sambil mendepani pandemik COVID-19 yang banyak mengubah norma kehidupan masyarakat khususnya para pelajar di universiti. Sehubungan dengan maklumat yang diperolehi daripada hasil kajian ini seterusnya boleh dimanfaatkan oleh pihak-pihak tertentu khususnya pihak institusi pengajian tinggi untuk menilai sejauh mana kesedaran mereka terhadap isu yang dikaji. Hasil kajian yang akan dijalankan ini juga dapat membantu pihak universiti merangka pelbagai program-program yang memperkasakan kesedaran mengenai kesihatan mental serta memastikan terdapat pemeriksaan secara berkala bagi memantau keadaan psikologi mahasiswa agar dapat mengurangkan beban psikologi yang ditanggung oleh mahasiswa di universiti khususnya bagi mahasiswa tahun satu.

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Pengetahuan dan Sikap Terhadap Video Pornografi di Internet Dengan Ketagihan Internet Dalam Kalangan Pelajar Universiti: Satu Kertas Konsep

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Abstrak

Generasi kini menghadapi cabaran teknologi canggih yang kian mencabar terutamanya perkembangan jaringan internet. Internet merupakan medium atau platform utama kehidupan yang melibatkan komunikasi, perdagangan dan jual beli, pendidikan, hiburan dan mendapatkan maklumat. Kertas konsep ini membincangkan penggunaan internet yang berlebihan sehingga menyebabkan ketagihan internet terutamanya dalam kalangan generasi muda khususnya pelajar institusi pengajian tinggi (IPT). Terdapat banyak faktor yang menyumbang kepada berlakunya ketagihan internet termasuklah pornografi. Internet kini merupakan satu platform yang lazim bagi generasi muda memperolehi maklumat atau bahan berkaitan pornografi. Persepsi generasi terhadap pornografi juga yang lebih terbuka untuk menerima menimbulkan kebimbangan yang menyebabkan kejatuhan moral dan akhlak mereka. Melalui kertas konsep ini, penyelidik berharap dapat memberi pendedahan seterusnya membantu Kementerian Pengajian Tinggi (KPT), pihak universiti dan kaunselor institusi dengan kerjasama daripada pihak ibu bapa untuk merancang intervensi berkesan dalam mengawal penularan ketagihan internet dan pornografi. Dapatan ini juga diharapkan berupaya memberi kesedaran terhadap pengawalan penggunaan internet dalam kalangan pelajar IPT.

Kata kunci: ketagihan internet; pornografi; pengetahuan; sikap

1.0 Pengenalan

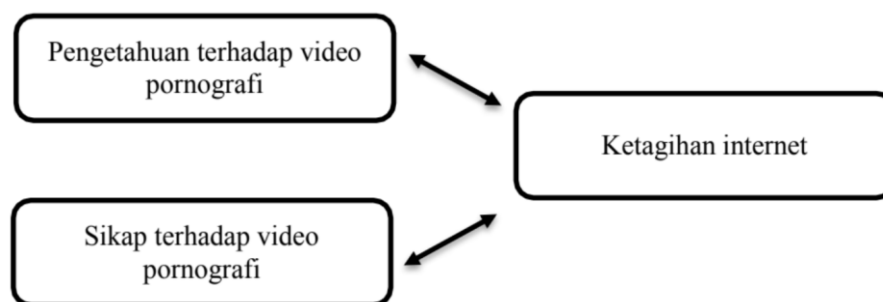
Penggunaan internet pada masa kini bukanlah satu perkara yang asing lagi sebaliknya telah menjadi satu keperluan dalam kehidupan dimana semua sektor pengurusan kehidupan menggunakan internet. Memetik daripada Yahya dan Effendi (2020) menjelaskan kehadiran teknologi internet ini dapat membuka peluang baru kepada masyarakat untuk berinteraksi dengan lebih mudah walaupun berada di luar bandar (Suzlina & Jamaludin, 2016). Namun begitu penggunaan internet dalam kalangan pelajar institusi pengajian tinggi (IPT) sangat pesat sehingga menimbulkan kepada perlakuan ketagihan. Menurut Hamid et. al (2019) yang memetik daripada laporan Suruhanjaya Komunikasi dan Multimedia Malaysia (SKMM) menyatakan bahawa terdapat peningkatan penggunaan internet dalam kalangan pelajar IPT iaitu daripada 36.7% pada tahun 2016 kepada 44.6% pada tahun 2018 (MCMC 2018).

Berdasarkan laporan yang dibuat oleh *World Internet Project* menyatakan jumlah populasi yang menggunakan telefon pintar bagi tujuan melayari internet adalah 54% dan populasi yang menggunakan tablet untuk melayari internet pula ialah 20%. Kementerian Kesihatan Malaysia (KKM) melakukan Tinjauan Kebangsaan Kesihatan dan Morbiditi (NHMS) 2017 di mana hasil tinjauan menunjukkan prevalen sebanyak 29% ketagihan internet dalam kalangan remaja Malaysia. Hasil tinjauan juga nisbah ketagihan internet dalam kalangan remaja sekolah menengah di Malaysia ialah dua daripada tujuh dan enam daripada tujuh remaja sekolah menengah adalah pengguna aktif internet. Kemunculan internet dan percambahan laman sesawang seksual telah menyebabkan konsep seks yang dianggap masyarakat sebagai suci beralih kepada seks adalah sebahagian daripada perubahan dalam sistem sosial (Bungin, 2003). Ini termasuklah laman sesawang yang menayangkan video berunsur seks atau disebut pornografi. Kemudahan akses dan kecanggihan teknologi seperti telefon pintar ini menyebabkan video pornografi ini mudah dilayari.

Pornografi telah menjadi satu norma kebiasaan dalam kalangan umur remaja dan awal dewasa dimana dapat dijelaskan secara psikologi oleh perkembangan pemikiran dan rasa ingin tahu yang tinggi. Laili (2018) mendefinisikan pornografi ialah semua bentuk perbuatan dan tindakan yang berunsurkan kelakuan atau eksploitasi seksual yang bertentangan dengan kebiasaan moral masyarakat atau perlakuan mendedahkan aurat secara keterlaluan atau melampau. Peratus golongan remaja yang mudah terdedah kepada pornografi ialah 35.3 peratus berdasarkan Kajian Penduduk dan Keluarga Kelima (KPK5) pada tahun 2014. Menurut statistik yang diperolehnya juga mendapati 60.8 peratus daripada golongan remaja tersebut mempunyai akses kepada laman web pornografi menerusi internet, 35 peratus melalui penggunaan telefon pintar dan 20 peratus adalah daripada cakera padat (CD) dan cakera padat video (VCD) lucah. Kajian lain yang dijalankan kepada 986 pelajar kolej di Malaysia menunjukkan pelajar lelaki mempunyai aktiviti pornografi yang lebih tinggi berbanding perempuan (Aliffitri et al., 2021). Hasil kajian juga mendapati penggunaan pornografi dalam kalangan orang muda mudah diperolehi kerana kemudahan mengakses internet percuma.

Kajian mendapati antara faktor yang menyumbang kepada peningkatan aktiviti menonton dan mengumpul video pornografi ini, adalah kemudahan internet tanpa sempadan (Ali et al., 2021) dan kurangnya pendedahan ilmu pendidikan seks dari ibubapa dan institusi pendidikan. Chatherine (2008) menyatakan bahawa pornografi memberikan kesan yang buruk kepada kanak-kanak dan remaja kerana paparan yang ditonton akan menyebabkan minda mereka mudah mempercayai pornografi secara terus. Menurutnya lagi pornografi akan menyebabkan minda kanak-kanak dan remaja dikaburi oleh gambaran palsu berbanding realiti sebenar.

Secara umumnya, hubungan antara pembolehubah yang dibincangkan dalam kertas konsep ini boleh dilihat pada Rajah 1.



Rajah 1. Perkaitan antara pengetahuan dan sikap terhadap video pornografi dengan ketagihan internet.

1.1 Objektif kajian

Tujuan kertas konsep ini dijalankan adalah untuk membincangkan hubungan di antara pengetahuan dan sikap terhadap video pornografi di internet dengan ketagihan internet dalam kalangan pelajar institut pengajian tinggi secara konseptual.

2.0 Kajian Literatur

2.1 Teori ketagihan

Teori Sistem Kebergantungan Media (TSKM) yang diperkenalkan oleh DeFleur dan Ball Rokeach (1985) digunakan dengan andaian bahawa semakin bergantung seseorang individu itu terhadap media bagi memenuhi kehendaknya, maka semakin penting peranan media dalam kehidupan individu tersebut dan akhirnya semakin berpengaruh media tersebut ke atas individu berkenaan. Teori ini mengandaikan bahawa individu membentuk hubungan kebergantungan dengan media kerana mereka mempunyai matlamat dan sesetengah matlamat itu memerlukan akses kepada sumber yang dikawal oleh media massa (Ball-Rokeach, 1985, 1989). Tahap mikro teori ini yang dikenali sebagai kebergantungan media individu (IMD) memberikan asas kukuh untuk mengukur hubungan kebergantungan individu dengan media tertentu (Colman, 1990; Loges, 1994). Ball Rokeach (1985: 47) telah mendefinisikan

kebergantungan sebagai hubungan di mana kepuasan, keperluan atau pencapaian matlamat oleh satu pihak adalah bergantung kepada sumber pihak lain.

Sistem kebergantungan media terdiri daripada dua peringkat iaitu peringkat makro yang mewujudkan dan mengagihkan maklumat kepada peringkat mikro atau individu. Ball Rokeach (1985) menyatakan kebergantungan antara sistem masyarakat, media dan khalayak dihasilkan oleh matlamat yang boleh dicapai melalui hubungan di antara tiga pihak. Pada peringkat makro, teori ini menekankan hubungan saling kebergantungan di kalangan khalayak, media dan masyarakat serta menunjukkan kesan media terhadap khalayak sepanjang tempo kebergantungan akibat perubahan sosial dan konflik (Ball-Rokeach & DeFleur, 1976). Peristiwa-peristiwa yang membawa kepada kebergantungan termasuklah semasa bencana alam dan teknologi, krisis politik seperti skandal, peperangan dan pembunuhan. Terdapat tiga fungsi maklumat utama pada peringkat ini iaitu mengumpul dan mencipta, memproses dan menyebarkan. Pada tahap mikro pula, Ball Rokeach menjelaskan bahawa hubungan kebergantungan juga mempunyai kesan kepada pengguna individu media. Dalam peringkat ini tumpuan diberikan kepada persoalan mengapa individu pergi kepada media tertentu untuk memenuhi matlamat tertentu. Ini membawa pendekatan teori kebergantungan media individu kepada hubungan antara matlamat dan sumber (Grant, Guthrie & BallRokeach, 1991). Andaian asas kebergantungan media individu ini menyatakan kelakuan individu media dipengaruhi oleh motivasi individu itu sendiri untuk memenuhi matlamat asas mereka.

2.2 Ketagihan internet

Kajian oleh Antonios et al. (2017) dijalankan ke atas remaja di 19 buah sekolah menengah di mana sekolah-sekolah telah dipilih secara rawak di kawasan kajian mendapati purata penglibatan pelajar setiap kelas di sekolah-sekolah tersebut ialah sebanyak 92%. Hasil kajian mendapati bahawa masalah penggunaan internet mempunyai kaitan dengan aktiviti sosial dan permainan atas talian serta kemurungan. Selain itu, dengan menggunakan model *split* dalam analisis data kajian juga mendapati masalah penggunaan media sosial mempunyai perkaitan dengan tiga pembolehubah iaitu jenis sosial, tingkah laku berinternet dan kemurungan. Permasalahan permainan juga dikaitkan dengan permainan atas talian yang menggunakan internet, permainan luar talian, jantina dan kemurungan.

Hawi dan Samaha (2018) menjalankan kajian mengenai ketagihan internet yang bertujuan untuk merapatkan jurang pengetahuan dengan hanya menggunakan satu sampel untuk mengenalpasti persamaan dan perbezaan hubungan di antara ketagihan teknologi dan ciri-ciri personaliti, terutamanya sifat, harga diri dan konsep sendiri. Kajian dijalankan secara kuantitatif keatas sebuah universiti swasta di Lubnan yang melibatkan 512 pelajar pra siswazah. Hasil kajian menunjukkan bahawa ketagihan internet dan ketagihan sosial media mempunyai banyak persamaan berbanding perbezaan. Kesepakatan, kesedaran, keterbukaan terhadap pengalaman, kestabilan emosi, harga diri, kekerapan memeriksa akaun sosial media dan internet serta penggunaan Internet merupakan faktor berlakunya ketagihan internet dan ketagihan sosial media.

Griffiths et al. melakukan kajian keatas seramai 2,733 lelaki yang duduk di Australia dan New Zealand telah melengkapkan borang soal selidik yang diedarkan secara atas talian. Keputusan menunjukkan seramai 98.2% responden dilaporkan menggunakan pornografi dengan median jam selama 5.33 jam sebulan. Analisis multivariat menunjukkan yang peningkatan penggunaan pornografi adalah berkait dengan rasa tidak puas hati yang lebih kuat terhadap otot, lemak badan dan ketinggian; lebih tinggi simptom kecelaruan pemakanan; lebih kerap memiliki pemikiran tentang penggunaan steroid anabolik dan memiliki kualiti hidup yang rendah. Hubungan antara penggunaan pornografi dengan pemikiran menggunakan steroid anabolik semakin kuat bagi responden yang sudah profesional menonton pornografi berbanding dengan responden yang masih amateur menonton pornografi.

2.3 Pengetahuan video pornografi dan ketagihan internet

Pornografi didefinisikan sebagai segala perlakuan atau tindakan yang mengandungi unsur tingkah laku atau eksploitasi seksual yang melanggar kebiasaan moral masyarakat atau perlakuan yang mendedahkan aurat secara keterlaluan atau melampau (Laili, 2018). Manakala, menurut Kementerian Kesihatan Malaysia istilah “pornography” berasal dari perkataan “porneia” iaitu perkataan Greek yang digunakan bagi merujuk pelacur dan istilah ini membawa makna penulisan tentang pelacur (Portal

Rasmi MyHEALTH Kementerian Kesihatan Malaysia, 2012). *Internet Pornography Viewing* (IPV) atau tontonan pornografi internet didefinisikan sebagai menonton atau memuat turun gambar dan video yang secara jelasnya mendedahkan alat kelamin atau gambar dan video yang menunjukkan individu yang melakukan hubungan seksual (Peter & Valkenburg, 2009).

Menurut Anderson et al. (2016), internet secara konsistennya telah dikenal pasti sebagai faktor risiko kepada ketagihan internet dalam kalangan remaja. Penggunaan Internet yang kerap dan berpanjangan mempunyai hubungan yang positif dengan IPV pada populasi remaja (Ševčíková, et al., 2013). Perkara ini dibuktikan dengan kajian oleh Doornwaard et al. (2016) dan Meerkerk et al. (2006) yang membuktikan bahawa IPV meningkatkan risiko penggunaan internet secara kompulsif. Kepuasan seksual yang bergabung dengan tahap kesejahteraan psikologi yang rendah seperti mood yang rendah dan peningkatan minat terhadap seksual penyumbang kepada IPV (Doornwaard et al., 2016). Untuk menyokong kajian-kajian ini, Dhuffar dan Griffiths (2015) menegaskan bahawa IPV yang didorong oleh motivasi seksual yang tinggi mempunyai potensi yang tinggi untuk digunakan secara berlebihan sehingga menyebabkan peningkatan tingkah laku ketagihan internet. Khususnya ciri-ciri IPV merupakan perkara yang mudah diakses, berpatutan dan anonymous (Alexandraki, 2018).

Rasmussen et al. (2017), menjalankan kajian keatas pelajar-pelajar gred 9 di Denmark dimana kajian ini adalah untuk mendapatkan laporan mengenai pengetahuan seksual yang dikaitkan dengan penggunaan pornografi dalam kalangan remaja. Seramai 776 orang remaja gred 9 yang tinggal di perbandaran Viborg mengambil bahagian dalam kaji selidik dimana soalan soal selidik diedarkan kepada sampel tanpa pemakluman awal kepada pelajar dan guru untuk mendapatkan kesan laporan yang lebih tulen. Terdapat lima kategori berkaitan sumber yang dikaji dalam soal selidik ini. Hasil kajian mendapati bahawa kesemua kategori pornografi dilaporkan sebagai sumber pengetahuan seksual yang kedua terbesar iaitu sebanyak 61% selepas pengaruh rakan sebaya yang mempunyai peratusan sebanyak 63%. Remaja perempuan dilaporkan menggunakan pornografi sebagai sumber pengetahuan seksual lebih daripada lelaki dalam semua kategori.

Menurut kajian oleh Styawati et al. (2020), dimana kajian yang dilakukan adalah untuk mengkaji impak terhadap remaja yang ketagihan internet dengan kandunganyang berbentuk pronografi. Kajian dijalankan secara kualitatif berbentuk kajian kes. Keputusan kajian menunjukkan remaja mengalami perubahan dari segi kognitif dan emosi terhadap rangsangan seksual yang disebabkan oleh bahan pornografi yang diperoleh daripada internet. Impak terhadap kognitif dapat dibuktikan dengan pemikiran remaja yang obsesif dan kompulsif terhadap bahan berunsurkan seksual. Remaja cenderung untuk menonton gambar atau video pronografi secara berulang kali sehingga menyebabkan mereka mengalami gangguan tidur kerana melihat atau membayangkan perlakuan seksual. Impak dari segi emosi pula dapat dilihat daripada keinginan mereka yang kuat untuk melakukan aktiviti seks kerana rasa ghairah dan senang melihat bahan pornografi. Kesan daripada aktiviti ini akan menyebabkan remaja sukar untuk menjalin hubungan interpersonal dengan individu lain dan menjauhkan diri daripada persekitaran sosial.

Dapatan kajian oleh Rothman et al. (2018), pula menilai keberkesanan pelaksanaan kurikulum pengetahuan median yang berfokuskan pornografi dalam kalangan belia muda yang tinggal di bandar di Amerika Syarikat. Hasil ujian mendapati terdapat peningkatan pengetahuan berkaitan pornografi daripada hasil ujian sebelum dan selepas kelas. Berdasarkan kajian, pengkaji mendapati bahawa terdapat kemungkinan untuk pelaksanaan lima sesi program tentang pengetahuan pornografi kerana ibu bapa bersetuju untuk melibatkan penyertaan anak-anak mereka dalam program dengan penuh bersemangat dan tenaga pengajar yang mengajar dalam program dapat mengikuti manual kurikulum yang telah ditetapkan. Selain itu, hasil kajian juga membuktikan bahawa terdapat peningkatan pengetahuan peserta mengenai beberapa fakta yang berkaitan pronografi, contohnya berkaitan dengan had umur untuk mengakses laman pronografi.

2.4 Sikap terhadap video pornografi dan ketagihan internet

Sikap merujuk kepada emosi, kepercayaan dan tingkah laku seseorang terhadap objek, manusia, benda atau peristiwa yang tertentu (Cherry, 2021). Sikap terhadap video pornografi dalam kajian merupakan pembolehubah tidak bersandar yang dikaji untuk melihat persepsi sikap yang ditunjukkan oleh

responden kajian terhadap video pornografi yang dilihat sama ada secara sengaja atau tidak sengaja di internet.

Rahman et al. (2021), menjalankan satu kajian untuk mengkaji perbezaan jantina dalam sikap terhadap pornografi dalam kalangan golongan muda di Kelantan, Malaysia. Hasil kajian menunjukkan bahawa terdapat perbezaan sikap antara lelaki dan perempuan terhadap pornografi. Lelaki mempunyai sikap atau perasaan yang lebih permisif terhadap pornografi berbanding perempuan dimana kajian mendapati lelaki lebih teruja, bersemangat dan cenderung untuk mencuba perlakuan seksual setelah membaca atau menonton bahan pornografi berbanding perempuan. Kajian juga menunjukkan perempuan mempunyai reaksi dan sikap yang lebih pemalu, terkejut, jantung yang berdebar-debar, kemurungan, rasa bersalah, jijik dan berdosa setelah menonton atau membaca bahan-bahan pornografi. Hasil keseluruhan kajian menyimpulkan bahawa walaupun bahan pornografi dapat diakses dengan mudah dan meluas di Malaysia, pornografi masih dianggap sebagai suatu perkara yang negatif dan merupakan perkara yang dilarang.

Satu kajian dijalankan bagi mengkaji pengisytiharan agama diri dan sikap belia terhadap pornografi oleh Dwarakowska (2018). Tujuan kajian adalah untuk membentangkan kajian pengkaji sendiri mengenai pengisytiharan diri beragama dan sikap belia terhadap pornografi. Hasil kajian mendapati bahawa peratusan sikap ingin tahu terhadap pornografi ialah 29.3% daripada golongan beragama, 35.7% adalah golongan yang tidak beramal kepada agama dan 18.2% ialah golongan yang mencari agama. Manakala sikap yang menganggap pornografi kegembiraan dan menyenangkan menunjukkan nilai 16.7% daripada golongan yang tidak beramal dengan agama, 45.5% ialah golongan yang mencari agama dan 18.8% ialah golongan yang tidak beramal dengan agama. Untuk sikap jijik dengan pornografi, golongan beragama menunjukkan nilai peratusan tertinggi manakala golongan pencari agama tidak menunjukkan nilai peratusan jijik terhadap pornografi. Sikap malu pula hanya golongan pengamal agama dan golongan tidak beramal dengan agama sahaja yang menunjukkan peratusan sikap ini. Kesimpulan daripada hasil kajian menunjukkan bahawa kepercayaan dan komitmen yang mendalam terhadap amalan agama boleh menjadi faktor pelindung kepada remaja sekarang yang banyak terdedah dengan unsur pornografi.

Karol dan Iwona (2020) menjalankan satu kajian yang mengaitkan tentang kekerapan penggunaan internet, moral, keagamaan terhadap pornografi, penggunaan internet, hubungan sosial dan permainan secara atas talian. Kajian dilakukan adalah untuk mengkaji peranan moral yang tidak sesuai dengan ketagihan dalam diri kepada pornografi, ketagihan internet, rangkaian hubungan sosial dan permainan atas talian. Hasil kajian menunjukkan bahawa semakin tinggi ketidakselarasan moral dan nilai keagamaan adalah tidak bersandar dengan ketagihan diri terhadap pornografi yang lebih tinggi. Perhubungan yang positif juga dibuktikan antara ketidaksesuaian moral dengan ketagihan internet, ketagihan rangkaian hubungan sosial dan permainan atas talian. Kajian menyimpulkan ketidaksesuaian moral dapat dikaitkan dengan tingkah laku ketagihan tidak hanya kepada pornografi, tetapi juga membawa kepada ketagihan internet, rangkaian hubungan sosial dan permainan atas talian.

2.5 Pengetahuan dengan sikap terhadap pornografi

Melalui kajian yang dijalankan oleh Goldstein (2019) mendapati bahawa golongan muda kini lebih cenderung untuk mendapat pengetahuan tentang seksual melalui tontonan video pornografi yang diperolehi daripada internet. Kajian dijalankan secara temubual kepada golongan muda di Canada. Analisis daripada temubual terhadap remaja mendapati bahawa tontonan pornografi mewujudkan sikap remaja terhadap pornografi seperti, pornografi memberikan gambaran hubungan seksual yang tidak realistik, pornografi menjurus kepada tingkah laku yang ekstrem dan melampau kepada pelaku seksual dan pornografi sebagai tindakan eksploitasi pelaku seksual.

Menurut kajian yang dijalankan oleh Wardhani, Tamtomo dan Demartoto (2017) ke atas 100 pelajar sekolah menengah di Surakarta, Jawa mendapati bahawa hubungan antara pendedahan terhadap pornografi elektronik dan tingkah laku seksual remaja berkadar langsung dan negatif dimana data kajian menunjukkan hubungan yang signifikan antara kedua-dua data ($r=-0.27$). Pengetahuan seksual juga dipengaruhi oleh pendedahan terhadap pornografi elektronik dimana hubungan yang signifikan diperolehi daripada dapatan kajian ($r=0.40$). Minat remaja terhadap bahan pornografi dikaitkan dengan

remaja yang mengalami tempoh peralihan daripada zaman kanak-kanak kepada alam dewasa.

3.0 Metodologi Kajian

Metodologi kertas konsep ini adalah berdasarkan kajian kepustakaan iaitu melalui pengumpulan maklumat berkaitan pengetahuan dan sikap terhadap video pornografi di internet dan hubungannya dengan tahap ketagihan internet dalam kalangan pelajar IPT. Kaedah ini digunakan bagi memperolehi maklumat tepat dan boleh digunakan sebagai rujukan dalam kertas konsep ini. Pengkaji menggunakan kaedah ini bagi mendapatkan sebanyak mungkin dapatan atau maklumat yang relevan berkaitan dengan pembolehubah kajian. Proses mendapatkan maklumat tertumpu pada pembacaan dan rujukan daripada buku-buku, jurnal-jurnal, makalah dan artikel-artikel tentang pengetahuan dan sikap terhadap pornografi serta kesannya kepada ketagihan. Pengkaji menggunakan kaedah kepustakaan dengan membuat carian di jurnal-jurnal indeks dan peer review melalui pengkalan data yang diakses melalui Perpustakaan Sultan Abdul Samad. Pengkaji meneliti segala bahan seterusnya dijadikan rujukan bagi membantu pengkaji dalam penghasilan penulisan kertas konsep ini.

4.0 Kesimpulan

Secara umumnya, kertas konsep ini membincangkan pengetahuan dan sikap pelajar IPT terhadap pornografi dan bagaimana kedua-dua aspek ini mempengaruhi ketagihan internet dalam kalangan pelajar IPT. Sebelum melangkah ke era digital dan internet, antara media yang menjadi dominan dalam pornografi ialah majalah, video melalui cakera padat dan digital serta televisyen. Namun kini pornografi berbentuk tayangan video secara atas talian dilihat lebih menjadi tren berbanding bahan pornografi secara bercetak dan bacaan. Penulis berpendapat bahawa pengetahuan dan sikap terhadap video pornografi itu sendiri merupakan antara faktor utama penyebab berlaku ketagihan internet. Melihat kepada keseriusan masalah yang dinyatakan, penulis telah mencadangkan kajian ini untuk dilakukan bagi melihat sejauh mana aspek-aspek ini memberi kesan kepada satu sama lain dan membawa kepada perkara negatif yang membimbangkan. Dengan berkembangnya teknologi pintar kini, masalah yang melibatkan pornografi dan ketagihan internet sukar untuk dikawal kerana wujudnya kemudahan untuk mengakses keduanya tanpa pemantauan yang sepatutnya daripada ibu bapa dan penjaga. Oleh itu, pelbagai pihak lain seperti ibu bapa, Unit Bimbingan dan Kaunseling, pihak institusi pendidikan dan kerajaan perlu memperincikan masalah ini dan menggembeleng tenaga untuk mencari penyelesaian yang sewajarnya.

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Kertas Konsep Hubungan Antara Stres, Niat Mencari Pertolongan dan Sikap Terhadap Perkhidmatan Kaunseling Dalam Kalangan Pelajar Universiti

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Abstrak

Kehidupan kolej atau institusi pendidikan tinggi adalah berbeza berbanding sekolah menengah. Pelajar bukan sahaja harus menghadapi beban kerja akademik yang lebih besar, tetapi mereka juga diharapkan dapat berfungsi secara sosial, membuat perancangan dan menguruskan kewangan serta kehidupan seharian yang tinggal berjauhan dari rumah atau lebih dikenali sebagai kehidupan berdikari. Seseorang yang mengalami stres mungkin merasa bimbang, kecewa, tidak dapat menumpukan perhatian atau membuat keputusan dan mudah berasa marah. Antara masalah yang timbul daripada stres adalah masalah kebimbangan. Kebimbangan merupakan perasaan gelisah atau fikiran yang tidak selesa disebabkan oleh ketakutan akan sesuatu yang tidak diingini bakal berlaku. Emosi seperti itu kebiasaannya hadir di kalangan pelajar universiti. Perkhidmatan kaunseling dapat membantu menangani masalah stres dalam kalangan pelajar. Namun, wujud perkaitan di antara niat mencari pertolongan dan sikap terhadap perkhidmatan kaunseling yang memberi kesan kepada pelajar untuk menangani masalah stres mereka. Kertas konsep ini akan membincangkan hubungan antara stress, niat mencari pertolongan dan sikap terhadap perkhidmatan kaunseling dalam kalangan pelajar university di Malaysia.

Kata kunci: stres; niat mencari pertolongan; sikap; kaunseling

1.0 Pengenalan

Konsep persekolahan dirancang adalah untuk mempersiapkan golongan muda bagi menempuhi dunia dewasa iaitu bukan hanya dalam peluang perdagangan tetapi juga dalam menjaga hubungan dan berurusan dengan orang lain. Walaupun institusi pendidikan memberi peluang kepada golongan muda ini untuk mensimulasikan senario dunia semasa, ianya juga mungkin telah memperkenalkan konsep dunia nyata yang lain secara tidak sengaja yang dapat mendorong pelajar merasai apa itu tekanan(stres) pelajar yang sebenarnya. Bennion et al., (2018) menyatakan kehidupan kuliah merupakan satu tempoh penyesuaian yang banyak bagi pelajar yang boleh mengakibatkan peningkatan tahap stres pelajar.

Stres berlaku apabila timbulnya gabungan tekanan dalaman dan luaran yang melebihi sumber daya individu untuk mengatasi keadaan mereka. Selain itu, faktor luaran seperti kehidupan keluarga, kewangan, rakan-rakan dan kesihatan mental turut boleh memberikan peranan sebagai sokongan mahupun gangguan tambahan untuk belajar. National College Health Assessment (2019) menyatakan dalam tinjauan penyelidikan nasional ACHA-National College Health Assessment II yang dikeluarkan pada tahun 2019, majoriti pelajar melaporkan tekanan dan kebimbangan sebagai faktor utama yang mempengaruhi prestasi akademik mereka secara negatif. Tinjauan yang dilakukan oleh Kesihatan Nasional dan Morbiditi (2015) mendapati bahawa prevalens masalah kesihatan mental dalam kalangan orang dewasa di Malaysia telah meningkat dari 10.7% pada tahun 1996, kepada 11.2% pada tahun 2006, kepada 29.2% pada tahun 2015. Ia juga dilaporkan 1 dari 10 individu pada tahun 2011 hingga 1 daripada 5 individu pada tahun 2016 kes yang dilaporkan adalah dalam kalangan pelajar Malaysia. Pelajar universiti merupakan sekumpulan orang yang khas yang akan mengalami masa peralihan kritikal. Pada usia ini pergerakan dari peringkat remaja ke dewasa di mana ia boleh menjadi salah satu tempoh paling stres dalam kehidupan seseorang (Manap, Hamid & Ghani, 2019). Kajian tempatan yang mengkaji prevalen stres dalam skala yang kecil menunjukkan prevalen bagi stres yang diterima pelajar prasiswazah di Malaysia adalah 37.7% (Jia & Loo, 2018).

Selain itu, stres datang dalam pelbagai bentuk dan jenis, kerana kemampuan manusia untuk bimbang adalah tidak terbatas (Columbia River Mental Health Service, 2018). Selain daripada spek peperiksaan dan gred yang biasa, ketidakupayaan untuk menyesuaikan diri dengan kehidupan di luar zon selesa seperti rumah dan berhadapan dengan lingkaran sosial baru yang jauh dari rakan serta keluarga masa kecil boleh menjadi penyebab kepada keadaan stres (Ganesan et al., 2018). Menurut Yikealo et al., (2018), pelajar universiti mengalami pelbagai kesukaran seperti penyesuaian pendidikan, sosial, persekitaran dan psikologi dalam suasana kampus baru yang boleh mempengaruhi kesejahteraan psikologi dan hasil pembelajaran mereka. Tambahan pula, masalah lain yang dirancang untuk orang dewasa, seperti penganggaran, pinjaman, dan mendapatkan pekerjaan, bermula di sekolah menengah atau kolej bagi kebanyakan orang.

Oleh hal yang demikian, masalah stres tidak seharusnya dipandang remeh dan memerlukan kerjasama daripada pelbagai pihak untuk menanganinya. Wujudnya pekerja sosial seperti kaunselor, doktor, pakar psikiatri dan para pelajar yang lain untuk membantu pelajar-pelajar menangani serta menguruskan stres dengan baik (Public Service Degrees, 2020). Di United Kingdom, permintaan untuk perkhidmatan kaunseling di kampus telah meningkat secara dramatis sebanyak 33% sejak tahun 2008 (Froio, 2013) sementara Malaysia masih menghadapi peratusan yang rendah dalam menggunakan perkhidmatan kaunseling (Yin-Fah, Sok-Foon & Migin, 2016). Sehubungan itu, kajian ini membincangkan mengenai hubungan antara stres, niat mencari pertolongan dan sikap terhadap perkhidmatan kaunseling dalam kalangan pelajar universiti di Malaysia. Kertas konsep ini hanya membincangkan secara konseptual dengan mengaitkan hubungan antara stress, niat mencari pertolongan dengan sikap terhadap perkhidmatan kaunseling dalam kalangan pelajar di universiti di Malaysia.

1.1 Objektif kajian

Objektif kajian adalah membincangkan perkaitan antara stres dengan niat dan sikap mencari pertolongan dalam kalangan pelajar universiti secara konseptual.

2.0 Tinjauan Literatur

Teori stres menyatakan stres adalah tindak balas badan terhadap tekanan. Pelbagai situasi atau peristiwa hidup yang berbeza boleh menyebabkan stres. Keadaan stres sering berlaku ketika kita mengalami sesuatu perkara yang baru, tidak terduga atau yang mengancam diri kita, atau ketika kita merasa kita tidak dapat mengawal keadaan tersebut (*Mental Health Foundation*, 2020). Khadiga Kahwa & Aniza Ismail (2020) menyatakan *Psychological distress* (PD) merupakan suatu keadaan ketidakselesaan psikologi yang biasanya dialami sebagai kesedihan, kemurungan, stress dan kegelisahan. Stres adalah reaksi biasa terhadap tekanan setiap hari, tetapi boleh menjadi tidak sihat apabila mengganggu fungsi harian seseorang (*American Psychological Association*, 2019).

Perasaan stres kebiasaannya dirangsang oleh perkara-perkara yang berlaku dalam kehidupan seharian yang melibatkan berada di bawah banyak tekanan, menghadapi perubahan yang besar, perasaan risau akan sesuatu, tidak mempunyai banyak atau apa-apa kawalan terhadap hasil sesuatu keadaan, mempunyai tanggungjawab yang dianggap sebagai luar biasa, tidak mempunyai kerja, aktiviti atau perubahan yang mencukupi dalam kehidupan serta masa yang tidak menentu (*Mind*, 2017).

Asas konsep stress telah diletakkan oleh Selye (1993) yang dianggap pelopor kajian ini semenjak tahun 1930-an. Menurut Selye, stress merupakan kadar kelusuhan' atau 'kelunturan dalam diri seseorang individu dan menggunakan 'eustress' ('eu'- perkataan Latin bagi baik) untuk menjelaskan tekanan yang bersifat positif dan 'distress' yang merujuk kepada tekanan negatif. Menurut Sealye (1993), Teori Sindrom Adaptasi Am (*General Adaptation Syndrome /GAS*) menyatakan bahawa stres adalah suatu keadaan di mana seseorang itu mengalami perubahan sama ada fizikal atau mental yang disebabkan oleh sesuatu tekanan atau paksaan. Melalui kesakitan, ketegangan dan ketakutan yang dihadapi akan menyebabkan seseorang itu berusaha dengan lebih gigih akibat mengalami stres tersebut. Teori GAS mengandungi tiga tahap iaitu tahap renjatan, tahap penahanan dan tahap kelesuan. Pada tahap renjatan, tubuh akan menghasilkan reaksi pertama terhadap stres. Sekiranya tahap stres itu terlalu

teruk, ia boleh menyebabkan kematian tetapi jika stres tidak begitu teruk, tubuh akan mengalami sedikit renjatan dan pulih serta memasuki tahap kedua. Tahap kedua adalah tahap penahanan. Tubuh akan bertahan terhadap stres yang dihadapi buat beberapa ketika. Ia akan berterusan ke tahap ketiga yang dikenali sebagai tahap kelesuan. Sekiranya stres tidak berkurangan, ketahanan diri akan menjadi lemah dan tidak berupaya untuk melawan stres. Jika stres yang dihadapi itu berkurangan ataupun tubuh telah lazim dengan stres tersebut, maka keadaan tubuh akan kembali ke tahap sediakala. Ini bermakna, manusia sentiasa menghadapi stres dan setiap kali ia berhadapan dengannya, inilah rupa bentuk reaksi tubuh terhadap stres tersebut.

Stres mempunyai perhubungan yang kuat dengan isu kesihatan mental. Isu stres dalam kalangan pelajar universiti adalah bukan sesuatu masalah yang baru dan ia mendatangkan kebimbangan pelbagai pihak (Ramli & Dawood, 2020). Namun begitu, isu gangguan yang berkaitan dengan stres telah menjadi kebiasaan dalam kalangan pelajar prasiswazah dan pascasiswazah itu sendiri (Ribeiro et al. 2018). Menurut Yikealo et al., (2018), pelbagai kesulitan yang dihadapi oleh pelajar universiti yang mampu memberi kesan terhadap kesejahteraan psikososial dan hasil pengajian mereka iaitu masalah yang berhubung dengan pengadaptasian pendidikan, sosial, persekitaran dan psikologi mereka.

Khadiga Kahwa & Aniza Ismail (2020) mendapati kajiannya adalah selaras dengan kajian sebelumnya di mana ia menunjukkan bahawa umur melebihi dari 20 tahun mempunyai kaitan yang sangat kuat dengan kemurungan, kegelisahan, dan stres. Hal ini bermungkinan kerana pelajar yang lebih dewasa mungkin cenderung ingin menamatkan pengajian mereka dengan segera agar dapat bekerja dan berdikari dari segi kewangan. Ganesan et al., (2018) menyatakan dalam kajiannya diperhatikan bahawa tahap tekanan menjadi perhatian dalam kalangan siswazah di universiti tersebut. Bagi menilai tahap stres dalam kalangan pelajar, skornya adalah dikategorikan menjadi 'rendah', 'sederhana' dan 'tinggi' dan kajian ini menunjukkan tahap stres sederhana dan tinggi adalah hadir dalam majoriti pelajar.

Jia & Loo (2018) di dalam kajiannya mendapati bahawa jantina dan tahun pengajian juga merupakan salah satu penentu stres yang dialami. Pelajar perempuan hampir dua kali lebih menjadi stres berbanding dengan pelajar lelaki. Perbezaan jantina ini selaras dengan banyak kajian lepas yang menunjukkan bahawa pelajar perempuan itu lebih terdedah kepada stres berbanding rakan pelajar lelaki mereka. Berdasarkan dapatan kajian-kajian di atas, membuktikan bahawa pelajar universiti menghadapi pelbagai tekanan yang perlu dilalui dalam tempoh pengajiannya. Ini jelas menunjukkan bantuan dan intervensi kaunseling awal diperlukan bagi mengatasi mengurus tekanan ini dengan baik agar kesihatan mental mereka dalam keadaan yang baik.

2.1 Stres dan niat mencari pertolongan

Mencari pertolongan didefinisikan sebagai tingkah laku secara aktif untuk meminta pertolongan daripada orang lain. Perbuatannya disifatkan sebagai berkomunikasi dengan orang lain untuk mendapatkan bantuan dari segi pemahaman, nasihat, maklumat, rawatan, dan sokongan umum sebagai tindak balas terhadap masalah atau pengalaman yang memeritkan (Rikwood & Thomas, 2012). Tingkah laku mencari adalah niat seseorang untuk meminta pertolongan, terutama jika seseorang itu mengalami masalah peribadi atau emosi (Nuramalina Samar, 2020).

Secara umumnya, individu dalam kalangan muda melaporkan lebih cenderung untuk mencari bantuan bukan profesional seperti rakan atau ahli keluarga sebagai keutamaan daripada bantuan profesional iaitu pakar psikologi, kaunselor dan pengamal am untuk membantu mereka menyelesaikan masalah kesihatan mental dan ianya menunjukkan keputusan yang sama berlaku ketika melaksanakan penilaian mengenai niat mereka untuk meminta pertolongan (Wilson, Deane, Ciarrochi, & Rickwood, 2007). Dalam pada itu, wujud pelajar yang tidak mencari bantuan walaupun mereka memerlukannya (Ryan et al., 2010); Oleh hal yang demikian, amat penting untuk mengenal pasti pelajar yang memerlukan pertolongan dan isu yang dihadapi oleh pelajar yang kurang berkecenderungan meminta pertolongan (Zochil & Thorsteinsson, 2018). Selari dengan kajian Goodwin et al., (2016) mendapati bahawa pelajar dengan tahap kesihatan mental yang lebih tinggi adalah lebih cenderung meminta pertolongan dari sumber tidak rasmi seperti rakan dan rakan karib. Di samping itu, sesetengah pelajar yang mempunyai tahap kesihatan mental yang lebih rendah berkemungkinan tidak meminta

pertolongan dari sumber yang rasmi mahupun tidak rasmi (dipetik daripada Khadiga Kahwa & Aniza Ismail, 2020). Jantina didapati berada di tahap sederhana dalam memberi kesan kepada mencari pertolongan formal kerana mempunyai pengetahuan yang meluas terhadap bantuan daripada orang lain atau orang yang berdekatan sahaja serta ianya amat signifikan terhadap golongan lelaki manakala kurang memberi kesan kepada golongan wanita (David et al., 2018).

Walaupun begitu, mencari pertolongan bergantung kepada kesedaran mengenai terdapat masalah yang memerlukan bantuan untuk diselesaikan (Jorm et al., 1997). Kemampuan kesedaran pada tahap rendah mengenai masalah kesihatan mental (Gibbons, Thorsteinsson, & Loi, 2015; Thorsteinsson, Loi, & Moullynox, 2014) boleh mengakibatkan rawatan yang seharusnya diterima tidak dapat dipenuhi (Hess & Tracey, 2013). Bagi menyokong perkara ini, Czyz, Horwitz, Eisenberg, Kramer, dan King (2013) mendapati bahawa 66% pelajar universiti yang mempunyai masalah kesihatan mental seperti kemurungan, penyalahgunaan alkohol, pemikiran bunuh diri atau sejarah percubaan bunuh diri yang lalu melaporkan tidak terlibat dalam mencari pertolongan kerana mereka merasakan simptom mereka tidak memerlukan campur tangan daripada orang lain. Sementara itu, literatur menunjukkan bahawa niat mencari pelajar universiti cenderung menurun apabila simptom meningkat (Ryan et al., 2010) maka mereka berisiko tinggi untuk mengalami masalah kesihatan mental yang umum Orsal, Orsal, Unsal, & Ozalp, 2013; Stallman, 2010). Mengkaji apakah niat mencari pertolongan dapat diramalkan menggunakan sejumlah masalah kesihatan mental yang biasa dan kualiti tidur dapat membantu menjelaskan bagaimana tidur mempengaruhi niat mencari bantuan pada pelajar universiti dengan masalah kesihatan mental yang biasa.

2.2 Stres dan sikap terhadap perkhidmatan kaunseling

Fischer dan Turner (1970) mencadangkan bahawa sikap seseorang terhadap penerimaan pertolongan mendasari tingkah laku mencari pertolongan yang sebenar dan anggapan ini telah menjadi landasan penyelidikan mengenai sikap mencari pertolongan (dipetik daripada Picco et al., 2018).

Hasil kajian menunjukkan bahawa usia adalah peramal positif terhadap sikap ke arah mencari pertolongan psikologi, dengan pelajar yang lebih tua lebih cenderung daripada pelajar yang lebih muda untuk mempunyai sikap mencari pertolongan yang positif (Topkaya, 2021). Tay Lay Pheng et al., (2019) mendapati bahawa kerisauan tidak dapat diterima secara sosial boleh menjejaskan keprihatinan individu atas penerimaan mereka yang signifikan terhadap pencarian perkhidmatan kaunseling. Mahupun begitu, penerimaan sosial itu juga penting di mana seseorang itu berinteraksi, terutamanya keluarga dan rakan, untuk memberi reaksi yang positif terhadap individu yang mencari pertolongan. kaunseling. Hanya dengan itu individu tersebut akan didorong untuk mengembangkan sikap yang lebih positif ke arah mencari kaunseling.

Kajian sedemikian jelas menunjukkan bahawa pelbagai tekanan boleh memberi kesan negatif terhadap kesihatan mental pelajar universiti. Isu ini perlu diberi perhatian dengan lebih baik; data tinjauan *National Health Health Assessment* (2017) yang terbaru menunjukkan bahawa 29.2% pelajar kolej didiagnosis atau dirawat kerana masalah kesihatan mental pada tahun lalu. Masalah yang sering dilaporkan adalah kebimbangan yang mencatatkan sejumlah 24.3% bagi wanita dan 11.4% bagi lelaki manakala kemurungan pula menunjukkan sebanyak 18.8% bagi wanita dan 10.5% lelaki. Dalam populasi pelajar kolej, penyelidikan telah menunjukkan bahawa tekanan yang berbeza mungkin berkaitan dengan pelbagai jenis simptom kesihatan mental dan hubungan itu juga berkemungkinan akan berbeza mengikut jantina. Sebagai contoh, kajian menunjukkan bahawa hidup bersendirian dan kurang mempunyai hubungan akrab adalah sangat berkait rapat dengan masalah kemurungan (Ran et al., 2016).

Malangnya, walaupun terdapat peningkatan tekanan yang tinggi dan kesukaran kesihatan mental pada pelajar kolej, penyelidikan secara konsisten menunjukkan bahawa kebanyakan pelajar yang mempunyai masalah tidak meminta pertolongan (Hubbard et al., 2018). Secara khusus, kajian mendapati bahawa hanya 8% hingga 38% pelajar yang mengalami masalah kesihatan mental yang signifikan secara klinikal mendapatkan rawatan (Caldeira et al., 2009; Cranford, Eisenberg, & Serras, 2009; Downs et al., 2013; Garlow et al., 2008; Hunt & Eisenberg, 2010). Hal ini berlaku walaupun para penyelidik menyatakan penurunan stigma dan peningkatan kesediaan untuk meminta pertolongan

untuk masalah kesihatan mental di kalangan pelajar kolej dalam beberapa tahun kebelakangan ini (Hunt & Eisenberg, 2010; Mojtabai, 2007). Kadar bantuan pertolongan rendah seperti itu sangat membimbangkan memandangkan sebahagian besar kolej menawarkan perkhidmatan penilaian dan rawatan kos rendah atau tanpa kos di atau berhampiran kampus. Lelaki kelihatan sangat enggan untuk meminta pertolongan, dan ini diyakini, sekurang-kurangnya sebahagiannya, dipengaruhi oleh kecenderungan bagi wanita untuk menunjukkan lebih banyak kesediaan untuk mengekspresikan tekanan psikologi dan bagi lelaki untuk memiliki sikap negatif yang lebih banyak untuk mencari bantuan (Gonzalez, Alegria, & Prihoda, 2005; Levinson & Ifrah, 2010; Mackenzie, Gekoski, & Knox, 2006). Mencari pertolongan dalam kalangan pelajar kolej sangat rendah. Sebagai contoh, penyelidik mendapati bahawa anggaran 64% pelajar kolej yang mempunyai masalah kesihatan mental tidak meminta pertolongan profesional pada tahun lalu (Eisenberg, Hunt, Speer, & Zivin, 2011). Di samping itu, pelajar minoriti etnik lebih cenderung berbanding pelajar kulit putih bukan Hispanik untuk meminta pertolongan psikologi bagi menyelesaikan masalah kesihatan mental, hal ini berkemungkinan kerana kurangnya perkhidmatan yang sensitif terhadap budaya (Masuda et al., 2009). Peningkatan risiko masalah kesihatan mental pada pelajar kolej ditambah dengan keengganan umum untuk mencari bantuan psikologi, terutama dalam kalangan pelajar minoriti, menjadikan pengenalan faktor penyumbang kepada sikap positif terhadap bantuan mencari di kolej merupakan bidang penyelidikan yang penting (Cheng et al., 2018).

Sebilangan penyelidik mendapati bahawa pelajar kolej dengan tahap tekanan psikologi yang lebih tinggi mempunyai sikap yang lebih baik untuk mendapatkan bantuan profesional (Vogel & Wei, 2005), mungkin kerana keperluan perkhidmatan kesihatan mental yang dirasakan lebih tinggi. Walau bagaimanapun, hasil kajian terkini menunjukkan bahawa pelajar kolej dengan tekanan psikologi sederhana atau serius seperti, gejala kemurungan dan kebimbangan yang dialami dalam 30 hari yang lalu cenderung untuk mengesyorkan mendapatkan bantuan profesional untuk kemurungan daripada pelajar yang tidak mempunyai kesusahan tahap sederhana atau ringan (Kim et al., 2015). Hasil kajian ini juga tidak menunjukkan hubungan antara tahap tekanan psikologi dan cadangan untuk mendapatkan bantuan profesional untuk kebimbangan (Kim et al., 2015). Rüsç et al., (2014) mencadangkan bahawa orang dewasa iaitu bukan secara khususnya pelajar kolej mungkin mengaitkan rasa malu dengan masalah kesihatan mental mereka dan ianya menyebabkan wujud sikap tidak bersemangat untuk mencari bantuan profesional. Bagi menjelaskan hubungan yang berpotensi kompleks antara tekanan psikologi dan sikap mencari pertolongan, tekanan psikologi telah dimasukkan sebagai korelasi sikap mencari bantuan.

2.3 Niat dan sikap terhadap perkhidmatan kaunseling

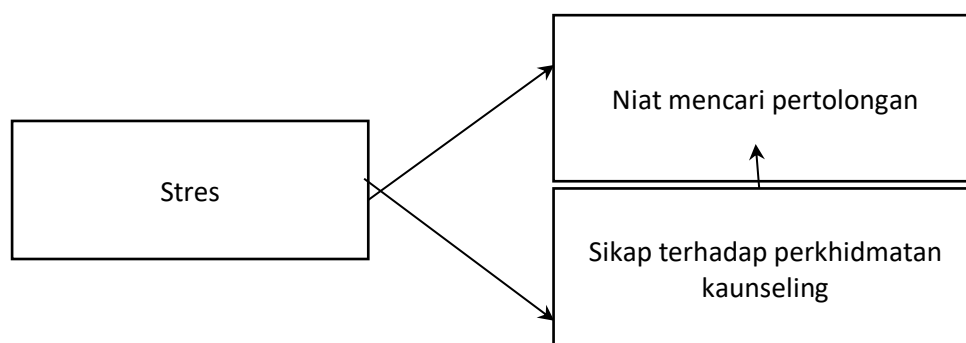
Berbanding dengan masyarakat awal dewasa yang lain, pelajar universiti menunjukkan lebih masalah kesihatan mental dan keperluan perkhidmatan seterusnya. Namun, mereka juga enggan menggunakan perkhidmatan yang disasarkan seperti pelajar kaunseling. Terdapat bukti menunjukkan kelewatan rawatan bukan sahaja boleh mempengaruhi prestasi akademik tetapi juga hasil kognitif sosial pelajar di kemudian hari (Li, 2016). Antara masalah yang sering dialami oleh pelajar universiti termasuk pendidikan, keluarga, keperibadian, seksual, konflik generasi, harapan masa depan, kewangan, pengangguran, penyalahgunaan dadah, kemurungan dan masalah psikologi ((Ercan, 2010; Flansburg, 2012; Salim, 2010). Flansburg (2012) menyatakan cabaran peribadi, sosial dan emosi, dan bukannya perjuangan yang berkaitan dengan prestasi akademik boleh menyebabkan keputusan pelajar kolej untuk meninggalkan pengajian. Akan tetapi, di kampus-kampus di mana para pelajar mempunyai pilihan untuk meminta pertolongan di pusat kaunseling kampus yang disediakan, telah dibuktikan bahawa hanya satu peratus individu yang mendapat manfaat daripada perkhidmatan tersebut serta memanfaatkannya (Nam, Chu, Lee, Lee, Kim, & Lee, 2010; Bathe & Prior, 2011).

Yeashanew, Belete dan Necho (2020) menjelaskan bahawa faktor hubungan yang signifikan dengan niat mencari bantuan adalah sokongan sosial, umur, sumber maklumat, tahap keseriusan penyakit mental dan status perkahwinan. Stigma diri yang tinggi akan dikaitkan dengan sikap mencari pertolongan rendah dan mencari pertolongan rendah. Secara keseluruhan, hasil kajian menunjukkan bahawa sikap mencari pertolongan adalah faktor utama yang menjelaskan niat mencari bantuan dalam kajian ini. Penemuan ini selaras dengan Fishbein dan Ajzen Teori TRA / PB (2010) menunjukkan

bahawa sikap adalah peramal terkuat bagi niat individu (Kang, 2016). Menurut Ajzen (2012), niat disebut sebagai petunjuk kesediaan seseorang untuk melakukan tingkah laku tertentu, dan ia dianggap wajar menjadi peramal langsung tingkah laku sukarela sebenar (iaitu, penggunaan sebenar kaunseling dalam kajian ini). Kajian oleh Wetterlin et al., (2014) mendapati bahawa 83.9% peserta melaporkan bahawa penting bagi mereka untuk melakukan hubungan manusia dalam sumber kesihatan mental dalam talian. Keperluan untuk hubungan manusia ini juga merangkumi keperluan atau keinginan untuk berhubung dengan rakan sebaya dalam talian yang dapat menyokong proses mencari bantuan dalam talian; terutama berlaku bagi pengguna komuniti sokongan dalam talian.

Topkaya, (2021) menyatakan walaupun tidak ada kajian setakat ini yang melihat secara khusus hubungan antara kesihatan diri dan sikap mencari pertolongan, bukti yang ada mengenai kesihatan fizikal dan mental menunjukkan bahawa individu yang menilai kesihatan fizikal dan mental mereka secara negatif lebih cenderung menggunakan perkhidmatan kesihatan mental. Contohnya, Al-Darmaki (2014) mendapati bahawa pelajar kolej yang memanfaatkan perkhidmatan pusat kaunseling lebih cenderung daripada mereka yang tidak menggunakan pusat kaunseling mempunyai masalah fizikal dan juga kesihatan mental masalah. Faktor seperti norma budaya dan sosial, identiti maskulin, konflik peranan gender, dan lain-lain semuanya berperanan dalam sikap individu terhadap pertolongan dan sejauh mana mereka cenderung untuk meminta pertolongan (Flansburg, 2012).

3.0 Model Pembolehubah



Bagi membincangkan kertas konseptual ini, pengkaji telah menetapkan stres sebagai pemboleh bersandar. Bagi pemboleh tidak bersandar pula iaitu niat mencari pertolongan dan sikap terhadap perkhidmatan kaunseling. Hal ini bertujuan untuk menjelaskan hubungan antara stres terhadap niat mencari pertolongan dan sikap terhadap perkhidmatan kaunseling dalam kalangan pelajar universiti di Malaysia. Kertas konsep ini juga menghuraikan hubungan antara sikap dan niat mendapatkan perkhidmatan kaunseling.

4.0 Kesimpulan

Secara keseluruhan, kertas konsep ini dapat membantu pihak pentadbiran di kampus untuk memahami isu stres dalam kalangan pelajar. Selain itu, dapatan kajian juga diharapkan memberi informasi kepada pihak pentadbiran pelajar bagi merangka program dan aktiviti pengurusan stres yang bersesuaian dan meningkatkan kesedaran kepada sikap terhadap perkhidmatan kaunseling. Di samping itu, masalah stres dalam kalangan pelajar juga sering kali berkait rapat dengan niat mencari pertolongan dan sikap terhadap perkhidmatan kaunseling. Sikap terhadap perkhidmatan kaunseling amat mempengaruhi niat untuk mencari pertolongan dalam mengatasi masalah stres kalangan pelajar. Dapatan kajian juga diharapkan boleh dijadikan rujukan kepada kaunselor untuk merancang pelan intervensi perkhidmatan kaunseling dengan lebih efektif.

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Hubungan Antara Kesediaan Pembelajaran Dalam Talian dan Tahap Kepuasan Hidup dengan Kemurungan dalam Kalangan Remaja

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Abstrak

Pelbagai faktor yang boleh menyebabkan berlakunya kemurungan dalam kalangan remaja dalam situasi pandemik COVID 19, antaranya adalah faktor kesediaan pembelajaran dalam talian dan kemerosotan kepuasan hidup remaja. Kajian ini dilaksanakan bagi mengukur tahap kemurungan, mengenal pasti tahap kesediaan pembelajaran dalam talian dan tahap kepuasan hidup dalam kalangan remaja di Kolej Vokasional daerah Temerloh. Selain itu, kajian ini dijalankan bagi mengenal pasti hubungan antara kemurungan dengan kesediaan pembelajaran dalam talian, dan tahap kepuasan hidup dalam kalangan remaja di dua buah Kolej Vokasional Daerah Temerloh. Korelasi Pearson digunakan bagi mengkaji hubungan antara pembolehubah kajian. Soal selidik yang digunakan dalam kajian ini adalah Beck Depression Inventory (BDI-II) digunakan bagi mengukur tahap kemurungan dan, soal selidik Online Learning Readiness Scale mengukur tahap kesediaan pembelajaran dalam talian, manakala soal selidik Satisfaction With Life Scale digunakan untuk mengukur tahap kepuasan hidup dalam kalangan remaja di kolej vokasional. Dapatan kajian diharapkan dapat membantu pihak pentadbiran kolej vokasional dan kaunselor untuk merangka program pencegahan kesihatan mental secara lebih efektif.

Kata kunci: kesediaan; pembelajaran dalam talian; kepuasan hidup; kemurungan

1.0 Pengenalan

Kemurungan dalam kalangan remaja dipengaruhi daripada pelbagai faktor yang lazimnya isu yang berkaitan dengan harga diri, buli, prestasi akademik yang buruk, orientasi seksual, atau bahkan mangsa penderaan fizikal atau seksual (Mohanraj, 2017). Manakala, Nancy (2020) berpendapat faktor yang menyebabkan kemurungan turut dikaitkan dengan faktor genetik, cara pemikiran, penyalahgunaan bahan terlarang seperti dadah, alkohol, rokok, tekanan dan masalah makanan faktor luaran yang dikaitkan dengan persekitaran pembelajaran dan faktor dalaman misalnya konsep sendiri turut dilihat sebagai faktor yang boleh mencetuskan masalah kemurungan.

Menurut Kementerian Kesihatan Malaysia (2020) satu virus yang boleh menjangkiti saluran pernafasan ialah *Coronavirus* (CoV) dan pada tahun 2019 virus itu telah ditemui di China iaitu *Coronavirus* 2019 (Covid 19). Jangkitan virus ini disebabkan spektrum gejala selama biasa kepada radang paru-paru yang teruk. Berikut penularan wabak Covid-19, dilihat bahawa faktor luaran seperti persekitaran pembelajaran telah berubah landskap daripada pembelajaran bersemuka kepada pembelajaran berbentuk dalam talian. Pembelajaran dan pengajaran (PdP) secara dalam talian dijalankan agar silibus pengajaran dapat disampaikan sebaik mungkin tanpa ada penangguhan sesi pembelajaran (Mohd Idham, 2020). Kerjasama tinggi diperlukan antara pelajar dengan pengajar dalam melaksanakan pembelajaran dalam talian terutamanya kemahiran dalam mengendalikan teknologi kerana ia melibatkan penggunaan internet bagi mengakses maklumat serta kehamiran menggunakan peranti digital dalam penyediaan platform pembelajaran (Aziz, et al., 2020).

Pembelajaran dalam talian merupakan normal baharu yang harus dipraktikkan dan dilihat memberikan banyak faedah kepada peningkatan pendidikan, namun terdapat beberapa perkara yang perlu dipertimbangkan dalam memastikan pembelajaran dalam talian berjalan lancar dan disampaikan

dengan cara yang terbaik. Pelajar merupakan antara golongan yang terkesan kerana wujudnya norma baharu dalam sistem pembelajaran daripada pembelajaran secara bersemuka kepada pembelajaran dalam talian bagi mengelakkan daripada mereka tidak tertinggal dengan sukatan pembelajaran ketika negara sedang dilanda wabak covid-19 (Chung et al., 2020; Amani Nawi & Umi Hamidaton, 2020).

Mohamed Nazul (2020), menjelaskan kemampuan pelajar dan guru dalam membiasakan diri dengan menggunakan teknologi dalam pembelajaran dan pengajaran telah menjadi satu cabaran. Laporan dari Utusan Malaysia (2020), pembelajaran dalam talian yang berterusan dalam jangka masa yang panjang akan memberi kesan terhadap kesihatan mental dan kepuasan hidup disebabkan normal baharu yang perlu diadaptasi dan keperluan hidup tidak dapat dipenuhi seperti kebiasaan. Capaian internet yang kurang memuaskan misalnya akan mengganggu remaja untuk mengakses internet bagi menghadirkan diri ke kelas dan situasi ini secara tidak langsung akan mempengaruhi emosi mereka. Berikutan banyak perubahan yang berlaku dalam sistem pendidikan negara cabaran pengajaran dan pembelajaran secara dalam talian didapati memberi kesan kepada kesihatan mental remaja apabila penggunaan gajet yang keterlaluan boleh menyebabkan seseorang individu cenderung mengalami kemurungan (MyHealth Kementerian Kesihatan Malaysia, 2013).

Selain itu, dalam kajian Mohamed Zuber, Muhammad Hussin dan Muhammad Helmi Norman (2019) menunjukkan tahap kepuasan hidup pelajar pendidikan dan Latihan Teknikal dan Vokasional (TVET), menunjukkan pada tahap sederhana rendah. Kepuasan hidup merupakan antara faktor dalaman yang boleh mempengaruhi kesihatan mental seseorang (Anis Khadijah et al., 2020). Kepuasan hidup didefinisikan sebagai penilaian seseorang terhadap kehidupannya secara menyeluruh atau holistik. Menurut Diener et al., (1985), kepuasan hidup adalah merupakan penilaian secara menyeluruh terhadap kualiti kehidupan seseorang yang dinilai berpanduan kepada ciri-ciri yang telah ditetapkan oleh seseorang individu itu sendiri. Tahap kepuasan hidup ini tidak akan tercapai selagi mana individu itu tidak mendapat atau mencapai semua keinginan dan kehendak yang mereka inginkan. Perkara ini jelas dapat dilihat dengan menilai tahap kepuasan hidup pada tahap yang tinggi apabila seseorang itu berjaya memperoleh keinginan yang diimpikan dalam hidup mereka.

Dalam kajian Mohamed Zuber et al., (2019) menunjukkan tahap kepuasan hidup pelajar pendidikan dan Latihan Teknikal dan Vokasional (TVET), menunjukkan pada tahap sederhana tinggi. Tahap kepuasan ini adalah bergantung daripada perkhidmatan pendidikan yang diberikan daripada pihak pengurusan Kolej Vokasional itu sendiri. Perkara ini adalah berlaku sebelum kesan pandemik covid-19 ini terhadap sektor pendidikan. Penyelidikan yang dilakukan oleh Beutel et al. (2010) mendapati bahawa kepuasan hidup adalah faktor yang mempengaruhi kemurungan. Perkara ini disokong oleh Bukhari dan Saba (2017), mereka menyatakan bahawa kepuasan hidup pelajar university ini turut dipengaruhi dengan masalah kesihatan mental seperti kemurungan, tekanan dan kegelisahan. Adams et al., (1996) memberi contoh yang jumlah jam bekerja dan tahap kemurungan akan mempengaruhi kepuasan hidup seseorang itu. Berdasarkan beberapa pendapat pengkaji lepas, kemurungan didapati akan menjadi rendah sekiranya kepuasan hidup mereka dapat dicapai dengan baik.

Berdasarkan daripada perbincangan di atas, kajian ini dijalankan bagi memeriksa perkaitan atau hubungkait pembelajaran dalam talian dan kepuasan hidup dengan kemurungan dalam kalangan remaja kolej vokasional. Situasi ini dijangka memberi kesan terutamanya kepada pendekatan pembelajaran kolej vokasional yang lebih bersifat praktikal atau *hands on* berbanding pelajar kolej lain. Ianya bersandarkan kajian yang dijalankan oleh kajian Fazlinda Ab Halim dan Mohammad Siraj Munir (2015), yang menunjukkan bahawa, kadar penglihatan secara terusan terhadap skrin peranti komunikasi seperti komputer riba dan telefon pintar pada kadar yang lama akan memberi kesan terhadap kesihatan mental dari segi perubahan tingkah laku serta cenderung berlakunya tekanan serta kemurungan terhadap pelajar-pelajar kolej vokasional.

1.1 Objektif kajian

Beberapa objektif kajian dibentuk untuk memeriksa hubungan antara pembelajaran dalam talian, kepuasan hidup dan kemurungan dalam kalangan pelajar kolej vokasional iaitu:

- 1) Mengetahui pasti hubungan antara kemurungan dengan tahap kesediaan pembelajaran dalam talian dalam kalangan remaja Kolej Vokasional di Daerah Temerloh.
- 2) Mengetahui pasti hubungan antara kemurungan dengan tahap kepuasan hidup dalam kalangan remaja Kolej Vokasional di Daerah Temerloh.

1.2 Hipotesis kajian

Pengkaji telah membina dua hipotesis bagi merungkai persoalan kajian:

H_{a1}: Terdapat hubungan signifikan antara kemurungan dengan kesediaan pembelajaran dalam talian dalam kalangan remaja Kolej Vokasional di Daerah Temerloh.

H_{a2}: Terdapat hubungan signifikan antara kemurungan dengan tahap kepuasan hidup dalam kalangan remaja Kolej Vokasional di Daerah Temerloh.

2.0 Kajian Literatur

Secara klinikal, kemurungan dikenali sebagai suatu bentuk gangguan perasaan yang boleh menyebabkan seseorang itu merasa sedih yang berpanjangan, keletihan, ketiadaan tenaga, cepat marah serta kehilangan minat dalam melakukan aktiviti harian. Situasi ini berlanjutan sekurang-kurangnya dalam masa dua minggu (KKM, 2012). Kemurungan boleh berlaku lebih lama sehingga berbulan-bulan atau bertahun-tahun. Rafidah Mohd Jaladin dan Aimi Mudayat (2016) juga menyatakan bahawa kemurungan adalah satu bentuk kecelaruan emosi yang diklasifikasikan dengan perasaan yang sedih, hilang harapan, hilang minat serta tidak bertenaga. Mereka yang menghadapi masalah kemurungan ini cenderung yang menyendiri, mengelakkan diri daripada melakukan aktiviti sosial dan enggan mahu melibatkan diri dengan sebarang aktiviti. Meskipun mereka dalam keadaan yang tidak bermaya, mereka mampu bertindak secara agresif terhadap diri sendiri dan orang di sekeliling mereka. Simptom yang ditunjukkan daripada perubahan tingkah laku terhadap persekitaran mereka adalah sukar untuk diramal.

Menurut kajian Ferlis et al. (2015) mendapati bahawa tahap kemurungan tertinggi berada pada tahap rendah (minimum) 33.8 peratus, diikuti oleh tahap sederhana (27.9 peratus), tahap ringan (20.9 peratus), dan sangat teruk sebanyak 33.8 peratus dalam sebuah kajian daripada 2746 pelajar dari 18 sekolah menengah di Sabah (17.4 peratus). Individu yang menunjukkan tahap kemurungan ringan cenderung terganggu oleh reaksi tubuh, berusaha mendapatkan sokongan sosial dengan memfokuskan diri mereka kepada penyelesaian masalah dan meningkatkan kerohanian dalam diri.

Yee Siew Kuan et al. (2017) menjalankan kajian mengenai keperibadian dan ciri-ciri kemurungan, kegelisahan; dan tekanan menggunakan *Myers-Briggs Type Indicator* (MBTI) terhadap pada pelajar cerdas dan berbakat. Penyelidikan ini melibatkan 116 pelajar dari Tingkatan 1 hingga Tingkatan 4 di Pusat PERMATA Pintar Negara, Universiti Kebangsaan Malaysia. Soal selidik MBTI (Indikator Jenis Myers-Briggs) dan Dass-21 digunakan dalam penyelidikan ini. Hasil kajian menunjukkan bahawa keperibadian ISTJ (Introverted, Sensing, Thinking, Judging) paling banyak berlaku dalam kalangan pelajar pintar cerdas, dan tiada perbezaan yang signifikan antara MBTI dan tekanan atau kesedihan, tetapi terdapat perbezaan yang signifikan antara MBTI dan kegelisahan.

Sektor pendidikan di Malaysia telah melaksanakan kelas secara hibrid dalam menangani masalah Pembelajaran dan Pengajaran (PdP) secara beremuka bagi mengelakkan sukatan pembelajaran tidak tertinggal serta tiada penangguhan sesi pembelajaran berlaku dan dalam masa yang sama memastikan pengajaran itu dapat disampaikan dengan sebaik mungkin (Mohd Idham, 2020). Proses pedagogi dan juga andragogi wujud oleh kerana IPT mengambil keputusan untuk melaksanakan pembelajaran dalam talian berpandukan manual sukatan pembelajaran yang ditentukan. Menurut Rathakrishnan (2020), maklumat tambahan mengenai pengalaman berinteraksi, berkomunikasi dan menonton video dalam membina pengajaran yang mantap dalam sistem PdP dapat diperolehi oleh pelajar dengan pengajar. Pembelajaran dalam talian sebagai pengalaman baharu dalam pendidikan iaitu pembelajaran dalam persekitaran yang sinkroni atau asinkroni dengan pelbagai peranti dan mempunyai akses capaian internet (Dhawan, 2019).

Menurut Zeliha dan Mehmet (2013), ketersediaan pelajar adalah diukur dari segi keberkesanan gajet yang digunakan, kemudahan capaian internet yang baik, kaedah pembelajaran sendiri yang efisien, kawalan dan motivasi pelajar serta keberkesanan diri dalam komunikasi. Peningkatan usia pelajar yang selari dengan perkembangan teknologi dimana platform seperti video, podcast dan kuiz dalam talian digunakan bagi meningkatkan kemahiran dalam membuat pilihan platform terbaik bagi memenuhi kehendak mereka (Harun & Mustafa, 2016). Selain itu, menurut Tam dan El Azhar (2020), anggaran 421 juta pelajar turut terkesan dengan Covid-19 ini kerana sektor pendidikan ditutup bagi memastikan keselamatan dan kesejahteraan pelajar dan kakitangan terjaga dari terus dijangkiti. Menurut kajian yang dilakukan oleh Mohamed Nazul (2020), pelajar menghadapi beberapa cabaran dalam pembelajaran dalam talian. Ia melibatkan kemampuan untuk menyesuaikan diri dengan perubahan teknologi yang melibatkan pembelajaran digital dan menerima perubahan sikap terhadap amalan pembelajaran dalam talian. Situasi ini menunjukkan cabaran pengajaran dan pembelajaran secara dalam talian didapati memberi kesan kepada kesihatan mental remaja.

Kepuasan hidup merupakan suatu perkara yang ingin dicapai oleh setiap individu dalam kehidupan. Kepuasan hidup ini diukur dan dilihat daripada perkara yang ingin dilakukan dalam hidup. Kepuasan hidup adalah penilaian kognitif terhadap perkara yang difikirkan supaya terus konsisten dalam melakukan sesuatu perkara dalam pengaruh faktor-faktor sosial seseorang itu (Tepeli & Comert, 2018). Kepuasan hidup juga merupakan faktor utama yang menyebabkan seseorang individu itu mencuba pelbagai perkara untuk mendapatkan keinginannya. Menurut Diener dan rakan-rakan (1985), kepuasan hidup merupakan penilaian kualiti hidup seseorang itu bergantung kepada kriteria yang ditunjuk oleh seseorang itu. Menurut Kapur dan Khosla (2013), penilaian orang sekeliling terhadap diri seseorang itu menandakan kepuasan hidup yang afektif secara menyeluruh termasuklah dari aspek penilaian kognitif. Menurut Danrew dan Withey (1976) dalam Aiza Ismail (2020), kepuasan hidup ini merupakan salah satu komponen kognitif yang digunakan bagi mengukur kesejahteraan subjektif.

Setiap orang mempunyai faktor berbeza yang mempengaruhi kepuasan hidup mereka sendiri (Hannan & Zanariah, 2020). Bagi pelajar universiti, impian memiliki ijazah adalah matlamat setiap pelajar. Pada masa yang sama, mereka ingin memenuhi semua kehendak dan keinginan mereka untuk memenuhi keperluan hidup. Berjaya dalam pembelajaran adalah apa yang ingin dicapai oleh pelajar universiti (Hannan & Zanariah, 2020). Sekiranya mereka dapat melakukan ini, kepuasan hidup mereka akan meningkat. Walau bagaimanapun, kajian kepuasan hidup telah lama dilaksanakan terutamanya daripada negara barat seperti negara Amerika Syarikat (Hadi, 2011). Dari skop atau perspektif Malaysia, kebanyakan kajian mengenai kepuasan hidup lebih tertumpu pada matlamat kebahagiaan (Ramli, Samah, Samah, Idris dan Shaffril, 2017).

Kajian Anis Khadijah et al., (2020) memeriksa hubungan antara gaya perhubungan anak dengan ibu bapa dengan kepuasan hidup dalam kalangan remaja di sekolah kluster. Seramai 180 orang pelajar telah menjadi responden dalam kajian ini bagi membantu mencapai objektif dalam mengenal pasti hubungan antara gaya perhubungan ibu bapa dengan anak-anak dan kepuasan hidup. Pengkaji telah menggunakan *Multi-dimension Student's Life Satisfaction (MSLS)*. Hasil kajian menunjukkan terdapat hubungan yang signifikan antara gaya perhubungan remaja dengan ibu bapa mereka dengan kepuasan hidup. Gaya perapatan selamat mempunyai hubungan korelasi positif dan gaya perapatan yang tidak selamat mempunyai korelasi negatif dengan tahap kepuasan hidup. Analisis keputusan kajian menunjukkan bahawa gaya perhubungan remaja dengan ibu bapa dan tahap kepuasan hidup berada pada tahap yang sederhana. Kepuasan hidup pelajar perlu diberi perhatian bagi mengelakkan berlakunya masalah kesihatan mental yang dilihat boleh memberi kesan psikologi remaja ketika dewasa sekiranya tidak ditangani dengan baik. Kajian ini juga diharapkan dapat memberi sumbangan kepada pihak ibu bapa dalam membantu remaja yang lebih baik dan sejahtera pada masa akan datang.

3.0 Metodologi

Metodologi kertas konsep ini adalah berdasarkan kajian kepustakaan iaitu melalui pengumpulan maklumat berkaitan kesediaan pembelajaran dalam talian dan tahap kepuasan hidup dan

hubungannya dengan tahap kemurungan dalam kalangan remaja kolej vokasional. Kaedah ini digunakan bagi memperolehi maklumat tepat dan boleh digunakan sebagai rujukan dalam kertas konsep ini. Pengkaji menggunakan kaedah ini bagi mendapatkan sebanyak mungkin dapatan atau maklumat yang relevan berkaitan dengan pembolehubah kajian. Proses mendapatkan maklumat tertumpu pada pembacaan dan rujukan daripada buku-buku, jurnal-jurnal, makalah dan artikel-artikel tentang kesediaan pembelajaran dalam talian dan tahap kepuasan hidup serta kesannya kepada kemurungan. Pengkaji menggunakan kaedah kepustakaan dengan membuat carian di jurnal-jurnal indeks dan peer review melalui pengkalan data yang diakses melalui Perpustakaan Sultan Abdul Samad. Pengkaji meneliti segala bahan seterusnya dijadikan rujukan bagi membantu pengkaji dalam penghasilan penulisan kertas konsep ini.

4.0 Kesimpulan

Kesimpulannya, kajian ini dijangka dapat membantu pihak pentadbiran kolej vokasional mengenal pasti tahap kemurungan, tahap kesediaan pembelajaran dalam talian dan tahap kepuasan hidup dalam kalangan pelajar kolej vokasional daerah Temerloh. Dapatan kajian ini juga diharapkan dapat memberi informasi kepada pihak pentadbiran pelajar bagi merangka program dan aktiviti pengurusan kemurungan yang disebabkan kesediaan pembelajaran dalam talian dan kepuasan hidup. Dapatan kajian juga digunakan sebagai rujukan pentadbiran kolej vokasional dalam melaksanakan pengajaran dalam talian yang lebih efektif.

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The roles of psychological flexibility, spirituality and adult attachment style on grief among older people: A concept paper

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Abstract

The outbreak of the COVID-19 pandemic has caused massive changes to human daily lives. Many people also experienced loss of loved ones due to this pandemic. However, people are unable to undergo the common grief process when the usual ritual ceremonies are restricted due to the pandemic. Older people are one of the vulnerable and high risk groups who have developed more serious complications from COVID-19. Unexpected loss of family members will trigger psychological distress among older people as they are advised to avoid physical contact and gatherings. This study proposes a conceptual framework on the predictors affecting vulnerability in grief among older people based on previous empirical evidence. The researcher will conduct a cross-sectional correlational research to determine the roles of psychological flexibility, spirituality and adult attachment style on vulnerability in grief among older people.

Keywords: psychological flexibility; spirituality, adult attachment style, grief, older people

1.0 Introduction

The outbreak of the COVID-19 pandemic had profound impacts worldwide. As the pandemic spread rapidly across the world, it induced fear, worry and stress in the population, especially among the group of older people, caregivers and people with health conditions. Old age and existing medical conditions, both are significant risk factors of severe disease. Apparently, older people who had multiple comorbidity or underlying health conditions are more likely to have severe disease if they get infected compared to younger people (Dai et al., 2021).

Malaysia reported the first COVID-19 cases in November 2019; later Malaysia imposed a nationwide lockdown in March 2020 to prevent the spread of disease and overload of the healthcare system (Shah et al., 2020). During the lockdown period, all the premises, education institutes and care homes were closed. Outbreaks of infection in care homes can be life-threatening. Effective measures have been implemented by the authorities to safeguard residents including restriction of visitors or admission of new residents were allowed in care homes during the lockdown. Face-to-face contact was also not allowed among older people and their family members as they may consist of at-risk individuals. Older people experience grief, loneliness, tension, relationship breakdown and feeling of uncertainty about the future due to minimizing contact with loved ones during the pandemic (Chee, 2020).

Social isolation is one of the critical mainstream issues among the older population that have been made more salient by the pandemic. Social isolation was associated with significant adverse effects on physical and mental health, including psychological, emotional and social well-being of older people. Depression, anxiety, physical inactivity and poor sleeping quality were commonly addressed in older people who experienced social isolation during pandemic (Sepulveda Loyola et al., 2020). Besides social isolation, the loss of close family and friends and the unpredictability of economic changes can also give rise to psychological distress and negative expression of affection. Fear of death or death anxiety play a critical role to adjust attitudes and behavioural related to coronavirus. Grief by an unexpected loss of a family member and friend amplified psychological distress and mental illness during the pandemic (Joaquim et al., 2021).

Theoretically, individuals with attachment anxiety tend to cope actively with the loss and overcome the distressing conditions, which could contribute to the post traumatic growth while individuals with attachment avoidance may lead to maladaptive grief (Huh et al., 2020). Understanding the attachment of older people with their significant ones could help those who have suffered from grief and loss. In addition, participation in spiritual/religious beliefs or activities improved psychological functioning and helped older people to better cope with their grief (Humboldt et al., 2014; Lövgren et al., 2017). However, there is dearth of research on the role of spirituality on vulnerability in grief among older people dealing with grief and loss. To address the several gaps, this study aims to examine the influences of psychological flexibility, spirituality and adult attachment style on vulnerability in grief among older people.

2.0 Literature Review

This section highlights the summary of literature of how each predictor variable (psychological flexibility, spirituality and adult attachment style) affects the grief experience of individuals.

2.1. Grief

Grief is a natural response to loss. Everyone experiences grief in their lifetime. The pain of loss can be overwhelming and the feeling of grief is commonly associated with significant changes such as loss of independence, function, pet, job and loved one. The five-stage grief model, also known as Kübler-Ross Model is one of the most widely known empirical support grief models. This five-stage grief model postulates that griever will experience the five common stages: denial, anger, bargain, depression and acceptance (Kübler-Ross & Kessler, 2005). A person may develop mental health issues if he/she does not work through the grief or the natural grief cycle is not taken into account. Shear (2012) reported that approximately 7% of bereaved people did not cope effectively with bereavement and suffer from complicated grief. Complicated grief is characterized as a syndrome in which the recovery is hindered as an acute grief is persistent and intensive. When the individual has difficulty adjusting and responding to loss, the normal grief reaction is disrupted and he or she may impact the potential for complicated grief (Mortazavi et al., 2020). Grief comes with many forms, and while most people experience normal grief and some may become severe and pathologic. Occasionally, the majority of older people can adapt to the loss of a significant one and move on to live well, however there is a small but significant number of older people who are prone to experience mental health concerns. Older people who suffer from higher levels of grief burden were more likely to report greater severity of depression (Schladitz et al., 2021).

2.2. Psychological Flexibility

The important aspect of psychological health is psychological flexibility. Psychological flexibility is effective in improving well-being and dealing with psychological disorders such as depression, anxiety and addiction. Acceptance is the core of psychological flexibility. Past experimental studies have shown significant differences in the level of acceptance with distress tolerance and psychological suffering. Individuals who have higher acceptance show greater openness to the challenges and positive well-being (Davis et al., 2017 ; Ramaci et al., 2019). Acceptance is found to have a strong association with anticipatory grief, depression and anxiety (Davis et al., 2017). In addition, previous findings demonstrated that the flexible coping with changes declines with age (Boman et al., 2017; Viglund et.al, 2013). Thus, strengthening psychological flexibility of older people may be beneficial and essential for optimal functioning and well-being. The research related psychological flexibility to date has been carried out among the population between 12 and 64 years old. Psychological flexibility of old age has been intensively determined recently since psychological flexibility has been identified as a major contributing factor to positive ageing and adapting life changes.

2.3 Spirituality

Spiritual coping is a common way that older people use to deal with their life challenges. Older people can discover the meaning in grief on significance loss through spiritual beliefs. These beliefs also enable them to feel relieved from worrying about uncertainties and insecurities in later life. In addition, older people also engage in social connections or keep in touch with their social spheres by participating in community prayer sessions. Furthermore, a number of researchers have reported that engaging in spiritual or religious beliefs or activities increased the likelihood of people to cope with their grief (Humboldt et

al., 2014; Lövgren et al., 2017). Humboldt et al. (2014) also determined that spiritual dimensions were positively related to recovery from grief after losses and negatively correlated with death avoidance and fear of death. The challenge of successful aging was to distinguish the transcendental meaning of life and death. In addition, acknowledging that one is close to death is likely to be influenced by self-acceptance and attitude towards death. Older people focus on their selfless values and participate in the spiritual community. Participation in spiritual activities provides the social connection with others and a sense of community, a positive impact on lifestyle, and searching for the meaning of life.

2.4 Adult Attachment Style

A number of significant studies found that the majority of older people have secure attachment style, while others have insecure attachment styles, either avoidance or anxiety/ambivalence (Chopik et al., 2013; Ilali et al., 2019; Zheng & Wuest, 2019). Secure attachment style is positively correlated with the meaning in life and promotes healthy ageing. Nevertheless, the findings of Spence et al. (2018) were inconsistent with other studies. Their studies indicated that the older people tend to have more avoidant attachment styles, which may make them more likely to become isolated and lonely, and increase the risk of mental health issues. Moreover, Yossi & Lilac (2019) discovered that secure attachment is negatively correlated with vulnerability in grief and positively associated with perceived social support and self-disclosure. People with secure attachment find it easier to convey their emotions and thoughts to others. Their basic assumptions about the world and the internal working model appear to help them prepare to share personal, distressing information and gain support from others. People with secure attachment and high self-disclosure have greater resilience and are less likely to develop complicated grief. Similarly, Zheng & Wuest (2019) also showed that adult attachment style had a direct positive effect on bereavement. Older people with insecure attachment style were more likely to develop high levels of prolonged grief when they experienced the death of attachment figures such as adult children, particularly single children.

3.0 Conceptual Framework

This study consists of three independent variables which are psychological flexibility, spirituality and adult attachment styles. These three variables are predicted to influence the vulnerability in grief (dependent variable) among older people. The conceptual framework on predictors affecting the vulnerability in grief among older people is shown in Figure 1.

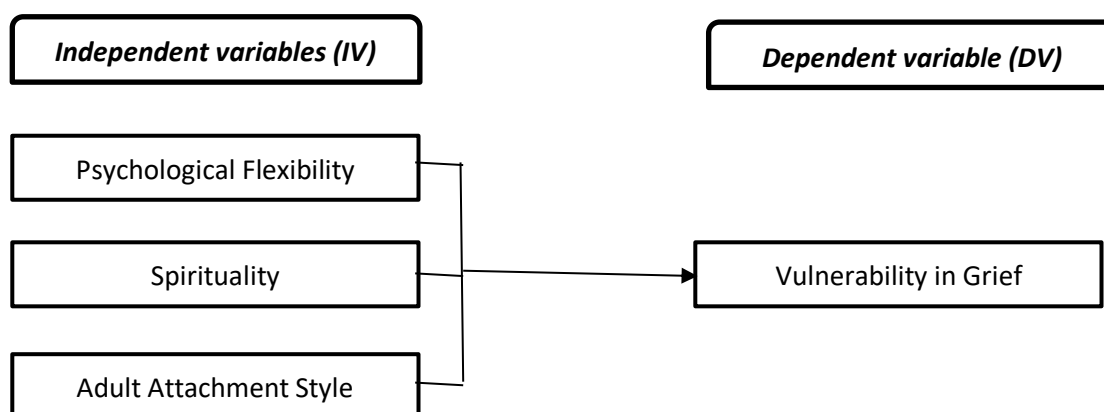


Figure 1: Conceptual framework on predictors affecting the vulnerability in grief among older people.

4.0 Methodology

This study intends to use a cross-sectional correlation design to determine the roles of psychological flexibility, spirituality and adult attachment style on grief among older people in Malaysia. The study sample will be community-dwelling older people aged 60 and above. The data collected will be analysed using descriptive statistics, meanwhile multiple regression analysis is conducted to explain the

relationship between dependent and independent variables.

5.0 Conclusion

In conclusion, older people are prone to encounter the loss of loved ones compared to other age groups. Older people are also one of the vulnerable population groups and high risk to COVID-19. Older people who have multiple comorbidities or underlying health conditions were more likely to have severe disease if they got infected. The practice of minimising social contact or restrictions on engaging in ritual ceremonies, especially loss of loved one could trigger their fear, stress, anxiety and loneliness that can magnify their grieving experience. This study addresses the potential influence of psychological flexibility, spirituality and adult attachment style on vulnerability in grief among older people. This study will also help multidisciplinary healthcare professionals such as geriatric, gerontologist, counsellor, psychiatrist and occupational therapist to consider several variables when designing psychoeducation programmes or social support groups for older people to deal with grief and loss.

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Perspectives of Undergraduate Students towards Grammar Teaching in Bangladesh

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Abstract

In respect of grammar teaching in Bangladesh towards the undergraduate students, there derives a varied form of consequences and outcomes while the instruction is delivered and received. In Bangladesh, teachers instruct grammar through different grammar teaching methods from pre-school level to undergraduate level to construct their skills in ESL but somehow their attempts are not well incorporated with the perspectives of students. As students often feel indifferent to deal with the language classes and instructions, they ultimately lag behind to reach the fruitful acquisition in the target language. Hence, there generates a gap between applied teaching approaches and students' aspects along with expectations. However, students' views and perceptions are significant as well as carry an effective role in the learning process. So, the study aims to explore the perceptions of learners towards grammar teaching in class and their prospects related to grammar education approach. Besides, this paper will make an effort to find out the wholesome grammar teaching method for the instructors to accomplish the students' expectations and enhancement in second language acquisition.

Keywords: grammar teaching; students' perspective; teachers' belief; grammar instruction; English as Second Language

1.0 Introduction

Pedagogical grammar consists of assumptions about how learners learn the language and use incorporated rules and structures in communication and written form. Besides, it can be regarded as the version of grammar that looks for linguistic findings, structures, and depicts standard for language education and instructions of language usage. It facilitates the rectification of optimal ways in the process of L2 acquisition in a classroom (Ellis, 2006, Westney, 1994). Grammar is regarded as the most debated topic that has acutely been argued for a long time in the passage of language teaching and learning history. Hence, the grammar dispute has portrayed and generated two major stands "those who hold that grammar should receive a central attention to language teaching and those who hold that grammar should not be taught at all" (Mukminatien, 2008: p.80).

In spite of having several debates on this issue among the ELT experts and researchers regarding grammar teaching and learners' impacts on learning L2, grammar teaching exhibits and catalyzes a tremendous way of development in both language teaching and learning. Since, Ur (2002) opined that grammar instruction is not either compulsory or ample in language learning. In contrast, Cook (2008) explained that grammar is regarded to be the most vital and exceptional fact in the view of language. Moreover, Language and language teaching cannot even think without grammar teaching because learners will not be able to produce English well without knowing English grammar (Wang, 2010; Shen, 2012).

From the time immemorial, grammar teaching has been experiencing various pros and cons along with controversies and even it sometimes makes the linguists and philologists rethink about the existence of grammar in language teaching and learning. Moreover, researchers and grammarians are quite in dilemma and feel uncertainty about what grammar and how grammar will be taught to learners for their ardent achievement in acquisition of a target language. Eventually, confusions, dilemmas and debates about grammar teaching have ushered new findings on how it will be best or carried out efficiently in language teaching and will be impactful in students' perceptions. According to, (Borg, 1998; Hong, 2012;

Graus & Coppen, 2016) some studies are found which were done from teachers' perspective investigating the importance and the best methods to teach grammar, students' opinion, however regarding grammar teaching in EFL learning has been discussed in a few amounts. However, students' opinions can throw light on the teaching process as well.

Hence, the objective of this paper is to explore the students' spectacles about the significance and methods of teaching grammar elements rarely dealt with in the literature. With this aim, the following research questions are derived:

- 1) What are students' perceptions regarding the significance of teaching grammar in the ESL classroom?
- 2) How can grammar be taught simply and fruitfully in class?

2.0 Literature review

Teaching English grammar is a part of language teaching by which learners can develop and augment their language skills so intensively and determinedly through the process of grammar instruction. It also aids learners to organize their efficiencies in language acquisition. In this concern, Celce-Murcia (1991) referred to a study depicting that grammar instruction comprises a part of teaching language that is assembled and accumulated with understanding the language, functional use of it or both. Moreover, it does not work alone in the process of teaching and learning grammar as an independent system. So, pedagogically it is genuine that if grammar teaching is emphasized on structure and meaning, learners of L2 will be able to develop their skills dexterously and inherently by receiving impactful outcomes through interaction and grammar use. Accordingly, from the past studies, it comes to a fact that language learning is influenced thoroughly with the skills and efficiencies by language learners.

Grammar Pedagogy Controversy

Grammar instruction exhibits two catalysts in language teaching. One is explicit or formal grammar instruction and the other is implicit grammar instruction. But the role of grammar instruction has been a much-debated topic in the research and practice of EFL instruction (Aysegul, 2020). There arises debates and controversies about whether explicit grammar is impactful to L2 learners or implicit is more effective and sometimes it is found that researchers feel extreme confusion about the significance of grammar teaching in language shunning the role of grammar skills in language acquisition and enhancing learners' skills communicatively. Azad (2013) adds that grammar holds zero position as it is not found so inevitable for second/foreign language learning.

Since before the emergence of Communicative Language Teaching (CLT), grammar teaching was considered as the realm of second language teaching and thought immensely effective for the learners in acquisition of target language. In accordance with Ellis (2006), grammar teaching is one of the most important components of teaching and learning L2. Yet, the popularity as well as significance in grammar instruction on second language teaching lessened enormously after the CLT approach in the end of 1970 and got a slow trend in the role of second language learning and teaching.

Discords For and Against Grammar Instruction

With the view of less significant aspects of grammar teaching, researchers and grammarians depicted many aspects and facts against grammar instruction. Stern (1992) reflects his idea that grammar teaching has no impact on the competence of L2 learners. Stern's saying is completely aligned with Krashen's Acquisition Theory (1981) and the Direct Method has been greatly overwhelmed in explicit grammar instruction since the significance has been diverted to communication competence. Krashen (2002) affirms that implicit learning processes will always be fruitful.

On the other hand, (Ebsworth & Schweers, 1997) are both devotees of grammar instruction strongly count that grammar teaching exalts grammatical perfection and boosts up foreign language learning and consciousness-raising along with grammatical knowledge simplifies learners' natural intake

ability (Ellis, 2002). To add more, in accordance with the opinion, Frodesen (2001) found and revealed in her findings that while instruction is important on meaning, students may not improve many linguistic aspects in target language (p. 233).

Debates, arguments and complexities sometimes bring forth new up-comings, suggestions and changes that may improve and explore dimensions in language teaching and learning. A number of ELT experts (Barnard & Scampton, 2008; Nunan, 1998; Petrovitz, 1997) state in favor of grammar instruction that grammar should be taught not only syntactically but also communicatively with conscious grammar rules. Despite suggesting the minimization of error based instruction and explicit error correction in CLT approach, researchers have referred that grammatical forms are sometimes essential to be focused on if learners yearn to enhance exclusive accuracy in L2. Consequently, students get the opportunity to accomplish their achievements both communicatively and grammatically in L2 while teachers are able to instruct their methods in grammar teaching effectively according to students' perspectives.

Past Studies on the Mismatch between Teachers and Students

Horowitz (1995) described a fact in a study that having a perceptual mismatch between teachers and students regarding the language learning process produces a negative impact and Kern (1995) stated that the teachers need to have a clear understanding of their students need and expectations and that the failure to do so will demotivate students in class. The aforementioned researchers' opinion corresponds with Kumaravadivelu's (1991) idea that a correspondence between teacher and students perspectives promotes a successful environment in both teaching and learning.

Another study by Nunan (1995) exposes that conflicts between teachers and learners' beliefs make the classroom-activities more interactive and effective with formal discussion, error correction, group activity along with vocabulary games etc. Besides, Nunan explores that these activities make the classroom active or high-rated in conversation practice. To add more in this concern, Borg (1998, 1999) and Macrory (2000) suggest to the teachers that learners' wishes and preferences should take into consideration and give importance in their process of grammar instruction. So, it comes to a result that to accomplish several classroom management's needs, explicit grammar instruction is worthy as a catalyst. Therefore, it is necessary to know how students conceptualize the importance of grammar teaching as well as how they perceive grammar should be taught before teachers' perception can be compared.

However, this paper aims to find out Bangladeshi undergraduate students' perception about grammar teaching and their preference for effective ways of teaching grammar in English language classrooms.

3.0 Methodology

The study will be conducted through qualitative research design that will inform data collection technique and analysis to investigate the research question and accomplish the aim of this study. Purposive sampling will be used to select the participant. This design will be carried out on 10 students studying English language in their B.A (HON'S) degree from two private universities in Bangladesh aiming for accurate data collection along with semi structured interviews through open ended questions. Here, researchers will work with an aim of surveying learners' view towards the role of teaching grammar in ESL classrooms. To reach the goal of the study, semi structured interviews will be considered as the most efficient form of qualitative method. This method will allow for an interactive format where the interviewees will be able to express feelings and we as the interviewer can add follow-up questions if deemed necessary (Crocker & Heigham, 2009, p.32).

Participants

The researcher will involve ten participants from two Bangladeshi private universities where the participants are currently studying in fourth to sixth semester in English language. They will have completed two basic grammar courses during their first two semesters in the university so that they will be in a position to reflect on the grammar teaching method applied in their class.

Data Collection

The researcher will split the participants into two groups of five and the groups will be interviewed over the course of two separate interview sessions. In the study, the researcher will choose a semi-structured approach to the interviews (Kvale, 2007). It will be done to be sure that the researcher will be able to get data about the participants' feelings, thoughts and practices regarding the different themes of interviews (Kvale, 2007). Then, the researcher will opt to use open ended questions on the two main research questions that will provide the opportunity for the interviewees to thoroughly answer with what they believe (Kvale, 2007).

One interview session will be arranged for each group and it will be for 1 hour, and the interviews will be commenced with ethical consideration continuing with the relevant interview questions. The interviews will be run and proceeded by Google Meet or Zoom along with recordings.

Data Analysis

In this study, the researcher will utilize software to analyze the data and will be carried out using NVivo.

4.0 Conclusion

The study will stress balancing learner-centered instruction and the significance of learners' perception to grammar instruction planning. The research will attempt to trigger students' view regarding the importance of grammar teaching at university level and will shed light on students' expectations of how they think teaching grammar should be altered or developed.

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The Relationship Between Resilience and Coping Strategies towards Stress among Counsellor Trainees in Pandemic Covid-19 Era

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Abstract

The pandemic Covid-19 has caused a lot of people to be under stress. People's lives have been changing 360 degrees since they have to adjust to the new norm that changes their everyday life. This change has also affected university students greatly and counsellor trainees are not exceptional. Counsellor trainees are expected to be able to adapt quickly despite the fast-changing situation around them. Therefore, the purpose of this article is to explore the relationship between resilience and coping strategies towards stress among counsellor trainees in Klang Valley. Resilience and coping strategies are the two important aspects that often have been related to stress as they influence counsellor trainees' capability in handling stress. The results obtained is that most students are using problem-focused and emotion-focused coping strategies and their stress is at moderate level. The findings of this research will find out which coping strategies are mostly used by counsellor trainees and what is their level of resilience. The outcome of this study may help counsellor trainees to better understand and become more aware of their resilience and coping strategies in stressful situations.

Keywords: resilience; coping strategies; stress; counsellor trainee; Covid-19

1.0 Introduction

Connor and Davidson (2003) stated that resilience is defined as “one's ability to thrive in facing difficulties”. In this study, resilience is operationally defined as one's ability to bounce back from failure, develop better and stronger after a failure, and remain positive even in the face of adversity. When counsellor trainees can overcome a stressful situation, it is called resilience.

Coping is characterised as people's techniques, responses, and resources for dealing with perceived stressors (Folkman & Moskowitz, 2004; Lazarus & Folkman, 1984). Coping functions as a bridge between stressful events in the past and the unpleasant consequences of those events. For the cause of this study, coping strategies refer to the actions and ways that counsellor trainees use to face stressful situations.

Stress was defined as a major life event or change that demanded a response, adjustment, or adaptation (Walinga, 2020). Psychological stress, as defined by Lazarus and Folkman in 1984, occurs when people believe that the demands of external conditions are greater than their ability to cope. This study will investigate how counsellor trainees perceive stress especially during this pandemic.

Previously, researchers have done numerous studies on coping styles with other variables. Farhana Sabri (2012) for instance did a study on the relationship between defence mechanisms and coping styles among relapsing addicts. On the other hand, Gnillka (2010) did a study on the Effects of Counsellor Trainee stress and Coping Resources on the Working Alliance and Supervisory Working Alliance and in 2009, Haley van Berkel conducted a study on the Relationship between Personality, Coping Styles and Stress, Anxiety and Depression. As far as can be ascertained, no research has been done to study the relationship between resilience and coping styles towards stress in the context of counsellor trainees, especially during pandemic Covid-19. Therefore, this study aspires to fill this gap.

Research Objectives

- (1) To identify the level of resilience, the types of coping strategies and the level of stress among counsellor trainees in Klang Valley.
- (2) To identify the relationship between resilience and stress among counsellor trainees in Klang Valley.
- (3) To identify the relationship between coping strategies and stress among counsellor trainees in Klang Valley.
- (4) To identify the relationship between resilience and coping strategies among counsellor trainees in Klang Valley.

Research Hypothesis

Ha¹: There is a significant relationship between resilience and stress.

Ha²: There is a significant relationship between coping strategies and stress.

Ha³: There is a significant relationship between resilience and coping strategies.

2.0 Literature Review

Ever since the Coronavirus (Covid-19) hit the world specifically in Malaysia, the government had decided to implement the Movement Control Order (MCO) nationwide. Educational institutions and schools were no exception in this matter. In this situation, students who are currently doing their internship and industrial training are greatly affected. In this study, the researcher highlights how the pandemic affects postgraduate counsellor trainees in conducting their practicum and internship. Many people have excellent coping abilities, which are referred to as resilience. Resilience and the types of coping mechanisms are two elements that are interrelated with stress.

2.1 Stress

Kwaah & Essilfie (2017) studied the causes of stress and coping strategies among distance education students in Ghana. According to the results, there are four main causes of stress among the students which are academic workload, high frequency of examinations, financial problems and family/marriage problems. Even so, this research showed that the coping strategies that were used are mostly positive in which they practice praying or meditation, self-distracting, emotional support and instrument support.

Stanley and Buvaneswari (2020) research on the influence of stress and coping towards resilience among social work students showed that they have moderate levels of stress and resilience. The stress level is more likely to be higher in the student's first year than in their later degree years and the problem-focused and emotion-focused coping strategies are the main strategies used in dealing with perceived stress.

Nasrudin Subhi et al. (2021) did a similar research to this current research in which they investigated the stress and coping strategies of trainee counsellors during Covid-19 Movement Control Order. The result revealed that the stress level among trainees is at a moderate level. It was also proven that there is a significant relationship between the types of coping strategies (emotion-focused, problem-focused and avoidance-focused) with stress levels.

Furthermore, there was a moderately strong negative correlation for both problem-focused and emotion-focused strategies with stress levels but has a moderately strong positive correlation between avoidance-focused with stress levels, whereby it was concluded that the more avoidance strategies were used, the higher the level of stress.

2.2 Resilience

Leipold, Munz and Michele-Malkowsky (2019) mentioned that resilience means the capability of recovering from adversity. According to a study by Van der Merwe, Boltha and Joubert (2020), those who use adaptive coping strategies such as instrumental or emotional support in stressful situations have a higher score of resilience compared to those who used dysfunctional strategies such as substance abuse. Additionally, in a study by Lees (2009), it was found that there is a positive relationship between task-

focused coping and resilience. It was also identified that the use of effective coping strategies have been identified as an essential characteristic of resilient people. Resilient people are associated with certain personal characteristics such as using effective coping strategies, having a solid understanding of reality, a deep and meaningful belief system as well as the ability to be flexible and spontaneous (Coutu, 2002). The study of resilience often comes together with stress and coping. Research has suggested the importance of resilience in determining an individual's response to adverse life events (Faircloth, 2017). In past studies regarding the relationship between stress and resilience, it can be concluded that those with high resilience are often reported to have a lower level of stress than those with lower resilience.

2.3 Coping Strategies

Emotion-focused and problem-focused coping are the two fundamental purposes of coping. Coping strategies may be behavioural or cognitive. Behavioral coping efforts are observable physical or verbal actions. Problem-focused coping aims toward the stressful or threatening situation rather than focusing on reducing emotional distress. There is no one coping style that is better than the other as it is up to the individuals to choose which strategies fit and work to help them cope with the stressful situation that they encounter. Nevertheless, certain coping strategies are proven to be better in general compared to others because they correlate with desirable outcomes (Leipold et al., 2019).

3.0 Methodology

3.1 Research Design

Based on this research, the research design used is quantitative, whereby descriptive correlational design and purposive sampling was applied. According to Sekaran and Bougie (2013), correlational design is used to see if there is a relationship between the variables. Purposive sampling was chosen because the targeted subjects for this research are postgraduate counsellor trainees in public universities in Klang Valley. The survey will be done through questionnaires via Google Form which will later be disseminated to the group of respondents involved.

3.2 Population

The target population of this study will be postgraduate level counsellor trainees who are undergoing their practicum or internship programme in the current 2021/2022 academic session from public universities in Klang Valley. According to the table for determining sample size from a given population by Krecjie and Morgan (1986), for this current study population of 104, the sample size of 80 is recommended.

3.3 Instrumentations

Three instruments were used in this study namely the Connor-Davidson Resilience Scale 25 (CD-RISC-25), the Brief COPE and Perceived Stress Scale (PSS). An online questionnaire was prepared, and it includes four sections whereby Section A consists of demographic questions, the CD-RISC-25 in Section B, Brief Coping Orientation of Problem Experienced (COPE) in Section C and Perceived Stress Scale (PSS) in Section D. The questionnaire is in English.

The first instrument that will be used is the Connor-Davidson Resilience (CD-RISC) scale which was developed by Kathryn M. Connor and Jonathan R.T. Davidson (2003) is the most widely used self-report instrument for resilience. This instrument aims to identify how the participants deal with stress and hardship in an effective and practical approach. The CD-RISC contains 25 items, which all carry a 5-point range of responses as follows: not true at all (0), rarely true (1), sometimes true (2), often true (3), and true nearly all of the time (4). The scale is rated based on how the subject has felt over the past month. The total score ranges from 0–100, whereby higher scores reflect greater resilience. This instrument is used in this study to identify the capability of the counsellor trainees in effectively dealing with stress and adversity during the pandemic Covid-19.

The second instrument will be the Brief COPE. It is a self-report questionnaire developed to evaluate a broad range of coping styles in response to stressors. This questionnaire consists of 28 items is the abbreviation version of the COPE Inventory. It consists of 14 subscales with two items in each scale. These subscales are the Use of Emotional Support, Use of Instrumental Support, Venting, Religion,

Active Coping, Planning, Self-Distracton, Denial, Substance Use, Behavioural Disengagement, Self-Blame, Positive Reframing, Humour, and Acceptance. Each item is rated on a 4- point scale, ranging from 1, “I haven’t been doing this at all”, to 4, “I’ve been doing this a lot” (Van der Hallen et al., 2020). A high score indicated frequent use of a particular coping strategy.

The last instrument will be the Perceived Stress Scale (PSS). The questionnaire was created to show how unpredictable, unmanageable, and overloaded respondents' lives are. Several direct questions on present levels of stress are also included on the scale. Participants will rate how often they have felt these emotions in the previous month. In each instance, respondents are asked how often they feel a specific feeling. There are 10 items in PSS on a scale from 0 (Never) to 4 (Very Often). Scores for this instrument are obtained by reversing the scores on the four positive items; the items were 4, 5, 7 and 8. Total scores range from 0 to 40, with higher scores indicating greater overall distress.

Implications

While the past studies have limitations, it was essential for this study to be conducted among counsellor trainees as it will contribute to the body of literature by examining the resilience and coping strategies of counselling trainees especially during the Covid-19 pandemic. It is crucial and essential for counsellor trainees to become more aware of their ability to cope in difficult situations and which coping strategies they are more likely to use in such situations. This is inevitably important for counsellor trainees especially, as it helps one to understand and improve themselves for the better once they become counsellors. In conclusion, this study can be applied to students of different courses as well, and not only focusing on counselling students. Furthermore, it is also suitable to be applied to anyone that are of the same age group or older and those who have at least an education in the high school level.

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Persepsi, Sikap dan Niat untuk Mendapatkan Perkhidmatan Kaunseling Dalam Kalangan Pelajar : Satu Kajian Literatur

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Abstrak

Perkhidmatan bimbingan dan kaunseling mula bertapak secara formal di sekolah - sekolah di bawah Kementerian Pendidikan Malaysia sejak tahun 1963. Perkhidmatan ini memberi fokus kepada pelajar yang berhadapan dengan pelbagai isu seperti perkembangan diri, pemilihan mata pelajaran, kesejahteraan emosi, pembangunan potensi diri, kemahiran sosial dan penyesuaian diri dalam menghadapi cabaran. Walaupun perkhidmatan ini dilihat mampu membantu pelajar dalam menghadapi cabaran sepanjang tempoh pengajian, namun peratusan mahasiswayangmendapatkan perkhidmatan kaunseling masih berada pada tahap yang rendah. Oleh itu, penulisan ini bertujuan untuk membincangkan persepsi, sikap dan niat pelajar terhadap peranan perkhidmatan bimbingan dan kaunseling. Hasil daripada kajian sorotan literatur ini mendapati bahawa persepsi dan sikap mempengaruhi niat pelajar untukmendapatkan khidmat kaunseling. Justeru, adalah disarankan pihak berwajib seperti Kementerian Pendidikan Tinggi atau Kementerian Pendidikan Malaysia boleh menambah baik promosi perkhidmatan kaunseling agar ia digunakan secara meluas dalam kalangan pelajar. Pihak universiti juga dapat mengetahui punca pelajar tidak mendapatkan khidmat kaunseling.

Kata kunci: persepsi, kaunseling, sikap, niat mendapatkan khidmat.

1.0 Pendahuluan

Perkhidmatan bimbingan dan kaunseling mula bertapak secara formal di sekolah - sekolah di bawah Kementerian Pendidikan Malaysia sejak tahun 1963. Perkhidmatan ini memberi fokus kepadapelaryang berhadapan dengan pelbagai isu seperti perkembangan diri, pemilihan mata pelajaran, kesejahteraan emosi, pembangunan potensi diri, kemahiran sosial dan penyesuaian diri dalam menghadapi cabaran(Mastura, 2018). Perkembangan bidang bimbingan dan kaunseling ini berlaku dengan positif sehingga Pusat Kaunseling mula ditempatkan di Institusi Pendidikan Tinggi Awam bermula pada tahun 1984.Serentak dengan pertambahan perkhidmatan kaunseling di Malaysia, program bimbingan dan kaunseling turut ditawarkan dengan lebih meluas oleh institusi pengajian tinggi. Program-program yang ditawarkan sentiasa ditambah baik dari masa ke semasa bagi memastikan kaunselor yang dilahirkan mempunyai pengetahuan dan nilai profesionalisme yang tinggi. Penulisan ini akan menjelaskan tentang persepsi, sikap dan niat untuk mendapatkan perkhidmatan kaunseling.

2.0 Penyataan Masalah

Pelaksanaan program bimbingan dan kaunseling di institusi pengajian bertujuan untuk membantuparapelajar menangani cabaran yang mereka hadapi sepanjang pengajian. Sekiranya tidak ditangani, cabaran yang mereka hadapi tersebut boleh mempengaruhi prestasi akademik, perkembangan sosial dan psikologi pelajar. Norain dan Shajianah (2020) menyatakan bahawa pelajar pada masa ini perlumencapaikecemerlangan akademik di samping mempunyai keterampilan diri, etika dan sahsiah yang baik serta sikap yang matang bagi membolehkan mereka bersaing dengan lebih baik dalam industri. Walaupuncabaran dari aspek peribadi dan kerjaya semakin meningkat, peratusan pelajar yang mendapatkanperkhidmatan kaunseling masih berada pada tahap yang rendah. Pelajar yang merupakan masyarakat Malaysia secara umumnya tidak diberikan pendedahan tentang peranan sebenar sesi kaunseling. Reddy(2015) menyatakan bahawa masyarakat di Malaysia menjadikan perkhidmatan

kaunseling sebagai pilihan terakhir apabila menghadapi isu dan masalah seperti kesihatan mental. Sesi kaunseling hanya akan dihadiri sekiranya masalah tersebut telah berada pada tahap yang bahaya.

Menurut Mastura (2018), laporan statistik kaunseling Universiti Teknologi Malaysia, sepanjang tahun 2016 hanya 275 orang pelajar yang menggunakan perkhidmatan kaunseling yang disediakan sedangkan populasi pelajar adalah seramai 11,392 orang. Menurut kajian oleh Mowbray dan rakan-rakan(2006),pelajar mempunyai kepercayaan yang rendah terhadap perkhidmatan kaunseling kerana sikapkurangmesra yang ditunjukkan oleh sesetengah kakitangan di samping masa yang diambil untuk mendapatkan perkhidmatan yang terlalu lama. Atas faktor - faktor yang dinyatakan ini, pelbagai persepsi pelajarterhadap khidmat bimbingan dan kaunseling terhasil.

2.1 Objektif Kajian

Mengenal pasti persepsi, sikap dan pelajar terhadap perkhidmatan bimbingan dan kaunseling.

2.2 Persoalan Kajian

Apakah persepsi, sikap dan niat pelajar terhadap perkhidmatan bimbingan dan kaunseling di universiti?

2.3 Kepentingan Kajian

Kajian mengenai hubungan antara persepsi, sikap dan niat untuk menggunakan perkhidmatan kaunseling dalam kalangan pelajar akan memberikan sumbungan dari sudut teoritikal dan praktikal. Kajian yang dijalankan ini akan membantu menilai hubungan antara pembolehubah dan membantu meningkatkan mutu perkhidmatan bimbingan dan kaunseling sekaligus menambah minat dan keinginan pelajar untuk berjumpa dengan kaunselor.

3.0 Metodologi

3.1 Strategi pencarian

Artikel untuk penyelidikan ini dikenal pasti melalui Google, Google Scholar, jurnal SAGE, gerbangpenyelidikan dan journ.org. Untuk kajian ini, hanya artikel jurnal, artikel dan disertasi digunakan sebagai rujukan. Dalam proses mencari dan menyemak artikel, pengkaji telah mengenal pasti empat kata kunci untuk mengecilkan pilihan artikel. Dalam kajian ini, bidang subjek tertumpu kepada kaunselingkeranafokusnya adalah dalam konteks kaunseling. Kajian yang diambil kira termasuklah kajian daripada luar negara.

3.2 Kriteria pencarian

Artikel yang digunapakai dalam penulisan ini adalah artikel daripada luar dan dalam negara. Bidangyangberkaitan dengan kaunseling, psikologi, sains sosial dan sains kemanusiaan turut dimasukkan di dalam kriteria pencarian.

3.3 Kriteria pengecualian

Bidang yang tidak terlibat dengan subjek penulisan dikecualikan daripada pencarian.

4.0 DAPATAN KAJIAN

4.1 Persepsi terhadap peranan Perkhidmatan Bimbingan dan Kaunseling

Menurut *United States of America's Association for Supervision and Curriculum Development* (1962),persepsi yang wujud adalah akibat daripada pengalaman seseorang individu. Persepsi yang luas dan kaya merupakan hasil daripada pelbagai jenis pengalaman dan peluang yang dialami oleh individu(Momanyi,2013). Tingkah laku individu dalam menerima sesuatu perkara wujud hasil persepsi. Oleh itu, tingkah laku mana-mana pelajar pada waktu tertentu adalah gambaran secara langsung tentang keadaan pelajar tersebut pada ketika itu. Mwangi (2002) dalam kajiannya berkaitan persepsi pelajar mengenai bimbingan dan kaunseling menentukan bahawa persepsi pelajar dipengaruhi oleh usia, jantina atau tahap latihan kaunselor dalam kemahiran kaunseling.

4.2 Sikap terhadap Perkhidmatan Bimbingan dan Kaunseling

Kajian terdahulu mendapati kepercayaan dan sikap yang berbeza mempunyai hubungan terhadap keinginan mencari bantuan untuk kesejahteraan mental (Schomerus, 2009). Masuda et al. (2005) menyatakan bahawa sikap terhadap kaunseling adalah kebarangkalian untuk seseorang individu menghadiri atau tidak sesi kaunseling apabila mereka menghadapi sebarang isu dan krisis. Kebiasaannya, seorang individu akan lebih terdorong untuk mendapatkan khidmat kaunseling sekiranya dia mempunyai sikap positif terhadap perkhidmatan tersebut dan sikap negatif juga boleh mempengaruhi keinginan mereka untuk menghadiri sesi kaunseling (Cramer, 1999). George et al., (2009) dalam kajian mereka berkaitan sikap yang menentukan kesediaan untuk mencari bantuan kaunseling mendapati bahawa 68.9% pelajar menganggap diri mereka mungkin berjumpa dengan profesional untuk masalah kemurungan, 7.2% tidak membuat keputusan, dan 23.9% menunjukkan bahawa mereka tidak mahu mendapatkan bantuan perkhidmatan kaunseling.

4.3 Niat untuk mendapatkan Perkhidmatan Bimbingan dan Kaunseling

Niat dan keinginan untuk mendapatkan perkhidmatan kaunseling oleh seorang individu merupakan peranan penting untuk membantu klien menyelesaikan isu yang dihadapi (Jannah, 2014). Elemen Keinginan untuk melakukan sesuatu perkara menjadi faktor motivasi yang boleh mempengaruhi tingkah laku individu. Niat seseorang boleh bertindak sebagai penanda aras kemampuan yang boleh diberikan dalam membentuk tingkah laku. Secara ringkas, lebih besar niat untuk melakukan tingkah laku tersebut, lebih jelas dan mudah seseorang dapat melaksanakan tingkah laku tersebut (Ajzen, 1991; Jannah, 2014). Dalam kajian Brown (2011), wanita mempunyai niat lebih tinggi untuk mendapatkan perkhidmatan kaunseling berbanding lelaki. Asas yang menyebabkan berlakunya perbezaan antara gender adalah disebabkan oleh sikap lelaki yang maskulin.

5.0 Perbincangan

Seyfi et.al (2013) dalam kajian mereka yang bertajuk niat untuk mendapatkan bantuan psikologi profesional di kalangan pelajar di Turki: Pengaruh sikap mencari pertolongan mendapati bahawa dalam analisis regresi linear berganda, sikap positif pelajar terhadap bantuan psikologi profesional mempunyai hubungan signifikan dengan niat untuk mendapatkan bantuan tersebut. Melalui kajian ini juga, kira-kira 20% pelajar pernah berunding dengan profesional kesihatan mental seperti psikologi, psikiatri dan kaunselor untuk isu yang mereka hadapi. Sebilangan besar pelajar memilih untuk berkongsi dengankeluarga dan rakan mereka. Hanya sebilangan kecil pelajar yang meminta pertolongan daripada profesional dan separuh daripada pelajar tidak menyedari bahawa terdapat pusat kaunseling di kampus. Pelajar yang mengetahui tentang pusat kaunseling ini mendapat maklumat daripada minggu orientasi. Kajian ini juga mendapati, brosur dan poster yang diedarkan oleh pusat hanya dapat mencapai sebilangan kecil pelajar.

Selain itu, kajian lepas turut mendapati bahawa faktor jantina turut mempengaruhi sikap, persepsi dan niat pelajar. Pelajar perempuan pada asasnya mempunyai sikap yang lebih positif terhadap khidmat yang diberikan. Namun begitu, sejarah pelajar dalam mendapatkan khidmat kaunseling tidak memberikan kesan signifikan terhadap niat pelajar. Kajian oleh Erkan et al. (2012) pula mendapati bahawa pembolehubah yang boleh meramalkan niat untuk mendapatkan bantuan psikologi adalah sikap untuk mendapatkan kaunseling ialah jantina, pengalaman lepas mendapat perkhidmatan bantuan, umur, masalah personaliti, masalah akademik, masalah seksual, masalah keluarga dan perkara yang paling signifikan boleh mencetuskan keinginan pelajar kolej untuk mendapatkan bantuan profesional adalah tahap sikap yang positif untuk mendapatkan bantuan kaunseling. Hasil kajian kajian turut mendapati bahawa hubungan positif yang signifikan dalam kalangan pelajar wujud antara sikap untuk mendapatkan kaunseling dengan niat untuk mendapatkan kaunseling di mana semakin tinggi sikap untuk mendapatkan kaunseling maka semakin tinggi niat untuk mendapatkan kaunseling.

6.0 Rumusan

Berdasarkan penulisan ini, sikap dan persepsi terhadap kaunseling semuanya berkait rapat dengan niat

untuk mendapatkan khidmat. Oleh itu, sebagai seorang kaunselor, tanggungjawab lebih besar perludiambil bagi memastikan tahap profesionalisme dapat ditingkatkan supaya sikap dan persepsi negatif terhadap perkhidmatan kaunseling dapat dikurangkan. Pihak berwajib seperti pihak kementerian atau pengurusan universiti perlu menjalankan pelbagai program bagi memastikan pelajar lebih memahami perkhidmatan kaunseling yang dilakukan. Secara tidak langsung, sikap, persepsi dan niat pelajar akan menjadi lebih positif terhadap kaunseling.

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Konsep Kendiri, Personaliti dan Depresi dalam Kalangan Pelajar Universiti: Satu Kajian Literatur

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Abstrak

Masalah depresi dalam kalangan pelajar universiti di Malaysia semakin membimbangkan. Isu pengangguran dan perubahan cara belajar di musim Pandemi COVID-19 yang sedang melanda meningkatkan lagi tekanan terhadap para pelajar universiti. Banyak kajian menunjukkan gangguan depresi yang dialami oleh pelajar universiti berkait rapat dengan konsep kendiri dan jenis personaliti yang dimiliki. Kertas konsep ini bertujuan untuk memahami perhubungan antara konsep kendiri, personaliti dan depresi dalam kalangan pelajar universiti. Bagi memahami perhubungan antara konsep kendiri, personaliti dan depresi, sorotan literatur dijalankan melalui Google, Google Scholar, Research Gate, Science Direct dan Scopus. Walaupun kebanyakan hasil sorotan literatur tidak memfokuskan kepada populasi pelajar universiti di Malaysia, namun banyak kajian menunjukkan bahawa terdapat perhubungan yang positif antara konsep kendiri, personaliti dan depresi dalam kalangan pelajar universiti. Hasil sorotan literatur menunjukkan pelajar yang mempunyai konsep kendiri yang positif lebih cenderung untuk mempunyai tahap depresi yang rendah. Dalam masa yang sama, pelajar yang mempunyai konsep kendiri yang negatif didapati akan mempunyai tahap depresi yang lebih tinggi. Pelajar yang mempunyai jenis personaliti Neurotisisme pula lebih cenderung untuk mempunyai tahap depresi yang tinggi manakala jenis personaliti Ekstraversi (Extraversion) dan Kehematan (Conscientiousness) akan mempengaruhi tahap depresi menjadi rendah. Kesimpulannya, pemahaman mengenai perhubungan antara depresi, konsep kendiri dan personaliti perlu disebarluaskan agar masyarakat dan para profesional di bidang kesihatan mental dapat mengenal pasti mengenai konsep kendiri, personaliti dan depresi dengan lebih baik.

Kata kunci: depresi, konsep kendiri dan personaliti

1.0 Latar Belakang Kajian

Komuniti berpendidikan tinggi haruslah diberi kepentingan dalam negara Malaysia yang kini telah melangkah ke alaf baru dengan harapan dunia Sains dan Teknologi sebagai salah satu usaha untuk mencapai kemajuan dengan membawa lebih kesejahteraan dan kesenangan kepada rakyat jelata. Dalam konteks ekonomi yang berasaskan pengetahuan pada hari ini, komuniti berpendidikan tinggi yang dihasilkan sangat diperlukan oleh negara kita untuk mencapai kejayaan yang diinginkan. Selain daripada pendidikan sekolah menengah dan rendah, universiti memainkan peranan yang sangat penting dalam menghasilkan komuniti berpendidikan tinggi. Kepentingan universiti dapat dibuktikan dengan pertambahan pesat bilangan universiti berbanding awal kemerdekaan negara dahulu. Kesannya, pelajar universiti perlu bersaing dalam pencapaian akademik dan kokurikulum kerana pertambahan universiti di Malaysia bukan sahaja dapat meningkatkan peluang kemajuan ekonomi negara, malah harapan terhadap pencapaian mereka juga semakin meningkat. Dalam hal ini, pelajar universiti perlu bersaing antara satu sama lain untuk merebut peluang dalam menyumbang pengetahuan dan kemahiran mereka terhadap ekonomi negara dan persaingan ini semakin sengit mengikut peredaran semasa (Baktiar Hasnan, 2021). Farid Ahmad Tarmiji (2017) menyatakan, seramai 54,103 ribu daripada 238,187 ribu pelajar yang telah 6 bulan menamatkan pengajian pada tahun 2016 masih menganggur. Hal ini akan mempengaruhi tahap kesihatan mental pelajar universiti akibat daripada tekanan dalam mendapatkan pencapaian yang baik dari segi akademik dan kokurikulum supaya mempunyai peluang pekerjaan yang lebih luas apabila sudah menamatkan pengajian kelak.

Selain daripada persaingan dalam mendapatkan pekerjaan, keadaan Pandemik COVID-19 juga turut mempengaruhi tahap kesihatan mental pelajar universiti. Menurut Muhammad Babar Khawar (2021), Pandemik COVID-19 bukan sahaja mempengaruhi rutin seharian pelajar tetapi turut memberi impak yang negatif terhadap kesihatan mental mereka. Dalam hal ini, pelajar universiti menjadi lebih tertekan disebabkan oleh rutin pembelajaran yang ke arah sistem pembelajaran baharu iaitu *Open Distance Learning* (ODL). Perubahan suasana pembelajaran yang drastik ini disebabkan oleh penularan Pandemik COVID-19 yang semakin meningkat di Malaysia sehingga pihak kerajaan memutuskan untuk melaksanakan Perintah Kawalan Pergerakan (PKP) yang mula berkuat kuasa pada 18 Mac 2020 (Siti Hafsa Zulkarnain, 2020). Perintah Kawalan Pergerakan (PKP) yang dijalankan telah menghalang pelajar universiti untuk menjalankan aktiviti pembelajaran secara bersemuka dan rutin pembelajaran diteruskan dengan sistem pembelajaran yang baharu iaitu *Open Distance Learning* (ODL) secara atas talian. Perubahan sistem pembelajaran yang drastik ini banyak memberi tekanan kepada pelajar universiti sehingga boleh menjejaskan kesihatan mental dan mereka disebabkan keadaan semasa Pandemik COVID-19. Noorazura Abdul Rahman (2021), melaporkan bahawa terdapat seorang pelajar universiti Teknologi MARA (UiTM) Kedah meninggal dunia akibat tekanan dalam menjalani kuliah secara atas talian dan bebanan dalam menyiapkan tugas serta persiapan dalam menghadapi peperiksaan akhir semester. Safiah Omar (2020) menyatakan bahawa perubahan dalam Pengajaran dan Pembelajaran (PdP) telah memberi impak yang besar terhadap tahap kesihatan mental ahli-ahli akademik terutamanya pelajar di universiti. Pelajar universiti mendapat tekanan yang tinggi sehingga boleh menyebabkan mereka mengalami masalah kesihatan mental seperti depresi dan kebimbangan. Hal ini menunjukkan bahawa Pandemik COVID-19 turut menyumbang kepada masalah depresi dalam kalangan pelajar.

Masalah kesihatan mental pelajar universiti di Malaysia merupakan salah satu penghalang mereka untuk mendapatkan pencapaian yang cemerlang. Writers (2021) menyatakan bahawa masalah kesihatan mental yang paling banyak dialami oleh pelajar universiti ialah depresi dan lebih daripada 39 peratus pelajar universiti mengalami depresi pada tahun 2016 sehingga 2017. Masalah depresi yang dialami menghalang pelajar-pelajar ini untuk menjalani kehidupan seharian sebagai pelajar universiti sehinggakan ada yang mengalami kesukaran dalam menguruskan kebajikan sendiri (Writers, 2021).

Menurut *World Health Organization* (2021), depresi ialah satu gangguan mental yang biasa dialami oleh individu di serata dunia. Antara ciri umum individu yang mengalami masalah depresi ialah merasai kesedihan secara berterusan dan hilang minat dengan aktiviti yang sebelumnya dianggap menyenangkan. Seterusnya, konsep diri dapat didefinisikan sebagai keseluruhan sistem yang kompleks, tersusun dan dinamik terhadap kepercayaan, pelajaran dan penilaian yang dilakukan oleh manusia terhadap diri mereka sendiri (Wehrle & Fasbender, 2019). Cherry (2020) menyatakan bahawa, personaliti merupakan ciri-ciri pola pemikiran, perasaan, dan tingkah laku individu yang membuatkan seseorang itu unik.

Menurut Robles-Pina (2011), depresi dalam kalangan remaja dan dewasa peringkat awal akan dipengaruhi konsep diri. Dalam usaha untuk mengatasi masalah depresi yang dialami, pelajar memerlukan konsep diri yang positif kerana konsep diri merupakan salah satu penyumbang dalam usaha untuk mengatasi masalah depresi. Di samping itu, konsep diri merupakan salah satu aspek yang sangat penting dalam pembentukan personaliti seseorang individu dan konsep diri juga dijadikan sebagai penanda bagi tahap perkembangan personaliti (Su et al., 2017). Dalam masa yang sama, personaliti juga boleh mempengaruhi konsep diri di mana personaliti yang sihat boleh meningkatkan perkembangan konsep diri seseorang individu. Dalam hal ini, dapat disimpulkan bahawa konsep diri dan personaliti saling mempengaruhi antara satu sama lain. Secara tidak langsung, masalah depresi dalam kalangan pelajar universiti bukan sahaja dipengaruhi konsep diri pelajar, malah turut dipengaruhi oleh personaliti diri pelajar akibat perkaitan antara konsep diri dan personaliti diri.

2.0 Penyataan Masalah Kajian

Harapan negara dalam melahirkan generasi yang berpengetahuan dan berkemahiran tinggi telah membawa kepada pertambahan Institut Pengajian Tinggi Awam (IPTA) dan Institut Pengajian Tinggi Swasta (IPTS) di Malaysia. Dalam hal ini, peluang generasi muda di negara Malaysia untuk melanjutkan pelajaran ke peringkat yang lebih tinggi adalah semakin tinggi. Institut Pengajian Tinggi (IPT) yang cemerlang akan melahirkan graduan yang berkualiti dan berdaya saing di peringkat yang lebih tinggi dan global. Namun, pertambahan bilangan graduan yang melanjutkan pelajaran di IPT tidak selari dengan jumlah peluang pekerjaan yang ditawarkan di negara Malaysia sama ada di sektor kerajaan atau swasta. Hal ini dapat dibuktikan dengan bilangan pengangguran di Malaysia yang semakin meningkat dari masa ke semasa. Menurut Mahanum Abdul Aziz (2021), pengangguran di Malaysia meningkat kepada 772,900 orang iaitu kadar sebanyak 4.8 peratus pada Disember 2020. Sejak wabak COVID-19 melanda Malaysia pada tahun 2020, Institut Penyelidikan Ekonomi Malaysia (MIER) menjangka kadar pengangguran akan meningkat sebanyak 9.2 peratus dan jumlah pengangguran sebanyak 1.46 juta orang (Mohd Nazari Ismail, 2020).

Masalah pengangguran yang semakin meningkat ini telah menimbulkan kerisauan dan tekanan yang tinggi terhadap pelajar IPT di Malaysia. Disebabkan oleh ketidaksepadanan antara bekalan buruh dengan permintaan terhadap tenaga kerja di pasaran, pelajar IPTA kini perlu bersaing antara satu sama lain bagi merebut peluang pekerjaan yang semakin berkurangan ini. Agensi kerajaan dan swasta yang memerlukan tenaga kerja kini mempunyai pilihan yang sangat luas dan hal ini menyebabkan kualiti kriteria yang diperlukan dalam pemilihan pekerjaan semakin meningkat. Pelajar IPT kini perlu sentiasa meningkatkan pencapaian diri dari segi pengetahuan dan kemahiran mereka agar tidak ketinggalan dan mampu berdaya saing dengan pelajar lain. Kerr (2017) telah menyenaraikan punca-punca yang menyumbang kepada masalah depresi dalam kalangan pelajar universiti dan salah satu punca utama ialah tekanan untuk mendapatkan pekerjaan selepas menamatkan pelajaran. Berdasarkan statistik Kajian Kesihatan dan Morbiditi Kebangsaan (NHMS) yang dijalankan pada 2019, hampir setengah juta penduduk di negara Malaysia mengalami masalah depresi (Suraya Roslan, 2020). Samsudin dan Hong (2016) menyatakan bahawa pelajar IPT lebih cenderung mengalami masalah kebimbangan dan depresi disebabkan oleh tekanan akademik dan perubahan psikososial.

Kebiasaannya, simptom depresi yang pertama berkembang pada 20 hingga 22 tahun iaitu kadar umur pelajar universiti. Kajian telah menunjukkan sebanyak 13.8 peratus pelajar universiti dilaporkan menghadapi masalah depresi yang telah memberi kesan yang negatif terhadap pencapaian akademik mereka dan sebanyak 16 peratus pelajar dilaporkan mengalami masalah depresi sehingga boleh mempengaruhi kefungsi diri mereka (Suleiman et al., 2017). Jelaslah di sini bahawa masalah depresi bukanlah perkara yang asing lagi dalam kalangan pelajar universiti Malaysia. Malah, depresi dalam kalangan pelajar universiti dikenali sebagai masalah yang paling kerap berlaku. Hasil kajian daripada Choon (2016) telah membuktikan bahawa gejala depresi mempengaruhi tingkah laku membunuh dalam diri kalangan remaja di Malaysia. Abdurahman dan Abdul Raub (2012) juga menjalankan kajian terhadap kesan depresi namun menumpukan kepada hubungan sokongan sosial dan penghargaan sendiri dengan depresi. Dalam hal ini, dapat kita lihat bahawa kajian mengenai pengaruh konsep sendiri dan personaliti terhadap depresi tidak difokuskan serta perhubungan antara ketiga pembolehubah ini tidak dijalankan dalam kajian-kajian yang lepas. Justeru, kajian tentang konsep sendiri dan personaliti serta hubungannya dengan depresi perlu dilakukan kerana masalah depresi yang dialami oleh pelajar IPT turut dipengaruhi oleh konsep sendiri dan personaliti.

3.0 Objektif Kajian

Objektif kajian adalah membincangkan berkenaan konsep sendiri, personaliti dan depresi dalam kalangan pelajar universiti.

4.0 Persoalan Kajian

Sejauh manakah hubungan di antara konsep sendiri, personaliti dan depresi dalam kalangan pelajar universiti.

5.0 Depresi

Depresi didefinisikan sebagai gangguan mood iaitu mengalami perasaan sedih yang berterusan dan hilang minat terhadap kehidupan sekeliling dalam tahap yang teruk (APA, 2013).

Marcus (2021) menyatakan dalam akhbar Berita Harian bahawa Kajian Kesihatan dan Morbiditi Kebangsaan (NHMS) pada tahun 2019 menunjukkan hampir setengah juta rakyat Malaysia didapati mengalami masalah depresi. Statistik daripada NIMH (2019) pula menunjukkan seramai 17.3 juta rakyat Amerika Syarikat berumur 18 hingga 29 tahun mengalami sekurang-kurangnya satu episod depresi pada tahun 2017. Di seluruh dunia, bilangan populasi yang mengalami gangguan depresi ialah lebih kurang seramai 322 juta. Separuh daripada statistik ini adalah daripada wilayah asia tenggara dan wilayah pasifik barat disebabkan oleh bilangan populasi yang ramai dari kedua wilayah.

Ketua pengarah World Health Organization (WHO), Dr. Tedros Adhanom Ghebreyesus, dalam ucapan perasmianya pada taklimat media mengenai Pandemik COVID-19 pada 10 April 2020, mengumumkan bahawa wabak COVID-19 telah mempengaruhi 213 negara, dengan 1, 524, 162 kes disahkan positif dan 92, 941 kematian (WHO, 2019). Pandemik COVID-19 semakin meningkat di Malaysia sehingga pihak kerajaan melaksanakan Perintah Kawalan Pergerakan (PKP) yang mula berkuat kuasa pada 18 Mac 2020 (Siti Hafsa Zulkarnain, 2020). Menurut Chaturvedi (2021), *Lockdown* yang dijalankan oleh negara-negara di serata dunia memberi impak yang serius terhadap kesihatan mental, mengakibatkan masalah psikologi termasuk kebimbangan, *stress* dan depresi. Perintah Kawalan Pergerakan (PKP) yang dijalankan telah menghalang pelajar-pelajar di Malaysia khususnya pelajar universiti untuk menjalankan aktiviti pembelajaran secara bersemuka dan rutin pembelajaran diteruskan dengan sistem pembelajaran yang baru iaitu *Open Distance Learning* (ODL) secara atas talian. Perubahan sistem pembelajaran yang drastik ini banyak memberi tekanan kepada pelajar universiti sehingga boleh menjejaskan kesihatan mental dan fizikal mereka disebabkan keadaan di Pandemik COVID-19 yang bukan sahaja mengganggu suasana pembelajaran, malah turut mempengaruhi rutin seharian mereka.

Menurut Jiaqi Xiong et al. (2020), kadar depresi, kegelisahan, gangguan *post-traumatic stress*, tekanan psikologi, dan *stress* dilaporkan semakin meningkat pada populasi umum di seluruh dunia semasa pandemik COVID-19 ini merebak. Golongan individu yang sering terlibat dengan masalah kesihatan mental semasa pandemik COVID-19 ialah wanita, anak muda yang berumur 40 tahun dan ke bawah, pesakit kronik atau psikiatri, penganggur, pelajar khususnya pelajar universiti dan individu yang kerap melibatkan diri dalam pendedahan media sosial khususnya perihal berita COVID-19 (Jiaqi Xiong et al., 2020). Dalam kajian Jiaqi Xiong et al. (2020), jelas terbukti bahawa keadaan Pandemik COVID-19 mempengaruhi tahap depresi pelajar universiti. Selain itu, Safiah Omar (2020) menyatakan bahawa perubahan dalam Pengajaran dan Pembelajaran (PdP) di Malaysia telah memberi impak yang besar terhadap tahap kesihatan mental ahli-ahli akademik terutamanya pelajar di universiti. Pelajar universiti mendapat tekanan yang tinggi sehingga boleh menyebabkan mereka mengalami masalah kesihatan mental seperti depresi dan kebimbangan. Kaparounaki (2020) menyatakan dalam kajiannya bahawa terdapat penambahan sebanyak 42.5% untuk masalah kegelisahan, 74.3% bagi depresi dan peningkatan sebanyak 63.3% bagi jumlah pemikiran bunuh diri dalam kalangan pelajar universiti di negara Greece. Dapat disimpulkan dalam kajian Kaparounaki (2020) depresi mempunyai nilai peratus yang tertinggi berbanding masalah kesihatan mental yang lain. Berdasarkan dapatan kajian Chaturvedi pula (2021), di musim Pandemik COVID-19 ini, didapati pelajar universiti mempunyai nilai peratus yang paling tinggi dalam mengalami masalah kesihatan khususnya depresi. Dalam hal ini, jelas terbukti bahawa depresi merupakan masalah kesihatan yang paling banyak dialami oleh pelajar-pelajar di universiti.

Walaubagaimanapun, kajian lepas yang mengkaji mengenai impak Pandemik COVID-19 terhadap tahap depresi pelajar universiti di negara Malaysia didapati sedikit dan tidak banyak yang membincangkan isu ini secara mendalam. Kebanyakannya hanya memfokuskan kepada prestasi akademik pelajar universiti yang terjejas disebabkan oleh perubahan sistem pembelajaran secara mendadak tanpa menyentuh isu depresi dalam kalangan pelajar universiti (Mat Wajar & Hamzah, 2020). Oleh itu, dalam kajian ini pengkaji akan menjalankan kajian terhadap tahap depresi pelajar universiti di ambang Pandemik COVID-19 ini dan impak depresi terhadap tahap konsep sendiri dan personaliti pelajar universiti.

6.0 Konsep Kendiri

Menurut Neill (2005), konsep sendiri merupakan idea menyeluruh dalam diri individu mengenai dirinya sendiri secara fizikal, emosi, sosial, rohani, dan dari segi aspek lain yang membentuk diri seseorang itu. Apabila perkembangan diri berlaku, konsep sendiri akan terbentuk dan diatur berdasarkan pengetahuan seseorang individu itu terhadap diri sendiri. Menurut Carl Rogers, terdapat tiga komponen dalam menghuraikan konsep sendiri berdasarkan Teori Pemusatan Perseorangan iaitu imej diri (*Self-Image*), diri yang ideal (*Ideal- Self*) dan keyakinan diri (*Self-Esteem*) (Vinney, 2018).

Self-Image ialah cara seseorang individu melihat dirinya sendiri. *Self-Image* melibatkan perkara yang diketahui oleh individu mengenai dirinya secara fizikal (warna rambut, ketinggian dan rupa paras), peranan sosial (isteri, abang, akauntan) dan tret personaliti (ceria, baik hati dan serius). Menurut Vinney (2018). Komponen konsep sendiri yang kedua ialah keyakinan diri (*Self-Esteem*). *Self-Esteem* ialah nilai yang diletakkan dalam diri. Tahap self-esteem bagi seseorang individu bergantung kepada penilaian yang dilakukan terhadap diri sendiri (Susman, 2021). Penilaian tersebut ialah gabungan antara perbandingan personal antara seseorang individu dengan individu lain, tanggapan individu lain terhadap dirinya dan peranan dalam masyarakat. Seterusnya, komponen konsep sendiri yang ketiga berdasarkan Teori Pemusatan Perseorangan ialah Diri yang ideal (*Ideal- Self*). *Ideal- Self* merupakan diri yang dikehendaki atau diinginkan oleh seseorang individu. *Ideal- Self* adalah versi diri yang ideal iaitu dicipta oleh individu berdasarkan apa yang dipelajari daripada pengalaman hidup, tuntutan masyarakat, dan ciri-ciri role-model yang dikagumi dalam kehidupan seseorang individu. Menurut Carl Rogers, pertindihan antara self-image dan *Ideal- Self* boleh dikategorikan sebagai kongruen dan tidak kongruen (Vinney, 2018). Kongruen antara *Self-Image* dan *Ideal- Self* membawa maksud bahawa terdapat banyak pertindihan antara keduanya. Pertindihan yang tidak kongruen antara *Self-Image* dan *Ideal- Self* menunjukkan bahawa terdapat perbezaan antara diri (*one's self*) dan pengalaman seseorang (*one's experiences*) yang membawa kepada kekeliruan dalaman atau ketidakseimbangan kognitif yang menghalang aktualisasi diri berlaku dalam diri.

Terdapat banyak kajian dijalankan dalam mengenal pasti hubungan antara konsep sendiri dan depresi. Sebilangan kajian empirikal yang dijalankan berjaya mendapatkan kesimpulan bahawa individu yang mengalami gangguan depresi lebih cenderung untuk mempunyai konsep sendiri yang rendah atau negatif. Khususnya, Safaa Mohammed Zaki et al. (2020) berpendapat dalam kajian mereka yang melibatkan 200 pelajar di bandar Minia, bahawa terdapat hubungan yang signifikan antara konsep sendiri dan depresi. Kajian ini dijalankan untuk mengkaji perkaitan antara gaya keibubapaan, konsep sendiri dan depresi. Kajian ini menunjukkan bahawa konsep sendiri mempunyai perhubungan yang berkait rapat antara satu sama lain iaitu tahap depresi pelajar akan dipengaruhi oleh konsep sendiri.

Seterusnya, kajian daripada Jaureguizar et al. (2018) yang telah menjalankan penyelidikan bertajuk konsep sendiri, kemahiran sosial, dan ketahanan sebagai moderator hubungan antara tekanan dan kemurungan kanak-kanak, juga turut memberi kesimpulan bahawa terdapat hubungan yang signifikan antara konsep sendiri dan depresi. Hasil kajian menunjukkan responden yang mempunyai konsep sendiri yang tinggi akan mempunyai tahap depresi yang rendah, walaupun berada pada situasi yang tertekan atau sedang mengalami stress yang tinggi. Sebaliknya, responden yang mempunyai konsep sendiri yang rendah akan mempunyai tahap depresi yang tinggi (Martinsen et al., 2016). Kajian ini jelas menunjukkan bahawa tahap depresi seseorang individu akan dipengaruhi oleh konsep sendiri dalam diri.

Namun begitu, kebanyakan kajian-kajian lepas yang mengkaji hubungan antara konsep sendiri terhadap depresi tidak memfokuskan kepada populasi pelajar khususnya pelajar universiti di Malaysia. Rubie-Davies et al., (2013) menyatakan bahawa konsep sendiri pelajar didefinisikan sebagai persepsi mereka terhadap kemampuan mereka untuk berjaya dalam pencapaian akademik. Dalam hal ini, konsep sendiri memainkan peranan penting dalam kehidupan seorang pelajar kerana konsep sendiri memberi pengaruh yang besar dalam perkembangan personaliti, akademik dan pencapaian sendiri. Justeru, dalam kajian ini pengkaji akan menjalankan kajian mengenai perkaitan dan hubungan antara depresi dengan konsep sendiri dalam kalangan pelajar universiti. Hal ini bertujuan supaya dapat memberi pengetahuan dan kesedaran kepada pelajar universiti mengenai kepentingan tahap konsep sendiri dan pengaruh depresi terhadap tahap konsep sendiri dalam kehidupan mereka sebagai seorang pelajar.

7.0 Personaliti

Personaliti merupakan satu ciri corak pemikiran, perasaan atau kelakuan yang cenderung untuk konsisten dari masa ke semasa (Soto, 2018). The Big Five Personality iaitu Ekstraversi (Extraversion), Kesetujuan (Agreeableness), Neurotisme (Neuroticism), Kehematan (Conscientiousness) atau Keterbukaan (Openness) merupakan set personaliti yang banyak digunakan dalam struktur modal personaliti (Soto, 2018).

Adibah Azman (2019) menyatakan di dalam kajiannya bahawa setiap personaliti tret big five menunjukkan ramalan untuk kehidupan seseorang. Contohnya, Ekstraversi memberi ramalan yang positif terhadap hasil interpersonal seseorang seperti penerimaan rakan sebaya, status sosial, bilangan pasangan dan kepuasan dalam perhubungan. Kajian Adibah Azman (2019) menyimpulkan bahawa personaliti tret big five memberikan gambaran personaliti, ciri-ciri dan sifat individu dengan jelas dan boleh dijadikan panduan dalam mengenal pasti personaliti diri.

Kajian bertajuk personaliti dan sokongan sosial sebagai peramal pertama dan pengulangan episod depresi yang dijalankan oleh Noteboom et al., pada 2016 telah menunjukkan hubungan yang signifikan terhadap hubungan antara personaliti dengan depresi (Noteboom et al., 2016). Kajian Noteboom et al. (2016) menyimpulkan bahawa tahap depresi boleh dipengaruhi oleh jenis personaliti seseorang dan hasil kajian menunjukkan individu yang mempunyai personaliti neurotisme akan lebih cenderung untuk mempunyai tahap depresi yang tinggi. Selain itu, kajian yang dijalankan oleh Allen et al., (2017) terhadap 367 individu yang normal dan 354 individu yang mengalami masalah depresi juga menunjukkan perhubungan yang berkait antara personaliti dengan depresi. Kajian Allen et al., (2017) juga turut menyimpulkan bahawa tahap depresi dipengaruhi oleh tret personaliti seseorang individu sehinggakan tahap depresi individu boleh diperolehi dengan mengenal pasti tret personalitinya. Walaubagaimanapun, pengkaji mengenal pasti bahawa terdapat kekurangan dalam kajian-kajian lepas yang mengkaji hubungan antara personaliti dengan depresi dalam kalangan pelajar universiti di Malaysia. Maka, dalam kajian ini, pengkaji akan memfokuskan populasi kepada pelajar universiti agar dapat mengenal pasti tahap depresi dan personaliti pelajar universiti.

8.0 Metodologi Kajian

Dalam kajian ini, Konsep Kendiri dan Personaliti dipilih untuk melihat hubungan antara kedua-dua pemboleh ubah ini terhadap depresi dalam kalangan pelajar universiti. Sorotan literatur untuk kajian ini dikenal pasti melalui Google, Google Scholar, Research Gate, Science Direct dan Scopus. Bagi tujuan ini, hanya artikel jurnal, artikel dan disertasi yang digunakan sebagai rujukan. Dalam proses mencari dan menyemak artikel, pengkaji telah mengenal pasti tiga kata kunci untuk mengecilkan pilihan artikel. Kata kunci yang digunakan ialah depresi, konsep sendiri dan personaliti. Dalam kajian ini, bidang subjek tertumpu kepada kaunseling dan psikologi kerana fokus kajian adalah dalam konteks kaunseling dan psikologi. Selepas mengumpul artikel, fasa saringan (*screening phase*) dilakukan. Artikel atau disertasi telah disemak dan sebarang artikel yang tidak berkaitan telah dikeluarkan.

9.0 Kesimpulan

Pelajar universiti yang mempunyai kefahaman mengenai perhubungan antara konsep sendiri, personaliti dan depresi akan dapat mengenali diri dan mengatasi masalah kesihatan mental yang semakin berleluasa sejak musim Pandemik COVID-19 ini. Selain itu, Norhayati Ya'acob (2013) menyatakan bahawa Kementerian Pelajaran Malaysia telah memberi penekanan terhadap kepentingan menjalankan kajian yang boleh mencegah dan membendung gejala depresi yang semakin berleluasa di negara Malaysia. Akhir sekali, artikel ini dapat membantu rakyat Malaysia khususnya ahli profesional di bidang kesihatan mental untuk mengenal pasti faktor-faktor yang boleh mempengaruhi tahap depresi seperti konsep sendiri dan jenis personaliti.

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Faktor-Faktor Kebimbangan Interaksi Sosial dalam Kalangan Pelajar: Satu Kajian Literatur

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Abstrak

Penularan virus COVID-19 sejak Mac 2020 yang lalu memerlukan setiap individu untuk duduk tinggal di rumah dan mengehadkan interaksi sosial sebagai alat utama untuk memerangi penyebaran virus COVID-19 ini. Namun, kini ramai individu telah mula mendapat vaksin dan memperlahankan kadar jangkitan virus menyebabkan sekatan-sekatan mula dilonggarkan di seluruh negara. Kebanyakan individu mula berasa teruja kerana akhirnya dapat berhubung semula dengan keluarga dan rakan-rakan. Pada masa yang sama, ramai juga individu yang mengalami perasaan yang tidak mereka jangkakan iaitu kebimbangan untuk kembali ke situasi sosial. Jadi, fokus kertas konsep ini adalah untuk melihat faktor-faktor kebimbangan interaksi sosial dalam kalangan pelajar. Sorotan kajian lepas bagi kajian ini telah dikenal pasti melalui Google Scholar, ScienceDirect, Scopus dan Research Gate. Hasil sorotan literatur mendapati terdapat 3 faktor yang mempengaruhi kebimbangan interaksi sosial iaitu peristiwa tertekan, kepercayaan maladaptif dan sokongan sosial. Kebanyakan kajian mengenai kebimbangan interaksi sosial dijalankan di luar negara dan mewakili golongan di sana. Sebaliknya kajian mengenai kebimbangan interaksi sosial di Malaysia masih lagi kurang. Kesimpulannya, hasil kajian lepas mengenai kebimbangan interaksi sosial menunjukkan kajian ini perlu diberi perhatian lebih mendalam bagi menyedari faktor-faktor kebimbangan interaksi sosial dalam kalangan pelajar dan mengelakkan masalah ini semakin berleluasa.

Kata Kunci: kebimbangan interaksi sosial, peristiwa tertekan, pemikiran maladaptif dan sokongan sosial

1.0 Latar Belakang Kajian

Kajian mengenai masalah kesihatan mental di Malaysia telah giat dijalankan sejak beberapa tahun lepas. Hasil kajian Tinjauan Kesihatan dan Morbiditi Kebangsaan (NHMS) oleh Kementerian Kesihatan Malaysia (2016) mendapati 29.2 peratus rakyat Malaysia mengalami tekanan atau masalah kesihatan mental. Menurut kajian NHMS (2019), hampir setengah juta rakyat di Malaysia didapati mengalami simptom tekanan dan kemurungan. Kajian ini juga mendapati bahawa 424,000 kanak-kanak mengalami masalah kesihatan mental. Melihat kepada statistik masalah kesihatan mental di Malaysia, jelaslah bahawa rakyat Malaysia perlu diberi pendedahan supaya dapat bersama-sama membantu memberi sokongan dan bantuan yang diperlukan untuk mengawal masalah ini.

Menurut Jabatan Kesihatan Negeri Perak [JKNPERAK] (2014), setiap individu mempunyai mental yang sihat sekiranya mereka berasa selesa dengan diri sendiri, selesa dengan orang lain dan persekitaran serta boleh menghadapi cabaran seharian dengan baik. Menurut JKNPERAK (2014) juga, seseorang yang sihat mentalnya dapat mengenal pasti dan mengendalikan emosi dengan baik, dapat berinteraksi dan menyesuaikan diri dengan orang ramai seterusnya dapat menyumbang kepada masyarakat. Justeru, setiap individu yang menghadapi masalah kesihatan mental perlu mendapatkan rawatan yang bersesuaian supaya mereka memperolehi mental yang sihat dan boleh menjalankan aktiviti kehidupan secara produktif.

Terdapat beberapa faktor yang mempengaruhi masalah kesihatan mental dalam diri seseorang individu. Antara faktor-faktornya ialah cita-cita dan harapan yang tidak realistik, masalah kewangan, masalah perhubungan sosial dan kehilangan orang yang disayangi (Mayo Clinic, 2019). Melihat pada sudut pandang yang lain, Ketua Pengarah Kesihatan Tan Sri Dr Noor Hisham Abdullah berkata, situasi

pandemik COVID-19 sejak Mac 2020 yang lalu turut memberi impak yang mendalam terhadap kesihatan mental rakyat Malaysia (Astro Awani, 2021). Tambah Tan Sri Dr Noor Hisham, faktor sosial seperti hilang pekerjaan atau sumber pendapatan, isolasi daripada rangkaian sokongan keluarga dan sahabat handai turut menjadi penyumbang kepada stress yang melampau menyebabkan sesetengah individu berisiko tinggi mengalami masalah kesihatan mental seperti kemurungan dan kekeliruan keseimbangan (Astro Awani, 2021).

Pandemik COVID-19 juga telah menyumbang kepada masalah kesihatan mental dalam kalangan pelajar. Menurut Mstar Online (2020), Perintah Kawalan Berkurung (Lockdown) yang dijalankan di sebahagian besar dunia telah memberi kesan jangka panjang kepada kesihatan mental golongan pelajar. Hal ini kerana, kekurangan aktiviti interaksi sosial secara bersemuka yang mengakibatkan seseorang individu kehilangan kemahiran bersosial mereka (Cleveland Clinic, 2021). Interaksi sosial secara bersemuka sangat penting untuk perkembangan otak dan membina keyakinan diri pelajar pada usia 10 hingga 24 tahun (Mstar Online, 2020). Kajian Subrahmanyam et al. (2020) menyatakan bahawa interaksi bersemuka yang berkualiti mempunyai hubungan yang positif dengan keyakinan diri.

Tuntasnya, dalam kajian ini, penyelidik akan mengkaji faktor-faktor yang mempengaruhi keseimbangan interaksi sosial. Setelah ditelusuri dan difahami dengan lebih mendalam dengan merujuk kepada kajian lepas, terdapat 3 faktor yang akan diketengahkan dan difokuskan di dalam kajian ini iaitu faktor peristiwa tertekan, kepercayaan maladaptif dan sokongan sosial. Oleh yang demikian, sorotan literatur dijalankan untuk melihat bagaimana peristiwa tertekan, kepercayaan maladaptif dan sokongan sosial mempengaruhi dan menjadi penyumbang kepada keseimbangan interaksi sosial dalam kalangan pelajar.

2.0 Penyataan Masalah

Apabila wabak COVID-19 melanda lebih setahun yang lalu, keadaan memerlukan setiap individu untuk duduk tinggal di rumah dan mengehadkan interaksi sosial sebagai alat utama untuk memerangi penyebaran virus COVID-19 ini. Walaupun begitu, kini apabila lebih ramai individu telah mula mendapat vaksin dan kadar jangkitan perlahan menyebabkan sekatan-sekatan mula dilonggarkan di seluruh negara. Kebanyakan individu mula berasa teruja kerana akhirnya dapat berhubung semula dengan keluarga dan rakan-rakan. Namun begitu, pada masa yang sama, ramai juga individu yang mengalami perasaan yang tidak mereka jangkakan iaitu keseimbangan untuk kembali ke situasi sosial.

Danovitch berkata adalah perkara biasa untuk seseorang individu berasa kesusahan bergelut dengan perubahan walaupun perubahan itu merupakan perubahan yang positif (Cedars Sinai, 2021). Selepas beberapa bulan berlalu dalam tempoh pandemik COVID-19 ini, individu perlu kembali ke tempat kerja atau menghadiri majlis keramaian keluarga. Menurut Itani et. al (2021), pandemik COVID-19 turut menekankan pembelajaran jarak jauh sekaligus mewujudkan persekitaran yang menghalang interaksi sosial dan komunikasi pelajar dengan guru, rakan sebaya, dan kelompok masyarakat yang lain. Proses PDP yang dahulunya berlaku secara bersemuka kini bertukar di atas talian bagi memastikan kesinambungan pembelajaran (Nozina Yahaya, 2020). Aktiviti-aktiviti ini boleh menyebabkan pelajar berasa bimbang, cemas atau panik.

Ketakutan atau keseimbangan adalah perkara biasa. Hal ini kerana, kebanyakan individu merasakan keseimbangan kerana pada dasarnya keseimbangan adalah suatu tindak balas terhadap ancaman. Tahap ancaman yang dilihat oleh setiap individu mengenai keadaan kembali kepada situasi sosial selepas wabak adalah berbeza-beza bagi setiap orang, kata Danovitch (Cedars Sinai, 2021). Sebagai contoh, terdapat pelajar yang melihat interaksi sosial dengan orang lain selepas pandemik ini merupakan ancaman dari segi kesihatan kerana virus COVID-19 belum betul-betul hilang daripada dunia ini. Pelajar masih takut terhadap jangkitan lebih-lebih lagi apabila kurangnya pelaksanaan langkah perlindungan COVID-19 yang sewajarnya dengan kenalan yang dijangkiti. Hal ini menyebabkan mereka semakin bimbang atas kemungkinan menjangkiti ahli keluarga dan rakan-rakan yang lain.

Menurut Nguyen (2021), *The American Psychological Association* telah menjalankan satu tinjauan ke atas hampir separuh daripada orang Amerika mengenai perasaan mereka untuk kembali melakukan interaksi sosial dengan orang ramai. 49 % daripada mereka mengatakan mereka berasa tidak selesa untuk menyesuaikan diri berinteraksi dengan orang ramai setelah pandemik COVID-19 berakhir. 46 % daripada mereka pula mengatakan mereka tidak selesa untuk kembali menjalani kehidupan seperti dahulu sebelum wabak. Hal ini jelas menunjukkan bahawa terdapat individu yang merasakan ketakutan dan kebimbangan akibat sudah lama tidak melakukan interaksi sosial.

Kebimbangan interaksi sosial terjadi akibat beberapa faktor yang dalam kehidupan seseorang individu. Oleh yang demikian, berdasarkan sorotan literatur yang telah dijalankan, penyelidik akan melihat bagaimana peristiwa tertekan, kepercayaan maladaptif dan sokongan sosial mempengaruhi keseimbangan interaksi sosial dalam kalangan pelajar. Dengan memfokuskan kepada faktor-faktor ini, diharapkan kertas konsep dapat membantu pelajar dan pihak berkaitan mempunyai kesedaran mengenai tahap keseimbangan interaksi sosial yang mereka alami selepas pandemik COVID-19. Tambahan pula, pihak berkaitan dapat membuat perancangan teliti untuk menyediakan pelan rawatan yang bersesuaian dalam mengatasi masalah keseimbangan interaksi sosial pelajar yang mengganggu kehidupan seharian mereka.

3.0 Objektif Kajian

Membincangkan berkenaan faktor-faktor keseimbangan interaksi sosial dalam kalangan pelajar.

4.0 Persoalan Kajian

Sejauh manakah peristiwa tertekan, kepercayaan maladaptif dan sokongan sosial mempengaruhi keseimbangan interaksi sosial?

5.0 Kebimbangan Interaksi Sosial

Kebimbangan sosial yang juga dikenali sebagai keseimbangan interaksi sosial didefinisikan oleh American Psychiatry Association (2000) sebagai ketakutan berterusan seseorang individu terhadap satu atau lebih situasi sosial di mana individu itu terdedah dan diperhatikan oleh orang yang tidak dikenali (Cuhadar, 2012). Menurut Purdon et al. (2001), individu dengan fobia sosial selalu memegang kepercayaan yang mengelirukan sehingga individu itu mengalami simptom keseimbangan interaksi sosial dan menyebabkan mereka dinilai sebagai seseorang yang sentiasa bimbang dan takut akan sesuatu perkara. Beck dan Haigh (2014) menunjukkan bahawa masalah keseimbangan interaksi sosial berpunca daripada kognitif yang tidak sesuai, salah atau tidak rasional yang diambil dalam bentuk pemikiran dan penilaian yang telah diselewengkan. Kognitif ini dapat dipelajari secara sosial melalui pemerhatian seperti anak-anak dalam keluarga yang tidak berfungsi memerhatikan ibu bapa mereka gagal mengatasi pengalaman tertekan atau peristiwa traumatik yang berlaku.

Menurut Zhang et al., (2021), pada 31 Januari 2020, WHO telah mengisytiharkan virus COVID-19 memberi ancaman kepada kesihatan awam sehingga menjadi perhatian secara global. Sejak itu, pandemik COVID-19 telah banyak merubah pengalaman sosial seseorang individu. Kajian ini turut menekankan bahawa tiada interaksi dengan orang lain dan pengaruh tempat akan mempengaruhi perubahan dalam identiti sosial semasa krisis COVID-19 dan seterusnya membentuk tingkah laku sosial yang baru pada masa depan. Menjelang Mei 2020, lebih daripada 90% orang di seluruh dunia hidup di bawah sekatan perjalanan (Asquith, 2020). Oleh kerana penjarakan sosial dan kuarantin semakin digalakkan dan tertanam dalam kehidupan kita, ini menyebabkan cara kita berinteraksi dengan orang lain semakin berubah. Langkah-langkah interaksi sosial yang ketat mendorong kepada tiada interaksi sesama manusia secara bersemuka dan menyumbang kepada keseimbangan interaksi sosial apabila keadaan sudah kembali seperti sedia kala kelak.

Huppert et al. (2003) menegaskan bahawa kebimbangan interaksi sosial adalah berkaitan dengan keadaan seseorang yang lebih-lebihkan aspek negatif dan meremehkan aspek positif dalam proses interaksi sosial. Antara kepercayaan dan jangkaan negatif individu yang menghadapi kebimbangan interaksi sosial adalah lebih-lebihkan tahap ancaman yang dirasakan daripada situasi sosial, memandang rendah keupayaan diri dalam melakukan interaksi sosial dan fokus kepada aspek negatif dalam proses interaksi sosial. Akibat daripada fokus yang melampau terhadap aspek negatif dalam interaksi sosial, individu yang menghadapi kebimbangan interaksi sosial akan berasa terganggu dan cenderung mengingati interaksi sosial pada masa lampau sebagai lebih teruk daripada yang sepatutnya. Hal ini menyebabkan individu tersebut berusaha menghindarkan diri daripada melakukan interaksi sosial.

6.0 Peristiwa Tertekan

Peristiwa hidup yang tertekan merujuk kepada peristiwa sosial yang tidak diinginkan sama ada menyebabkan atau menjadikan perubahan yang signifikan dan berterusan terhadap corak kehidupan individu; peristiwa hidup yang tertekan boleh membangkitkan usaha adaptif seseorang individu sekaligus menurunkan daya tahan tubuh dan meningkatkan kemungkinan berlakunya penyakit (Holmes & Masuda, 1973). Peristiwa hidup yang tertekan boleh dikaitkan dengan kesihatan, hubungan sosial dan persekitaran seperti penyakit peribadi dan kematian orang terdekat ahli keluarga (Holmes & Rahe, 1967). Menurut Dyar et al. (2021), kajiannya mendapati individu yang mengalami kejadian hidup tertekan akan mengalami keiberkesanan mengatasi masalah yang rendah dan kebimbangan interaksi sosial yang tinggi. Terdapat beberapa bukti daripada kajian lepas juga menunjukkan bahawa genetik (Kendler et al., 1992; Schwartz et al., 1999) dan faktor persekitaran (Lieb et al., 2000) menyumbang kepada terjadinya gangguan keseimbangan sosial dalam diri seseorang.

Rachman et al. (2000) melaporkan bahawa pelajar kolej yang mengalami kebimbangan melaporkan bahawa mereka mengalami keadaan di mana mereka perlu berhadapan dengan fikiran dan gambaran yang lebih mengganggu mengenai peristiwa sosial yang menimbulkan kembali kebimbangan mengenai keadaan masa lalu yang seterusnya akan mengganggu tumpuan mereka dalam melakukan apa-apa tugas, berbanding pelajar yang tidak menghadapi kebimbangan. Berdasarkan Tiantian Meng et al. (2021), kajian terdahulu telah meneliti prevalens gangguan keseimbangan sosial dan mendapati bahawa pengalaman buruk yang utama dalam diri pelajar meningkatkan risiko mereka menghadapi kebimbangan sosial. Walau bagaimanapun, beberapa kajian telah menganalisis ciri-ciri keseimbangan sosial dan meneroka mekanisme pengantaraan hubungan antara pengalaman buruk yang utama dalam diri pelajar semasa kanak-kanak dan kebimbangan sosial pada masa awal dewasa.

7.0 Kepercayaan Maladaptif

Menurut Cambridge Dictionary (2021), maladaptif bermaksud tidak mempunyai kemampuan dan keupayaan untuk berubah mengikut kesesuaian keadaan yang berbeza. Menurut Beck dan Haigh (2014) pula, kepercayaan maladaptif merujuk kepada kepercayaan yang salah dan tidak dilihat secara rasional. Kepercayaan maladaptif juga boleh merujuk kepada proses kognitif yang salah termasuk generalisasi yang tidak tepat terhadap suatu peristiwa buruk. Menurut Boden et al. (2012), kepercayaan maladaptif adalah kepercayaan berat sebelah yang negatif, tidak tepat, dan kaku yang dianggap memainkan peranan penting terhadap perasaan (mood) dan gangguan keseimbangan.

Kajian Wong dan Moulds (2011) membuat hipotesis bahawa kepercayaan maladaptif tanpa syarat sebahagiannya menjadi perantara antara hubungan keseimbangan sosial dan tingkah laku penghindaran dalam domain sosial, dan kepercayaan maladaptif bersyarat menunjukkan sepenuhnya hubungan antara keseimbangan sosial dan penghindaran kognitif dalam domain sosial. Hasil dalam kajian ini menekankan jenis-jenis kepercayaan maladaptif diri yang berbeza diperlukan untuk menjelaskan hubungannya dengan komponen lain merujuk daripada teori model fobia sosial.

Berdasarkan kajian Wong dan Moulds (2009), model sosial fobia mencadangkan agar individu

yang menghadapi fobia sosial terlibat dalam proses kognitif dan tingkah laku yang tidak sesuai yang menghalang mereka melakukan pengesahan kepercayaan negatif dan maladaptif tentang bahaya yang dirasakan dalam sesuatu situasi sosial. Sebagai contoh, apabila individu yang menghadapi fobia sosial terpaksa melibatkan diri dalam sesuatu situasi sosial, mereka akan berfikir bahawa "Jika orang lain benar-benar mengenali saya, mereka akan menganggap saya seorang yang kalah" dan dengan itu individu tersebut akan mengekalkan kebimbangan mereka disebabkan oleh kepercayaan negatif dan maladaptif ini.

8.0 Sokongan Sosial

Menurut Nyarko et al. (2020), beberapa kajian lepas telah memberikan bukti bahawa hubungan keluarga yang saling terjalin dengan baik memberikan manfaat kepada kesihatan mental pelajar. Analisis meta dalam kalangan pelajar Afrika di Amerika menunjukkan bahawa amalan keibubapaan yang menyokong, fungsi keluarga yang sihat, dan persekitaran keluarga yang selamat menjadikan kesihatan mental pelajar bebas daripada kesan tekanan negatif; dan ini ditunjukkan oleh tahap kemurungan dan kebimbangan yang lebih rendah walaupun terdedah kepada tekanan yang tinggi (Washington et al., 2017). Pelajar Afrika di Amerika yang menikmati hubungan adik-beradik yang mesra dan positif menunjukkan penurunan tahap gejala kemurungan dan kebimbangan sosial serta peningkatan tahap harga diri (Kumar et al., 2015; Whiteman et al., 2015). Namun begitu, hubungan adik-beradik yang rendah dikaitkan dengan kemurungan dan kebimbangan sosial yang tinggi dalam kalangan pelajar di Belanda dan Maghribi (Buist et al., 2014).

Pelajar bergantung pada rakan sebaya mereka untuk mendapatkan sokongan, nasihat, dan penerimaan. Kajian ini telah mengesahkan bahawa persahabatan yang baik meningkatkan kesejahteraan hidup, kepuasan hidup, kebahagiaan, dan penyesuaian sosial pelajar (Raboteg-Saric & Sakic, 2014). Kajian ini mendapati hasil hubungan rakan sebaya yang menyokong antara satu sama lain memberikan risiko simptom kemurungan yang lebih rendah (Luo et al., 2017; Pachucki et al., 2015). Terdapat kajian lain mengenai keganasan di sekolah mendapati bahawa ketika sokongan daripada ibu bapa tiada, sokongan daripada rakan sebaya dan rakan-rakan dapat mengurangkan kesan kebimbangan sosial, kemurungan dan gejala somatik yang dialami akibat daripada keganasan terhadap pelajar (Duru & Balkis, 2018). Jelaslah dapat dilihat di sini bahawa sokongan sosial daripada rakan sebaya sangat penting dalam mengurangkan kemurungan dan kebimbangan sosial seseorang pelajar.

Kajian Peter et al. (2016) mendapati wanita hamil yang menghadapi gangguan kebimbangan melaporkan bahawa kurang sokongan sosial yang dirasakan daripada pelbagai domain iaitu kasih sayang, emosi, material dan interaksi sosial yang positif. Kajian ini juga melaporkan bahawa individu yang lebih tua merasakan sokongan sosial yang rendah dalam domain interaksi sosial yang positif dan emosi manakala individu yang mempunyai status sosioekonomi rendah pula merasakan sokongan sosial yang rendah dalam domain material. Kajian ini turut menyatakan bahawa individu yang tidak tinggal bersama pasangan kurang mendapat sokongan sosial dalam domain interaksi sosial yang penuh kasih sayang dan positif. Kajian ini telah menyimpulkan bahawa sokongan sosial yang diperolehi oleh seseorang seolah-olah menjadi faktor pelindung bagi mengelakkan kesan yang lebih teruk terhadap gangguan kebimbangan yang dihadapi.

9.0 Metodologi Kajian

Dalam kajian ini, peristiwa tertekan, pemikiran maladaptif dan sokongan sosial telah dipilih sebagai faktor-faktor yang mempengaruhi kebimbangan interaksi sosial dalam kalangan pelajar. Sorotan literatur bagi kajian ini telah dikenal pasti melalui Google Scholar, ScienceDirect, Scopus dan Research Gate. Bagi tujuan mengenal pasti sorotan literatur ini, hanya artikel jurnal, artikel dan disertasi sahaja yang digunakan sebagai rujukan. Dalam proses mencari dan menyemak artikel, pengkaji telah mengenal pasti empat kata kunci untuk mengecilkan pilihan artikel. Dalam kajian ini, bidang subjek tertumpu kepada kaunseling dan psikologi kerana fokus kajian adalah dalam konteks kaunseling dan psikologi. Kata kunci yang digunakan ialah kebimbangan interaksi sosial, peristiwa tertekan, pemikiran

maladaptif dan sokongan sosial. Selepas mengumpul artikel, fasa saringan (*screening phase*) dilakukan. Artikel telah disemak dan sebarang artikel yang tidak berkaitan telah dikeluarkan.

10.0 Kesimpulan

Dari sudut teoritikal, kertas konsep ini sedikit sebanyak dapat memberi sumbangan kepada perkembangan dan percambahan ilmu dalam bidang kaunseling dan psikologi khususnya dalam konteks masalah kesihatan mental pelajar. Kertas konsep ini dijalankan bagi membincangkan faktor-faktor yang menyumbang kepada kebimbangan interaksi sosial dalam kalangan pelajar. Kertas konsep ini melihat peristiwa tertekan, kepercayaan maladaptif dan sokongan sosial sebagai faktor yang menyumbang kepada kebimbangan interaksi sosial dalam kalangan pelajar. Memandangkan kebimbangan interaksi sosial boleh menjejaskan prestasi, kepuasan pembelajaran dan produktiviti sebagai seorang pelajar, pengetahuan mengenai punca dan kesan kebimbangan interaksi sosial adalah amat penting untuk dikenalpasti dan diberikan perhatian.

Oleh yang demikian, kajian ini diharapkan dapat memberi kesedaran kepada pelajar mengenai kepercayaan maladaptif mereka yang wujud akibat daripada sesuatu peristiwa tertekan dalam hidup mereka. Selain itu, tahap sokongan sosial yang diterima oleh pelajar juga perlu dikenal pasti bagi melihat bagaimana sokongan sosial dapat mempengaruhi kebimbangan interaksi sosial mereka. Kepercayaan maladaptif akibat daripada peristiwa tertekan dan sokongan sosial merupakan antara ciri penting yang menentukan tahap kebimbangan interaksi sosial pelajar dalam melaksanakan tugas dan tanggungjawab sebagai seorang pelajar dengan lebih efisien.

Setelah kertas konsep ini berjaya memberi gambaran berkenaan tahap kebimbangan interaksi sosial pelajar, langkah rawatan yang sewajarnya boleh diambil oleh pihak-pihak bertanggungjawab supaya dapat mengelakkan masalah menjadi lebih teruk. Sudah menjadi lumrah semulajadi manusia di mana kebanyakan daripada mereka sedar akan masalah yang dihadapi, tetapi kebanyakan daripada mereka tidak mengetahui cara untuk mengendalikan masalah itu. Selain itu, pelajar juga perlu mengambil berat mengenai kebimbangan interaksi sosial yang dihadapi bagi membantu mereka mengatur langkah untuk meminimalkan kebimbangan tersebut agar tidak mengganggu fungsi kehidupan.

Justeru, kertas konsep ini diharapkan dapat memberikan sedikit sebanyak idea mengenai kebimbangan interaksi sosial yang seterusnya membantu pihak sekolah dan universiti untuk menambah baik proses Pengajaran dan Pembelajaran (PdP) yang sedia ada supaya bersesuaian dan berkesan untuk pelajar. Di samping itu, kertas konsep ini juga diharapkan dapat memberi pendedahan kepada masyarakat sekeliling mengenai kepentingan mengambil berat dan memberikan sokongan sosial antara satu sama lain bagi mencegah kebimbangan interaksi sosial daripada menjadi lebih teruk. Pihak berkaitan hendaklah membuat perancangan teliti untuk menyediakan pelan rawatan yang bersesuaian dalam mengatasi masalah ini seperti mengadakan program pendedahan kesihatan mental bagi menggalakkan pelajar mendapat kesedaran untuk mencari bantuan seperti bantuan perkhidmatan kaunseling.

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FENOMENA LGBT DI LEMBAH KLANG, MALAYSIA: PERUBAHAN KEMBALI KEPADA FITRAH

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Abstrak

Perkembangan LGBT di Malaysia dilihat mendapat perhatian semua pihak apabila pelbagai isu yang menjadikan negara huru-hara dengan tingkah laku mereka. Statistik menunjukkan bilangan golongan gay dan mak nyah terutamanya semakin meningkat tahun demi tahun. Punca kepada peningkatan ini adalah kemudahan media massa yang semakin berleluasa malah mudah diakses oleh golongan belia. Keadaan ini menyebabkan golongan belia semakin terdedah dengan persekitaran dan budaya LGBT. Penyelidikan juga mendapati antara faktor lain yang menyumbang kepada peningkatan ini adalah pola atau cara penjagaan bayi oleh ahli keluarga dengan memberi perlindungan yang berlebihan, kekurangan kasih sayang dan perhatian, yatim piatu, gejala buli di sekolah terutamanya dan juga gelaran-gelaran yang diberikan oleh orang sekeliling seperti “lembut”, “sotong” dan sebagainya. Pendedahan kepada bahan-bahan pornografi turut menyumbang kepada gejala LGBT ini. Maka, berlandaskan permasalahan ini, penyelidikan ini telah dijalankan untuk meneroka proses perubahan yang dijalankan terhadap belia berisiko LGBT untuk kembali kepada fitrah. Penyelidik memilih untuk menjalankan penyelidikan menggunakan kaedah kualitatif dan temu bual mendalam sebagai instrumen utama kerana ingin mendalami pengalaman sebenar informan. Hasil penyelidikan mendapati kehidupan yang stabil dalam sesebuah institusi kekeluargaan menjadi tonggak utama dalam mencetus niat untuk berubah. Malah pembinaan hubungan yang baik dengan masyarakat sekeliling juga membantu belia berisiko LGBT untuk kembali kepada fitrah. Penerapan elemen-elemen ini membantu dalam proses pengekalan dalam perubahan yang telah dijalani oleh belia berisiko LGBT. Bukan itu sahaja, pendidikan agama, hubungan dan kasih sayang, pengekalan momentum dan pembentukan sahsiah serta nilai positif juga memberi impak terhadap proses perubahan yang dijalani agar belia tidak kembali semula kepada dunia LGBT.

Kata Kunci: LGBT; belia berisiko; perubahan

1.0 Pengenalan

LGBT bukanlah satu topik yang perlu diperkenalkan lagi kerana perkembangan dan pergerakan komuniti ini terutama GAY sangat aktif di Malaysia. Peranan ahli keluarga dalam menyediakan institusi kekeluargaan yang baik dan persekitaran yang positif dilihat sangat membantu dalam proses pemulihan komuniti LGBT untuk kembali kepada fitrah. Malah, masyarakat juga mempunyai peranan yang tersendiri dalam membantu komuniti ini untuk berubah. Setiap daripada mereka mempunyai peranan yang sangat penting dalam menangani isu dan permasalahan yang melibatkan komuniti LGBT ini.

Walaupun terdapat banyak halangan yang terpaksa dihadapi, hakikatnya keinginan untuk berubah wujud dalam diri individu dari kalangan komuniti LGBT. Khairul Hamimah Mohammad (2018) dalam penyelidikannya mendapati cabaran utama yang dihadapi oleh komuniti LGBT adalah kesukaran mengawal pemikiran dan keinginan, pengaruh media massa dan juga kurangnya sokongan daripada masyarakat. Penyelidikan beliau juga menekankan pendekatan yang berhemah dan lemah lembut serta berteraskan Al-Mujadalah Al-Husna dapat membantu komuniti ini untuk istiqamah dalam melakukan perubahan. Malah, penyelidikan oleh Zuraidah Abdullah (2018) juga menekankan terapi melalui perspektif Islam dapat membantu komuniti LGBT untuk kembali kepada fitrah yang mana seseorang individu itu perlulah kenal pasti kelemahan dan kekuatan diri, melaksanakan proses taubat, tanam dan aplikasikan sifat sabar, memahami bahawa adanya harapan untuk kembali kepada fitrah dan memupuk rasa takut kepada Allah.

Maka penyelidikan ini melihat bagaimana proses pemulihan dijalankan melalui pendekatan teori perubahan Kurt dan model perubahan Kotter. Kurt Lewin berpendapat dalam melakukan sesuatu perubahan, seseorang individu itu haruslah mempunyai konsep perubahan supaya ianya dapat mencapai matlamat perubahan. Dalam erti kata lain, perubahan akan melibatkan 2 perkara utama iaitu kekuatan tekanan dan juga penolakan. Perubahan akan terjadi apabila tekanan lebih kuat daripada penolakan. Kurt Lewin menekankan 3 fasa dalam perubahan iaitu tahap pencairan, tahap perubahan dan tahap pengekalannya. Kotter (1995) pula melihat perubahan sebagai satu penukaran kelakuan kepada satu pola kelakuan yang lebih stabil. Ada 8 langkah yang terlibat dalam melakukan sesuatu perubahan yang telah dikelaskan kepada 3 tahap yang utama iaitu sebab untuk berubah, praktis tingkah laku baru dan mengekalkan momentum.

2.0 Sorotan Literatur

2.1 Perkembangan LGBT di Malaysia

Statistik JAKIM menunjukkan bilangan anggota gay meningkat daripada 173,000 kepada 310,000 orang (Mohd Izwan Md Yusof, 2019). Data menunjukkan peningkatan hampir 100 peratus. Manakala komuniti transgender pula meningkat kepada 30,000 orang berbanding 10,000 orang. Punca utama yang menyumbang kepada peningkatan ini adalah kemudahan mengakses media massa yang semakin berleluasa terutama dalam kalangan belia (Mohd Izwan Md Yusof, 2019). Keadaan ini menyebabkan golongan belia semakin terdedah dengan persekitaran dan budaya LGBT. Faktor lain yang dilihat turut menyumbang adalah melalui institusi kekeluargaan di mana pola atau cara penjagaan bayi oleh ahli keluarga dengan memberi perlindungan yang berlebihan, kekurangan kasih sayang dan perhatian. Bukan itu sahaja, pendedahan terhadap bahan pornografi yang agak mudah untuk diakses juga menyumbang kepada gejala LGBT ini (Mohd Izwan Md Yusof, 2019; Khairul Hamimah, 2018). Beberapa kes mendapati, kanak-kanak dan remaja lelaki diliwat pelajar senior ketika berada di sekolah berasrama, sekali gus mengakibatkan wujudnya faktor ketagihan kepada seks sejenis dan bertukar menjadi seorang gay (Mohd Izwan Md Yusof, 2019).

Gejala LGBT ini sudah merebak dan menjadi suatu fenomena di Malaysia dengan bermacam tuntutan telah dilakukan oleh golongan ini atas prinsip hak asasi manusia sebagai alasan untuk mengiktiraf kewujudan mereka (Mohamad Yusof, 2017). Pemikiran liberal dalam isu LGBT boleh merosakkan aspek akidah umat Islam iaitu mengagungkan akal berbanding wahyu serta meragui ketulenan al-Quran (Nur Zainatul, 2019). Perkembangan terkini yang dapat dilihat dari kalangan komuniti Mak Nyah di Malaysia adalah pergerakan mereka yang kini telah menjadi satu organisasi yang lebih tersusun dalam memperjuangkan hak-hak mereka dan telah dipayungi oleh beberapa organisasi lain iaitu Pink Triangle (PT Foundation) dan Justice for Sisters (JFS), (Muhammad Adam, 2020). Punca utama yang membawa kepada perilaku LGBT ini adalah ibu bapa, genetik, rakan sebaya, media massa, teknologi dan masyarakat (Muhammad Ramzi, 2020).

2.2 Teori Perubahan Kurt

Teori yang diperkenalkan oleh Kurt Lewin pada 1951 ini menekankan tiga fasa utama yang terlibat dalam proses perubahan tingkah laku iaitu tahap pencairan, tahap perubahan dan tahap pengekalannya yang mana ketiga-tiga tahap memerlukan usaha dari diri individu LGBT itu sendiri dan juga sokongan bukan sahaja dari ahli keluarga malah juga masyarakat sekeliling. Tahap-tahap tersebut dapat diuraikan seperti berikut;

i. Tahap Pencairan (Unfreezing)

Merupakan tahap awal di mana belia dari kalangan komuniti LGBT perlu mencari sesuatu yang baru sama ada dari segi nilai, sikap atau kepercayaan. Dalam erti kata lain, mereka perlu mencari sebab kenapa dan mengapa mereka perlu melakukan perubahan tingkah laku.

ii. Tahap Perubahan (Changing)

Keadaan di mana belia LGBT mengambil langkah sama ada untuk memperkuat *driving forces* atau melemahkan daya *resistances*. Atau erti kata lain tahap ini memerlukan seseorang individu untuk memberi kestabilan terhadap norma-norma yang sedia ada.

iii. Tahap Pengekalan (Refreezing)

Tahap terakhir di mana individu LGBT yang melakukan perubahan telah mencapai tahap keseimbangan yang baru dalam kehidupannya dan berusaha dalam mengekalkan keseimbangan tersebut

2.3 Model Perubahan Kotter

John Kotter (1995) melihat perubahan sebagai satu penukaran kelakuan kepada satu pola kelakuan yang lebih stabil. Menurut Carzo dan Yanouzas perubahan tidak dapat dielakkan apabila masanya telah tiba. Menurut Kotter, ada 8 langkah yang terlibat dalam melakukan sesuatu perubahan yang telah dikelaskan kepada 3 tahap yang utama. Tahap pertama melibatkan proses mewujudkan keadaan untuk berubah atau dalam erti kata lain mencari sebab untuk melakukan sesuatu perubahan. Dalam tahap ini melibatkan empat langkah iaitu 'Increase urgency', 'build coalitions', 'vision' dan 'communication'. Tahap kedua merupakan tahap memperkenalkan praktis atau tingkah laku baru. Manakala tahap ketiga adalah mengekalkan momentum perubahan yang dilakukan. Merupakan tahap yang sangat penting dalam proses perubahan di mana sokongan pelbagai pihak sangat diperlukan bagi mereka kekal dengan perubahan baharu yang telah dilakukan, pada tahap ini, mereka yang telah berjaya melakukan perubahan namun masih berada dalam frasa yang masih rapuh kerana masih mudah kembali kepada kelakuan asal sekiranya perubahan yang mereka lakukan tidak mendapat sokongan pihak-pihak berkenaan seperti keluarga, kawan-kawan, badan-badan kerajaan dan berkanun, media massa dan sebagainya.

3.0 Metodologi

Oleh kerana penyelidikan ini adalah untuk memahami proses berdasarkan kepada situasi sebenar maka penyelidik telah memilih kaedah penyelidikan kualitatif kerana ia digunakan untuk menghuraikan masalah dan membina kefahaman terperinci daripada fenomena sebenar (Creswell, 2012). Oleh kerana kaedah kualitatif ini bersifat menghurai dan menerangkan tentang perkara yang dikaji maka ianya sesuai digunakan untuk mendapatkan maklumat secara terperinci dan lengkap (Cohen, Manion & Morrison, 2011). Dapatan daripada penyelidikan kualitatif ini akan memberi penjelasan secara terperinci terhadap persoalan kajian yang telah dibentuk (Silverman, 2013).

Penyelidik menjalankan eksplorasi terhadap proses pemulihan yang dijalankan terhadap informan. Proses ini membantu penyelidik dalam mendapatkan kefahaman yang terperinci terhadap fenomena (Creswell, 2012). Kaedah kualitatif membenarkan penyelidik untuk menjadi lebih kreatif dalam mempersembahkan dapatan menerusi data yang di peroleh (Yin, 2011). Maka, penyelidik memikul tanggungjawab sepenuhnya terhadap hasil penyelidikan dengan cara memiliki kefahaman yang terperinci terhadap ontologi, epistemologi dan juga metodologi dalam penyelidikan. Kefahaman ini yang akan memperlihatkan kewajaran pemilihan kaedah ini dalam menjalankan penyelidikan terhadap fenomena yang dikaji.

Dalam menjalankan penyelidikan kualitatif, penyelidik kerap memilih kaedah temu bual dalam memperoleh maklumat (Merriam, 1998;2009). Oleh yang demikian, penyelidik melihat kaedah ini paling sesuai dengan keperluan penyelidikan. Hal ini kerana kaedah temu bual memberi maklumat terperinci serta latar belakang informan yang lengkap dan boleh digunakan untuk memperkukuhkan analisis penyelidikan. Butiran-butiran tersebut memberi ruang kepada penyelidik untuk mengenal pasti punca informan terjebak dengan dunia LGBT dan bagaimana keinginan untuk berubah boleh dicetuskan. Malah, temu bual bersama individu yang menjalankan proses perubahan juga turut dilakukan bagi mendapatkan maklumat yang lebih jelas dan mendalam tentang proses perubahan dan halangan yang dihadapi sepanjang sesi perubahan dijalankan.

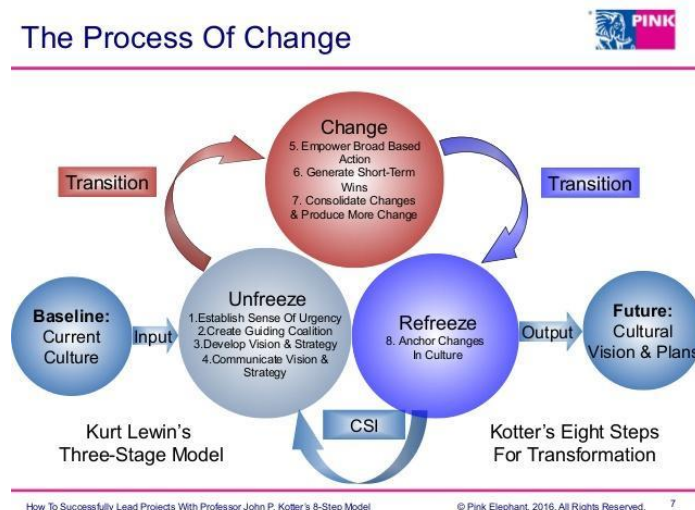
Secara amnya penyelidik kualitatif akan menggunakan kaedah pensampelan purposive bagi mencapai objektif penyelidikan kerana kaedah ini menitikberatkan keupayaan dan kemampuan informan dalam memberikan maklumat yang diinginkan (Silverman, 2013). Maka berdasarkan pernyataan ini, penyelidik telah menggunakan kaedah pensampelan yang sama dalam memilih informan bagi memperoleh maklumat untuk mencapai objektif penyelidikan. Menurut Neuman (2000), penyelidik menggunakan pensampelan purposive bagi memperoleh maklumat yang tepat mengenai sesuatu fenomena yang telah dikenal pasti dengan lebih mendalam. Berbalik kepada penyelidikan ini, informan yang dipilih adalah mereka yang tergolong dalam kalangan belia berisiko dan telah menjalani proses pemulihan. Informan juga telah berjaya berubah dan kembali kepada fitrah dan menjalani kehidupan yang normal.

Dalam penyelidikan ini, penyelidik juga telah memilih untuk menjalankan kaedah pemerhatian turut serta dalam menjalankan penyelidikan. Kaedah ini memerlukan penyelidik untuk memberi maklumat tentang tujuan dan niat kepada informan untuk menjalankan penyelidikan. Data yang diperoleh merangkumi semua aspek pemerhatian terhadap aktiviti yang dijalankan berdasarkan kepada persetujuan daripada informan. Pendekatan utama dalam pemerhatian turut serta ini adalah untuk meninjau aktiviti yang dijalankan sepanjang proses perubahan berlaku. Pemilihan kaedah ini bersesuaian dengan objektif kajian kerana penyelidik dapat merasai dan melihat sendiri bagaimana proses perubahan dijalankan dan sejauh mana ketepatan dan kebenaran maklumat yang diberikan oleh informan semasa sesi temu bual dijalankan. Di akhir pemerhatian, penyelidik mendapati aktiviti-aktiviti keagamaan seperti qiamullail, kelas mengaji dan juga ceramah menjadi aktiviti utama semasa proses perubahan dijalankan. Malah hasil pemerhatian juga mendapati aktiviti-aktiviti sukarelawan yang dijalankan seperti membersihkan kawasan pantai dan jua kubur membuka peluang kepada masyarakat untuk lebih memahami komuniti LGBT seterusnya memudahkan lagi proses perubahan untuk dilakukan.

Merriam (2001) menyatakan analisis dokumen merupakan satu proses penganalisan bahan-bahan bertulis, visual dan juga fizikal. Dokumen-dokumen yang dianalisis oleh penyelidik adalah bahan-bahan seperti gambar, video, filem, memo dan diari. Bogdan & Biklen (1998), Othman (2007) dan juga Creswell (2012) bersetuju dengan pernyataan analisis dokumen dapat diguna pakai sebagai maklumat sokongan dan pengukuhan kepada temu bual dan juga pemerhatian yang telah dijalankan. Maka, penyelidik juga turut menjalankan analisis dokumen ke atas semua bahan-bahan yang terlibat bagi mengukuhkan dapatan penyelidikan. Selain daripada nota lapangan dan juga analisis gambar dan video, penyelidik juga menjalankan analisis terhadap fail-fail informan yang diperoleh daripada pihak yang menjalankan proses perubahan. Data yang mengandungi kaedah yang dijalankan ke atas informan dan juga tempoh masa yang diperlukan untuk informan melakukan perubahan dianalisis mengikut kepada keperluan penyelidikan. Malah data statistik daripada JAKIM turut dianalisis bagi memperkukuh dapatan keberkesanan kaedah perubahan yang dijalankan. Bukan itu sahaja, proses penganalisan dokumen ini telah membantu penyelidik mereka bentuk satu proses penyelidikan yang berstruktur dan menginterpretasikan dapatan kajian dengan lebih terperinci.

4.0 Dapatan Dan Perbincangan

Hasil daripada temu bual yang dijalankan terhadap informan yang dipilih dalam menjalankan penyelidikan ini, penyelidik berhasil membina tema bagi menjawab persoalan penyelidikan yang telah dibangunkan. Perubahan kembali kepada fitrah telah menjadi fokus utama dalam penyelidikan ini, maka melalui teori perubahan Kurt Lewin dan juga model perubahan John Kotter maka penyelidik telah membentuk tiga tema dalam menjawab persoalan penyelidikan tentang apakah proses pemulihan yang dijalankan ke atas komuniti belia berisiko LGBT. Melalui pembentukan tema, penyelidik telah menjelaskan bagaimana lapan elemen dalam model perubahan Kotter diadaptasi ke dalam tiga peringkat perubahan dalam teori perubahan Kurt.



Gambar rajah 1: Teori Kurt VS Model Lewin.

4.1 Pembinaan komunikasi dua hala

Komunikasi penting dalam proses perubahan yang akan dijalankan terhadap belia berisiko LGBT. Komunikasi dua hala yang dibina dapat membantu belia LGBT untuk memberi kepercayaan dan dalam masa yang sama akan buat mereka berasa selesa untuk bercerita tentang kisah silam mereka. Apabila keselesaan dan kepercayaan telah diperolehi maka proses perubahan dapat dijalankan dengan berperingkat. Proses perubahan akan dimulakan dengan mencetuskan niat untuk berubah dan dengan bercerita tentang kisah silam mereka, dapat membantu perawat atau pembimbing mengenal pasti punca dan cara yang terbaik dalam memberi nasihat serta bimbingan dengan kaedah yang sesuai bagi menjalankan perubahan tingkah laku terhadap belia LGBT.

4.2 Pembinaan hubungan masyarakat dan komuniti LGBT

Masyarakat terutamanya hendaklah memberi ruang kepada mereka untuk berinteraksi dan memberi pendapat serta hujah tentang sesuatu topik. Keadaan ini akan menunjukkan bahawa masyarakat bersedia menerima mereka dan membantu mereka untuk berubah kembali kepada fitrah. Aktiviti kemasyarakatan seperti kempen kesedaran terhadap bahayanya budaya kehidupan LGBT, program-program tangani dam pemulihan LGBT kepada fitrah banyak dijalankan bagi membantu komuniti ini mengenali diri dan membantu mencetuskan niat untuk berubah. Masyarakat juga perlu bersikap lebih terbuka dengan tidak memaksa mereka mengikuti program-program yang dijalankan.

4.3 Galakan terhadap tahap pengekaln

Proses yang utama akan berlaku bermula dari dalam keluarga itu sendiri. Pengukuhan institusi kekeluargaan sangat penting bagi menyediakan persekitaran yang positif. Hubungan dengan ahli keluarga terutama ibu dan bapa memberi kekuatan dalam usaha untuk berubah. Seseorang individu dalam komuniti LGBT hendaklah berusaha untuk mengenali diri melalui keluarga mereka. Selain daripada itu, aktiviti yang sihat akan mempengaruhi mereka untuk kekal dengan perubahan. Sesi kaunseling berkala kan membantu mereka untuk tetap dengan perubahan kehidupan kepada fitrah. Malah mereka digalakkan untuk berdakwah dengan cara berkongsi pengalaman hidup mereka dengan komuniti. Individu juga perlu melibatkan diri dengan aktiviti sukarelawan agar dapat bercampur dengan masyarakat dan memperluaskan jaringan sosial.



Gambar rajah 2: Tema soalan penyelidikan.

5.0 Kesimpulan

Pembentukan institusi kekeluargaan yang kukuh adalah penting dalam memastikan proses pemulihan dapat dijalankan dengan baik. Pembinaan jati diri yang berlandaskan agama membantu komuniti LGBT untuk lebih mengenali diri sendiri dan juga sedar akan fitrah kejadian Allah SWT. Proses ini diperkukuhkan dengan aspek-aspek komunikasi dan juga hubungan yang baik dengan masyarakat sekeliling yang mana keadaan ini menjadikan proses pemulihan berjalan dengan mudah apabila ruang dan peluang tersedia dan persediaan diri sendiri untuk berubah dipupuk secara semula jadi.

Peranan keluarga adalah menyediakan struktur kekeluargaan yang menerapkan nilai-nilai murni serta mengamalkan komunikasi 2 hala. Masyarakat pula menyediakan ruang dan peluang bagi belia menyertai program-program kemasyarakatan dan akhir sekali kerajaan hendaklah tegas dalam membentuk undang-undang. Kerjasama semua pihak dalam menjalankan peranan masing-masing membantu dalam proses perubahan serta pengekaln dan membuatkan belia berisiko LGBT tidak akan terjebak semula ke dalam dunia gelap mereka.

Selain daripada itu, penerapan nilai agama merupakan tunjang utama dalam memperlihatkan keberkesanan proses perubahan yang dilakukan. Nilai-nilai keagamaan perlu dipupuk di peringkat awal dalam membendung gejala LGBT. Dalam memastikan proses perubahan ini berterusan, setiap pihak perlu memainkan peranan masing-masing. Seperti yang telah diuraikan belia berisiko LGBT haruslah bersedia membuat perubahan, individu-individu yang berada di sekeliling mereka terus-terusan memberi nasihat dan sokongan.

Dari sudut teori, hasil penyelidikan ini membantu pihak yang terlibat dengan proses perubahan yang dijalankan sama ada secara langsung atau tidak dalam mengenal pasti tindakan yang perlu diambil sebelum, semasa dan selepas proses perubahan dijalankan. Malah dapatan kajian juga membantu mereka untuk lebih memahami tentang bagaimana untuk menyantuni komuniti LGBT dalam usaha membantu mereka untuk kembali kepada kejadian fitrah manusia. Bagi penyelidikan akan datang, dicadangkan agar teroka dengan lebih mendalam tentang peranan pembimbing dalam membantu komuniti LGBT untuk berubah kepada fitrah. Penerokaan tentang siapa yang bertanggungjawab dan apakah peranan yang perlu mereka faham dan jalankan dapat membantu komuniti ini berubah.

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A Systematic Review on Psychological and Physical Factors in Talent Identification

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Abstract

Recently, many countries have aggressively developed talent identification (TID) programmes in sports to lead in this arena. Prior studies mostly focused on physical factors such as physical fitness, motor abilities, and anthropometry as indicators for TID. However, there are two critical issues that have been emerging recently among young athletes, which are burn-out and early drop-out. Thus, this study suggests including another factor as an indicator for TID, which is a psychological factor due to its characteristic that makes it compatible to be a good indicator. The aim of this paper was to identify the psychological factors that would be good indicators for the TID programme along with the physical factors. This systematic review uses the PRISMA method to logically summarise the identified psychological and physical factors that would be good indicators for TID. A comprehensive electronic literature search was conducted via Google Scholar and open access journals. 30 literature selections were selected based on a few criteria. This systematic review concludes that a set of physical fitness, anthropometry, motor abilities and several psychological factors such as personality traits, emotional intelligence and grit should be included as TID indicators to select physically talented athletes that have the psychological ability to endure the development process. A selected athlete might be physically competent but psychologically incompetent. This is the explanation of the importance of psychological factors as indicators for the talent identification process in sports. However, a proper selection of psychological factors must be made to choose a good psychological indicator because an indicator for talent identification must be consistent throughout the time period. A longitudinal research method is required to provide more evidence for this theory.

Keywords: Talent identification; athlete selection; sports development; sports psychology

1.0 Introduction

Talent is defined as the successful outcome of domain-specific performance. In order to attain the highest standard within particular sports, athletes rely on a combination of natural abilities (nature) and well-developed performance determinants (nurture) (Pion, Segers, Franssen, Debuyck, Deprez, & Haerens, 2014). Understanding the characteristics that might predict future performance is crucial to gaining insight into how talented individuals are detected or identified and how talent might be transferred to different domains. Talent identification is a complex study where it seems it cannot be done by focusing on a single specific area or a few similar areas because it will produce an imbalanced result. Many studies have been done before by focusing on a single specific area or a combination of a few similar areas, and the result was positive where it has the ability to discriminate between "talented" athletes and "non-talented" athletes. That is still debatable and questionable since that kind of study did not cover all the elements that have a direct impact on athlete performance. According to Reeves, Littlewoods, McRobert and Robert (2018), the biggest problem with talent identification is detecting the most sophisticated ways in which talent is trying to be detected, identified and developed. Many talent identification systems focus on low predictive and validity values.

Previously Mevaloo and Shahpar (2008) define talent identification as screening of youth using physical and skills attribute to identify the potential in them to success in certain sports without having

pre-engagement with that sports. However there is another important element that has not included in that definition is psychological. Many study has found that psychological has massive impact on athlete performance thus it is important to take into consideration of that element during talent identification process. Many potential athlete with good score in physical fitness and motor ability facing problem during training and competition due to psychological factor. Some of the unable to manage their anxiety during competition and some of them unable to cope with the training program. (Dangi & Witt, 2016; Monteiro. et. al, 2017). Due to that issue world are facing sustainability of the athlete in specific area. The rates of high potential youth athlete's dropout were alarming. There were a few factor that contribute to early athlete dropout such as burnout due to focusing on early focusing on single sport. Due to certain reason such as scholarship or professional contract, most of the youth athlete start to focusing on single sports training over 15 years ago (Roman, Pinillos & Robles, 2018). This phenomenon result in lack of motor development compared to the athlete who had early diversification (Fransen, Pion, Vandendriessche, Vandorpe, Vaeyens, Lenoir & Philippaerts, 2012). Besides the youth athlete who practise early single sport training lost the opportunity to develop various sports skills (Roman, et. al, 2018). A study done on top 10 athletes' age 14 to 19 years old for Royal Spanish Athletics Federation (RFEA). There were 1,144 participants consist of 594 males and 550 females athletes. There was a significant reduction of athletes in the top 10 from 2004 to 2014. Among the 1,144 athletes taken into consideration in 2004, 1,104 (96.50%) were considered as dropouts from high performance in 2014: 543 (98.72%) were women, and 561 (94.45%) were men (Roman, et. al, 2018). This study found a few common answer among the participants for the question of the athlete dropout such as "my skills did not improve", "did not like to compete" and "not able to be with my friends" (Roman, et. al, 2018). The single sport training phenomenon leads to higher rates of injury, increased psychological stress and early sport dropout (Roman, et. al, 2018).

According to Hassan et al. (2017), Hong Kong found the reason for dropout in sports among school athletes was due to four factors. The greatest factor was the coach. To build trust, a coach must first earn the athlete's respect. Coaches must also have extensive knowledge of the sport in question, as well as the ability to establish and maintain a positive relationship between athlete and coach. This factor was followed by teammates, parents, and tough training (Hassan, et al., 2017). Meanwhile, Monteiro et al. (2017) found almost the same factors of dropout, which are: most of the athletes drop out because of conflicts with their trainers, "other things to do", "competence improvement failure", "parents, couples, or trainers' pressure", "lack of enjoyment" and "getting bored". Besides, children or youth athletes also drop out because of not having fun in that specific area of sports, anxiety and nervousness due to excessive criticism, pressure from coaches and not getting along with coaches, parental pressure and loss of ownership, and not having enough time to participate in other age-appropriate activities (Dangi & Witt, 2016). Most of the dropout cases among young athletes were due to intrapersonal and interpersonal constraints (Crane & Temple, 2016). In 2018, de Souza, Osiecki, da Silva, Costa, and Stefanello were conducting a study through the athlete burnout questionnaire and found that there are positive correlations between burnout and competitive level, training volume, years of training, perfectionism, and overtraining in high-performance athletes.

Most of the problems seem to come from psychological factors. Besides, a study found that there is a discrepancy in the talent identification process among established and emerging nations (football), where the coach and sporting professional recruitment decisions are based on their subjective opinion of a player's future playing potential (Bennett et al., 2018). Therefore, this paper will discuss the importance of combining physical fitness, motor ability, and psychological assessment in the talent identification process and its potential effect on the athlete development process based on the previous study, so that the coach and sporting professional no longer need to rely on their subjective opinion alone.

2.0 Method

Systematic Literature Review (SLR) is a method that has been used to collect and compile a set of previous research to answer formulated research questions based on a structured procedure such as identifying, summarizing, analyzing, and interpreting the findings from the selected previous research (Kusdinar et al., 2021). Researchers determine a set of the criteria for the literature selection to ensure

the selected literature is relevant to the topic discussed and inter-related. This study used PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) as a guideline. The PRISMA method was commonly used in systematic search and meta-analysis due to its transparency, structure, and comprehensiveness in synthesising the literature.

Two electronic databases (Open Access Journal and Google Scholar) were searched for publication from 2015-2020. The search area was focused on talent identification in sports, including physical factors (anthropometry, physical fitness, and motor abilities) and psychological factors. There were 368 pieces of literature discovered, of which 82 were removed because they were duplicates. 286 were left, but 56 were excluded based on the title being not relevant to this study. Based on the full-text articles assessed for eligibility, 230 were removed due to the study's failure to meet the inclusion criteria out of 230. Only 16 pieces of literature met the inclusion criteria out of 368 and were added together with another 14 from the selected paper and review citation.

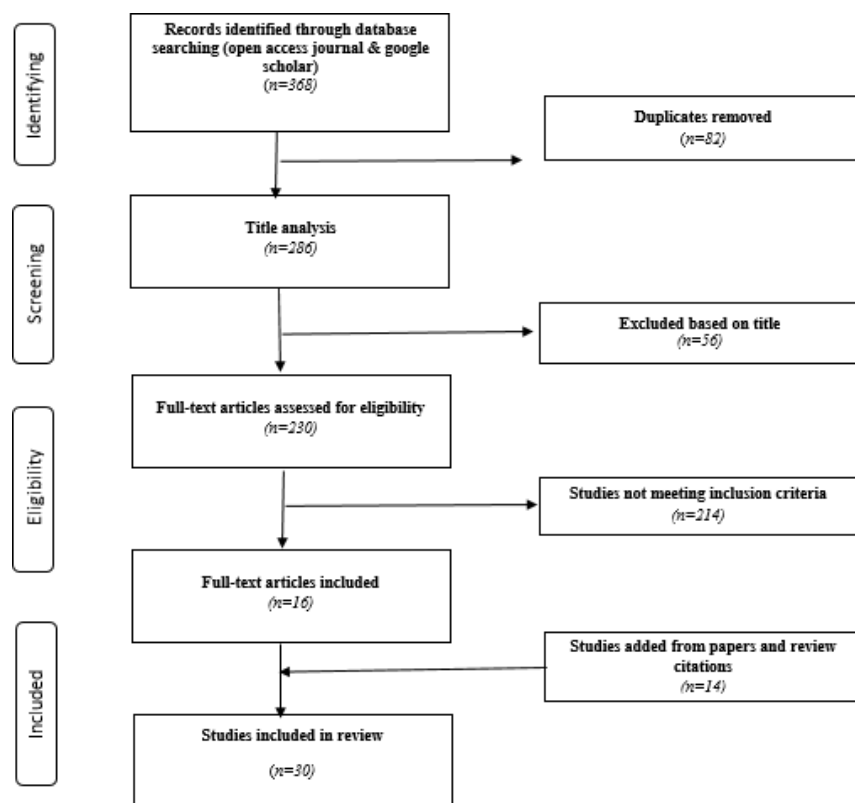


Figure 1. PRISMA flowchart.

Table 1. Inclusion and exclusion criteria

Inclusion Criteria	Exclusion Criteria
Language: English only	Other than the English language, written
Period of Publication: 2015-2020	Before 2015
Preferences: Empirical research published through international conferences and international journals	Book Chapter, short report, non-empirical study.
Area of Interest: Talent Identification in Sports	All scientific disciplines except in talent identification performance assessment

3.0 Result

Based on the searching method, this study was able to retrieve 30 research articles related to talent identification in sports. Those articles were divided into two categories, which are physical factors and psychological factors. Tables 2 and 3 present the author's name and years of publication, the purpose of the study, the sample and size of the study, and the outcome according to each category.

Table 2. Summary of article related to physical factors for talent identification

Author(s)	Purpose of the study	Sample & Size	Outcome
Woods, et. al (2015)	Compared the athletic movement skill between elite Under-18 (U18) Australian football (AF) and senior Australian Football League (AFL) players	22 elite junior AF players.	The U18 sample has a lower mean total score for four of the five movements. Overall scores of 49/63 and 50/63 discriminated against the elite U18 sample from Group 1 and Group 2, respectively. U18 players may have less developed athletic movement skills when compared to their senior AFL counterparts.
Woods, et. al (2016)	Aimed to discriminate talent identified junior AF players from their non-talent identified counterparts using a fundamental gross athletic movement assessment.	50 U18 AF players	This study demonstrates the utility of a fundamental gross athletic movement assessment for TID in junior AF. Despite significant between-group differences noted on four of the six movement criteria, it was the production of the overhead squat that provided the greatest level of talent discrimination.
Rahmat, et. al (2016)	Investigate the association between motor performance and somatic type, anthropometric, body composition, physiological and physical fitness profile in young wrestler.	16 young wrestler, age 16-19 with 4 years' experience in national championship.	Coaches can plan a wrestler's training programme and review technique based on anthropometry and physiological data driven by their sports performance.
Gaudion, et. al (2016)	Identify the physical fitness, anthropometric and athletic movement qualities discriminant of developmental level in elite junior Australian football (AF).	77 players.	A significant effect of developmental level was evident in 9 of the assessments ($d = 0.27-0.88$; $p < 0.05$). However, it was a combination of body mass, dynamic vertical jump height (non-dominant leg), repeat sprint time, and the score on the 20-m multistage fitness test that provided the greatest association with developmental level.

Schorer, et al (2017)	Evaluate the prognostic validity of talent selections by varying groups 10 years after they had been conducted.	68 female handball players.	75.9% were correctly forecasted as low achievers, while 24.1% were predicted incorrectly since they were high-achievers. The fitness test was found to be a significant predictor. Prediction and opinion of national and regional coaches don't have a huge significant difference. The group of players were able to predict 75.8% correctly. For the group of novices, the percentage of correct classifications went down to 72.4%.
Mitchell, et. al (2018)	To examine whether a contemporary TID testing battery successfully discriminate between high and low level of performer in elite junior swimming cohort.	48 elite national-level junior swimmer.	The TID testing battery successfully discriminates between high and low levels of performance in an elite junior swimming cohort.
Boccia, et. al (2018)	Describe and analysis the performance career trajectories for Italian athletes that participated in sprint, hurdles, discus throw and shot-put athletic events.	5929 athletes	Regression analysis shows that entering competition later was linked to better performance during adulthood. Only 17%–26% of top-level adult athletes were considered as such when they were 14–17 years old.
Shynkaruk (2019)	To investigate the features of hereditary and acquired characteristics and to determine sporting abilities and dispositions and their use in the process of sporting selection.	Analysis of sources of literature and Internet, regulatory documents, analysis of practical knowledge, generalization, systematization.	The weak manifestation of personality traits and qualitative characteristics of one kind of sport cannot be considered as a lack of sports ability. Unwanted characteristics in one type of sporting activity may be advantageous and guarantee high performance in the other.
Datson, et. al (2019)	Ascertain the predictive value of relevant physical performance measures for determining future career progression in youth elite female <u>soccer players.</u>	228 youth female soccer players previously involved in residential Elite Performance Camps.	Predictive utility of high-intensity endurance capacity for informing career progression in elite youth female soccer and providing reference values for staff involved in the talent development of elite youth female soccer players.

Ford, et. al (2019)	To survey the TID and TDE processes in soccer youth academies from multiple countries around the world. The youth academies at 29 professional soccer clubs from around the world participated.	29 youth academies in Europe.	The nature of many TID and TDE processes at the clubs has become more professionalized as a function of player age. Player age was associated with widening the search area for players, increasing the use of a multidisciplinary approach to TID, amending the objectives of TID, and increasing the number of matches and training sessions. However, the annual turnover of players in the most recent season was relatively high at 29%.
Bergkamp, et. al (2019)	Discuss advantages and limitations of the design, validity, and utility of current soccer talent identification research. Draw on principles from selection psychology that can contribute to best practices in the context of making selection decisions across domains.	Phenomenological Approach- Qualitative Method Document analysis	There are only a few studies within the talent identification literature that used individual soccer performance as an outcome measure. Thus, it is not clear whether predictors of perceptions of successful performance are also valid predictors of individual match performance after selection.
Norjali, et. al (2019)	Investigate the differences between elite and non-elite taekwondo athletes in anthropometry, physical performance and motor <u>coordination</u>	98 Taekwondo athletes.	Anthropometry, physical performance, and motor coordination are able to discriminate between elite and non-elite taekwondo athletes.

Table 3. Summary of article related to psychological factors for talent identification.

Author(s)	Purpose of the study	Sample & Size	Outcome
Gee, et. al (2010)	To test the predictive contribution of a normative personality profile on athletic success over a 15 years' time period.	124 amateur hockey players. Only players who competed in at least 82 regular season.	Personality measures appear to add to a coach's ability to predict an athlete's longitudinal athletic attainment.
Sadri & Janani (2015)	To evaluate the correlation between EI and self-regulation (SR) in elite male	100 male swimming athlete.	The results showed that there is a significant positive correlation between the total scores of EI and SR. Also, all components of EI (except social awareness) had a positive, significant correlation with the total SR score.

	swimmers of East Azerbaijan Province, Iran.		Among the components of EI, social awareness had a negative significant relationship with SR.
Darvishi, et. al (2015)	Assess effectiveness of training components of emotional intelligence on mood of female student athletes.	60 student female athlete.	The results showed a significant increase in positive mood and a reduction in negative mood in the trial group compared to the control. However, in the variable of confusion as a negative mood, the difference between the two groups was insignificant.
Chakarvarti (2016)	Determine the relationship of emotional intelligence with social physique anxiety and performance of sprinters.	23 sprinters, including the high performers (N1=8) and low performers (N2=15).	The results revealed that all the components of emotional intelligence have a negative, insignificant relationship with social physique anxiety and competition performance among sprinters. High-performance sprinters were more emotionally intelligent with less social anxiety than low-performance sprinters.
Campo, et. al (2016)	Test the effect of emotional intelligence training intervention to improve EI at traits level.	67 rugby players.	EI training improves an athlete's EI, which affects performance.
Gill (2016)	Examine the impact of emotional intelligence and goal setting in basketball.	16 Basketball players.	Results revealed that participants who displayed high emotional intelligence levels set frequent goals. Participants also found that barriers to goals were overcome through specific action planning and related to individual requirements. Data for emotional intelligence demonstrated that participants also became self-aware of their own performance levels. In sum, this investigation advocates the use of goal setting to enhance emotional intelligence levels for performance outcomes in basketball.

Trnini, et. al (2016)	Understanding the difference between young and senior athletes in contact ball sports in terms of their personality is important information for expert coaches, scientist-practitioners, and sport psychologists <u>involved in</u> management of the development of athletes and teams	602 athletes from active in one of the three team sports, all training and playing in Croatia.	Handball and water polo players differ significantly in their conscientiousness and openness. In comparison to young players, senior players show more pronounced agreeableness and conscientiousness (ability to control impulses), which facilitates goal and task-directed behavior. Also, openness is more pronounced in senior players.
Borghuis et. al. (2017)	Examine big-five personality traits stability, change and co-development in friendship and sibling.	N=2230	Stability of personality traits was already substantial at age 12, increased strongly from early through middle adolescence, and remained rather stable during late adolescence and early adulthood.
Mur, et. al (2018)	Systematically review the predictive value of psychological talent predictors and provide better comprehension of the researchers' methodological approaches and the empirical evidence for individual factors.	Systematically review. Analyzing the number of included studies, psychomotor (n = 10) and personality-related factors (n = 8) received more consideration within the literature than perceptual-cognitive factors (n = 4).	New research addresses the necessity for large-scale studies that employ multidisciplinary test batteries to assess young athletes at different age groups prospectively.

Kim, et. al (2018)	Examined the relationship between athletes' big five personality characteristics and their occupancy of informal roles as identified by self-nominations and teammate nominations.	340 French athletes (Study 1) and 195 Canadian athletes (Study 2).	Athlete personality may underpin the processes by which athletes come to occupy informal roles on their teams.
Cavanau gh (2018)	Determine the association of risk factors to burnout and grit among Division I collegiate athletes.	17 males and 25 females.	There is a positive relationship between burnout and grit among Division I collegiate athletes.
Sanchez , et. al (2019)	Analyze the relationships between motivational climate (MC), emotional intelligence (EI), and anxiety within a sample of footballers playing at a low level.	282 registered football players aged between 16 and 18 years old.	The results showed that footballers who reported higher levels of state anxiety and trait anxiety also demonstrated lower EI and more negatively perceived and regulated emotions.
Latifah, et. al (2018)	Determine whether there is a significant relationship between intellectual intelligence and emotional intelligence with the achievement of pencak silat athletes PPLP West Java.	N=14	There is a relationship between intellectual and emotional intelligence and the pencak silat achievements of athletes from PPLP West Java.

Sanchez et. al (2018)	Analysing the connections between motivational climate in sport, anxiety and emotional intelligence depending on the type of sport practised (individual/team) by means of a multigroup structural equations analysis.	372 semi-professional Spanish athletes.	Team sports and emotional intelligence dimensions correlate more strongly in team sports than in individual sports.
Mollazadeh, et. al (2019)	In this study, personality characteristics of neuroticism, extraversion, and openness to new experiences, consensus, and task of male and female athletes were compared in team and individual sports.	160 athletes professional in two disciplines (75 men: 39 men and 36 women) and group (72 men: 41 men and 31 women) in Kerman province.	The findings of the study showed that the athletes' scores in group sports in agreement, extraversion, and task were significantly higher than in individual sports. Individual athletes had a high risk of neuroticism, and athletes had a lower score than men in all of the components except for neuroticism.
Cazayoux & DeBelis (2019)	Identify the level of grit in novice and advanced Crossfit athletes in order to determine if levels of grit play a role related to performance in the sport of fitness known as Crossfit.	Male and female Crossfit athletes (n=50)	The advanced Crossfit athletes (n = 23) scored significantly higher than the novice athletes (n = 27) for both the 12-Item Grit scale as well as the CI subscale.
Kumar (2020)	Identify all the important factors in psychology that affect sportspeople to being successful.	Personality, Stress, Motivation, Aggression, Arousal and Activation, Attention and Concentration	Psychological aspects have a major impact on sports people on their path to being successful.

Li, et. al (2020)	Identify potential profiles of personality and emotional traits based on a sample of professional Taekwondo athletes from China. In addition, the study also aimed to examine the utility of the profiles in predicting successful athlete <u>performance</u> .	332 professional Taekwondo athletes from different regions in China (187 males and 145 females).	The results seemed to suggest that Taekwondo athletes with more performance success were more likely to have a profile of positive personality and emotional traits, while athletes with less performance success were likely to have somewhat elevated levels of self-control, extraversion, and aggression.
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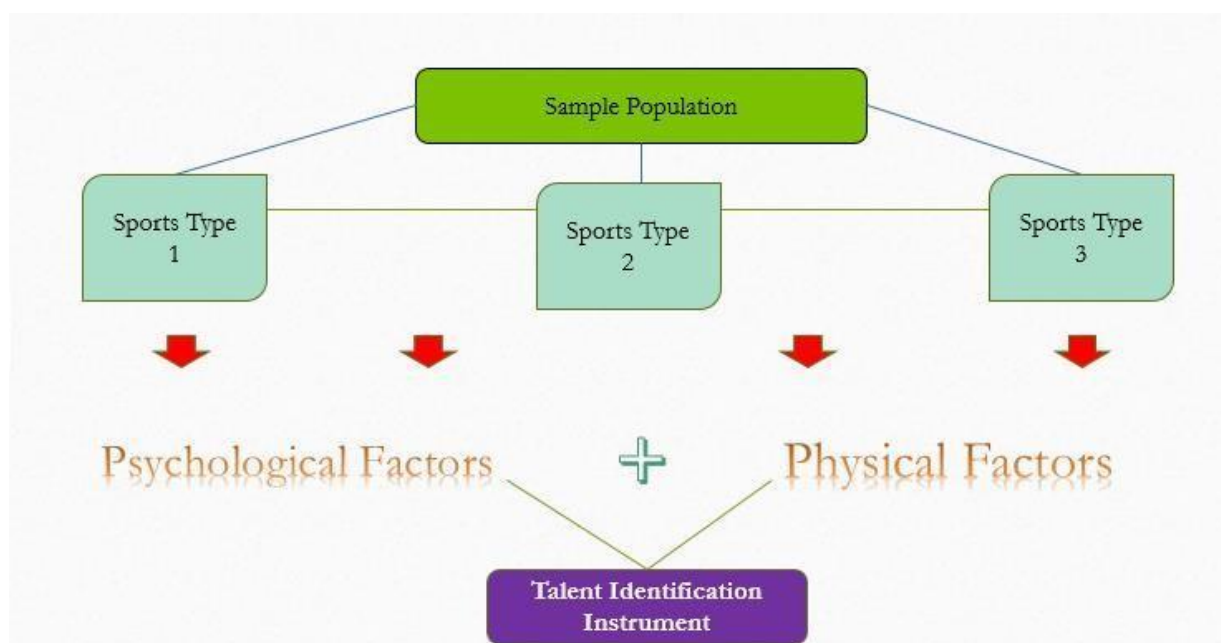


Figure 2. Conceptual Framework

4.0 Discussion

TID in sports research has recently undergone a revolution. As shown in table 2, researchers started to combine a few areas of study, which resulted in better findings in terms of data reliability and validity to be used by the coach or professional sportsperson for sports development. A good TID foundation to consider is a combination of physical assessment, sporting achievement, and coach opinion based on previous experience (Schorer et al. 2017). Besides, the combination of a few components, as the TID testing battery, is able to discriminate between high and low levels of performance in an athlete. A study combining the components of power, aerobic capacity, and anthropometry assessment as a TID testing battery on elite junior swimming in Australia found that it was able to differentiate between high-performance and low-performance athletes (Mitchell et al., 2018). In addition, Datson et al. (2019) stated that a combination of physical fitness and motor abilities is able to predict elite youth female career progression in soccer games. It also provides reference value for coaches and professional sportspersons

in the talent development of elite youth soccer players. The same goes for a study done in Belgium on taekwondo athletes by Norjali (2019). The testing battery consists of anthropometrical, physical performance, and motor coordination tests able to discriminate between athletes who reach the international top level and those who do not. Many developments in sports have come from the contribution of the TID process. Many studies have found that in the Australian Football League, physical assessment can differentiate between "talented" athletes and "non-talented" athletes (Woods, 2015; Woods, 2016). Furthermore, a study of the Junior Australian Football League discovered that a combination of athletic movement quality tests, physical fitness tests, and anthropometric assessment could identify the difference in the rate of performance development. Furthermore, a study discovered that the physical, skill, and experience gained by youth athletes during their early development are important in producing future elite athletes (Rossing et al., 2017).

The current TID programme was able to identify the good potential of youth athletes at an early stage based on their physical performance, but according to Boccia et al. (2018), early sports success is not a strong predictor of top-level performance at the senior level. Besides, there is still another issue yet to be solved, which is the drop-out issue among the selected athletes. The use of complex TID methods and the capabilities required to identify new talent in order to achieve peak performance in the future. Athlete performance indicators should be based on sporting aptitude, physical health and abilities, body coordination, and psychological aspects (Shynkarunk, 2019).

However, there are some issues that keep appearing along with the athlete's development. Ford et al. (2019) stated that the percentage of drop-out among youth soccer players from 29 professional soccer clubs around the world is relatively high at 29%. Some potential youth athletes have very good scores for physical fitness and motor ability but have inconsistent performance during competition, resulting in early drop-out due to psychological incompetence. Most of them feel burned-out, bored, not competitive enough and too dependent (Roman, et al., 2018). Besides, global youth athlete early drop-out is phenomenal due to youth athletes' not having fun in that specific area of sport, being unable to control/manage their anxiety, especially during competition, feeling pressure during training, and not getting along with the coach (Dangi & Witt, 2016). In addition, a study done by de Souza et al. (2018) found that there are positive correlations between burn-out, competitive level, training volume, years of training, perfectionism, and overtraining.

Another factor that has been identified as a burnout and drop contributor is single-specific sports training practise by a coach and professional sportsperson. Previously, coaches and professional sportspeople focused on single-specific sports training on potential youth athletes, and it seems to be a contributor to early drop-out and performance drop among youth athletes. Single- sport training approaches result in psychological breakdown and physical injury (overuse) in youth athletes (Roman et al., 2018). Using the TID process, coaches and professional sportspeople are able to identify several types of sports that are suitable for potential youth athletes so that they do not have to focus and stress on single specific sport training. As a result, a variety of sports training has advantages for young athletes in terms of motor ability development as well as preventing psychological breakdown and early drop-out (Fransen et al., 2012).

As shown in Table 3, many studies have been done on athlete psychological aspects to find which psychological factors affect the athlete's performance the most, but there are still a few studies on the psychological aspects of the TID process. Many studies have found that physiological aspects have a positive effect when being used as an indicator for TID, but due to a lack of study on psychological aspects of TID, it is difficult to conclude the effect of psychological aspects being taken as an indicator for TID. Due to the long process, the component that will be used as an indicator for TID must be stable and not easily change over time, because if it is changeable, it will be very difficult for researchers to determine which component is the right one to be the indicator of the right athlete for designated sports. Based on the previous literature, three components in the psychological aspect have been identified as having a positive effect on athlete performance and stability over time. It was personality traits, emotional intelligence, and grit.

According to the previous study, personality traits as a sub-division of psychological variables

were assumed to be a good predictor of an athlete's sustainability and performance in a specific area of sports. to be a good indicator to predict the sustainability and performance of an athlete because they have been proven stable for at least 10 years by a study done by Terracciano, McCrae, and Costa Jr (2008). According to Borghuis et al. (2017), personality traits are already stable at the age of 12 and increase strongly with the increase in age. There are only a few factors that contribute to personality changes, such as extreme incidents or extreme environmental pressure (Kawamoto, 2016), and they were able to predict the future performance of an athlete (Mur, et. al., 2018). However, there were differences in the characteristics of personality traits between males and females, individuals and team athletes (Mollazadeh, Zandi, Rostamizadeh & Kateb, 2019).

Certain types of personality traits have a tendency to overreact during stressful periods, anxiety, and depression, which lead to unwanted decisions or actions. Hence, they might affect a person's performance and decision making (dropout) (Noriah, Saiful, Adawiyah, & Lily, 2016). Furthermore, it was not only the environment and psychological factors that induced different levels of stress on different types of personality traits; physical activity also has a different psychological effect on different types of personality traits (Nejadghani, 2017). that has been successful or survived in an environment has a tendency to develop a personality that is suitable for that environment after a process of coping and adaptation towards that environment. A cross-cultural and longitudinal study was done by Chopik and Kitayama (2017) between midlife in Japan and midlife in the U.S. The study found that midlife in Japan develops a greater variety of personality traits than in the U.S. because midlife in Japan responds to a variety of environmental factors while midlife in the U.S. responds to a factor that is powerful enough to influence nearly everyone in society at large. Selecting a suitable personality might sort those mentioned problems out, because, based on the study done by Appaso and Ramchandra (2018), different types of personalities have different abilities to cope with stressors. The importance of identifying a potential athlete's personality is to understand their preferences and suitability in a specific area of sports. Every person regulates their emotions in different ways. Assessing the personality traits seems to be a reliable way to understand a person's emotion regulation; either it is negative-oriented or positive-oriented (Sadr, 2016). Besides, due to the information provided by identifying a person's personality, that person will be allocated to a suitable position or place that makes them feel good and perform better (Nawi, Redzuan, Hashmi & Din, 2015).

According to Kim, Gardant, Bosselut & Eys (2018), personality traits related to athletes' informal roles in team sports. Various types of personality traits are important in team sports for performance development because the informal roles of an athlete in team sports have an effect on the team sports environment and development. Besides, Kumar (2020) suggests that personality traits should be one of the important factors that will affect sportspeople's success. These statements are supported by Li et al. (2020), who found that professional taekwondo athletes who have positive personality and emotional traits tend to be successful in performance.

Another component that has the potential to be a good indicator for TID in sports is emotional intelligence (EI). An athlete with a good score of EI is able to control their reckless reaction during a pressure situation and not be emotional (Sadri & Janani, 2015). Furthermore, it is trainable, and athletes with higher EI frequently set goals, plan their actions, and are self-aware of their own performance (Grill, 2016). Thus, a high level of EI significantly increases positive mood and reduces negative mood among female student athletes (Darvishi, Maruti & Amirpour, 2015). A study was done on all India inter-university sprinters to determine the relationship between EI, social physique anxiety, and sprinter performance. Besides, higher EI players have a lower level of anxiety related to sports performance (Sanchez et al., 2018). The results for combat sports also seem to be the same as a study done in West Java on Pencak Silat athletes. In Pencak Silat, there is a positive relationship between EI score and athlete achievement (Latifah, Rusdiana, Ugelta, Budiman, & Karmini, 2018).

The last component that has been identified as a potential indicator for TID in sports is grit. Grit is defined as a strong desire to achieve something/goal, so an athlete with a good score of grit tends to be strongly opposed to the negative influence (Alhadabi & Karpinski, 2020). Cavanaugh (2018) stated that grit has a positive correlation with athlete burnout. An athlete who has a good score of grit might have a low possibility of dropping out due to burnout. Besides, grit is also able to discriminate between low-

performance athletes and high-performance athletes. A study was done on CrossFit athletes where both advanced and novice CrossFit athletes completed the grit assessment scale, and the result showed that advanced CrossFit athletes score higher than novice CrossFit athletes (Cazayoux & DeBeliso, 2019).

5.0 Conclusion

All the above literature shows that psychological factors and physical factors such as physical fitness, motor abilities, and anthropometric assessment have a positive correlation with athlete performance and could be a set of indicators for TID in sports. However, for the psychological aspect, there is a lack of evidence to conclude that psychological is a good indicator for TID in sports since the study on that area has never been conducted massively yet. All the above literature regarding psychological aspects shows that the study that has been done only between the psychological component and athlete performance or athlete status. Early sports success is not a strong predictor of top-level performance at a senior level. A study that combines the physiological aspect and psychological aspect directly has not yet been found. Based on this literature review, a study combining physical fitness, motor abilities, anthropometry, personality traits, emotional intelligence, and grit must be done to create a TID testing battery that gathers all the components in sports that have a positive correlation with an athlete's outstanding performance and future development. Besides, repeated measurements were suggested for this study instead of pre and post-test to monitor the stability of the athlete data and identify the possible factors that contributed to the data changes throughout the study period based on those six components.

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Perbezaan Kecergasan Fizikal Pemain Hoki Wanita Bawah 21 Tahun Mengikut Posisi

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Abstrak

Tujuan kajian ini dijalankan adalah untuk mengenalpasti tahap kecergasan fizikal atlet hoki dan membezakan tahap kecergasan fizikal atlet hoki bawah 21 tahun mengikut posisi penyerang dan pertahanan. Reka bentuk kajian yang digunakan adalah kajian kuantitatif dalam mengkaji kecergasan fizikal atlet hoki wanita bawah 21 tahun dengan menggunakan ujian countermovement jump (CMJ), ujian jangkaun melunjur, ujian 10 meter, ujian 20 meter ujian gengaman tangan, dan ujian bleep. Selain itu, kaedah yang digunakan dalam kajian ini adalah cross-sectional study. Seramai 21 atlet hoki (penyerang=9 dan pertahanan=12) dalam kategori bawah 21 tahun telah terlibat dalam kajian ini. Dapatan kajian menunjukkan bahawa tiada perbezaan signifikan bagi kedua-dua posisi dan dalam kategori umur. Cadangan pada kajian ini untuk masa akan datang untuk ujian kecergasan fizikal ini boleh dijadikan panduan oleh jurulatih dan guru sebagai salah satu kaedah untuk menilai kecergasan pemain.

Kata kunci: kecergasan fizikal; penyerang dan pertahanan; ujian gengaman tangan; ujian bleep

1.0 Pengenalan

Menurut Corbin (2004), menyatakan kecergasan fizikal adalah keupayaan individu untuk berfungsi secara berkesan untuk menghadapi cabaran dalam kerja fizikal harian dan menggunakan masa lapang dengan efektif di samping mempunyai lebih tenaga untuk tujuan kecemasan. Di samping itu ia juga menyatakan bahawa terdapat 11 komponen penting dalam kecergasan fizikal dan dibahagikan kepada dua jenis iaitu kecergasan fizikal berlandaskan kesihatan dan kecergasan fizikal berlandaskan lakuan motor.

1.1 Penyataan masalah

Kajian yang dijalankan adalah untuk mengukur tahap kecergasan fizikal pada pemain hoki wanita bawah 21 tahun melalui ujian yang telah ditetapkan. Oleh itu, kajian ini dijalankan dapat mengenalpasti tahap kecergasan ini pada setiap pemain berdasarkan posisi mereka. Dapatan kajian ini dapat menjadi panduan kepada semua pemain dan jurulatih untuk menilai. Oleh itu kajian ini dilakukan untuk melihat perbandingan atlet hoki bawah 21 tahun mengikut posisi.

1.2 Objektif kajian

Objektif kajian ini adalah seperti yang berikut:

- 1) Menenalpasti tahap kecergasan fizikal atlet sukan hoki di antara penyerang dan pertahanan.
- 2) Menentukan perbezaan tahap kecergasan fizikal atlet sukan hoki di antara penyerang dan pertahanan.

1.3 Persoalan kajian

Bagi mencapai objektif yang telah disenaraikan, beberapa soalan kajian telah dibentuk. Soalannya ialah:

- 1) Apakah tahap kecergasan fizikal atlet hoki di antara penyerang dan pertahanan.
- 2) Adakah terdapat perbezaan tahap kecergasan fizikal atlet sukan hoki di antara penyerang dan pertahanan.

1.4 Kepentingan kajian

Kajian ini adalah untuk mengenalpasti perbezaan kecergasan fizikal terhadap pemain hoki bawah 21 tahun mengikut posisi. Kepentingan yang boleh diperolehi melalui kajian ini adalah seperti berikut:

- 1) Dapat mengetahui maklumat atau data mengenai pemain tersebut.
- 2) Dapat mengetahui perbezaan tahap kecergasan fizikal di antara penyerang dan pertahanan.
- 3) Boleh dijadikan sebagai sumber rujukan kepada pengkaji akan datang jika berminat dengan kajian tersebut.

2.0 Metodologi Kajian

2.1 Reka bentuk kajian

Kajian yang dijalankan berbentuk kajian penyelidikan kuantitatif dengan menggunakan kaedah *cross sectional* ataupun kajian rentas keratan. Model pendekatan ini dilakukan dengan satu masa tertentu dan data boleh dikumpul sekali sahaja pada suatu masa. Dalam kajian ini data yang akan diambil ialah ujian bleep, *countermovement jump*, 10 meter, 20 meter, gengaman tangan, dan jangkaun melunjur pada pemain hoki wanita berumur bawah 21 tahun.

2.2 Populasi dan persampelan

Kajian ini dijalankan di Sekolah Sukan Mutiara Impian, Simpang Ampat, Pulau Pinang. Kajian ini dilakukan dengan menggunakan teknik persampelan bertujuan. Subjek kajian adalah terdiri daripada pemain wanita hoki yang mewakili pasukan SUKMA berumur bawah 21 tahun. Oleh itu, penyelidik mengkhususkan kajian ini pada pemain yang berumur lingkungan 18 tahun hingga 21 tahun. Seramai 21 orang pemain hoki yang akan menjalani ujian kecergasan dan subjek tersebut merangkumi penyerang (n=9) dan pertahanan (n=12).

2.3 Lokasi kajian

Kajian ini dijalankan di sebuah sekolah iaitu Sekolah Sukan Mutiara Impian, Simpan Ampat. Penyelidik memilih lokasi ini kerana pada musim COVID19 ini tidak boleh merentas negeri dan sekolah tersebut berdekatan dengan rumah penyelidik. Lokasi tersebut ini berdekatan dengan kediaman rumah penyelidik dan memudahkan untuk membuat ujian tersebut. Lokasi ini juga mempunyai peralatan dan ruang yang luas untuk menjalankan kajian.

2.4 Instrument kajian

Instrumen kajian ini adalah untuk menjelaskan dan menyelesaikan masalah dan objektif yang dirancang oleh penyelidik. Ujian yang dijalankan dalam kajian ini adalah ujian *countermovement jump*, larian 10 meter, larian 20 meter, gengaman tangan, ujian bleep, dan juga jangkaun melunjur.

3.0 Analisis Data Dan Dapatan Kajian

3.1 Maklumat Demografi

Jadual 1 : Demografi bagi umur pemain hoki wanita berdasarkan posisi.

Kumpulan Umur (Tahun)	Penyerang	Pertahanan	Jumlah
18	5	8	13
21	4	4	8
Jumlah	9	12	21

Jadual 1 menunjukkan maklumat demografi bagi umur dan posisi pemain hoki wanita bawah 21 tahun. Kumpulan umur 18 tahun mempunyai bilangan pemain 13 atlet yang terdiri daripada 5 atlet penyerang dan 8 atlet posisi pertahanan. Kumpulan umur 21 tahun mempunyai bilangan pemain seramai 8 orang yang terdiri daripada 4 posisi penyerang dan 4 posisi pertahanan. Seterusnya, jumlah bagi posisi

penyerang ialah 9 orang dan bagi posisi pertahanan seramai 12 orang. Kesimpulannya, jumlah keseluruhan pemain hoki wanita seramai 21 orang yang akan menjalankan ujian tersebut.

3.2 Analisis deskriptif

Jadual 2: Analisis deskriptif bagi tinggi, berat, indeks jisim badan (BMI) dan ujian kecergasan fizikal atlet hoki wanita penyerang dan pertahanan berdasarkan kategori.

Umur	Pemboleh ubah	Minimum	Maksimum	Min	SP
18 (n = 13)	Tinggi (cm)	146	163	155.69	4.82
	Berat (kg)	41	75	53.08	8.70
	BMI (kg/m^2)	17.5	29.3	21.86	3.04
	Countermovementjump(cm)	35	46	40.92	3.57
	Jangkaun melunjur(cm)	26.0	46	33.69	5.77
	10meter <i>sprint</i> (saat)	1.87	2.19	2.05	0.08
	20meter <i>sprint</i> (saat)	3.35	3.82	3.60	0.15
	GenggamanTangan(kg)	45.8	66.4	54.55	6.42
	Bleeptest	3.9	8.9	6.60	1.93
21 (n = 8)	Tinggi (cm)	151	161	155.63	4.07
	Berat (kg)	43	58	51.50	5.78
	BMI (kg/m^2)	18.9	24.6	21.25	2.09
	Countermovementjump(cm)	32	42	37.25	3.41
	Jangkaun melunjur(cm)	22.0	41.0	32.94	5.72
	10meter <i>sprint</i> (saat)	1.91	2.05	1.99	0.05
	20meter <i>sprint</i> (saat)	3.33	3.64	3.52	0.13
	GenggamanTangan(kg)	50.3	69.1	58.86	6.61
	Bleeptest	4.9	9.9	7.65	1.58

Jadual 2 menunjukkan analisis deskriptif bagi tinggi, berat, indeks jisim badan (BMI), *countermovementjump* (CMJ), jangkaun melunjur, 10 meter *sprint*, 20 meter *sprint*, genggaman tangan dan juga ujian bleep bagi berdasarkan kategori umur. Analisis ini menunjukkan min dan sisihan piawai kumpulan umur 18 tahun untuk ketinggian bagi ialah 155.69 (4.28). Tinggi minimum bagi kumpulan umur 18 tahun adalah 146cm, dan tinggi maksimum pula 163 cm. Seterusnya, min dan sisihan piawai untuk berat badan adalah 53.08 (8.70). Berat minimum 41kg, manakala berat maksimum 75kg. Seterusnya, min dan sisihan piawai untuk BMI ialah 21.86(3.04) manakala nilai minimum untuk BMI ialah 17.5 kg/m^2 manakala BMI maksimum 29.3 kg/m^2 . Min dan sisihan piawai bagi *countermovement jump* bagi kumpulan 18 tahun adalah 40.92(3.57). Nilai minimum bagi *countermovement jump* adalah 35cm dan nilai maksimum bagi *countermovement jump* adalah 46cm. Bagi ujian jangkaun melunjur min

dan sisihan piawai ialah 33.69(5.77) dan bagi nilai minimum 26.0cm dan nilai maksimum 46.0cm. Min dan sisihan piawai bagi ujian *10 meter* ialah 2.05(0.84) dan nilai minimum 1.87s bagi nilai maksimum 2.19s. Min dan sisihan piawai ujian *20 meter* 3.60(0.16) bagi nilai minimum ialah 3.35s dan nilai maksimum 3.82s. Selain itu, ujian genggam tangan bagi min dan sisihan piawai 54.55(6.42) dan nilai minimum ialah 45.8kg nilai maksimum 69.1kg. Min dan sisihan piawai ujian *bleep* ialah 6.59(1.93) dan nilai minimum 3.9 bagi nilai maksimum 8.9.

Bagi kategori umur 21 tahun nilai min dan sisihan piawai bagi tinggi ialah 155.63(4.07) dan nilai minimum 151cm, manakalah nilai maksimum 161cm. Berat bagi nilai min dan sisihan piawai ialah 51.50(5.78) dan nilai minimum 43kg, nilai maksimum ialah 58kg. Seterusnya, min dan sisihan piawai BMI ialah 21.25(2.09). Bagi nilai minimum BMI ialah 18.9 kg/m² manakalah nilai maksimum 24.6 kg/m². Min dan sisihan piawai *countermovement jump* 32.94(5.72) dan bagi nilai minimum ialah 32cm, nilai maksimum 42cm. Jangkaun melunjur min dan sisihan piawai 32.94(5.72) nilai minimum adalah 22.0cm dan nilai maksimum 41.0cm. Min dan sisihan piawai *10meter* adalah 1.99(0.05) nilai minimum 1.91saat dan nilai maksimum 2.05saat. Ujian *20 meter* min dan sisihan piawai 3.52(0.13) nilai minimum ialah 3.33saat dan nilai maksimum 3.64saat. Min dan sisihan piawai ujian genggam tangan 58.86(6.60) dan nilai minimum 50.3kg, nilai maksimum 69.1kg. Ujian *bleep* nilai min dan sisihan piawai 7.65(1.58) nilai minimum 49, nilai maksimum ialah 9.9.

Jadual 3: Analisis deskriptif bagi tinggi, berat, indeks jisim badan (BMI) dan ujian kecergasan fizikal atlet hoki Wanita penyerang dan pertahanan.

Pemboleh ubah	Posisi	Minimum	Maksimum	Min	SP
Tinggi (cm)	Penyerang	150	161	154.67	3.74
	Pertahanan	146	163	156.42	4.93
Berat (kg)	Penyerang	43	57	50.89	4.83
	Pertahanan	41	75	53.67	9.19
BMI (kg/m ²)	Penyerang	18.5	24.6	21.30	2.04
	Pertahanan	17.5	29.3	21.87	3.14
CMJ(cm)	Penyerang	32	42	38.44	3.00
	Pertahanan	35	46	40.33	4.38
Jangkaun melunjur(cm)	Penyerang	22.0	38.5	31.89	5.21
	Pertahanan	26.0	46.0	34.53	5.86
10meter sprint	Penyerang	1.87	2.05	1.99	0.07
	Pertahanan	1.97	2.19	2.06	0.07
20meter sprint	Penyerang	3.33	3.82	3.52	0.15
	Pertahanan	3.35	3.79	3.61	0.14
Genggam tangan	Penyerang	50.5	69.1	57.98	6.76
	Pertahanan	45.8	66.4	54.85	6.58
Bleeptest	Penyerang	3.9	9.9	7.68	1.86
	Pertahanan	3.9	8.9	6.48	1.73

Jadual 3 menunjukkan analisis deskriptif bagi tinggi berat, indeks jisim badan (BMI), *countermovement jump*, jangkaun melunjur, *10meter*, *20meter*, genggam tangan dan *bleeptest* bagi atlet sukan Wanita penyerang dan pertahanan. Analisis ini menunjukkan min dan sisihan untuk ketinggian

bagi penyerang 154.67(3.74) dan pertahanan 156.42(4.93). Tinggi minimum bagi penyerang 150cm, pertahanan 146cm dan tinggi maksimum pula penyerang 161cm manakala pertahanan 163cm. Seterusnya min dan sisihan piawai untuk berat badan bagi penyerang 50.89(4.83) dan bagi pertahanan 53.67(9.19). Berat minimum bagi penyerang 43kg, pertahanan 41kg dan berat maksimum bagi penyerang 57kg, pertahanan adalah 75kg. Min dan sisihan piawai BMI bagi penyerang ialah 21.30(2.04), dan pertahanan ialah 21.87(3.14). Nilai minimum bagi penyerang 18.5 kg/m² dan pertahanan 17.5 kg/m² manakala nilai maksimum penyerang 24.6 kg/m² dan pertahanan 29.3 kg/m². Bagi ujian *countermovement jump* min dan sisihan piawai pada posisi penyerang 38.44(3.00) dan pertahanan 40.33(4.38). Bagi nilai minimum penyerang 32 cm, pertahanan 35cm manakala nilai maksimum penyerang 42cm dan pertahanan 46cm. Min dan sisihan piawai bagi ujian *jangkaun melunjur pada penyerang* 31.89(5.21) dan pertahanan 34.53(5.86). Nilai minimum bagi penyerang 22.0cm, pertahanan 26.0cm manakala nilai maksimum penyerang 38.5cm dan pertahanan 46.0cm. Min dan sisihan piawai bagi ujian *10meter* pada posisi penyerang 1.99(0.07), pertahanan 2.06(0.07). Nilai minimum bagi penyerang 1.87saat, pertahanan 1.97saat manakala nilai maksimum bagi penyerang 2.05saat dan pertahanan 2.19saat. Min dan sisihan piawai ujian *20meter* bagi penyerang 3.52(0.15), pertahanan 3.61(0.148). Nilai minimum bagi penyerang 3.33saat, pertahanan 3.35saat manakala nilai maksimum bagi penyerang 3.82saat dan pertahanan 3.79saat. Selain itu, ujian genggam tangan min dan sisihan piawai bagi penyerang 57.98(6.76), pertahanan 54.85(6.58). Nilai minimum bagi penyerang 50.5kg, pertahanan 45.8kg manakala nilai maksimum bagi penyerang 69.1kg, pertahanan 66.4kg. Ujian bleep test min dan sisihan piawai bagi penyerang ialah 7.68(1.86), pertahanan 6.48(1.73). Nilai minimum bagi penyerang 3.9, pertahanan 3.9 manakala nilai maksimum bagi penyerang 9.9, pertahanan 8.9.

3.3 Analisis ujian t-test tidak bersandar

Jadual 4: Analisis t-test tidak bersandar untuk atlet hoki penyerang dan pertahanan berdasarkan kategori umur.

Umur	Pemboleh ubah	Min (SP)			
		Penyerang	Pertahanan	Nilai <i>t</i>	<i>p</i>
18 (n = 13)	Tinggi (cm)	154(2.45)	156.75(5.75)	-1.00	0.34
	Berat (kg)	50.80(4.71)	54.50(10.54)	-0.73	0.48
	BMI (kg/m ²)	21.44(1.94)	22.11(3.67)	-0.37	0.72
	CMJ	38.40(1.14)	42.50(3.70)	-2.37	0.04
	Jangkaunmlunjur	31.70(4.09)	34.93(6.56)	-0.98	0.35
	10meter sprint	2.01(0.08)	2.08(0.08)	-1.45	0.18
	20meter sprint	3.60(0.13)	3.61(0.17)	-0.01	0.10
	GnggamanTngn	54.06(3.55)	54.85(7.94)	-0.21	0.84
	Bleeptest	6.90(2.00)	6.40(2.00)	0.44	0.67

21 (n = 8)	Tinggi (cm)	155.50(5.26)	155.75(3.30)	-0.08	0.94
	Berat (kg)	51.00(5.72)	52.00(6.68)	-0.23	0.83
	BMI (kg/m ²)	21.13(2.45)	21.38(2.04)	-0.16	0.88
	CMJ	38.50(4.73)	36.00(0.82)	1.04	0.34
	Jangkaunmlunjur	32.13(7.08)	33.75(4.94)	-0.38	0.72
	10meter sprint	1.97(0.06)	2.02(0.02)	-1.63	0.19
	20meter sprint	3.42(0.10)	3.62(0.02)	-3.00	0.00
	Gnggamantngn	62.88(6.90)	54.85(3.36)	2.10	0.10
	Bleptest	8.65(1.26)	6.65(1.26)	2.25	0.07

Jadual 4.3 ini keputusan ujian-T bagi atlet hoki antara penyerang dan pertahanan berdasarkan kumpulan umur. Pada kumpulan umur 18 tahun bagi kategori penyerang bagi ujian tinggi ialah (Min : 154 , SP: 2.45) manakala pertahanan pula (Min : 156.75 SP: 5.75). Skor bagi t-test tidak bersandar menunjukkan terdapat tiada perbezaan signifikan bagi kedua-dua posisi ($t=-1.00$, $p=0.34$). Seterusnya, ujian berat pada kategori penyerang (Min : 50.80, SP: 4.71) manakala pertahanan (Min: 54.50, SP: 10.54). skor t-test tidak bersandar menunjukkan terdapat tiada perbezaan signifikan bagi kedua-dua posisi ($t=-0.73$, $p=0.48$). Selain itu, untuk BMI pada penyerang (Min : 21.44, SP : 1.94) manakala pertahanan (Min : 22.11, SP : 3.67). skor t-test tidak bersandar menunjukkan tiada perbezaan signifikan bagi kedua-dua posisi ($t=-0.37$, $p=0.72$). Ujian *countermovement jump* (CMJ) pada posisi penyerang skor (Min :38.40, SP :1.14) manakala pertahanan (Min : 42.50, SP : 3.70). Skor t-test tidak bersandar terdapat perbezaan signifikan antara kedua-dua posisi ($t=-2.37$, $p=0.04$). Ujian jangkaun menlunjur bagi penyerang (Min : 31.70, SP : 4.09) manakala pertahanan (Min : 34.93, SP : 6.56). Skor ujian t-test tidak bersandar terdapat tiada perbezaan signifikan antara kedua-dua posisi ($t=-0.98$, $p=0.35$). ujian 10meter pecut pada posisi penyerang skor (Min : 2.01, SP : 0.08) manakala pertahanan (Min : 2.08, SP : 0.08). Skor ujian t-test tidak bersandar terdapat tiada perbezaan signifikan antara kedua-dua posisi ($t=-1.45$, $p=0.18$). Ujian 20 meter pecut bagi penyerang (Min : 3.60, SP : 0.13) manakala pertahanan (Min : 3.61, SP : 0.17). Skor ujian t-test tidak bersandar terdapat tiada perbezaan signifikan antara kedua-dua posisi ($t=-0.01$, $p=0.10$). Ujian genggam tangan bagi penyerang (Min : 54.06, SP : 3.55) manakala pertahanan (Min : 54.85, SP : 7.94). Skor bagi ujian t-test tidak bersandar terdapat tiada perbezaan signifikan antara kedua-dua posisi ($t=-0.21$, $p=0.84$). Ujian bleep test bagi penyerang (Min : 6.90, SP : 2.00) manakala pertahanan (Min : 6.40, SP : 2.00). Skor bagi ujian t-test tidak bersandar terdapat tiada perbezaan signifikan terhadap kedua-dua posisi ($t=0.44$, $p=0.67$).

Pada kumpulan umur 21 tahun bagi kategori penyerang bagi ujian tinggi ialah (Min : 155.50, SP : 5.26) manakala pertahanan (Min : 155.75 SP : 3.30). Skor ujian t-test tidak bersandar terdapat tiada perbezaan signifikan ($t=-0.08$, $p=0.94$). Ujian berat bagi penyerang (Min : 51.00, SP : 5.72) manakala pertahanan (Min : 52.00, SP : 6.68). Skor ujian t-test tidak bersandar terdapat tiada perbezaan signifikan ($t=-0.23$, $p=0.83$). Ujian BMI bagi penyerang (Min : 21.13, SP : 2.45) manakala pertahanan (Min : 21.83, SP : 2.04). Skor ujian t-test tidak bersandar terdapat tiada perbezaan signifikan antara kedua-dua posisi ($t=-0.16$, $p=0.88$). Ujian *countermovement jump* (CMJ) bagi posisi penyerang (Min : 38.50 SP : 4.73) manakala pertahanan (Min : 36.00, SP : 0.82). Skor ujian t-test tidak bersandar terdapat tiada perbezaan signifikan antara kedua-dua posisi ($t=1.04$, $p=0.34$). Ujian jangkaun melunjur bagi penyerang (Min : 32.13, SP : 7.08) manakala pertahanan (Min : 33.75, SP : 4.94). Skor ujian t-test tidak bersandar terdapat tiada perbezaan signifikan antara kedua-dua posisi ($t=-0.38$, $p=0.72$). Ujian 10meter pecut bagi penyerang (Min : 1.97, SP : 0.06) manakala pertahanan (Min : 2.02, SP : 0.02). Skor ujian t-test tidak bersandar terdapat tiada perbezaan signifikan antara kedua-dua posisi ($t=-1.63$, $p=0.19$). Ujian 20 meter pecut bagi penyerang (Min : 3.42, SP : 0.10) manakala pertahanan (Min : 3.62, SP : 0.02). Skor untuk analisis t-test tidak bersandar menunjukkan terdapat perbezaan antara kedua-dua posisi ($t=-3.99$, $p=0.00$). Ujian genggam tangan bagi penyerang (Min : 62.88, SP : 6.90) manakala pertahanan (Min : 54.85, SP : 3.36). Skor untuk analisis t-test tidak bersandar menunjukkan tiada perbezaan signifikan

antara kedua-dua posisi ($t=2.10$, $p=0.10$). Ujian bleep bagi penyerang (Min : 8.65, SP : 1.26) manakala pertahanan (Min : 6.65, SP : 1.26). Skor untuk analisis t test tidak bersandar menunjukkan tiada perbezaan signifikan antara kedua-dua posisi ($t=2.25$, $p=0.07$).

Jadual 5 : Analisis t-test tidak bersandar untuk atlet hoki penyerang dan pertahanan.

Pemboleh ubah	Min (SP)		Nilai <i>t</i>	<i>p</i>
	Penyerang	Pertahanan		
Tinggi (cm)	154.67(3.74)	156.42(4.93)	-0.90	0.39
Berat (kg)	50.89(4.83)	53.67(9.12)	-0.82	0.42
BMI (kg/m ²)	21.30(2.04)	21.87(3.14)	-0.50	0.64
CMJ	38.44(3.00)	40.33(4.38)	-1.11	0.26
JangkaunMelunjur	31.89(5.21)	34.53(5.86)	-1.07	0.30
10meter sprint	1.99(0.07)	2.06(0.07)	-2.12	0.05
20meter sprint	3.52(0.15)	3.61(0.14)	-1.41	0.17
GenggamanTangan	57.98(6.76)	54.85(6.58)	1.07	0.30
Bleptest	7.68(1.86)	6.48(1.73)	1.52	0.15

Jadual 5 menunjukkan analisis t-test tidak bersandar mengikut posisi penyerang dan pertahanan secara keseluruhan. Bagi ujian tinggi skor min dan sisihan piawai bagi posisi penyerang ialah (Min : 154.67, SP : 3.74) manakala skor min dan sisihan piawai bagi pertahanan (Min : 156.42, SP : 4.93). Keputusan bagi skor analisis t-test tidak bersandar terdapat tiada perbezaan signifikan antara kedua-dua posisi iaitu ($t= -0.90$, $p= 0.39$). Seterusnya, ujian berat bagi skor min dan sisihan piawai pada posisi penyerang ialah (Min : 50.89, SP : 4.83) manakala skor min dan sisihan piawai pertahanan (Min : 53.67, SP : 9.12). Skor untuk analisis t-test tidak bersandar menunjukkan tiada perbezaan signifikan antara kedua-dua posisi ($t= -0.82$, $p= 0.42$). Ujian BMI skor min dan sisihan piawai bagi penyerang (Min : 21.30, SP : 2.04) manakala min dan sisihan piawai pertahanan (Min : 21.87, SP : 3.14). Skor untuk analisis t-test tidak bersandar terdapat tiada perbezaan signifikan antara kedua-dua posisi ($t= -0.50$, $p= 0.64$). Ujian *countermovement jump* (CMJ) min dan sisihan piawai bagi penyerang (Min : 38.44, SP : 3.00) manakala skor min dan sisihan piawai penyerang (Min : 40.33, SP : 4.38). Skor analisis t-test tidak bersandar menunjukkan tiada perbezaan signifikan antara kedua-dua posisi ($t= -1.11$, $p= 0.26$). Ujian jangkaun melunjur skor min dan sisihan piawai bagi penyerang (Min : 31.89, SP : 5.21) manakala skor min dan sisihan piawai pertahanan (Min : 34.53, SP : 5.86). Skor analisis t test tidak bersandar menunjukkan tiada perbezaan signifikan antara kedua-dua posisi ($t= -1.07$, $p= 0.30$). Ujian 10 meter pecut skor min dan sisihan piawai bagi penyerang (Min : 1.99, SP : 0.07) manakala skor min dan sisihan piawai bagi pertahanan (Min : 2.06, SP : 0.07). Skor analisis t-test tidak bersandar menunjukkan terdapat perbezaan signifikan antara kedua-dua posisi ($t= -2.12$, $p= 0.05$). Ujian 20 meter pecut skor min dan sisihan piawai bagi penyerang (Min : 3.52, SP : 0.15) manakala skor min dan sisihan piawai pertahanan (Min : 3.61, SP : 0.14). Skor analisis t-test tidak bersandar menunjukkan tiada perbezaan signifikan antara kedua-dua posisi ($t= -1.41$, $p= 0.30$). Ujian genggaman tangan bagi skor min dan sisihan piawai bagi penyerang (Min : 57.98 SP : 6.76) manakala skor min dan sisihan piawai bagi pertahanan (Min :

54.85 SP : 6.58). Skor analisis t-test tidak bersandar menunjukkan tiada perbezaan signifikan antara kedua-dua posisi ($t = 1.07$, $p = 0.30$). Ujian bleep bagi skor min dan sisihan piawai bagi penyerang (Min : 7.68, SP : 1.86) manakala skor min dan sisihan piawai bagi pertahanan (Min : 6.48, SP : 1.73). Skor analisis t-test tidak bersandar menunjukkan tiada perbezaan signifikan antara kedua-dua posisi ($t = 1.52$, $p = 0.15$).

4.0 Perbincangan

4.1 Antropometri

Melalui kajian yang dilakukan oleh penyelidik untuk mengetahui perbezaan tahap antropometri pada atlet hoki perempuan di antara posisi penyerang dan pertahanan. Bagi data analisis t-test tidak bersandar keputusan pemboleh ubah untuk tinggi atlet menunjukkan tiada perbezaan signifikan bagi kedua-dua posisi iaitu ($p > 0.39$). Kajian ini sepadan dengan kajian Lockie et al., (2018) yang menyatakan bahawa tiada perbezaan signifikan di antara posisi bagi ujian tinggi bagi sukan bola sepak wanita. Seterusnya, ialah pembolehubah untuk berat pada posisi penyerang dan pertahanan bagi atlet hoki wanita. Hal ini menunjukkan skor t-test tidak bersandar menunjukkan tiada perbezaan signifikan di antara kedua-dua posisi iaitu ($p > 0.42$). Menurut kajian Lockie et al., (2016) beliau menyatakan tiada perbezaan signifikan bagi ujian berat pada pemain sukan bola sepak wanita di antara posisi. Seterusnya ialah pembolehubah untuk bmi atlet hoki wanita pada posisi penyerang dan pertahanan. Hal ini menunjukkan skor t-test tidak bersandar menunjukkan tiada perbezaan signifikan di antara kedua-dua posisi iaitu ($p > 0.64$). Keputusan ini sepadan dengan kajian Mangine et al., (2013) yang membuat kajian kepada atlet baseball dan beliau menyatakan bahawa ujian bmi yang telah dilakukan tiada perbezaan signifikan antara posisi. Penyelidik melakukan kajian ini untuk mengetahui perbezaan tahap antropometri atlet hoki wanita di antara kumpulan umur. Berdasarkan analisis t-test tidak bersandar keputusan bagi pembolehubah pada umur 18 tahun dan 21 tahun pada ujian tinggi berat dan bmi tiada perbezaan signifikan pada kategori umur. Kajian ini sepadan dengan kajian Mangine et al., (2013) yang telah membuat kajian tentang ujian antropometri dan ujian fizikal pada sukan baseball dalam kategori umur.

4.2 Komponen kuasa

Keputusan analisis ujian-T menunjukkan bahawa tahap komponen kuasa yang membuat ujian *countermovement jump* (CMJ) pada atlet hoki wanita bawah 21 tahun di antara penyerang dan pertahanan tidak terdapat perbezaan yang signifikan. Hal ini dapat dilihat pada nilai P antara penyerang dan pertahanan ialah ($p : 0.26$). Faktor ini sama dengan kajian lepas iaitu kajian tentang prestasi fizikal perempuan pemain bola mengikut posisi (Lockie et al., 2018). Kajian ini juga dalam kategori bawah 21 tahun dan kajian ini juga dapat dipengaruhi oleh kajian prestasi fizikal wanita bola tampar mengikut posisi (Mielgo-Ayuso et al., 2014). Kajian ini mengambil subjek bawah 21 tahun iaitu posisi *setters* dan posisi lain atas 21 tahun. Dalam kajian ini berlainan umur telah terdapat perbezaan signifikan iaitu posisi *setters* dan *opposite hitters* ($p < 0.05$).

4.3 Komponen fleksibiliti

Melalui kajian yang dilakukan penyelidik dapat mengetahui keputusan analisis ujian-T ujian jangkaun melunjur yang menunjukkan tiada perbezaan yang signifikan bagi kedua-dua posisi iaitu ($p = 0.30$). Keputusan ini sepadan dengan kajian oleh Mclyntyre et al., (2003) yang telah membuat kajian tentang pemain bola sepak elit mengikut posisi. Beliau mengatakan bahawa tiada perbezaan yang signifikan di antara posisi penyerang dan pertahanan dengan melakukan ujian jangkaun melunjur. Dalam ujian ini penyelidik mendapat nilai ujian jangkaun melunjur ini tiada perbezaan signifikan bawah 21 tahun antara posisi. Kajian ini menyokong oleh Ilias Zapartidis et al., (2011) beliau menyatakan tiada perbezaan signifikan dalam ujian jangkaun melunjur antara umur dan juga posisi.

4.4 Komponen kelajuan

Melalui kajian yang dilakukan dapat mengetahui perbezaan kelajuan pada atlet hoki perempuan antara penyerang dan pertahanan. Skor yang digunakan ialah skor bagi ujian 20 meter. Penyelidik telah mendapat nilai pada ujian 20 meter ($p : 0.17$) iaitu tiada perbezaan signifikan. Kajian ini sepadan dengan kajian Lockie et al., (2018) yang telah membuat kajian pemain bola sepak perempuan mengikut posisi

Dalam ujian ini penyelidik mendapat nilai komponen kelajuan ini tiada perbezaan signifikan bawah 21 tahun antara posisi. Kajian ini menyokong oleh Jason D. Vescovi (2014) yang telah membuat kajian ini kepada atlet hoki antara posisi dan kategori umur 17 tahun dan 21 tahun. Beliau menyatakan ujian yang beliau lakukan ini ialah kelajuan dan skor didapati mendapat tiada perbezaan signifikan di antara posisi dan umur. Seterusnya, kajian daripada David Casamichana et al., (2018) telah membuat kajian kepada atlet hoki di antara posisi dan kategori umur.

4.5 Komponen kekuatan

Melalui kajian yang dilakukan dapat mengetahui perbezaan tahap kekuatan atlet hoki wanita antara penyerang dengan pertahanan. Skor pada kajian ini adalah bagi ujian genggam tangan. Dalam kajian ini menunjukkan keputusan bagi skor analisis t-test tidak bersandar yang menunjukkan tiada perbezaan signifikan bagi kedua-dua posisi iaitu ($p>0.30$). Keputusan ini sepadan dengan kajian oleh Gledson T. De et al., (2018) yang telah membuat kajian tentang genggam tangan pada atlet bola keranjang mengikut posisi. Beliau menyatakan bahawa tiada perbezaan yang signifikan pada posisi *guards*, *forwards* dan *centers* bagi ujian genggam tangan. Dalam ujian ini penyelidik mendapat nilai komponen kekuatan ini tiada perbezaan signifikan bawah 21 tahun antara posisi. Kajian ini disokong oleh Tiffany Toong et al., (2018) telah membuat kajian ujian genggam tangan pada atlet hoki ais dalam kategori umur 10 hingga 16 tahun. Beliau menyatakan bahawa ujian ini tiada perbezaan signifikan di antara kedua-dua tangan di antara posisi dan juga umur.

4.6 Komponen kardiovaskular

Melalui kajian yang dilakukan dapat mengetahui perbezaan tahap kardiovaskular atlet hoki wanita antara penyerang dengan pertahanan. Skor pada kajian ini adalah bagi ujian bleep test. Dalam kajian ini menunjukkan keputusan bagi skor analisis t-test tidak bersandar yang menunjukkan tiada perbezaan signifikan bagi kedua-dua posisi iaitu ($p>0.15$). Menurut kajian penyelidik ini sepadan dengan kajian Kruger et al., (2013) membuat kajian kepada atlet bola baling dia antara posisi. Dalam ujian ini penyelidik mendapat nilai komponen daya tahan kardiovaskular ini tiada perbezaan signifikan bawah 21 tahun antara posisi. Kajian ini diperkukuhkan oleh Jason D. Vescovi et al., (2006) telah menyatakan bahawa di antara posisi dalam kategori umur tiada perbezaan signifikan dalam ujian kardiovaskular dalam sukan hoki ais. Seterusnya, kajian ini disokong oleh Siska et al., (2017) telah menyatakan bahawa tiada perbezaan signifikan di antara posisi dalam kategori umur 16 tahun. Beliau membuat ujian 1500 m pada atlet hoki ais untuk meningkatkan larian semasa bermain.

5.0 Cadangan

Penyelidik melakukan kajian ini pelbagai pengalaman dan cabaran semasa musim wabak covid-19. Hal ini kerana prosedur yang ketat dan perlu dipatuhi oleh setiap pemain untuk mengelak daripada penyebaran virus Covid-19 semasa melakukan ujian tersebut. Oleh hal yang demikian, pengkaji ingin menyarankan beberapa cadangan yang sesuai oleh pengkaji yang lain antaranya :

- 1) Ujian kecergasan fizikal ini boleh dijadikan panduan oleh jurulatih dan guru sebagai salah satu kaedah untuk menilai kecergasan pemain.
- 2) Penyelidik harus mempunyai pembantu penyelidik untuk mengadakan Latihan sebelum memulakan ujian untuk memudahkan subjek memahami secara ringkas untuk melakukan ujian tersebut.

6.0 Kesimpulan

Kajian ini membantu penyelidik untuk mengetahui tahap perbezaan kecergasan fizikal atlet hoki wanita bawah 21 tahun mengikut posisi. Bagi atlet hoki mengikut posisi dalam keputusan bagi ujian antropometri tiada perbezaan signifikan yang terdapat pada ujian berat, tinggi dan indeks jisim badan manakala bagi ujian kecergasan fizikal seperti ujian countermovement jump (CMJ), jangkaun melunjur, 10 meter, 20 meter, genggam tangan, dan juga ujian bleep test menunjukkan tiada perbezaan signifikan di antara kedua-dua posisi. Oleh itu, jurulatih atau ibu bapa perlu mengambil berat tentang perkara ini supaya

komponen kecergasan ini dapat meningkatkan prestasi atlet pada masa akan datang. Jurulatih juga perlu merancang dan meningkatkan intensiti latihan dengan kurangkan jeda rehat antara ulangan dan set. Kesimpulannya, menurut kajian yang telah dilakukan didapati bahawa tiada perbezaan signifikan di antara posisi dan kategori umur.

Rujukan

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Perbezaan Tahap Kecergasan Fizikal Atlet Ragbi 7 Sebelah Berdasarkan Posisi

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Abstrak

Tujuan kajian ini dijalankan adalah untuk mengenalpasti tahap kecergasan fizikal atlet ragbi dan membezakan tahap kecergasan fizikal atlet ragbi 7 sebelah kebangsaan berdasarkan posisi backline dan forward. Reka bentuk yang digunakan adalah kajian kuantitatif dalam mengkaji kecergasan fizikal atlet ragbi 7 sebelah kebangsaan dengan menggunakan ujian ketangkasan 505, ujian kekuatan 1RM Back Squat, ujian kuasa Countermovement Jump (CMJ), dan ujian kepantasan 40 meter. Selain itu, kaedah yang digunakan dalam kajian ini adalah cross-sectional study, responden kajian ini adalah dalam kalangan atlet ragbi 7 sebelah kebangsaan. Seramai 20 atlet ragbi 7 sebelah kebangsaan dipilih (posisi backline = 11 dan posisi forward = 9). Keputusan menunjukkan terdapat perbezaan signifikan pada berat bagi kedua-dua posisi iaitu backline dan forward, manakala bagi ujian tinggi, berat, ujian kekuatan 1RM back squat, ujian kepantasan 40 meter, ujian kuasa Countermovement Jump (CMJ) dan ujian ketangkasan 505 tiada perbezaan signifikan diperolehi bagi kedua-dua posisi tersebut. Kajian lanjut perlu dijalankan agar lebih banyak bukti kukuh diperolehi dalam mendapatkan keputusan yang lebih tepat.

Kata kunci: forward dan backline; ujian ketangkasan 505; ujian kepantasan 40 meter; ujian kuasa Countermovement Jump (CMJ); ujian kekuatan 1RM Back Squat

1.0 Pengenalan

Ragbi adalah sukan berpasukan yang merupakan sukan yang lasak dan berintensiti tinggi. Setiap pemain akan melakukan pelbagai jenis kemahiran, termasuk aktiviti yang tidak melibatkan hubungan fizikal (kelajuan, melompat, dan mengubah arah) dan kemahiran yang melibatkan hubungan fizikal antara atlet (*tackle*, *lineout*, *ruck*, dan *scrum*) (Freitas et al., 2018). Setiap pemain akan mempunyai posisi tersendiri dalam pasukan mereka, seperti *front row*, *second row*, *flanker*, *number 8*, *scrumhalf*, *fly half*, *center*, *winger*, dan *fullback* (Adnan et al., 2013). Walau bagaimanapun, sukan ragbi di Malaysia adalah sukan yang kurang popular berbanding sukan lain seperti bola sepak dan badminton. Akan tetapi sukan ragbi ini sangat popular di kalangan pelajar sekolah dan pelajar universiti (Chong et al., 2011).

Seterusnya, Ragbi seven atau lebih dikenali sebagai ragbi 7 sebelah merupakan variasi ragbi yang terdiri daripada 7 pemain utama dan 5 pemain simpanan. Ragbi 7 sebelah berasal dari Melrose, Scotland pada tahun 1880-an, di mana Melrose Rugby Sevens Championship masih diadakan setiap tahun. Di samping itu, penganjuran sukan terus meningkat setelah diperkenalkan Rugby Sevens Hong Kong (*Hong Kong 7s*) pada tahun 1970an dan diperkenalkan dalam Sukan Komanwel pada tahun 1998 di Malaysia buat pertama kalinya, populariti Rugby Sevens semakin meningkat bukan sahaja di Malaysia malah di dunia ini juga. Di samping itu, perkembangan ragbi 7 sebelah juga dapat dilihat melalui penubuhan World Rugby Sevens Series 1999 dan World Rugby Women's Sevens Series 2012.

Program Podium telah ditubuhkan pada tahun 2015 dalam misi meraih emas di temasya sukan Olimpik di Tokyo. Ianya diperkenalkan oleh Menteri Belia dan Sukan iaitu YB Khairy Jamaluddin Abu Bakar (Berita Harian, 2015). Selepas memperoleh kejayaan tersebut, pihak Majlis Sukan Negara (MSN) telah memberi keyakinan terhadap sukan ragbi dan menaikkan sukan ragbi ke program PODIUM yang di mana program ini merupakan salah satu inisiatif pelan prestasi tinggi Kementerian Belia dan Sukan (KBS) dalam merealisasikan pingat emas untuk Malaysia dalam pentas antarabangsa seperti Sukan SEA, Sukan ASIA, Sukan KOMANWEL, Sukan OLIMPIK dan Sukan Dunia. Hal ini demikian, Kesatuan Ragbi Malaysia (KRM) diberikan kepercayaan oleh Majlis Sukan Negara (MSN)

untuk membawa cabaran baru iaitu misi kilauan pingat di pentas temasya Sukan Asia 2026 di Nagoya, Japan. Pada ketika ini, ragbi Malaysia belum pernah meraih sebarang pingat di pentas Sukan Asia, namun ianya tidak mustahil selepas pihak KRM dan MSN telah bersetuju untuk memperkenalkan satu program jangka masa yang panjang terhadap pasukan ragbi 7s kebangsaan lelaki dan wanita (Sinar Harian, 2020). Hal ini demikian, ini merupakan buat pertama kali MSN memperkenalkan program 6 tahun dalam arena sukan ragbi. Oleh itu, pihak Kesatuan Ragbi Malaysia (KRM) telah menyenaraikan 20 pemain terbaik berumur antara 20 tahun hingga 28 tahun di seluruh Malaysia.

Seterusnya, sehubungan dengan kecergasan fizikal, ia merupakan satu kemampuan individu untuk berfungsi dengan berkesan dan cekap tanpa memerlukan tenaga yang berlebihan dan merasa lesu ketika dalam keadaan kecemasan. Tanpa senaman berterusan, kecergasan fizikal yang terbaik tidak mungkin dapat dilakukan (Greenberg, 2004). Oleh itu, atlet harus mempunyai tahap kecergasan fizikal yang tinggi agar dapat memainkan peranan yang lebih tinggi dalam pertandingan yang berprestij tinggi. Tahap kecergasan yang baik akan menunjukkan prestasi yang cemerlang, mengurangkan risiko kecederaan dan dapat mempercepat pemulihan nadi atlet itu sendiri. Kecergasan fizikal sangat penting dalam sukan kerana ia juga dapat membentuk atlet yang mempunyai potensi yang terbaik untuk cemerlang dalam bidang sukan yang dicemburui.

Seperti yang dinyatakan, sukan ragbi adalah sukan yang lasak yang memerlukan tahap kecergasan yang tinggi. Menurut Corbin (2004), kecergasan fizikal adalah kemampuan individu untuk mengatasi cabaran dalam kerja harian mereka dengan berkesan di samping mempunyai tenaga yang berlebihan bagi tujuan kecemasan. Kecergasan fizikal berkaitan dengan fungsi motor anggota badan dan organ badan, yang di mana ia merupakan satu kemampuan individu untuk bekerja dengan lebih berkesan, dan menikmati masa lapang dengan berehat, serta menghindari dari penyakit yang merbahaya. Tanpa senaman yang berterusan, sukar bagi seseorang untuk mencapai kecergasan fizikal yang terbaik. Kepentingan kecergasan fizikal dalam sukan sangat penting untuk mencapai tahap prestasi yang lebih tinggi. Di samping itu, menurut Cobin (2004) ia juga menyatakan bahawa terdapat 11 komponen penting dalam kecergasan fizikal dan dibahagikan kepada dua jenis iaitu kecergasan fizikal berlandaskan kesihatan dan kecergasan fizikal berlandaskan lakuan motor. Kecergasan fizikal berlandaskan kesihatan memiliki 5 komponen penting iaitu daya tahan kardiovaskular, komposisi badan, kekuatan otot, daya tahan otot dan kelenturan. Manakala bagi kecergasan fizikal berlandaskan lakuan motor pula ia memiliki 6 komponen penting seperti koordinasi, imbalan, masa reaksi, ketangkasan, kuasa dan kelajuan. Hal ini demikian, kesemua komponen ini amatlah penting terhadap seseorang individu terutamanya seorang atlet kerana ia dapat membentuk sahsiah atlet dengan lebih berkesan dan berkualiti serta sentiasa bersedia dalam menempuh sesuatu cabaran.

2.0 Penyataan Masalah

Menilai tahap kecergasan fizikal pemain ragbi 7 sebelah kebangsaan berdasarkan posisi bagi mengukur, menilai serta menguji tahap kekuatan otot, kepantasan, kuasa, dan ketangkasan setiap pemain yang dipilih di dalam program sukan Asia Nagoya, Japan 2026. Hal ini demikian, prestasi pemain ragbi lelaki Malaysia masih berada pada tahap yang tidak memuaskan. Untuk setiap pemain ragbi, mereka perlu mempunyai kecergasan fizikal yang baik. Selain itu, setiap pemain ragbi lelaki juga memiliki tahap kecergasan fizikal yang berbeza, ianya bergantung pada tahap kondisi badan mereka. Sekiranya pemain ragbi tidak mempunyai kecergasan fizikal yang baik, mereka mudah menghadapi masalah seperti kecederaan semasa latihan mahupun ketika mereka berada dalam perlawanan.

2.1 Objektif kajian

Objektif kajian adalah seperti berikut.

- 1) Mengenalpasti tahap kecergasan fizikal atlet ragbi 7 sebelah kebangsaan berdasarkan posisi.
- 2) Menentukan perbezaan tahap kecergasan fizikal atlet ragbi 7 sebelah kebangsaan berdasarkan posisi.

2.2 Persoalan kajian

Kajian ini bertujuan untuk menjawab beberapa persoalan:

- 1) Apakah tahap kecergasan fizikal atlet ragbi 7 sebelah kebangsaan berdasarkan posisi?
- 2) Adakah terdapat perbezaan tahap kecergasan fizikal atlet ragbi 7 sebelah kebangsaan berdasarkan posisi?

3.0 Kecergasan Fizikal Berlandaskan Lakuan Motor

3.1 Ketangkasan

Ketangkasan merujuk kepada kemampuan untuk mengubah arah badan dengan cepat. Ia adalah gabungan kekuatan, kepantasan, keseimbangan dan koordinasi (Draper dan Lancaster, 1985). Selain itu, menurut Barrow dan McGee (1971) Johnson dan Nelson (1969) ketangkasan merujuk kepada kemampuan untuk mengubah arah dengan tepat dan cepat dan adanya rangsangan tertentu, seperti pergerakan bola atau pergerakan lawan. Seterusnya, menurut Drake et al., (2017) ketangkasan adalah salah satu kemahiran penting dalam kebanyakan sukan berpasukan (termasuk ragbi, bola keranjang, bola jaring, bola sepak dan bola baling). Ketangkasan juga merangkumi kemampuan seseorang pemain untuk melakukan tindakan bergerak secara serentak dalam proses membuat keputusan (Drake et al. 2017).

3.2 Kuasa

Menurut Van der Kruk (2018) ia menyatakan kuasa adalah prinsip mekanik yang digunakan oleh atlet untuk melakukan satu kerja atau menggunakan tenaga dalam menyelesaikan sesuatu pergerakan. Ia adalah satu kiraan yang sering digunakan oleh atlet, jurulatih dan saintis sukan dalam penyelidikan. Kebolehan untuk menggunakan kekuatan yang tinggi dalam ketika prestasi sukan menjadi penentu kejayaan seseorang atlet (Stone, 1993). Menurut (Mcbridge, Triplett-Mcbridge, Davie & Newton, 1999) ia menyatakan bahawa kemampuan untuk menghasilkan daya kuasa yang tinggi adalah salah satu faktor yang penting terutama dalam sukan lompatan dan pecutan. Menurut (Schmidtbleicher, 1993) ia menyatakan bahawa dengan menggunakan latihan regangan atau kuasa mampu menghasilkan daya kuasa yang tinggi untuk meningkatkan prestasi atlet.

3.3 Kepantasan

Menurut (Winchester et al., 2008) ia menyatakan bahawa prestasi pecutan merupakan faktor utama yang digunakan dalam aktiviti olahraga dan boleh digunakan untuk menunjukkan kejayaan seseorang di dalam sukan. Selain itu, contoh yang lebih spesifik dapat dilihat di dalam sukan olahraga balapan dan padang di mana atlet yang paling laju akan memenangi perlawanan (Gómez, Marquina, and Gómez, 2013). Walau bagaimanapun, prestasi pecutan tidak penting untuk menjangkakan keputusan sukan balapan dan padang (Judge, 2009). Menurut (Schneiker et al., 2006; Alemdaroğlu, 2012) ia menyatakan bahawa prestasi pecutan merupakan faktor penentu kemenangan dalam pelbagai jenis sukan seperti ragbi, bola sepak dan bola keranjang.

4.0 Kecergasan Fizikal Berlandaskan Kesihatan

4.1 Kekuatan otot

Menurut Corbin dan Lindsey (1994), kesihatan fizikal adalah kemampuan tubuh untuk melakukan fungsi untuk membantu individu melakukan tugas harian dengan berkesan dan cekap. Selain itu, menurut Malina & Katzmarzyk (2006), kecergasan fizikal merangkumi tiga komponen iaitu kekuatan otot, daya tahan dan perkembangan motorik agar dapat melakukan aktiviti harian tanpa keletihan yang berlebihan. Menurut kajian Lee et al. (2011) menunjukkan bahawa meningkatkan atau mengekalkan kecergasan fizikal yang sihat dapat mengurangkan risiko penyakit kardiovaskular. Kajian lain yang dilakukan oleh Morrow et al. (2013) juga menunjukkan bahawa orang yang selalu bersenam akan mempunyai kecergasan fizikal yang lebih tinggi, yang dapat mengurangi risiko penyakit. Oleh itu, setiap orang harus mempunyai kecergasan fizikal yang baik untuk mengekalkan serta meningkatkan kehidupan yang sihat.

5.0 Metodologi Kajian

5.1 Sampel

20 atlet ragbi lelaki 7 sebelah kebangsaan yang berada di dalam program sukan Asia 2026 di Nagoya, Japan dan rata-rata atlet ini berumur 20 hingga 28 tahun telah dipilih untuk menjalani ujian ini. Kajian ini menggunakan teknik persampelan bertujuan.

5.2 Reka bentuk

Kajian ini menggunakan *cross-sectional study* sebagai reka bentuk kajian untuk mencapai objektif yang telah ditetapkan. Reka bentuk ini juga bermaksud, ujian dalam kajian ini dilakukan dalam satu masa tertentu dan kajian ini juga dijalankan pada kalangan atlet ragbi 7 sebelah kebangsaan kerana ianya lebih mudah dan masa yang lebih singkat. Seterusnya, kajian ini juga menggunakan ujian T tidak bersandar dalam menentukan sama ada terdapat perbezaan yang signifikan antara dua kumpulan iaitu antara *backline* dan *forward*.

5.3 Instrumen ujian

Ujian yang digunakan adalah antropometri (Body Mass Index), ujian ketangkasan 505, ujian kepantasan 40 meter, ujian kuasa *Countermovement Jump (CMJ)*, ujian kekuatan *1RM Back Squat*. Ujian kekuatan otot diukur dengan menggunakan 1 pengulangan maksimum (1RM). Ujian mesin BIA yang digunakan ialah Penganalisis komposisi badan InBody770 oleh Biospace, iaitu peralatan elektronik saintifik terkini yang khusus untuk menganalisis peratusan lemak badan, perkembangan jisim otot, jisim lemak badan, indeks jisim badan dan kadar metabolisme basal.

5.4 Prosedur pengambilan data

Para atlet ragbi 7 sebelah kebangsaan akan mengisi borang persetujuan untuk menjalani ujian ini. Ujian dijalankan di 2 tempat yang berbeza iaitu di padang turf bola sepak dan gimnasium Institut Sukan Negara (ISN). Untuk memastikan data yang diperolehi sahih setiap ujian akan dilakukan sebanyak 3 kali percubaan bagi mendapat keputusan yang terbaik. Seterusnya, ujian tersebut akan dilakukan 2 sesi iaitu pagi dan petang. Bagi ujian ketangkasan 505 dan ujian kepantasan 40-meter akan dilakukan pada sesi pagi di padang turf, manakala ujian kuasa *Countermovement Jump (CMJ)* dan ujian kekuatan *1RM Back Squat* akan dilakukan pada sesi petang di gimnasium Institut Sukan Negara (ISN). Semua subjek diuji secara individu dengan teliti analisis dan pemerhatian oleh penyelidik.

6.0 Dapatan Kajian

6.1 Maklumat demografi

Jadual 1: Demografi bagi umur pemain ragbi 7 sebelah kebangsaan berdasarkan posisi.

Kumpulan Umur (Tahun)	Backline	Forward	Jumlah
20 – 21	6	3	9
22 – 23	2	4	6
24 – 25	2	0	2
26 >	1	2	3
Jumlah	11	9	20

Jadual 1 menunjukkan demografi bagi kumpulan umur atlet ragbi 7 sebelah kebangsaan berdasarkan posisi. Atlet ragbi yang berumur 20 tahun hingga 21 tahun seramai 9 orang atlet. Mereka terdiri daripada 6 pemain posisi backline dan 3 pemain posisi forward. Selain itu, kumpulan umur bagi 22 tahun hingga 23 tahun seramai 6 orang atlet. Mereka terdiri daripada 2 pemain posisi backline dan 4 pemain posisi forward. Seterusnya, kumpulan umur bagi 24 tahun hingga 25 tahun seramai 2 orang atlet. Mereka terdiri daripada pemain di posisi backline. Manakala, bagi kumpulan umur 26 tahun dan keatas seramai 3 orang atlet. Mereka terdiri daripada 1 pemain posisi backline dan 2 pemain di posisi forward. Kesimpulannya, kumpulan umur 20 tahun hingga 21 tahun menunjukkan paling ramai iaitu seramai 9 orang pemain daripada keseluruhan iaitu seramai 20 orang pemain. Manakala, kumpulan

umur 24 tahun hingga 25 tahun ialah paling sedikit iaitu seramai 2 orang pemain.

6.2 Analisis deskriptif

Jadual 2: Analisis statistik deskriptif bagi antropometri pemain ragbi 7 sebelah kebangsaan berdasarkan posisi forward dan backline.

Pemboleh ubah	Posisi	Minimum	Maksimum	Min	SP
Tinggi (cm)	Forward	167	187	87.77	9.61
	Backline	168	180	80.2	5.66
Berat (kg)	Forward	76.5	105.3	178.14	6.93
	Backline	69.2	86.6	174.02	3.86
BMI (kg/m²)	Forward	22.4	30.7	27.67	2.73
	Backline	24.4	28.7	26.53	1.32

SP : Sisihan Piawai

BMI : Body Mass Index

Jadual 1 menunjukkan analisis statistik deskriptif antropometri berdasarkan posisi forward dan backline. Bagi pemboleh ubah untuk tinggi atlet, menunjukkan skor minimum bagi posisi forward ialah 167 cm dan skor maksimum ialah 187 cm manakala skor minimum bagi posisi backline ialah 168 cm dan skor maksimum ialah 180 cm. Skor min dan sisihan piawai bagi pemain posisi forward ialah (Min : 87.77, SP : 9.61) manakala skor min dan sisihan piawai bagi pemain posisi backline ialah (Min : 80.2, SP : 5.66). Seterusnya pemboleh ubah bagi berat atlet, menunjukkan skor minimum bagi pemain posisi forward ialah 76.5 kg dan skor maksimum ialah 105.3 kg manakala skor minimum bagi pemain posisi backline ialah 69.2 kg dan skor maksimum ialah 86.6 kg. Skor min dan sisihan piawai bagi pemain posisi forward ialah (Min : 178.14, SP : 6.93) manakala skor min dan sisihan piawai bagi pemain posisi backline ialah (Min : 174.02, SP : 3.86). Seterusnya ialah pemboleh ubah untuk Indeks Jisim Badan (BMI) atlet, menunjukkan skor minimum bagi pemain posisi forward ialah 22.4 kg/m² dan skor maksimum ialah 30.7 kg/m², manakala bagi pemain posisi backline ialah 24.4 kg/m² dan skor maksimum ialah 28.7 kg/m². Skor min dan sisihan piawai bagi pemain posisi forward ialah (Min : 27.67, SP : 2.73) manakala skor min dan sisihan piawai bagi pemain posisi backline ialah (Min : 26.53, SP : 1.32).

Jadual 3: Analisis statistik deskriptif bagi ujian pemain ragbi 7 sebelah kebangsaan berdasarkan posisi *forward dan backline*.

Pemboleh ubah	Posisi	Minimum	Maksimum	Min	SP
1RM Back Squat (kg)	Forward	130	170	153.33	14.79
	Backline	105	170	142.27	23.91
CMJ (cm)	Forward	35.5	53.7	42.62	5.5
	Backline	39.4	55.6	45.55	4.66
505_Kiri (saat)	Forward	2.25	2.53	2.35	0.08
	Backline	2.22	2.44	2.29	0.07
505_Kanan (saat)	Forward	2.25	2.38	2.31	0.05
	Backline	2.20	2.39	2.28	0.06
40 meter (saat)	Forward	5.05	5.40	5.25	0.12
	Backline	4.99	5.41	5.18	0.11

SP : Sisihan Piawai

CMJ : Countermovement Jump

Jadual 3 menunjukkan analisis statistik deskriptif ujian mengikut berdasarkan posisi forward dan backline. Bagi pemboleh ubah untuk 1RM back squat atlet, menunjukkan skor minimum bagi pemain posisi forward ialah 130 kg dan skor maksimum ialah 170 kg, manakala skor minimum bagi pemain posisi backline ialah 105 kg dan skor maksimum ialah 170 kg. Skor min dan sisihan piawai bagi pemain posisi forward ialah (Min : 153.33, SP : 14.79) manakala skor min dan sisihan piawai bagi pemain

posisi backline ialah (Min : 142.27, SP : 23.91). Seterusnya ialah pemboleh ubah untuk Countermovement Jump (CMJ) atlet, menunjukkan skor minimum bagi pemain posisi forward ialah 35.5 cm dan skor maksimum ialah 53.7 cm, manakala skor minimum bagi pemain posisi backline ialah 39.4 cm dan skor maksimum ialah 55.6 cm. Skor min dan sisihan piawai bagi pemain posisi forward ialah (Min : 42.62, SP : 5.5) manakala skor min dan sisihan piawai bagi pemain posisi backline ialah (Min : 45.55, SP : 4.66). Seterusnya ialah pemboleh ubah untuk ujian ketangkasan 505 (kiri) atlet, menunjukkan skor minimum bagi pemain posisi forward ialah 2.25 saat dan skor maksimum ialah 2.53 saat, manakala skor minimum bagi pemain posisi backline ialah 2.22 saat dan skor maksimum ialah 2.44 saat. Skor min dan sisihan piawai bagi pemain posisi forward ialah (Min : 2.35, SP : 0.08), manakala skor min dan sisihan piawai bagi pemain posisi backline ialah (Min : 2.29, SP : 0.07). Seterusnya ialah pemboleh ubah untuk ujian ketangkasan 505 (kanan) atlet, menunjukkan skor minimum bagi pemain posisi forward ialah 2.25 saat dan skor maksimum ialah 2.38 saat, manakala skor minimum bagi pemain posisi backline ialah 2.20 saat dan skor maksimum ialah 2.39 saat. Skor min dan sisihan piawai bagi pemain posisi forward ialah (Min : 2.31, SP : 0.05), manakala skor min dan sisihan piawai bagi pemain posisi backline ialah (Min : 2.28, SP : 0.06). Akhir sekali, ialah pemboleh ubah untuk pecutan 40-meter atlet, menunjukkan skor minimum bagi pemain posisi forward ialah 5.05 saat dan skor maksimum ialah 5.40 saat, manakala skor minimum bagi pemain posisi backline ialah 4.99 saat dan skor maksimum ialah 5.41 saat. Skor min dan sisihan piawai bagi pemain posisi forward ialah (Min : 5.25, SP : 0.12), manakala skor min dan sisihan piawai bagi pemain posisi backline ialah (Min : 5.18, SP : 0.11).

6.3 Analisis t-test tidak bersandar

Jadual 4: Analisis ujian T tidak bersandar bagi antropometri pemain ragbi 7 sebelah berdasarkan posisi *forward* dan *backline*.

Pemboleh ubah	Posisi	Min	Nilai t	p
Tinggi (cm)	Forward	87.77	1.68	0.11
	Backline	80.2		
Berat (kg)	Forward	178.14	2.20	0.04
	Backline	174.02		
BMI (kg/m²)	Forward	27.67	1.23	0.24
	Backline	26.53		

p: Nilai Signifikan

Jadual 4 menunjukkan analisis ujian T tidak bersandar bagi antropometri pemain ragbi 7 sebelah kebangsaan. Bagi pembolehubah untuk tinggi atlet, skor min bagi pemain posisi forward ialah 87.767 dan pemain posisi backline ialah 80.2, manakala bagi keputusan bagi skor untuk analisis ujian T tidak bersandar menunjukkan terdapat perbezaan yang signifikan bagi kedua-dua posisi iaitu ($t = 1.68$, $p = 0.11$). Seterusnya ialah pemboleh ubah untuk berat atlet, skor min bagi pemain posisi forward ialah 178.14 dan pemain posisi backline ialah 174.02, manakala bagi keputusan analisis ujian T tidak bersandar bagi skor menunjukkan tiada perbezaan yang signifikan bagi kedua-dua posisi iaitu ($t = 2.20$, $p = 0.04$). Akhir sekali ialah pembolehubah untuk Body Mass Index (BMI) atlet, skor min bagi pemain posisi forward ialah 27.67 dan pemain posisi backline ialah 36.53, manakala bagi keputusan bagi skor untuk analisis ujian T tidak bersandar menunjukkan tiada perbezaan yang signifikan bagi kedua-dua posisi iaitu ($t = 1.23$, $p = 0.24$).

Jadual 5: Analisis ujian T tidak bersandar bagi ujian pemain ragbi 7 sebelah berdasarkan posisi *forward* dan *backline*.

Pemboleh ubah	Posisi	Min	Nilai t	p
1RM Back Squat (kg)	Forward	153.33	1.27	0.22
	Backline	142.27		
CMJ (cm)	Forward	42.62	-1.29	0.21
	Backline	45.55		
505_Kiri (saat)	Forward	2.35	1.64	0.12
	Backline	2.29		
505_Kanan (saat)	Forward	2.31	1.49	0.15
	Backline	2.28		
40 meter (saat)	Forward	5.25	1.31	0.21
	Backline	5.18		

P measurement: Nilai Signifikan

Jadual 5 menunjukkan analisis ujian T tidak bersandar bagi ujian pemain ragbi 7 sebelah kebangsaan. Bagi pemboleh ubah 1RM Back Squat atlet, skor min bagi pemain posisi forward ialah 153.33 dan pemain posisi backline ialah 142.27, manakala bagi keputusan bagi skor untuk analisis ujian T tidak bersandar menunjukkan tiada perbezaan yang signifikan bagi kedua-dua posisi iaitu ($t = 1.27$, $p = 0.24$). Seterusnya ialah pemboleh ubah Countermovement Jump (CMJ) atlet, skor min bagi pemain posisi forward ialah 42.62 dan pemain posisi backline ialah 45.55, manakala bagi keputusan bagi skor untuk analisis ujian T tidak bersandar menunjukkan tiada perbezaan yang signifikan bagi kedua-dua posisi iaitu ($t = -1.29$, $p = 0.21$). Seterusnya ialah pemboleh ubah bagi ujian ketangkasan 505 (kiri) atlet, skor min bagi pemain posisi forward ialah 2.35 dan pemain posisi backline ialah 2.29, manakala bagi keputusan bagi skor untuk analisis ujian T tidak bersandar menunjukkan tiada perbezaan yang signifikan bagi kedua-dua posisi iaitu ($t = 1.64$, $p = 0.12$). Seterusnya ialah pemboleh ubah bagi ujian ketangkasan 505 (kanan) atlet, skor min bagi pemain posisi forward ialah 2.31 dan pemain posisi backline ialah 2.28, manakala bagi keputusan bagi skor untuk analisis ujian T tidak bersandar menunjukkan tiada perbezaan yang signifikan bagi kedua-dua posisi iaitu ($t = 1.49$, $p = 0.15$). Akhir sekali ialah pemboleh ubah ujian pecutan 40-meter atlet, skor min bagi pemain posisi forward ialah 5.25 dan pemain posisi backline ialah 5.18. Seterusnya ialah pemboleh ubah bagi ujian ketangkasan 505 (kiri) atlet, keputusan bagi skor untuk analisis ujian T tidak bersandar menunjukkan tiada perbezaan yang signifikan bagi kedua-dua posisi iaitu ($t = 1.31$, $p = 0.21$).

7.0 Perbincangan

Kajian dalam menentukan perbezaan tahap kecergasan fizikal atlet ragbi 7 sebelah kebangsaan berdasarkan posisi ini dianalisis secara statistik deskriptif berdasarkan skor min sisihan piawai bagi menjawab setiap persoalan kajian yang dibina oleh penyelidik. Seterusnya, kajian ini juga dianalisis dengan menggunakan ujian T tidak bersandar dalam menentukan sama ada terdapat perbezaan yang signifikan antara dua kumpulan iaitu antara posisi *forward* dan *backline*.

Dapatan kajian penyelidik mendapati ujian antropometri, *1RM back squat*, ujian kepantasan 40 meter, ujian kuasa *Countermovement Jump (CMJ)* dan ujian ketangkasan 505 sangat sesuai digunakan sebagai instrumen ujian untuk mengukur tahap kecergasan fizikal bagi pemain ragbi 7 sebelah kebangsaan berdasarkan posisi. Secara keseluruhannya, hasil dapatan kajian menunjukkan terdapat perbezaan signifikan pada berat atlet ragbi 7 sebelah kebangsaan, manakala tiada sebarang perbezaan signifikan yang diperoleh terhadap indeks jisim badan, tinggi, ujian ketangkasan 505, ujian kepantasan 40 meter, ujian kuasa *Countermovement Jump (CMJ)* dan ujian kekuatan *1RM Back Squat*.

7.1 Tinggi

Berdasarkan dapatan yang diperoleh, pengkaji mendapati bahawa ketinggian atlet ragbi 7 sebelah kebangsaan adalah tiada perbezaan signifikan antara posisi *forward* dan *backline*, di mana min yang diperoleh menunjukkan posisi *forward* ialah (Min : 87.77, SP : 9.61), manakala posisi *backline* ialah (Min : 80.2, SP : 5.66). Hal ini juga adalah sama dengan kajian lepas yang dibuat oleh Jarvis et al.,

(2009) di mana kajian yang dibuat untuk melihat prestasi ketangkasan pemain ragbi dengan melakukan ujian larian pada tahap intensiti yang berbeza. Hasil dapatan beliau menunjukkan ujian antropometri posisi *forward* dan *backline* menunjukkan tiada perbezaan yang signifikan terhadap ketinggian bagi kedua-dua posisi tersebut. Seterusnya, kajian lepas yang dilakukan oleh Kirkpatrick & Comfort (2013) yang bertujuan untuk membandingkan tahap kekuatan, kekuatan otot, dan ketangkasan pemain ragbi junior di posisi *backline* dan *forward*. Seramai 24 atlet lelaki di bawah usia 20 tahun dipilih dan perlu mengambil data antropometri (ketinggian, berat badan, dan usia) dan melakukan ujian kelajuan 10, 20 dan 40 meter, ujian lompat jauh menegak, ujian 1 RM Bench Press, dan 1 RM Back Squat. Menurut Kirkpatrick & Comfort (2013), hasil dapatan diperoleh bahawa tiada perbezaan signifikan yang dapat dilihat terhadap ketinggian antara kedua-dua posisi tersebut. Hal ini kerana, faktor usia yang muda menyebabkan tiadanya perbezaan yang ketara dapat dilihat melalui kajian yang diperoleh.

7.2 Berat

Seterusnya, terdapat perbezaan signifikan bagi berat di antara posisi *forward* dan posisi *backline*. Hal ini demikian, atlet di posisi *backline* lebih ringan iaitu (Min : 174.02, SP : 3.86), manakala bagi atlet di posisi *forward* ialah (Min : 178.14, SP : 6.93). Hasil kajian ini adalah sama dengan dapatan kajian yang dibuat oleh Gabbet (2007) di mana posisi *forward* adalah lebih berat berbanding posisi *backline*. Hal ini kerana posisi *forward* banyak menghabiskan tenaga dalam aksi *tackle* dan pelanggaran fizikal. Oleh itu, berat badan tinggi di kalangan pemain posisi *forward* dapat membantu sedikit sebanyak dalam penghasilan momentum yang lebih tinggi dalam melakukan aksi pelanggaran serta mengurangkan peluang pihak lawan untuk menyerang atau melepasi mereka dalam pelanggaran fizikal. Seterusnya, kajian Gabbet (2007) ini juga disokong oleh kajian yang dibuat oleh Monica et. al., (2016) di mana pemain di posisi *forward* adalah lebih berat berbanding dengan pemain di posisi *backline*. Hal ini kerana, berat badan yang lebih tinggi bagi pemain di posisi *forward* berupaya dalam memberi perlindungan terhadap tubuh badan pemain tersebut kerana mereka lebih cenderung untuk terlibat dalam pelanggaran dengan pemain lain serta lebih banyak terlibat dalam aksi *rucking*, *mauling*, dan *scrumming*. Manakala bagi posisi *backline* pula, badan mereka adalah lebih kecil dan ringan kerana ia merupakan pemain yang membantu pasukan dalam mendapatkan skor semasa dalam perlawanan tersebut kerana kebolehan kelajuan yang ada pada pemain posisi *backline* sambil membawa bola dalam menuju kahadapan.

7.3 Indeks jisim badan

Seterusnya, bagi indeks jisim badan di antara atlet posisi *forward* dan atlet posisi *backline* tidak memiliki sebarang perbezaan yang signifikan di antara kedua-dua posisi. Di mana min dan sisihan piawai bagi atlet posisi *forward* ialah (Min : 27.67, SP : 2.73), manakala bagi atlet posisi *backline* ialah (Min : 26.53, SP : 1.32). Hasil kajian ini disokong oleh Kirkpatrick & Comfort (2013), di mana tiada perbezaan yang signifikan terhadap tinggi, berat dan indeks jisim badan yang diperoleh dalam kajian tersebut. Hal ini kerana, indeks jisim badan juga amat penting dalam sukan ragbi terutama dalam permainan ragbi 7 sebelah yang memerlukan permainan yang laju dan pantas semasa di dalam padang. Selain itu juga, kajian Kirkpatrick & Comfort (2013) ini juga disokong oleh kajian yang dibuat oleh Tim Gabbet et. al., (2007) di mana kajian ini mengambil seramai 86 orang pemain ragbi yang berumur 18 tahun hingga 27 tahun (senior dan junior) dan membahagikan kepada 3 kumpulan iaitu first grade, second grade dan third grade berdasarkan kecergasan fizikal serta kemahiran asas dalam sukan ragbi. Dalam kajian Tim Gabbet et. al., (2007), menyatakan tiada perbezaan yang signifikan dapat dilihat terhadap antropometri dan fisiologi antara ketiga-tiga kumpulan tersebut. Menurut Tim Gabbet et. al., (2007) juga menyatakan bahawa ciri fisiologi dan antropometri tersebut tiada sebarang perbezaan yang signifikan antara pemain liga profesional dan liga semi profesional, malah tahap kecergasan fizikal yang tinggi seperti kelajuan mampu menyumbang kepada sesuatu permainan yang berkesan dan berkualiti.

7.4 Komponen ketangkasan

Hasil penyelidikan dibuat dalam kajian ini menunjukkan tiada perbezaan signifikan yang ditunjukkan oleh kedua-dua posisi iaitu *backline* dan *forward* dalam ujian ketangkasan 505. Data menunjukkan min dan sisihan piawai ujian ketangkasan 505 kaki kiri pemain posisi *forward* ialah (Min : 2.35, SP : 0.08), manakala min dan sisihan piawai bagi pemain posisi *backline* ialah (Min : 2.29, SP : 0.07).

Seterusnya, data min dan sisihan piawai ujian ketangkasan kaki kanan bagi pemain posisi *forward* ialah (Min : 2.31, SP : 0.05), manakala min dan sisihan piawai bagi pemain posisi *backline* pula ialah (Min : 2.28, SP : 0.06). Dapatan kajian ini adalah sama dengan kajian yang dibuat oleh Gabbet et. al., (2007) di mana penyelidik mengkaji menguji ciri fisiologi dan antropometri pemain ragbi wanita elit. Hasil dapatan kajian mendapati bahawa tiada perbezaan yang ketara dapat dilihat oleh pemain wanita elit tersebut terhadap dalam ujian ketangkasan 505 (*505 Agility Test*) di antara pemain posisi *backline* dan *forward*. Hasil perbincangan daripada kajian Gabbet et. al., (2007) menunjukkan bahawa sampel kajian yang merupakan pemain ragbi wanita elit mempunyai tahap kepantasan, ketangkasan dan kapasiti adalah rendah dibandingkan kajian sebelum ini dilakukan. Seterusnya, dapatan kajian yang dibuat Gabbet et. al., (2007) adalah sama dengan kajian yang dibuat oleh Bujnovky et. al., (2019) iaitu kajian mengenai sukan bola sepak di mana dapatan kajian yang diperoleh menunjukkan tiada perbezaan yang signifikan dalam ujian ketangkasan 505 dominant dan non dominant leg terhadap di antara posisi lain kecuali posisi central midfielder yang mempunyai ketangkasan yang paling tinggi. Hal ini kerana, posisi midfielder mempunyai peranan yang penting dalam padang kerana posisi ini kerap melakukan penukaran arah dan menyebabkan tahap ketangkasan mereka lebih tinggi berbanding dengan posisi lain dalam sukan bola sepak tersebut.

7.5 Komponen kepantasan

Hasil penyelidikan dibuat dalam kajian ini menunjukkan tiada perbezaan signifikan yang ditunjukkan oleh kedua-dua posisi iaitu *backline* dan *forward* dalam ujian kepantasan 40 meter. Data menunjukkan min dan sisihan piawai ujian kepantasan 40 meter bagi pemain posisi *forward* ialah (Min : 5.25, SP : 0.12), manakala bagi pemain posisi *backline* ialah (Min : 5.18, SP : 0.11). Dapatan kajian ini adalah sama dengan kajian yang dibuat oleh Daniel G. Baker and Robert U. Newton (2008) di mana kajian beliau adalah mengenai perbandingan kekuatan bahagian kaki menerusi kuasa, pecutan, kelajuan, ketangkasan dan momentum pecutan untuk membandingkan tahap pemain ragbi professional. Dalam kajian ini subjek dibahagikan kepada dua kumpulan iaitu kumpulan NRL (*National Rugby League*) dan SRL (*State Rugby League*). Menurut beliau bahawa pecutan dan ketangkasan tidak mempunyai perbezaan yang ketara terhadap kedua-dua kumpulan. Seterusnya, kajian yang dibuat oleh Daniel G. Baker and Robert U. Newton (2008) memiliki persamaan dengan kajian yang dibuat oleh Vaz et. al., (2014), di mana kajian ini adalah bertujuan untuk mengkaji kecergasan fizikal pemain ragbi di antara pemain posisi *forward* dan *backline*. Hasil dapatan kajian yang diperoleh, penyelidikan menyatakan bahawa bagi ujian kepantasan tiada perbezaan yang signifikan dapat ditunjukkan oleh pemain di posisi *forward* dan *backline*. Menurut Vaz et. al., (2014), kepantasan adalah komponen yang sangat penting dalam sukan ragbi kerana sukan ini setiap masa akan melakukan pecutan tidak kira ketika membuat serangan mahupun membuat pertahanan. Dalam masa yang sama, kepantasan ini sangat penting bagi pemain di posisi *backline* kerana mereka merupakan tonggak utama dalam penghasilan skor bagi pasukannya berbanding pemain di posisi *forward* yang banyak melakukan pelanggaran fizikal.

7.6 Komponen kuasa

Hasil dapatan dalam penyelidikan ini menunjukkan tiada perbezaan signifikan yang ditunjukkan bagi kedua-dua posisi iaitu *forward* dan *backline* dalam ujian *Countermovement Jump* (CMJ). Data diperoleh menunjukkan min dan sisihan piawai ujian *Countermovement Jump* (CMJ) bagi pemain di posisi *forward* ialah (Min : 42.62, SP : 5.5), manakala bagi pemain di posisi *backline* pula ialah (Min : 45.55, SP : 4.66). Penyelidikan ini juga selari dengan kajian yang dibuat oleh Kirkpatrick & Comfort (2013) bahawa beliau menyatakan tiada perbezaan yang ketara dapat dilihat terhadap pemain di posisi *forward* dan *backline* dalam ujian vertical jump. Hal ini demikian, dalam ujian tersebut pemain di posisi *backline* memperoleh (M= 50.60cm) lebih baik dari pemain di posisi *forward* yang memperoleh (M= 50.58cm). Selain itu, kajian yang dijalankan oleh Kirkpatrick & Comfort (2013) memiliki persamaan dengan kajian yang dijalankan oleh Comfort et al., (2011) dalam mengkaji tahap kekuatan otot dan kuasa bagi atlet ragbi *forward* dan *backline*. Menurut Comfort et al., (2011), menyatakan ujian bagi vertical jump yang dijalankan menunjukkan tiada perbezaan yang ketara terhadap kedua-dua posisi tersebut walaupun min ujian vertical jump bagi pemain *backline* (M= 40.33cm) adalah yang lebih baik berbanding dengan pemain di posisi *forward* (M= 37.25cm).

7.7 Komponen kekuatan otot

Hasil penyelidikan dibuat dalam kajian ini menunjukkan tiada perbezaan signifikan yang ditunjukkan oleh pemain di posisi *backline* dan *forward* dalam ujian *1RM Back Squat*. Hasil dapatan data min dan sisihan piawai terhadap ujian *1RM Back Squat* bagi pemain di posisi *forward* ialah (Min : 153.33, SP : 14.79), manakala bagi pemain di posisi *backline* pula ialah (Min : 142.27, SP : 23.91). Terdapat kajian lepas yang menunjukkan keputusan yang selari dengan kajian ini di mana hasil dapatan menunjukkan tiada perbezaan yang signifikan diperoleh. Antaranya ialah kajian yang dibuat oleh Kirkpatrick & Comfort (2013), yang bertujuan dalam melakukan perbandingan terhadap ketangkasan, kekuatan otot pada pemain junior yang bermain posisi *backline* dan *forward*. Dalam kajian ini penyelidik melakukan 5 ujian termasuklah ujian *1RM back squat*. Hasil dapatan juga menunjukkan tiada perbezaan yang signifikan diperoleh terhadap ujian antropometri, lompat jauh menegak, *1RM bench press* dan *1RM back squat*. Selain itu, terdapat kajian yang selari dengan kajian yang dibuat oleh Kirkpatrick & Comfort (2013), iaitu kajian yang dibuat oleh Vaz et al., (2014), mengenai kecergasan fizikal pemain ragbi. Kajian ini juga melakukan 5 ujian iaitu, antropometri, ujian kepantasan 50 meter, bench press, back squat dan leg press. Menurut Vaz et al., (2014), menyatakan bahawa terdapat satu keputusan yang signifikan terhadap ujian bench press, back squat dan leg press, di mana pemain di posisi forward adalah lebih baik berbanding dengan pemain yang berada di posisi backline. Penyelidik juga menyatakan pemain forward memerlukan kekuatan otot yang lebih baik berbanding dengan pemain backline kerana pemain forward akan terlibat dengan beberapa situasi penting seperti mauling, lineout, scrumming, dan rucks ketika di dalam satu perlawanan.

8.0 Cadangan

Berdasarkan kajian yang diperoleh penyelidik, terdapat beberapa yang perlu dibuat penambahbaikan bagi meningkatkan tahap kecergasan pemain ragbi ini. Hal ini kerana, tiada perbezaan signifikan yang diperoleh dalam ujian-ujian yang dibuat antaranya ialah, ujian ketangkasan 505, ujian kepantasan 40 meter, ujian kekuatan *1RM Back Squat* dan ujian kuasa *Countermovement Jump (CMJ)* terhadap pemain ragbi 7 sebelah kebangsaan berdasarkan posisi *forward* dan *backline*. Antara cadangan yang dibuat dalam membantu penyelidik akan datang dalam membantu meningkatkan kualiti penyelidikan ialah:

- 1) Mempelbagaikan lagi ujian yang ingin dijalankan. Hal ini penyelidik dapat melihat tahap kecergasan fizikal bagi pemain atau atlet dari sudut komponen-komponen kecergasan.
- 2) Memilih tempat yang baik serta lengkap dengan peralatan yang ingin dibuat penyelidikan. Hal ini dapat membantu penyelidik dalam menjalankan penyelidikan dengan lancar.
- 3) Tempoh masa yang dibuat juga perlu dipanjangkan agar pemain atau atlet dapat rehat yang secukupnya sebelum melakukan ujian yang seterusnya. Hal ini dapat mengurangkan tahap kecederaan kepada pemain dan atlet.
- 4) Bilangan pemain atau atlet perlu ditambah kerana sebilangan besar mereka lebih sesuai untuk mewakili populasi sedia ada. Selain itu, bilangan pemain atau atlet yang ramai juga boleh mengurangkan kebarangkalian berlakunya ralat dalam proses analisis data.
- 5) Penyelidik juga perlu mempunyai pembantu yang cukup supaya prosedur dan sesi ujian yang dibuat oleh pemain atau atlet berjalan dengan lancar.

9.0 Kesimpulan

Kesimpulannya, hasil dapatan yang diperoleh dalam kajian ini menunjukkan hanya berat atlet sahaja yang memiliki perbezaan yang signifikan, manakala bagi tinggi, indeks jisim badan, ujian ketangkasan 505, ujian kepantasan 40 meter, ujian kekuatan *1RM Back Squat* dan ujian kuasa *Countermovement Jump (CMJ)* tiada perbezaan signifikan yang diperoleh dalam penyelidikan ini. Hal ini demikian, pemain yang dipilih juga adalah pemain ragbi 7 sebelah kebangsaan kerana permainan dimainkan secara pantas dalam masa 7-1-7 dalam satu perlawanan memerlukan tahap kecergasan fizikal yang baik. Hal ini demikian, setiap pemain tidak semestinya akan duduk di posisi yang sama, mereka juga

berpeluang untuk duduk di posisi lain berdasarkan susun atur strategi yang dibuat oleh jurulatih bagi memastikan kejayaan pasukan dapat dicapai. Oleh itu, jurulatih perlu memainkan peranan penting dalam merancang program latihan yang efektif bagi memastikan pemain atau atlet mereka berada pada tahap yang memuaskan sebelum menyahut cabaran dalam kejohanan-kejohanan didalam atau diluar negara. Dalam masa yang sama kesemua pemain atau atlet perlu mengetahui serba sedikit posisi lain agar memudahkan jurulatih melakukan penukaran kecemasan jika berlakunya sebarang kecederaan yang menyebabkan pemain atau atlet tersebut dikeluarkan dari padang.

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Perbezaan Antropometri dan Prestasi Fizikal Antara Pemain Hoki Elit dan Sub-Elit

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Abstrak

Tujuan kajian ini dijalankan adalah untuk mengenalpasti perbezaan antropometri dan kecergasan fizikal antara pemain hoki wanita elit dan sub-elit. Seramai 18 orang pemain dari kategori elit dan 18 orang pemain dari kategori sub-elit telah dipilih bagi menjalani beberapa ujian yang telah dipilih. Kajian ini dijalankan secara kajian keratan rentas (Cross-Sectional). Data yang diperoleh dan dianalisis menggunakan statistik deskriptif dan statistik inferensi. Ujian bagi antropometri adalah berat, tinggi, peratusan lemak badan dan BMI (Indeks Jisim Badan). Manakala bagi kecergasan fizikal pula, antara jenis ujian dan komponen yang diambil adalah duduk dan jangkau (Fleksibiliti), kekuatan tangan dominan dan bukan dominan (Kekuatan tangan), lompat menegak "countermovement jump" (CMJ) (Kuasa), ujian ketangkasan T (Ketangkasan), lari pecut 30m (Kelajuan) dan ujian bleep (Daya tahan kardiovaskular). Hasil kajian ini menunjukkan bahawa hampir setiap ujian pengukuran antropometri dan ujian kecergasan fizikal pemain kategori elit mencatatkan skor yang lebih baik berbanding pemain kategori sub-elit. Secara tidak langsung, wujud perbezaan antropometri dan kecergasan fizikal antara kedua-dua kategori tersebut. Namun begitu, beberapa penambahbaikan boleh dilakukan jika ada penyelidikan lanjutan pada masa hadapan seperti mengambil kira faktor makanan, keadaan emosi, faktor kematangan atau sesi latihan subjek.

Kata kunci : antropometri; kecergasan fizikal; hoki; elit; sub-elit

1.0 Pengenalan

Sukan hoki merupakan salah satu sukan yang sangat terkenal di dunia yang memerlukan tahap kecergasan fizikal yang tinggi seperti kekuatan, ketangkasan dan daya tahan aerobik dan anaerobik serta keperluan teknik dan taktikal permainan yang baik. Selain itu, prestasi yang baik di dalam sukan hoki juga dipengaruhi oleh ciri-ciri morfologi dan antropometri seperti ukuran komposisi badan, dan parameter fizikal (Scott, 1991; Singh et al., 2010). Oleh itu, kajian ini dijalankan bertujuan untuk melihat perbandingan antropometri dan kecergasan fizikal antara pemain hoki elit dan sub-elit. Hasil daripada kajian ini akan dapat membantu jurulatih dalam menyediakan program latihan yang bersesuaian dalam memastikan peningkatan prestasi pemain dapat ditingkatkan. Selain itu, ianya juga dapat membantudalammeningkatkan kualiti pencarian bakat muda yang lebih baik untuk masa hadapan.

1.1 Antropometri

Sukan hoki adalah permainan yang menuntut kapasiti fisiologi yang maksimum. Ini kerana pemain hoki perlu mencapai tahap kekuatan otot yang tinggi untuk pecut dan juga kemampuan aerobik yang baik. Bentuk badan dan jisim badan juga memberi kesan yang besar kepada pemain dan pasukan hoki (Reilly & Borrie, 1992).

1.2 Kecergasan fizikal

Corbin et al (2004), menyatakan kecergasan fizikal adalah keupayaan individu untuk berfungsi secara berkesan untuk menghadapi cabaran dalam kerja fizikal harian dan menggunakan masa lapang dengan efektif di samping mempunyai lebih tenaga untuk tujuan kecemasan serta keupayaan tubuh badan untuk berfungsi dengan baik.

2.0 Pernyataan Masalah

Prestasi kejayaan di dalam setiap permainan berpasukan seperti sukan hoki ini adalah dipengaruhi oleh ciri-ciri morfologi seperti ukuran atau komposisi badan, keupayaan fizikal, dan tahap kecergasan (Brill, 1980; Ayrapetyanz & Godik, 1991). Komposisi badan dan ciri-ciri antropometri seperti berat badan, ketinggian, indeks jisim badan (BMI), lilitan pinggul dan peratusan lemak badan merupakan komponen yang penting dalam memastikan sesuatu prestasi fizikal pemain. Hal ini juga adalah kerana untuk memastikan kualiti dan pergerakan tubuh badan, penguasaan kemahiran dan untuk mengelakkan daripada sebarang kecederaan daripada berlaku. Masih kurang kajian berkaitan dengan perbandingan ciri antropometri dan ujian kecergasan fizikal terutamanya antara kategori elit dan sub-elit. Selain itu, faktor pengalaman juga perlu diambil kira di dalam kajian yang bakal dilakukan ini. Oleh itu, tujuan kajian ini dilakukan adalah untuk melihat perbandingan antropometri dan kecergasan fizikal antara pemain hoki elit dan sub-elit.

2.1 Objektif kajian

- 1) Mengetahui ciri-ciri antropometri dan kecergasan fizikal antara pemain hoki peringkat elit dan sub-elit.
- 2) Menentukan perbezaan antropometri dan kecergasan fizikal antara pemain hoki elit dan sub-elit.

2.2 Persoalan kajian

Kajian ini bertujuan untuk menjawab beberapa persoalan yang telah dikemukakan oleh penyelidik:

- 1) Apakah tahap ciri-ciri antropometri dan kecergasan fizikal yang terdapat di antara kategori elit dan sub-elit?
- 2) Adakah terdapat perbezaan antropometri dan kecergasan fizikal antara pemain hoki elit dan sub-elit?

2.3 Batasan kajian

- 1) Pemakanan atlet yang tidak dikawal seperti pengambilan makanan tambahan, suplemen dari orang luar mungkin akan mempengaruhi dapatan kajian yang diperoleh.
- 2) Masalah kesihatan subjek sepanjang melakukan ujian juga di ambil kira jika ada atlet yang tidak sihat, mengalami kecederaan sehingga boleh mengganggu prestasi subjek ketika itu.
- 3) Keadaan emosi merupakan faktor dilimitasi di mana perkara ini tidak dapat dikawal oleh penyelidik. Hal ini adalah seperti jika terdapat subjek yang berada dalam keadaan yang tertekan, risau, keletihan sewaktu ujian dijalankan akan menyebabkan prestasi yang terbaik tidak dapat diberikan oleh subjek.

3.0 Metodologi Kajian

3.1 Reka bentuk kajian

Kajian yang dijalankan adalah berbentuk eksperimen "*cross-sectional study*". Kajian ini juga menggunakan pendekatan statistik deskriptif dan statistik inferensi. Tujuan statistik deskriptif digunakan adalah untuk mendapatkan skor minimum, maksimum, min dan sisihan piawai bagi kumpulan elit dan sub-elit. Ciri-ciri pemboleh ubah yang diperoleh melalui statistik deskriptif ini akan diuraikan secara terperinci. Manakala bagi statistik inferensi pula, ujian-T sampel tak bersandar digunakan bagi mengkaji perbezaan antara dua kumpulan tersebut. Hal ini adalah untuk menentukan sama ada min yang diperoleh berbeza secara signifikan ataupun tidak di antara pasukan dari kumpulan elit dengan sub-elit.

3.2 Pemboleh ubah kajian

Terdapat dua jenis pemboleh ubah yang digunakan di dalam kajian ini iaitu pemboleh ubah bersandar dan pemboleh ubah tidak bersandar. Pemboleh ubah bersandar di dalam kajian ini ialah antropometri dan kecergasan fizikal manakala pemboleh ubah tidak bersandar pula ialah pemain hoki elit dan sub-elit. Skor bagi ukuran antropometri yang diambil adalah tinggi, berat, dan peratusan lemak. Bagi skor

untukkecergasan fizikal pula diambil melalui beberapa ujian dan komponen iaitu duduk dan jangkau (fleksibiliti), ujian genggam tangan dominan dan tak dominan (kekuatan tangan), lompat menegak “*countermovement jump*” (Kuasa), larian T (ketangkasan), lari pecut 30 meter (kelajuan) dan akhir sekali, ujian bleep (daya tahan kardiovaskular).

3.3 Sampel kajian

Kajian ini menggunakan persampelan bertujuan. Sampel bertujuan adalah sampel yang dipilih berdasarkan ciri-ciri populasi dan objektif kajian. Persampelan ini adalah secara tidak rawak kerana memberi tumpuan terhadap ciri-ciri tertentu dan sesuai dengan fokus penyelidikan yang ingin dilakukan.

Seramai 36 orang pemain hoki daripada dua buah pasukan yang terdiri daripada pemain hoki elit sekurang-kurangnya mewakili skuad senior negara dalam kejohanan Asia Tenggara (SEA), Sukan Asia, ataupun kejohanan yang lebih berprestij yang lain dan pemain hoki dari kategori sub-elit pula, sekurang-kurangnya bermain dalam Sukan Malaysia (SUKMA) atau Liga Hoki Malaysia yang terlibat sebagai subjek di dalam kajian ini.

3.4 Instrumen kajian

Beberapa ujian telah dilakukan oleh pengkaji yang mengandungi ukuran antropometri sebanyak empat ukuran dan ujian kecergasan fizikal sebanyak tujuh ujian :-

Ukuran bagi antropometri	Ujian kecergasan fizikal
1. Berat	1. Duduk dan jangkau (Fleksibiliti)
2. Tinggi	2. Kekuatan tangan dominan dan bukan dominan (Kekuatan tangan)
3. Peratusan lemak badan	3. Lompat menegak “ <i>countermovement jump</i> ” (CMJ) (Kuasa)
4. BMI (Indeks Jisim Badan)	4. Ujian Ketangkasan T (Ketangkasan)
	5. Lari pecut 30m (Kelajuan)
	6. Ujian bleep (Daya tahan kardiovaskular)

3.5 Prosedur ujian

Pengumpulan data telah dilakukan selama satu hari di stadium hoki iaitu pada minggu terakhir prapertandingan. Borang skor diberikan kepada setiap subjek terlebih dahulu untuk diisi di mana maklumat seperti nama, dan segala pencapaian dalam setiap ujian yang dijalankan akan direkodkan pada borang skor tersebut.

Dalam melakukan ujian ini, beberapa langkah perlu diambil kira antaranya adalah pengedaran borang dan penerangan akan diberikan terlebih dahulu terhadap kesemua subjek agar setiap daripada subjek mendapat satu gambaran yang jelas. Seterusnya setiap subjek dikehendaki melakukan ukuran antropometri mengikut prosedur yang telah ditetapkan. Selepas selesai melakukan ukuran antropometri, aktiviti reganganotot danmemanaskan badan perlu dilakukan iaitu dari intensiti rendah ke intensiti tinggi untukpersediaanmelakukan ujian kecergasan fizikal dalam memastikan tiada kecederaan yang berlaku sepanjang sesi ujian dijalankan. Subjek dibahagikan kepada 3 kumpulan untuk ujian kecergasan fizikal kecuali ujian bleep test yang dijalankan pada akhir sesi.

4.0 Dapatan Kajian

Jadual 1: Kumpulan subjek mengikut kategori sukan dan kumpulan.

Sukan	Kumpulan	Bilangan
Hoki	Elit	18
	Sub-elit	18
Jumlah		36

Jadual di atas menunjukkan kumpulan subjek mengikut kategori sukan dan kumpulan yang terdiri daripada keseluruhan 36 orang pemain terbahagi kepada dua iaitu 18 pemain hoki Elit dan 18 pemain hoki Sub-elit.

Jadual 2: Analisis Statistik Deskriptif bagi Ukuran Antropometri.

Pemboleh Ubah	Kumpulan	Minimum	Maksimum	Min	SP
Berat (kg)	Elit	47.6	70.1	54.88	5.58
	Sub-elit	38.2	66.4	50.41	7.79
Tinggi (sm)	Elit	152.0	170.0	160.21	4.11
	Sub-elit	145.0	167.0	156.00	6.12
Peratusan Lemak (%)	Elit	10.5	21.1	15.69	3.83
	Sub-elit	15.6	34.9	23.64	5.37
BMI	Elit	19.1	24.3	21.47	1.56
	Sub-elit	16.4	25.0	20.68	2.59

Dapatan kajian bagi ukuran antropometri pada jadual di atas menunjukkan berat pemain elit adalah 54.88kg dengan sisihan piawai ($s=5.58$), manakala min berat pemain sub-elit pula adalah 40.41kg dengan sisihan piawai ($s=7.79$). Skor minimum bagi berat pemain elit adalah 47.60 dan maksimum adalah 70.10kg manakala skor minimum bagi berat pemain sub-elit 38.20kg dan maksimum adalah 66.40kg.

Min bagi tinggi pemain elit adalah 160.21sm dengan sisihan piawai ($s=4.11$), manakala bagi pemain sub-elit pula min adalah 156.00sm dengan sisihan piawai ($s=6.12$). Skor ketinggian minimum pemain elit adalah 152.00sm dan maksimum adalah 170.00sm, manakala skor minimum pemain sub-elit pula adalah 145.00sm dan maksimum adalah 167.00sm.

Seterusnya, min untuk peratusan lemak pemain elit adalah 15.69% dengan sisihan piawai ($s=3.83$), dan min bagi pemain sub-elit adalah 23.64% dengan sisihan piawai ($s=5.37$). Skor minimum bagi peratusan lemak pemain elit adalah 10.50% dan skor maksimum adalah 21.10%, manakala skor minimum peratusan lemak pemain sub-elit pula adalah 15.60% dan skor maksimum adalah 34.90%. Skor bagi peratusan lemak pemain dari kategori elit adalah lebih baik berbanding pemain dari kategori sub-elit.

Akhir sekali, min bagi Indeks Jisim Tubuh (BMI) pemain elit adalah 21.47 dengan sisihan piawai ($s=1.56$), manakala min pemain sub-elit adalah 20.68 dengan sisihan piawai ($s=2.59$). Skor minimum bagi BMI pemain elit adalah 19.1 dan skor maksimum adalah 24.30, manakala skor minimum bagi BMI pemain sub-elit adalah 16.40 dan skor maksimum adalah 25.00.

Jadual 3: Analisis Statistik Deskriptif bagi Ujian Kecergasan Fizikal.

Pemboleh Ubah	Kumpulan	Minimum	Maksimum	Min	SP
Duduk & Jangkau (cm)	Elit	20.9	41.8	34.36	5.05
	Sub-elit	22.4	41.5	35.12	5.32
Kekuatan Genggaman Tangan Dominan (kg)	Elit	27.0	36.5	31.30	2.53
	Sub-elit	20.3	33.9	26.58	3.70
Kekuatan Genggaman Tangan (kg)	Elit	25.2	33.5	29.30	2.10
	Sub-elit	21.7	32.2	26.83	2.81
<i>Counter Movement Jump (CMJ) (sm)</i>	Elit	27.1	38.0	32.44	3.50
	Sub-elit	13.2	19.6	15.32	1.59
Ujian Ketangkasan T (saat)	Elit	10.36	12.76	11.47	0.69
	Sub-elit	11.12	13.14	12.11	0.49
Lari Pecut 30m (saat)	Elit	4.19	4.91	4.54	0.22
	Sub-elit	4.69	5.82	5.18	0.31
Ujian Bleep (ml/kg/min)	Elit	10.1	13.1	11.51	0.73
	Sub-elit	8.1	10.9	9.21	0.80

Dapatan kajian statistik diskriptif bagi ujian kecergasan fizikal seperti pada jadual di atas menunjukkan min untuk ujian duduk dan jangkau pemain elit adalah 34.36sm dengan sisihan piawai ($s=5.05$), manakalamin bagi pemain sub-elit adalah 35.12sm dengan sisihan piawai ($s=5.32$). Skor minimum pemain elit untuk ujian ini adalah 20.90sm dan skor maksimum adalah 41.80sm, manakala skor minimum bagi pemain sub-elit pula adalah 22.40sm dan skor maksimum adalah 41.50sm. Pemain dari kategori sub-elit menunjukkan nilai min skor fleksibiliti yang lebih baik berbanding pemain kebangsaan.

Min untuk ujian kekuatan genggaman tangan pemain elit adalah 31.30kg dengan sisihan piawai ($s=2.53$), manakala min bagi pemain sub-elit adalah 26.58kg dengan sisihan piawai ($s=3.70$). Skor minimum pemain elit adalah 27.00kg dan skor maksimum adalah 36.50kg, manakala skor minimum pemain sub-elit adalah 20.30kg dan maksimum 33.90kg. Kekuatan genggaman tangan pemain kategori elit mencatatkan skor yang lebih baik berbanding pemain kategori sub-elit.

Min bagi ujian kekuatan genggaman tangan tak dominan pemain kebangsaan adalah 29.30kg dengan sisihan piawai ($s=2.10$) manakala min bagi pemain sub-elit adalah 26.83kg dengan sisihan piawai ($s=2.81$). Skor minimum pemain elit adalah 25.2kg dan maksimum 33.50kg manakala skor minimum pemain sub-elit pula adalah 21.70kg dan maksimum adalah 32.20kg. Pemain kategori elit mencatatkan skor yang lebih baik daripada pemain sub-elit.

Seterusnya min untuk ujian lompatan menegak (CMJ) pemain elit adalah 32.44sm dengan sisihan piawai ($s=3.50$) di mana skor minimum adalah 27.10sm dan skor maksimum 38.00sm. Min bagi pemain sub-elit pula adalah 15.32sm dengan sisihan piawai ($s=1.59$) di mana skor minimum adalah 13.20sm dan maksimum 19.60sm. Pemain kategori elit mencatatkan jarak skor yang lebih baik berbanding pemain kategori sub-elit.

Min bagi ujian ketangkasan -t pemain elit 11.47saat dengan sisihan piawai ($s=0.69$) di mana skor minimum adalah 10.36saat dan skor maksimum 12.76saat. Bagi pemain sub-elit pula, nilai min yang diperoleh adalah 12.11saat dengan sisihan piawai ($s=0.49$) di mana skor minimum adalah 11.12saat dan maksimum 13.14saat. Ketangkasan bagi pemain kategori elit mencatatkan masa yang lebih pantas berbanding pemain kategori sub-elit.

Ujian lari pecut 30m pula, nilai min yang diperoleh bagi pemain elit adalah 4.54saat dengan sisihan piawai ($s=0.22$) di mana skor minimum adalah 4.19saat dan skor maksimum adalah 4.91saat. Bagi pemain sub-elit, nilai min yang diperoleh adalah 5.18saat dengan sisihan piawai ($s=0.31$) di mana skor minimum adalah 4.69saat dan maksimum 5.82saat. Kelajuan pemain kategori elit mencatatkan masa yang lebih pantas berbanding pemain kategori sub-elit.

Yang terakhir, min bagi ujian VO_{2max} pemain elit adalah 11.51(ml/kg/min) dengan sisihan piawai ($s=0.73$) di mana skor minimum adalah 10.10(ml/kg/min) dan skor maksimum 13.10(ml/kg/min). Min bagi pemain sub-elit pula adalah 9.21(ml/kg/min) dengan sisihan piawai ($s=0.80$) di mana skor minimum adalah 8.10(ml/kg/min) dan skor maksimum 10.90(ml/kg/min). Pemain kategori elit mencatatkan skor daya tahan kardiovaskular yang lebih baik berbanding pemain sub-elit.

Jadual 4: Ujian-t bagi Ukuran Antropometri antara Pemain Elit dan Sub-elit.

Pemboleh Ubah	Kumpulan	Min (S.P)	Nilai-t	Nilai Signifikan (2-Tailed)
Berat (kg)	Elit	54.88 (5.58)	1.98	0.056
	Sub-elit	50.41 (7.79)		
Tinggi (sm)	Elit	160.21 (4.11)	2.42	0.021
	Sub-elit	156.00 (6.12)		
Peratusan Lemak (%)	Elit	15.69 (3.83)	-5.11	0.000
	Sub-elit	23.64 (5.37)		
BMI	Elit	21.47 (1.56)	1.11	0.278
	Sub-elit	20.68 (2.59)		

Jadual di atas menunjukkan hasil analisis daripada ujian-T sampel tak bersandar untuk melihat perbezaan antara dua kumpulan tersebut iaitu kumpulan elit dan kumpulan sub-elit. Jadual tersebut juga menunjukkan nilai min, sisihan piawai serta nilai signifikan bagi setiap ujian ukuran antropometri. Hasil analisis data bagi ukuran antropometri menunjukkan tidak terdapat perbezaan yang signifikan ($p > 0.05$) antara berat dan BMI pemain dari kategori elit dan sub-elit dengan nilai $t = 1.98$ (berat) dan $t = 1.11$ (BMI). Pengkaji mendapati bahawa nilai skor min dan sisihan piawai bagi berat kumpulan elit $M(S.P) = 54.88(5.58)$ dan kumpulan sub-elit $M(S.P) = 50.41(7.79)$. Manakala nilai skor min dan sisihan piawai bagi BMI kumpulan elit $M(S.P) = 21.47(1.56)$ dan kumpulan sub-elit $M(S.P) = 20.68(2.59)$.

Namun begitu, terdapat perbezaan yang signifikan ($p < 0.05$) antara tinggi dan peratusan lemak pemain dari kategori elit serta sub-elit dengan nilai $t = 2.42$ (tinggi) dan $t = -5.11$ (peratusan lemak). Pengkaji juga mendapati bahawa terdapat perbezaan bagi nilai skor min dan sisihan piawai di antara kumpulan elit dan sub-elit di mana tinggi kumpulan elit $M(S.P) = 160.21(4.11)$ dan kumpulan sub-elit $M(S.P) = 156.00(6.12)$. Manakala bagi nilai skor min dan sisihan piawai bagi peratusan lemak

juga terdapat perbezaan antara kumpulan elit dan sub-elit di mana kumpulan elit $M(S.P) = 15.69 (3.83)$ dan kumpulan sub-elit $M(S.P) = 23.64 (5.37)$.

Hipotesis “null” diterima bagi ujian berat dan BMI kerana tidak terdapat perbezaan yang signifikan antara pemain dari kategori elit dan sub-elit. Manakala hipotesis “null” ditolak bagi ujian tinggi dan peratusan lemak kerana terdapat perbezaan yang signifikan antara pemain kategori elit dan sub-elit.

Jadual 5: Ujian-t bagi Ujian Kecergasan Fizikal antara Pemain Elit dan Sub-elit.

Pemboleh Ubah	Kumpulan	Min (S.P)	Nilai-t	Nilai Signifikan (2-Tailed)
Duduk & Jangkau (cm)	Elit	34.36 (5.05)	-0.44	0.663
	Sub-elit	35.12 (5.32)		
GT Dominan (kg)	Elit	31.29 (2.53)	4.69	0.000
	Sub-elit	26.58 (3.68)		
GT Tak Dominan (kg)	Elit	29.31 (2.10)	3.02	0.005
	Sub-elit	26.83 (2.78)		
CMJ (sm)	Elit	32.44 (3.50)	18.91	0.000
	Sub-elit	15.32 (1.59)		
Ujian Ketangkasan T (saat)	Elit	11.47 (0.69)	-3.21	0.003
	Sub-elit	12.11 (0.49)		
Lari Pecut 30m (saat)	Elit	4.54 (0.22)	-7.19	0.000
	Sub-elit	5.18 (0.31)		
Ujian Bleep (ml/kg/min)	Elit	11.51 (0.73)	9.18	0.000
	Sub-elit	9.21 (0.77)		

Jadual di atas menunjukkan hasil analisis daripada ujian-T sampel tak bersandar untuk melihat perbezaan ujian kecergasan fizikal antara dua kumpulan tersebut iaitu kumpulan elit dan kumpulan sub-elit di mana ujian-ujian tersebut terdiri daripada ujian duduk dan jangkau, kekuatan genggam tangan, dominan dan tak dominan, ujian lompat menegak “*countermovement jump*” (cmj), ujian ketangkasan T, ujian lari pecut 30m dan ujian bleep. Hampir kesemua ujian di atas terdapat perbezaan yang signifikan kecuali ujian duduk dan jangkau sahaja yang tidak terdapat perbezaan signifikan ($p > 0.05$) antara pemain kategori elit dan sub-elit dengan nilai $t = -0.44$. Manakala, terdapat perbezaan yang signifikan antara pemain kategori elit dan sub-elit ($p < 0.05$) bagi ujian kekuatan genggam tangan dominan ($t = 4.69$), kekuatan tangan tak dominan ($t = 3.02$), lompat menegak “*countermovement jump*” (CMJ) ($t = 18.91$), Ujian Ketangkasan T ($t = -3.21$), Lari Pecut 30m ($t = -7.19$), dan Ujian Bleep ($t = 9.18$).

Hipotesis “null” diterima bagi ujian duduk dan jangkau kerana tidak terdapat perbezaan yang signifikan antara pemain kategori elit dan sub-elit. Manakala hipotesis “null” ditolak bagi ujian kekuatan genggam tangan dominan, kekuatan genggam tangan tak dominan, lompat menegak “*countermovement jump*” (CMJ), ujian ketangkasan, lari pecut 30m, dan ujian bleep kerana terdapat perbezaan yang signifikan antara pemain kategori elit dan sub-elit.

5.0 Perbincangan

Penyelidik membincangkan hasil kajian berkenaan dengan perbezaan yang terdapat antara pemain hoki dari kategori elit dan sub-elit. Setiap daripada ujian yang telah dilakukan mewakili komponen-komponen kecergasan antaranya seperti komponen fleksibiliti, kekuatan tangan, kuasa, ketangkasan, kelajuan dan daya tahan kardiovaskular. Antara ujian yang telah subjek jalani adalah ujian antropometri,

duduk dan jangkau (Fleksibiliti), kekuatan tangan dominan dan tidak dominan, lompat menegak “*countermovement jump*” (CMJ) (Kuasa), ujian ketangkasan T (Ketangkasan), lari pecut 30m (Kelajuan) dan ujian bleep (Daya tahan kardiovaskular) bagi menguji kecergasan fizikal.

Melalui hasil dapatan bagi ukuran antropometri pemain yang telah diperoleh berdasarkan jadual 4.4 menunjukkan tinggi dan peratusan lemak pemain mempunyai perbezaan yang signifikan, namun berat dan BMI tidak terdapat perbezaan yang signifikan. Analisis data yang diperoleh mempunyai persamaan dengan hasil oleh Till et al (2017) dimana di dalam kajian tersebut mendapati bahawa pemain senior adalah lebih tinggi dari segi ketinggian dan peratusan lemak yang lebih rendah berbanding pemain akademi. Tetapi, di dalam kajian Sharma, Tripathi & Koley (2012) menyatakan tidak terdapat perbezaan signifikan terhadap ketinggian antara pemain hoki lelaki peringkat kebangsaan India dan pemain hoki lelaki peringkat negeri India dan kajian Munish Singh (2016) yang mendapati ketinggian bagi pemain hoki Kebangsaan dan negeri didapati serupa dan mendapati bahawa tidak ada perbezaan signifikan ($p > 0.05$).

Bagi hasil dapatan dari ujian kecergasan fizikal antara pemain hoki kategori elit dan sub-elit pula, hampir kesemua ujian kecergasan fizikal menunjukkan terdapat perbezaan yang signifikan antara pemain kategori elit dan sub-elit. Hasil dapatan kajian telah jelas menyatakan bahawa prestasi pemain yang baik adalah dipengaruhi oleh kecergasan yang baik. Hal ini dapat dikukuhkan dengan hasil kajian oleh (Bril, 1980; Ayrappetyanz & Godik, 1991) yang menyatakan bahawa prestasi yang baik dalam sesebuah pasukan seperti pasukan hoki ini adalah dipengaruhi oleh keupayaan fizikal dan kecergasan seperti kekuatan eksplosif (*explosive strength*), kelajuan maksimum, kapasiti anaerobik dan aerobik serta ketangkasan.

Secara keseluruhannya pemain kategori elit mencatatkan skor yang lebih baik berbanding pemain kategori sub-elit di dalam setiap ujian. Hal ini adalah kerana mungkin setiap daripada kategori ini adalah dipengaruhi oleh faktor-faktor seperti pengalaman, umur dan tahap latihan. Perkara ini dapat dikukuhkan dengan kajian oleh Guimaraes et al., (2019) yang menyatakan bahawa latihan selama bertahun-tahun merupakan penyumbang utama pengaruh terhadap kemahiran teknikal dan prestasi fizikal pula bergantung pada status kematangan. Perkara ini juga dapat disokong oleh kajian Keane et al., (2021) mendapati bahawa perbezaan yang ketara ditunjukkan terhadap pemain hurling elit berbanding sub-elit disebabkan faktor bilangan sesi latihan mingguan yang digunakan dalam persediaan kualiti pasukan. Selain itu, kajian oleh T. Mangine et al., (2013) juga dapat dikaitkan dimana terdapat perbezaan berkaitan umur dalam kalangan pemain besbol profesional terhadap antropometri dan prestasi fizikal serta program kekuatan dan pelaziman atau “*conditioning programs*” juga adalah penting. Penemuan kajian oleh Sharma et al., juga dapat mengukuhkan kajian ini kerana mereka mendapati bahawa terdapat perbezaan ujian fizikal yang ketara pada anggota bawah pemain hoki peringkat kebangsaan dan peringkat negeri.

Dapat disimpulkan, selain wujud perbezaan antropometri dan kecergasan fizikal antara pemain hoki elit dan sub-elit, ciri-ciri antropometri dan kecergasan fizikal juga mempengaruhi prestasi seseorang pemain hoki serta sesebuah pasukan. Semakin baik ciri-ciri antropometri dan kecergasan fizikal seorang pemain hoki mampu mempengaruhi tahap prestasi permainan. Akhir sekali, kelebihan bagi pemain kategori elit berkemungkinan adalah disebabkan oleh faktor-faktor seperti umur, pengalaman serta program latihan mereka berbanding pemain sub-elit.

6.0 Cadangan

Berdasarkan dapatan kajian ini, penyelidik mencadangkan :

- 1) Pengkaji boleh memberi perhatian khusus terhadap pemakanan atlet seperti pengambilan makanan tambahan, suplemen dari orang luar juga mampu mempengaruhi dapatan kajian yang diperoleh. Hal ini agar keputusan kajian yang diperoleh di masa akan datang akan lebih menyeluruh dan tepat.
- 2) Masalah kesihatan serta keadaan emosi subjek juga perlu diberi perhatian dalam memastikan

setiap subjek berada dalam keadaan yang betul-betul sihat sebelum melakukan ujian. Hal ini bagi memastikan subjek bebas dari keadaan yang tertekan, risau, keletihan agar keputusan prestasi yang diperoleh tidak terjejas.

Hasil perbincangan ini diharapkan agar kajian yang dijalankan dapat menjadi panduan sebagai bahan rujukan pada masa akan datang serta dapat membantu dalam meningkatkan kualiti pencarian bakat muda yang lebih berbakat dalam ketersediaan fizikal dan prestasi kecergasan fizikal yang lebih baik dan cemerlang.

7.0 Kesimpulan

Secara keseluruhannya, objektif dan matlamat kajian telah tercapai. Terdapat implikasi yang penting dalam menentukan ciri-ciri antropometri dan kecergasan fizikal antara pemain hoki kategori elit dansub-elit dalam memberi penunjuk arah kepada jurulatih bagi mempertingkatkan lagi apa yang kurang. Pengalaman Latihan, pertandingan yang kompetitif serta saiz badan juga memberi pengaruh terhadap kedua-dua kategori ini. Selain itu, jenis ujian yang digunakan di dalam kajian ini juga boleh digunakan untuk mengesan ciri-ciri antropometri dan kecergasan fizikal dalam proses pencarian bakat muda yang lebih berbakat agar kualiti dapat ditingkatkan. Semoga hasil kajian ini dapat memberi kesan yang positif kepada parapemain untuk meningkatkan semangat dalam usaha mencapai prestasi yang lebih baik dari sebelum ini dan membantu dalam menjadi panduan jika ada penyelidikan lanjutan pada masa hadapan.

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