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JILID 2
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PRAKATA PENASIHAT SIDANG EDITOR

Alhamdulillah, setinggi-tinggi kesyukuran ke hadrat Allah SWT kerana dengan limpah kurnia dan keizinan-Nya, Jurnal Pengajiam Umum Jilid 2, 2021 ini sekali lagi berjaya di terbitkan susulan Jurnal pertama yang dimulakan pada tahun 2020.

Penerbitan Jurnal Pengajian Umum diharap dapat memberi ruang dan platform terbaik untuk pensyarah dan penyelidik mencurahkan idea bernas selaras dengan perkembangan ilmu dan perubahan masa kini. Selain itu juga, penerbitan Jurnal ini dapat membantu pensyarah dan penyelidik dapat menyebarluas serta berkongsi hasil dapatan kajian mereka kepada seluruh warga pensyarah dan pembaca agar dapat berkongsi manfaat ilmu pengetahuan. Dengan memberi penumpuan kepada bidang umum yang merangkumi nilai etika, keagamaan dan falsafah, peradaban, hubungan etnik, sastera dan kemanusiaaan, kebudayaan dan keseniaan, pendidikan, bahasa dan pengurusan dalam penerbitan jurnal pada kali ini.

Adalah menjadi harapan kepada semua penyelidik untuk terus merancakkan pembudayaan penulisan dan penyelidikan. Penjanaan idea baru dan bernas mampu memberi manfaat terbaik kepada pembaca dalam peningkatan ilmu pengetahuan disamping dapat menyelesaikan permasalahan yang berlaku hari ini.

Akhir kata sekalung penghargaan tahniah dan terima kasih diucapkan kepada para penyelidik yang telah menyumbangkan artikel serta ahli jawatankuasa yang telah bertungkus-lumus untuk menjayakan dan meneribtkan jurnal pada kali ini. Semoga usaha ini mendapat keberkatan dan kerahmatan daripada Allah dalam meneruskan delegasi ilmu yang berpanjangan serta berterusan.

Rafidah binti Ahmad
Ketua Jabatan Pengajian Am
Politeknik Kota Kinabalu

PRAKATA KETUA EDITOR

Jurnal Pengajian Umum Jilid 2, 2021 ini diterbitkan sebagai satu wadah untuk menggalakkan para pensyarah menjalankan penyelidikan dan seterusnya menyebar luas pengetahuan, pengalaman dan dapatan kajian mereka.

Dalam Jilid 2 ini sebanyak 10 artikel telah diterima dan dipilih untuk dimuatkan dalam jurnal ini. Artikel yang diterbitkan dalam jurnal ini membincangkan pelbagai aspek penyelidikan dalam bidang umum yang dapat meningkatkan kualiti pengajaran dan pembelajaran di institusi pengajian tinggi. Antara artikel yang dipilih kali ini ialah artikel yang membincangkan aspek bidang umum merangkumi nilai, etika, keagamaan dan falsafah, peradaban, hubungan etnik, sastera dan kemanusiaan, kebudayaan dan kesenian, pendidikan, bahasa dan pengurusan.

Setinggi-tinggi penghargaan ditujukan kepada semua editor dan reviewer yang telah memberikan sokongan dan kerjasama yang baik dalam melancarkan penerbitan jurnal ini. Syabas dan tahniah juga diucapkan kepada penulis yang menyumbangkan artikel bagi penerbitan Jurnal Pengajian Umum Jilid 1, 2020 ini.

Semoga jurnal ini dapat memberi manfaat kepada semua pensyarah dalam meningkatkan kualiti kerjaya mereka ke arah memajukan bidang pendidikan negara.

Johan Severinus Tati

Ketua Editor

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Kandungan

Students' Experience of Group Work and Group Assessment in Tertiary Education

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Abstract

Group-based or collaborative learning has been seen to give many advantages to students individually when it comes to learning. In addition, these group tasks, activities and assessment have for the past few years become essential components of many higher educational programmes in Malaysia as well as all over the world. The principal focus of the study is to investigate and explore the feelings and experiences of Diploma students regarding group work and group assessments. The findings reported here are based on 190 responses in a survey and a focus group with final-year Commerce, Hospitality and Tourism, and Engineering students at Politeknik Kota Kinabalu, which is a public tertiary education institution. Interestingly, the results reported three basic attitudes towards participation in group-work: a preference for individual learning, a preference of group learning and a feeling of discomfort in groups. Also, respondents shared "unequal contribution by group members" and "allocation of marks" as the main challenges they face when working in group assessment. Results are discussed in the context of current theoretical and empirical work on group-based learning. Implications on education and suggestions for further research are also discussed.

Keywords: *assessments, collaborative learning, group-based learning, group work, tertiary education*

Introduction

Collaborative and cooperative learning are based on a team undertaking whereby group members work and count on each other by giving support and backup to achieve a particular result. This method of learning that strategizes an active learning, still can be seen as a scope that progressively receives attention in the academic fields. It was said that collaborative learning refers to an instruction method in which a small group of students with different capabilities work together toward an agreed-upon goal. Each group member, in addition to self-learning, takes responsibility for other members' learning. Thus, individual success influences group success. Although collaborative learning has many definitions in the literature, the shared characteristic is that learning occurs through interaction in a social context. Students collaborate through several modes of communication such as face-to-face and internet, according to Gokhale (1995). But, based on Kagan (1989-1990, p.13), the structural approach to cooperative learning is based on the creation, analysis and systematic application of structures, or context-free ways of organizing social interactions in the classroom. Structures usually involve a series of steps, which requires various behavioural skills for each step to which the important cornerstone of the approach is the distinction between "structures" and "activities".

Bruffee (1993) argues that the difference lies in the teaching methods in that of the terms of "cooperative" and collaborative learning which are often used interchangeably, and Bruffee further stated that cooperative learning is usually

tutor-led and is appropriate for learning facts and collaborative learning that requires a critical approach. Panitz (1996) nonetheless recommends that they are synonymous; in this research, collaborative and cooperative learning are entwined, as it is difficult to separate one from the other.

With this type of method, there are benefits in group learning and it is well associated and broadly researched as shown by Clarke (2004), Gillies & Ashman (2003) and Johnson & Johnson (2000) among others in which they corroborate that collaborative learning facilities active exchange of ideas within groups, increases motivation among participants, promotes critical thinking, foster socialization, improves attitudes towards learning, and develops a better understanding of diverse cultural background. Therefore, cooperative learning has occupied and still occupies higher and more important position than other forms of classroom/student learning structure such as (1) Individualized or criterion-based grading system and (2) Competitive or norm-based grading system as mentioned by Johnson, Johnson, & Holubec, 1986).

Thus, the primary objective of this research is to examine students' experiences with group work and group assessment at Politeknik Kota Kinabalu, with the following objectives:
   i. Explore students' attitudes towards group work and group assessment and
   ii. Investigate the main challenges in group assessment

Literature Review

Most of the previous research on group learning in Higher Education is limited though there is a growing realization of this challenge (Fisher. Shaw & Ryder, 1994; Lerner, 1995; Lundberg & Lundberg, 1992; McGraw & Tidwell, 2001). There is small factual evidence regarding its effectiveness and success as a learning and assessment method within the context of Higher Education (Hughes, 2002). But social constructivist theorists assert that cooperative learning is more successful than individual learning (Slavin, 1990). These social constructivists view of learning in Higher Education argues that students, through engaging in group work, take responsibility for their own learning and are given the opportunity to develop important abilities to analyze, evaluate and synthesize (Ayres, 2015).

It is often the case that group members take on different roles within the group, and sometimes these can be both formal (e.g., leader, secretary), and informal (Johnson & Johnson, 2003). Clearly defining roles and responsibilities at the start of a group work can have a positive impact on the experiences of group members (Gagnon & Roberge, 2012). Groups can really struggle with issues of authority and leadership (Cartney & Rouse, 2006), and identifying a leader can be problematic (Fearon, McLaughlin, & Eng, 2012). Freeman and Greenacre (2010) advised that having defined student roles for groups complete with explicit skill sets was one way that free riding could be addressed by tutors. Students working together in a shared space is seen to offer much greater benefits than dividing up the task and working individually (Mayne, 2012). However, establishing suitable times and places for meetings can be difficult, and is adversely affected by students' different and conflicting academic and personal commitments (Fearon et al., 2012; McKinney & Sen, 2016). There is also a case of free riding to which groups where all members receive the same grade experience greater problems with free riding (Clark & Baker, 2011). And free riding can be incredibly destructive to groups, and those perceived as free riders are punished by giving them tasks, they are unsuited to, arranging meetings at times they are unable to

attend, excluding them from email exchanges and setting unrealistic deadlines (Freeman & Greenacre, 2010). Students can struggle to understand the reasons why their peers are not contributing well to a group, and may not distinguish between laziness and other reasons for non-engagement (Freeman & Greenacre, 2010). Differing work styles can cause perceptions of free riding, as can low self-esteem and low opinions of work quality (Hall & Buzwell, 2013). According to Forslund Frykedal & Hammar Chiriac (2018), group work in educational setting has generated knowledge in several areas such as learning outcomes that promote both academic achievement and social skills/collaboratives abilities from group work. Reiser (2017), stated that the present study makes a distinction between group work and group assessment in academic achievement.

In summary, the large body of research about group working in Higher Education presents theoretical and empirical evidence of the positive aspects of student groups working in an education context. However, factors such as variable levels of contribution, leadership, planning and communication can have positive or negative impact on how the group works together, and ultimately the educational achievement of individual students.

Methodology

Quantitative and qualitative data collection approach were employed in order to capitalise the amount of relevant data. Mixed methods research is gaining popularity because it enables data triangulation in which the researcher can leverage the strengths and mitigate the weaknesses of each approach (Royce, Thyer, & Padgett, 2010). A sequential design was utilised, in which a survey was conducted first, followed by a focus group interview. One-hundred-and-ninety respondents from Semester 5 and 6 students of Commerce, Hospitality and Tourism, and Engineering (Civil, Mechanical, Electrical) departments were chosen for the study. The empirical data were collected through Google Form giving a completion rate of 90%. Nineteen respondents were not able to answer the online questionnaire due to weak internet connectivity at their place. The 18-items questionnaire named as *Feeling Towards Group Work* (FTGW) is based on five-point Likert scale that was adapted from Cantwell and Andrews' survey (2002) in which three main factors were identified: preference for individual learning, preference for group learning and discomfort with group learning.

There were six focus group participants selected from those who answered the questionnaire, thus serving the meaning of purposive sampling as they were information-rich. The interview was conducted via Google Meet and lasted for 30 - 45 minutes. Two open discussion questions were formulated:
   i.   What are the challenges you face when working in group assessment?
   ii. What would you like to see more in your group work and group assessment?

The researchers had no trouble transcribing the interview and identifying individual voices because the group was small. Each participant introduced himself or herself at the start of the interview but their responsed were labelled as Student A to F respectively in Results and Disucssion section. The focus group interview was structured using an interview protocol, which was developed in advance of the meeting. In order to reduce the possibility of ethical issues, all participants were informed that they were taking part in a study and were informed of the purpose of the study. After all of the data had been organised and transcribed, the next step was to develop codes, which were then collapsible into themes using the NVivo software, which was used throughout the data analysis process.

Results and Discussion

Demographic Profile of Respondents

Web-based survey tool, Google Forms had been used as a platform to distribute questionnaire in this study. Table 1 describes the demographic profile of respondents according to academic department and gender.

Table 1. Demographic Profile of Respondents

	Department	Civil	Mechanical	Electrical	Commerce	Hospitality & Tourism	Total
Gender	No. of respondents	42	38	35	30	26	171
	Female	12	8	3	28	22	95
	Male	30	30	33	2	4	76

Analysis of Research Questions 1

RQ 1 was concerned with identifying students' feeling toward group work among Semester 5 and 6 students at PKK. To answer this question, descriptive statistics were applied to rank the order of preferences among respondents according to the three categories of FTGW questionnaire. The Mean Score Interpretation Table constructed by Nunnally and Berstein (1994) was used in this study to measure the mean score. The Mean Score Interpretation Table is as shown in Table 2.

Table 2: Mean Score Interpretation Table Nunnally and Berstein

Mean Scale	Level
4.01 – 5.00	High
3.01 – 4.00	Medium High
2.01 – 3.00	Medium Low
1.00 – 2.00	Low

(1994)

Table 3 summarises the mean scores and the standard deviations of the participants' responses for each item listed in FTGW instrument.

Table 3 : Mean Scores and Standard Deviation for Individual
FTGW Items

Item	Mean	SD
Preference For Individual Learning		
1. I enjoy working within a group	3.92	0.49
2. I like to work alone even when placed in a group	2.33	0.74
3. I prefer to work within a group rather than work alone	3.67	0.74
4. I do not like to study within a group	2.64	0.89
5. Even when groups are well organised, I don't believe they are a more effective way of using class time	3	0.00
6. I often think the work becomes too confusing when done in a group rather than individually	2.60	0.63
7. I sometimes feel let down by other group members	3.77	0.57
Total =	**3.13**	**0.29**
Preference for Group Learning		
8. I understand information better after explaining it to others in a group	4	0.00
9. I often have a strong feeling satisfaction when I become totally involved in a group achievement	4	0.00
10. It is important that other group members take responsibility for my learning as well	3.86	0.51
11. I usually make a strong personal contribution to group work	3.37	0.93
12. I like group work more when we can make up our own groups	4.42	0.73
13. I can usually understand other group members' ideas	4.63	0.77
14. It is best when each person helps each other within a group	4.75	0.44
Total =	**4.15**	**0.37**
Feeling of Discomfort in Groups		
15. l sometimes feels nervous when I have to give my ideas or communicate within a group	3.80	0.60
16. I often find it difficult to understand what the group task is	3.75	0.66
17. l am often afraid to ask for help within my group	2.91	0.68
18. I rarely feel relaxed within a group	3.77	0.56
Total =	**3.56**	**0.06**

The findings show that the majority of the respondents have a high degree of preferences for group learning as compare to preference for individual learning. Table 3 also presents the overall aspects of preference of group learning to a high level of agreement with a total mean score of 4.15 and standard deviation of 0.37. Most of the respondents stated that they were of the opinion of helping each group members out in doing a group work. One of the ways is by *'…explaining it to others in a group'*. Moreover, respondents were contented when they gave full participation in their group success combined with a preference for choice in selecting own group members. In contrast, the lowest mean score of 3.37 of all the items in Preference for Group Learning that is Item 11 that posits question to just how much each group members is equally contributing to group work. Although

group work or cooperative learning has many benefits, a potential problem is the occurrence of free riding by some group members (Giraud & Enders, 2000; Magney, 1996). This topic will be further explored in the second research question findings. It is worth mentioning that none of the respondents answered "Not At All True of Me" at the other end of the scale as presented in Figure 1.
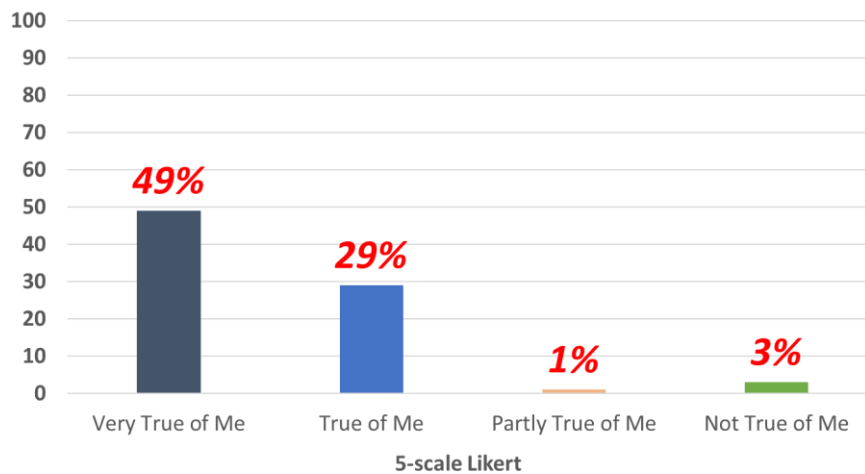
Figure 1: Percentage of Responses

Analysis of Research Questions 2
        RQ 2 attempted to discover respondents' opinions on the benefits and disadvantages of group assessment. Discussion in focus group interview provides further clarification regarding the challenges of group assessment. The findings from a thematic analysis of the qualitative data collected are discussed according to the themes identified by the researchers. The following main themes identified in the transcripts collected were: Theme 1: Unequal contribution by group members; Theme 2: Lecturer's management of group assessment and, lastly Theme 3: Allocation of marks. Further explanation is provided by the following statements.

Theme 1: Unequal contribution by group members
        There were certainly some comments of uneven workload involvement expressed *e.g.* Student A: certain members were not pulling their weight to provide fair share of contribution Student B: refused to take up work evenly, willing only to do light task
        In the above responses, students related frustration to difficulties with unequal contribution by group members. Students dread group work because they know that not every member contributes equally. Some will take on more work to make up for those who free-ride. Most educators engaged in group assessment are aware of the problem of free-riding. It is interesting to note here that this reflects some of the concerns from the literature that free riding can be incredibly destructive to groups (Freeman & Greenacre, 2010).

Theme 2: Lecturer's management of group assessment

There were a number of clear indicators of lecturer's management of group assessment in relation to the respondents' experience of group assessment *e.g.*

Student E: I prefer if the lecturer made the decision on group formation and composition Student B: There should be clearer instruction on what is being evaluated: the final product, the process, or both.

Based on the responses above, it can be said that groups should only be formed by the lecturer who should from the outset be clear and transparent about all aspects of group criteria and rationale, including selection, size, composition, process, group rules, support, issues arising, outcomes and assessment.

Theme 3: Allocation of marks

The smallest proportion of the responses made related to marks allocation, in relation to group assessments:

Student C: I believe that everyone should be assessed individually even though it is a group assessment

Student D: Higher marks should be given to group member who perform well and contribute much to group assessment

A fundamental principle that should inform lecturers is that marks should be allocated in a way that is consistent with achieving the learning objectives of the course. There are a number of critical questions that lecturers should answer before finalising marks for group assessment such as should lecturers give students all the same mark or a mark based on each person's contribution to the group performance?

Conclusion

Students in this research felt that group work and group assessment are seen as an integral part of their Diploma studies in Politeknik Kota Kinabalu. The rationales for using group work and group assessment should be explicitly clear by lecturer as it helps students to achieve a deeper learning, groups progress more collaboratively as well as develop teamwork skills and social interactions. By elucidating final year students' experiences on group work and group assessment we have been able to add new knowledge and understanding of what the essence is behind successful group work and group assessment in tertiary education. Thus, can be of use for further development of group work and group assessment as a pedagogical practice.

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The Effect of the 2019 Novel Coronavirus Dieses (Covid-19) Outbreak on Politeknik Tawau Sabah Students. Online Learning and Coping Mechanism – A Case of Politeknik Tawau Sabah

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Abstract

As the world strives to fight the Covid-19 pandemic, Malaysia is also very committed to ensuring the safety, economy, and emotions of the people. During the lockdown, Politeknik Tawau Sabah (PTS) some students primarily raised concerns about their study issues which included the inability to attend online classes successfully due to a few reasons. This study aims to identify the effect of the pandemic on PTS students in terms of learning. The respondents were chosen from among semester 2 to semester 5 students. Data collection was carried out from 2 May 2021 until 14 May 2021, which was during the Movement Control Order implementation. The results of the study confirmed that the majority of PTS students that the pandemic was affected in terms of online learning and socially. This understanding and data have encouraged the management of PTS to provide non-academic courses to students for them to cope while they were at home.

Keywords: *Covid19 pandemic, effects on online-learning, coping mechanism*

Introduction

The Covid-19 pandemic started in December 2019 in Wuhan, China, and spread around the world rapidly within months. The pandemic affected all areas of life, including education. The Prime Minister of Malaysia has decided that the country will be on lockdown from 18 March 2020 (The Star 2020). This decision has affected the education system where learning should continue online. In addition to protecting high-risk campus members, campus closures aimed to protect the local community. The study shows the changes in students' emotions and environment to continue online learning during the pandemic as well as to detect their compliance in adopting new norms in daily life. Knowledge of technology plays a very important role in helping students throughout the implementation of online classes such as internet networking and communication tools (World Economic Forum, 2020). Transitioning from traditional face-to-face learning to online learning can be an entirely different experience for students, which they must adapt to with little or no other alternatives available (Caroline Mutuku, 2018).

We have read in the newspaper university students lament the challenges of doing online classes. Student's learning was hampered by bad network connection, lack of cooperation from parents to allow students to attend online classes, students are not acquiring real, long-lasting knowledge and some students don't have the opportunity to leave during the two hours allowed during the curfew because they have to sit in online classes.

These complaints are rampant and commonly used to represent students' online learning scenarios in universities. Students and staff in Politeknik Tawau

Sabah (PTS) also shared the same sentiment. However, despite the 'sentiment' of online learning, all PTS students passed all the courses for the past two semesters. This contradicted the 'complaints' about online learning.

Therefore, this study is conducted to get some data as to the extent of challenges faced by PTS students to do online learning.

Objective
i.   To identify Covid-19 effect on the class environment
ii.   To identify Covid-19 impact on the social life of students
iii. To propose coping mechanisms for the students

Methodology

This study used a quantitative approach via questionnaire. The following paragraphs explain the methodology.

Questionnaire

The questionnaire was developed based on the research objectives. Then the questionnaire was administered using the *Google Forms* platform, which was separated into three (3) sections: Section 1 – Demographic consists of student's gender, ethnicity, semester, and place of origin; Section 2 - online class environment, and; Section 3 - impact on the social life of students. The responses used a 4-tier Likert scale namely 4 - Strongly Agree, 3 – Agree, 2 – Disagree, and 1 - Strongly Disagree.

Procedures

The distribution of the questionnaire was conducted through the outreach of *WhatsApp Messenger*. Links were sent through each class representative and students were given two weeks to answer the questionnaire from 2 May to 14 May 2021. Because data collection was done through the Internet, participants provided informed consent by clicking a button after having read all relevant information. The authors had access and kept track of the responses.

Respondents

The respondents consisted of PTS students. The population was 183 comprising of students from semester one until semester five. Therefore, the sample size was 123 respondents based on Kreijcie and Morgan's table of sampling (1970). A convenient sampling method was used to reach out to the respondents because it was doable given that the students were still in their hometown during the data collection phase. Finally, 151 students responded to the questionnaire.

Data Analysis

Data collected were analyzed using a statistical analysis application to calculate the mean.

Data Analysis and Discussion

Table 2 and Table 3 display the data for Research Objective 2 and Research Objective 3.

Table 1: Covid-19 Effect on Class Environment

Questions	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
The sudden change to online class was smooth.	4	80	49	18
Technology for an online class is reliable	10	101	31	9
I miss the face-to-face contact with lecturers when online classes.	65	71	12	3
I am satisfied with the use of communication tools in an online environment.	18	98	25	10
Online class practical has been manageable.	6	89	46	10
I feel connected with other students during an online class.	7	64	52	28

Research Objective 1: Covid-19 Effect on Class Environment

The sudden change to online class was smooth.

A total of 4 students strongly agreed, and 80 students agreed that the class conducted online was running smoothly despite the sudden change in the way of learning that has been using face-to-face methods. However, 49 students disagreed, and 18 strongly disagreed with this sudden change because it is possible that students are not ready to face changes in the traditional education system.

Technology for an online class is reliable

10 students strongly agreed and 101 agreed that the technology used for the online class was reliable. This is because students have become accustomed to the use of technology nowadays and the use of smartphones has become a daily necessity.

However, there are still 31 students who disagreed, and 9 students strongly disagreed because there are some areas where they still do not have good internet connections and the facilities to study online are limited.

I miss the face-to-face contact with lecturers when in an online class.

In total, 65 strongly students agreed and 71 agreed that they longed to communicate with lecturers face-to-face. This is because studying in class and when the lecturer is with the students, the presentation of information is easier to understand and if there are any questions can be asked directly in class compared to online. The possibility of this online class is only suitable for explanation theoretically but not for practice. Online learning can be challenging for students because of limited non-verbal communication. Only 12 students disagreed and 3 students strongly disagreed about this question.

I am satisfied with the use of communication applications in an online environment.

The results of the survey found that 18 students are strongly agreed and 98 agreed that they are satisfied with the use of applications such as *Cisco Webex Meetings, Zoom Meetings,* and *BigBlueButton (software web conferencing system for Linux servers)* during online learning is implemented. This use is not only used by students but also used by all sectors of employment for meetings, conferences, webinars, and many more. Therefore, apps developers keep on updating their system to make it easier for all users to use it easily, including PTS students. Only 25 students disagreed and 10 students strongly disagreed; it is likely that students are not yet proficient in using the online system and still need to explore how to use it in the future.

Online class practical has been manageable.

6 students strongly agreed and 89 agreed that the online class was implemented with good management. This is because lecturers and students can use the technology system with high skills, so there is no problem with online classroom management. Nevertheless, a total of 46 students gave the option that they disagreed and 10 students strongly disagreed that the online class was good management and it can be seen that when the internet situation is unsatisfactory in the area where students live, it will be difficult for students to attend exactly when the class starts. When a class continues before all students are present, it will cause the student to miss out on a particular topic. It is also unfair to the lecturer to wait for all the students to attend at the scheduled time as it will waste the time of other students who have already attended as per the scheduled time. This in turn will cause time management during online classes to not achieve student satisfaction.

I feel connected with other students during an online class.

A total of 7 students strongly agreed and 64 agreed that even if classes were conducted online at home, they could still stay in touch with other students. This is because nowadays everything is accessible online. Students can not only connect virtually during the class, but they can also connect during group discussions through social media and *WhatsApp Messenger.* However, 52 students disagreed and 28 strongly disagreed, and feel limited by this connection even though they may be able to meet virtually, but face-to-face storytelling is the most enjoyable feeling. This

is more difficult when some students do not have a good internet connection because information or conversations with friends are slow to be received.

Items	Question
1	The sudden change to online class was smooth.
2	Technology for an online class is reliable
3	I miss the face-to-face contact with lecturers when online classes.
4	I am satisfied with the use of communication tools in an online environment.
5	Online class practical has been manageable.
6	I feel connected with other students during an online class.

Research Question 2: Covid-19 Impact on Social Life of Students

Table 2: Covid-19 Impact on Social Life of Students.

Questions	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
I am scared and worried about Covid-19. It is out of my control.	37	90	18	6
I must stay indoors and do nothing.	11	73	54	11
I cannot see my friends or do fun activities with them.	63	80	5	3
I am concerned about my mental health	32	98	18	3

during the Covid-19 pandemic				

I am scared and worried about Covid-19. It is out of my control.

Students know and understand that Covid-19 is very dangerous and can be life-threatening to the community. Therefore, it is desirable if students feel afraid and anxious to socialize with others. When fear dominates the student, this will cause the student to become depressed and act out of control. 37 students strongly agreed and 90 students agreed that they are scared and worried about Covid-19. However, 18 students disagreed and 6 students who strongly disagreed, those who are still living their daily lives as usual and are not worried about this pandemic. This is because there is no full awareness in students or family members of how dangerous this virus is and can lead to loss of life.

I must stay indoors and do nothing.

Due to this pandemic, all communities must stay indoors; there is no need to go out if there are no important matters. 11 students strongly agreed and 73 students are agreed while, 54 students disagreed and 11 strongly disagreed with this question. However, it does not mean just having to stay still without doing any activity. As a student, it is encouraged to stay active and connect with friends. Many activities can be done together, such as video calls, online games, or sports. Many students still do not know how to manage time and emotions during the implementation of this Malaysian Movement Control Order (MCO).

I cannot see my friends or do fun activities with them.

A total of 63 students strongly agreed and 80 students agreed that they could not meet friends and do activities together. This is because students think that face-to-face interaction is more fun and satisfying. The activities that can be done while online are also limited and do not involve eye contact and touches that make the relationship more intimate. However, 5 students disagreed and 3 students strongly disagreed with this question because for them to connect virtually is also a normal social practice in this modern age of technology.

I am concerned about my mental health during the Covid-19 pandemic.

PTS students know and realize that they need to take care of their mental health when facing a pandemic. A total of 32 students agreed and 98 students agreed because it is very important in maintaining good and positive emotions. Yet 18 students disagreed and 3 students strongly disagreed that they care about their mental health problems because they are still unfamiliar with the pandemic situation they are experiencing.

Conclusion

This study shed some lights on the effect of Covid-19 on class environment and the impacts of Covid-19 impact social life of PTS students.

The effect of Covid-19 on class environment.

The effects of learning on students during this Covid-19 pandemic were that students felt the situation and the learning environment were not reaching the level of satisfaction and knowledge. Most students are stressed and often we hear in social media in or outside the country displaying news that disrupts student learning. Not only among university students, but among school students as well. It is true that most of the students passed and succeeded in the exams, including PTS students, but there were also those whose marks only passed the safe level.

The impacts of Covid-19 social life of PTS students.

The impact of Covid-19 on the social life of students can be seen where students become less sociable throughout the lookdown is implemented. Not only are classes held online, but also meetings with friends, sports and games are also included online. The relationship exists and the friendship can still be maintained, but the intimacy and seriousness in carrying out the activity is less due to constraints faced such as internet problems, obstacles from parents for seeming to assume the activity does not exist because it cannot be seen with the naked eye. There are also students who feel depressed because there are no friends around to share stories and express their feelings.

Recommendation

All this is beyond expectations and should be accepted by all walks of life including lecturers, parents, and students themselves. This new norm requires students to be proficient in using technology tools because, since the lockdown, learning sessions are implemented entirely online such as presentations, discussions, assignments, and communication. If students are weak and slow to understand the use of this technology, it will disrupt a student's concentration and interest in learning. Along with the passage of time and technological advances, the education system must find solutions in accustoming the new generation to use sophisticated learning tools not only focused on university students but started with learning from a low level because it is very important to keep us in line with the developed countries. This Covid-19 can be used as a first step to introduce the technology to all walks of life and its interests.

Healthy mental is also very important in controlling students' emotions and behaviors during the pandemic. Everyone is affected and one has to change one's daily routine drastically, like just being at home and not being allowed out. Normally, when faced with stress or problems, we need to take some time to breathe fresh air outside the house. Some people plan a vacation with family or friends to reduce stress. Similarly with students, when they are stressed with assignments, they are unable to express feelings of fatigue and burden because everyone in the house also faces stress and has their problems. Exercising or staying active while doing activities at home is very important to maintaining our mental health. Exercising with family members or doing it alone in the room will help our brain think positive things and actions. Use social media to find suitable techniques or tutorials. Everything is at your fingertips. This effort has been made by the management of PTS to ensure that students are always active in sports and online games and all students are encouraged to participate and have proven effective to students.

Staying in touch with friends or relatives will also influence the way students think and behave. Contacting them and always communicating will help us not to

focus too much on the problem. Telling stories and expressing feelings or any problems with close friends will help us to be together strong in the face of a pandemic. Not leaving a friend or family member alone in this situation is a very caring act and ensures they are not alone. When there is a lack of communication or connection with others, it will cause us to make wrong decisions and actions.

In sum, it is safe to say that Covid-19 has a great impact on PTS students in self-management and time. Students need to be skilled in managing the stress of the lesson and should be smart in completing tasks so as not to be a problem in the lesson. The Management of PTS and lecturers also need to be concerned about the problems faced by students and need to research before making decisions. Both sides play a very important role in achieving excellence in education despite still facing a pandemic and we do not yet know when it will end.

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**Students' Motivation to Learn Online: A Case Study
in Kolej Komuniti Penampang**

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Abstract

The Covid 19 pandemic has had far-reaching consequences beyond the spread of its diseases itself. The education sector is one of the hard-hit sectors. Teaching and learning have not stopped but are now taking alternative forms especially online learning. This study aims to explore students' motivation to learn online. This research employed a case study approach conducted in Kolej Komuniti Penampang Sabah, Malaysia. One hundred nine students took part as the samples. A survey questionnaire on Motivation to Learn Online by Fowler (2014) was administered to obtain the data. The data was statistically computed by using Statistical Package for Social Science (SPSS). This research revealed that students have a higher motivation to learn online. Online-based learning did not affect the students' learning motivation. 42.6% of respondents had higher intrinsic motivation to learn online. 67% of respondents showed high extrinsic motivation in online learning. The implications were discussed on building student motivation to succeed, particularly in an online format, and different considerations for lower-level or upper-level students. Further research is recommended to explore the correlation between students' motivation and learning strategies in online learning among the community college students in Sabah.

Keywords: *Online learning, student's motivation, online learning motivation*

Introduction

The Covid 19 pandemic has had far-reaching consequences beyond the spread of its diseases itself. The Covid-19 pandemic, also known as a coronavirus pandemic, was announced by the World Health Organization in March 2020. As the global data shows, numerous nations have declared national emergency states because of the high coverage and impact of this contagious and devastating disease. Malaysia, as one of the countries with a sizeable population, Malaysia implemented policy reforms in various areas. The education sector is one of the hard-hit sectors. Teaching and learning have not stopped but are now taking alternative forms especially online learning. The teachers can apply synonymous or asynchronous learning to allow the students to participate in the learning sessions. A new policy has regulated the teaching and learning system in the education sector. Malaysia's government has mandated online teaching and learning processes as well as distancing programs to combat the pandemic breakout through the Ministry of Higher Education. Instructors and students have required a face-to-face to an online form of teaching and learning. The online learning law encourages all educational institutions to move away from traditional face-to-face procedures and toward digital platforms that are accessible remotely. Schools, colleges, and universities' closure orders due to movement control orders (MCO) cause students to feel unprepared. The quality of schooling that followed this abrupt change has been questioned.

Previous research has found that online learning provided some benefits during the Covid-19 outbreak in Malaysia, while it also had some drawbacks. On the one hand, students were said to benefit from online learning since they had more

opportunities to interact with rich learning resources regardless of time or location, and they had more opportunities to try out digital learning programs (Firman & Rahayu, 2020; Hidayat & Noeraida,2020; Simamora, 2020). Furthermore, there was a high level of interaction in virtual contact between teachers and students due to the tremendous remarkable share information and experience (Pakpahan & Fitriani, 2020; Rochman & Pertiwi, 2020). Because the online teaching and learning processes incorporated computer technology, both teachers and students were more eager to engage, which improved their computer abilities (Dasrun, 2020; Khasanah, Pramudibyanto, & Widuroyekti, 2020).

On the other hand, online learning has been considered to have drawbacks. Because they had too many projects to complete in a short period, the students said that online learning had caused them health concerns such as weariness, headaches, and fever. Some people also claimed that long-term staring at computer or phone screens had harmed their eyesight. Students also suffered financial difficulties due to purchasing a large amount of credit to meet the online quota (Simamora, 2020). Throughout the epidemic, these benefits and drawbacks, which affected students' learning achievement, were inextricably related to students' engagement in online learning. Students' motivation influenced both advantages and downsides, which is interesting.

During the coronavirus outbreak, motivation for online learning was reported to have mixed higher education results, particularly at Kolej Komuniti Penampang in Sabah. Some students were unmotivated to learn of a knowledge reduction, while others were highly motivated. Students with a lack of motivation were strongly affected by external factors such as learning environment, learning time, and instrumental aids, according to Cahyani, Listiana, and Larasati (2020), Rachmat (2020), and Simamora (2020) in their study. Because online learning was done at home, many parents assumed they could still ask their children for help in the household during their online learning time. Frustration was also induced by poor internet connections and gadgets used to access distance learning. Fitriyani, Fauzi, & Sari (2020) and Simamora (2020), on the other hand, claimed that intrinsic factors drove university students to engage in online learning. They have studied hard, even online, since they are eager to learn and add to their knowledge furthermore, their resilience and psychological state aided in their online learning performance.

This study aims to study students' motivation for online learning in higher education institutions, namely Kolej Komuniti Penampang Sabah students. As a result, this research aims to determine students' incentives for online learning amid the Covid-19 pandemic.

Literature Review

Motivation to learn

Motivation is "a theoretical construct for explaining the start, direction, intensity, persistence, quality of behavioural-directed behaviour" (Brophy, 2010:3). Individual cognitive and emotional processes are linked to situated and interactive interactions between learners and their learning environment, with environmental and social variables acting as facilitators or obstacles (Schuck et al., 2014). Motivation, which has been defined as an "engine of learning" (Paris & Turner, 1994), influences what, how, and when students learn (Schunk & Usher, 2012). Ryan and Deci (2000a, 2000b) claimed that motivated learners might perform challenging learning activities that actively involve them in discovering suitable ways to aid their learning, enjoy them, and demonstrate higher perseverance and creative knowledge in their studies.

Intrinsic and Extrinsic Motivation in Learning

Motivation is "a theoretical construct for explaining the start, direction, intensity, persistence, and quality of behaviour, par behaviour goal-directed behaviour" (Bbehaviour010:3). Individual cognitive and emotional processes are linked to situated and interactive interactions between learners and their learning environment, with environmental and social variables acting as facilitators or obstacles (Schuck et al., 2014). Motivation, which has been defined as an "engine of learning" (Paris & Turner, 1994), influences what, how, and when students learn (Schunk & Usher, 2012). Ryan and Deci (2000a, 2000b) claimed that motivated learners might perform challenging learning activities that actively involve them in discovering suitable ways to aid their learning, enjoy them, and demonstrate higher perseverance and creative knowledge in their studies.

Intrinsic Motivation

According to Deci and Ryan (1985), intrinsic motivation in learning is related to (1) motivation to learn and gain new knowledge, such as happiness in learning new things; (2) motivation to experience encouragement and physical joy, such as enjoyment in learning interesting learning materials; and (3) motivation to engage in challenging learning activities. Interest, ambition, aspiration, awareness, competency, and physical and psychological factors influence intrinsic motivation.

Extrinsic Motivation

Extrinsic motivation, on the other hand, is linked to (1) motivation to be rewarded or avoid punishment (external regulation), such as achieving a high score in completing a complex project; (2) motivation to avoid a bad situation or being found guilty (interjected regulation), such as demonstrating one's ability to complete complex tasks; and (3) motivation to gain benefit and necessity after completion (interjected regulation) (as cited in Erten, 2014, p.174). Studying social factors, familial situations, and supporting facilities.

Online Learning

Some scholars made definitions for online learning. Bates (2005) argued that online learning uses the web and the internet in education. According to Ally (2008, p.5), it is defined as the use of the internet to access materials; interact with the content, instructor, and other learners; and obtain support during the learning process to acquire knowledge, construct personal meaning, and grow from the learning experience.

Nevertheless, Hartnett (2016) pointed out the term online learning as a termination of Bates and Ally's terminology in her book. She defined it as 'distance education mediated by technological tools where learners are geographically separated from the instructor and the main institution.'

Principles of Online Learning

According to various research, online learning may be divided into two categories (Alabbasi, 2017; Archambault et al., 2010; Bakia, 2012; Huang et al., 2020; Powell et al., 2015; Watson & Gemin, 2008; Wick, 2010). To begin with, the content of online courses has a significant impact on students' learning results. It must use technology to engage learners remotely through the internet with various interactive content like audio, video, animation, and simulation. The content may be adapted and adjusted according to the needs of the learners to demonstrate their ability to comprehend the learning material and be ready to go on to the next one. Second, the instructions are sent over the internet, allowing students to remark on their assignments immediately. The instructions, like the material, can be adaptable

and personalised depending on the pedagogy demands, interaction regulations, and gadget availability based on the hosting education institution's policy. Teachers give instructions using engagement in the same time-space communication, such as Zoom or Google Meet video conferencing, and through separate time-space communication, such as email or chat texting apps. Those modes of communication must be available from a variety of locations.

Online Learning during the Covid-19 Pandemic

The expansion of the Covid-19 coverage and effects has abolished classroom teaching and learning procedures. Li & Lalani (2020) found that 12.2 billion children worldwide are e e outside of the class. Schools undertake online learning remotely utilising replacement face-to-face learning in the school. According to the United Nations Sustainable Development Group (2020), through online learning has been a part of most higher education institutions' learning systems; some universities still face challenges in fully implementing online learning systems due to a lack of information technology infrastructure for teachers and students. Especially in many poor developing nations' institutions, the face-to-face method still reigns the learning system's enormous, abrupt transition resulting in unanticipated curricular modifications. Students are exposed to a variety of digital learning apps. Various digital conference media, such as Zoom Cloud Meeting, Google Meet, Cisco WebEx, and Mikogo, are used to deliver lectures. Students access online learning resources, textbooks, modules and learning materials such as audio or video lectures. A computer-based system implements assignments, exercises, evaluations, or exams (Khalil et al., 2020).

The Malaysian Ministry of Higher Education has made online learning a requirement as one of the ways to avoid Covid-19 implementation. However, due to a lack of supporting information technology infrastructure, many institutions reportedly have difficulty converting their curriculum to an online version (Azzahra, 2020). Teachers also have difficulty transitioning from a face-to-face to an online pedagogy owing to a lack of online teaching skills. During in-service training, they lacked the essential computer skills and did not have access to information and understanding about online mastery. Although some schools and instructors can provide online learning, many students face challenges. Due to a lack of computer abilities, they may have been unable to learn. This issue arose particularly among students who lacked the necessary tools for online learning, such as PCs, laptops, or cell phones, and internet connection and quotas (Simamora, 2020).

Motivation in Online Learning

Because online learning demands students to participate in their education, they cannot just attend the class with the other students. The requirement requires them to engage in the online class and acquire new knowledge and information through interaction with professors and other students (Knowles & Kerkman, 2007). Schunk et al. (2014) contended that the success of students' learning was contingent upon their motivation. Additionally, Nayakama et al. (2014) suggested that students were impacted differently by their extrinsic motivations, such as their learning environment, and intrinsic motivations, such as their personalities.

According to research, pupils are motivated mainly by their mother and the internal ones. Internal qualities of effective online learners have been recognised as stable personal attributes. Furthermore, comparative examinations of online and face-to-face learners revealed that online students were more intrinsically driven than their face-to-face counterparts (Artino, 2008; Keller, 2008; Wighting et al.,

2008; Yukselturk and Bulut, 2007). Internal motivation, namely lonely sentiments, technological failure, and poor time management skills, has been shown to affect failed online learners (Hara & Kling, 2003; Keller, 1999; Paulus & Scherff, 2008). Thus, the more failed online learners become accustomed to technology, the less those obstacles become and finally vanish (Keller & Suzuki, 2004).

Additionally, motivation, or a lack thereof, for intrinsic andic motivation, is the most critical element affecting failed online learners (Artino, 2008; Keller, 2008). As a result, motivation is essential in online learning and becomes a significant aspect to consider in online learning. It is worth investigating students' desire for online learning as a proxy for the online learning success in Kolej Komuniti Penampang.

Methodology

Quantitative research was carried out in this research. The research population for this study was all the students in Kolej Komuniti Penampang. The students were from the Business Operation and Architectural Technology Programme, ranging from semester one to semester three. The college had 118 students during the study was done. Purposive sampling was used to get the sample of the research. Therefore, to determine the sample size, the researcher used Krejie and Morgan's table (1970) and targeted to get a sample of 86 students to be this research. However, 109 students were willing to participate in this study. A survey questionnaire on Motivation to Learn Online by Fowler (2014) was administered to obtain the data. The data was statistically computed using Statistical Package for Social Science Version 25 (SPSS 25.0). Likert scale was applied to scale the questionnaire in which the scale between 1 to 5 was (1=strongly disagree to 5= strongly agree). Statistical method Pearson's Correlation Coefficient was applied to analyse the instrument of the data. The reliability of the questionnaire was examined by using Cronbach Alpha. The researcher investigated the correlation between the students' scores and the student's motivation. The scores were taken from online class data. The online class was started in March 2021. The data is computed by using SPSS.

Results

This research explored the motivation to study among students using the Motivation to Learn Online Questionnaire (MLOQ). This study performed statistical analysis using Statistical Package for the Social Sciences (SPSS) version 25.0 to run the descriptive analysis.

Profile of Respondents

The demographic profile of respondents is summarized in Table 1. Study takes 109 respondents, age from 18 to 30 years, which 43.1 percent are 19 years old student followed by 37 (33.9%) age 20, 19 (13.8%) age 21, 5 (4.6%) age 18, 3 (2.8%) age 22 and 1 (0.9%) for age 23 and 30. As analysis gathered, 74 (67.9%) are female students, and the remaining 35 (32.1%) are male students. There are only two-programmed offered in Kolej Komuniti Penampang that are Sijil Pengoperasian Perniagaan and Sijil Teknologi Senibina. Therefore, of the total respondents of this study, 58 (53.2%) students are taking Sijil Teknologi Senibina, and the remaining 51 (46.8%) students are taking Sijil Pengoperasian Perniagaan.

This study also collects information on the number of online courses completed before this course. It provides the students with five categories of responses, which are 1, 2, 3 to 5, more than five, or none. The result showed that 34

(31.2%) students had never had online courses before, and equally, 34 (31.2%) said that they had more than five, 25 (22.9%) answered three to five, 11 (10.1%) 2 and the remaining 5 (4.6%) 1 online course completed before these courses. To better understand why people, take online courses, there were some fascinating discoveries about the impact of gender. There were gender disparities in the overall MLOQ score and the Extrinsic Goal Orientation and Social Engagement subscale scores. Women scored far higher than males on all three measures. While the gender disparities were statistically significant, each of these had a tiny impact size. Additional research is necessary to have a better understanding of this study.

Table 1: Profile of Respondents

Demographic Variables	Categories	Frequency	Percentage
Age	18	5	4.6
	19	47	43.1
	20	37	33.9
	21	15	13.8
	22	3	2.8
	23	1	0.9
	30	1	0.9
Gender	Female	74	67.9
	Male	35	32.1
Program	SPP	51	46.8
	STS	58	53.2
Number of online courses completed before this course	1	5	4.6
	2	11	10.1
	3 -5	25	22.9
	More than five	34	31.2
	None	34	31.2

This study also runs the descriptive analysis, the Mean and Standard Deviation of the variables and items shown in Table 2. Based on responses to a survey on students' motivation to learn online, a case study in Kolej Komuniti Penampang. The respondents were asked seven variables or subscales of the MLOQ, consisting of 38 questions. The seven variables or subscales were:

- Intrinsic goal orientation

- Extrinsic goal orientation

- Control of learning beliefs

- Self-Efficacy

- Task value

- Social engagement

- Instructor support

Table 2: Mean and Standard Deviation for Variables in the Study

Variables	Code	Mean	Std. Deviation
Intrinsic Goal Orientation	A1	4.16	0.873
	A2	4.02	0.913
	A3	4.28	0.848
	A4	3.83	0.941
Extrinsic Goal Orientation	B1	4.48	0.834
	B2	4.46	0.776
	B3	4.26	0.976
	B4	4.52	0.8
Control of Learning Belief	C1	4.51	0.675
	C2	4.34	0.772
	C3	4.00	1.009
	C4	4.61	0.639
Self-efficacy	D1	4.12	0.858
	D2	3.79	0.861
	D3	4.10	0.827
	D4	4.00	0.871
	D5	4.11	0.864
	D6	4.57	0.644
	D7	4.26	0.810
	D8	3.95	0.798
Task Value	E1	4.09	0.788
	E2	4.28	0.734
	E3	4.21	0.817
	E4	4.33	0.794
	E5	4.20	0.791
	E6	4.34	0.748
Social Engagement	F1	2.89	1.377
	F2	3.99	0.788
	F3	4.14	0.866
	F4	4.01	1.041
	F5	4.17	0.911
Instructor Support	G1	3.94	0.951
	G2	4.09	0.752
	G3	4.15	0.791
	G4	4.29	0.737
	G5	4.18	0.807
	G6	3.97	0.866
	G7	4.21	0.759

On a five-point Likert Scale, one indicated the variable was firmly disagreed; in contrast, a five response indicated the variable strongly agreed with the respondents' motivation to learn online.

Intrinsic Goal Orientation. The first subscale consisted of four items and an individual analysis run for descriptive statistics. The Mean ranged from 3.83 to 4.28, and the standard deviation ranged from 0.848 to 0.941. Thus, this shows that 51.4 per cent of students strongly agreed that the most satisfying for them is to try to understand the content as thoroughly as possible in online learning, and 43.1 per cent of students strongly agreed that material could arouse their curiosity challenge them in learning new things.

Extrinsic Goal Orientation. The second subscales consisted of four items, and the Mean collected individually ranged from 4.26 to 4.52, and the standard deviation ranged from 0.776 to 0.976. Thus, 67.9 per cent of students strongly agreed that getting a good grade is essential for extrinsic goal orientation. It is necessary to show their ability to their family, friends, employer, or others.

Control of Learning Beliefs. The third subscale consisted of four items, and the mean ranged from 4.00 to 4.61, with the standard deviation ranging from 0.639 to 1.009. Meanwhile, students' beliefs have reasonable control of learning as learning beliefs control all the items. All students answered strongly agreed.

Self-efficacy. The fourth subscale consisted of eight items. The Mean ranged from 3.79 to 4.57and the standard deviation ranged from 0.644 to 0.871. Even though the students have to learn online, their self-efficacy is still high, as 40.4 per cent strongly agreed that they believe they will receive excellent grades, expect to do well, and master the skills being taught.

Task Value. The fifth subscale consisted of six items. The Mean ranged from 4.09 to 4.34, and the standard deviation ranged from 0.734 to 0.817. The result analysis for task value found that 43.1 per cent of students agreed that they would be able to use what they learned in this course, and 42.2 per cent agreed that they liked the subject matter of this course. Furthermore, 45.0per cent strongly agreed that it is essential for them to learn the course material in class, 44.0 per cent were interested in the content area per cent thought that the course material is helpful known, that it is crucial to understand the subject matter of the course.

Social Engagement. The sixth subscale consists of five items, and the Mean for each item ranged from 2.89 to 4.17, and the standard deviation ranged from 0.788 to 1.377. In social engagement, 23.9 % said that they agreed nor disagree with feeling disconnected from the teacher and fast student-student classes, while 49.5 % decided that they would pay attention in classes. Moreover, 42.4 per cent strongly agreed that they enjoy class discussions, 41.3 per cent feel freely communicate with other students, and 45.0 per cent have a strong relationship with fellow students in this course.

Instructor Support. The final Subscales consist of seven items, the Mean ranged from 3.94 to 4.29, and the standard deviation ranged from 0.737 to 0.951. Thus, 36.7 per cent strongly that they freely communicate with the instructor in this class, and 45.9 per cent said that the instructor provides the guidance needed by the students. Meanwhile, 42.2 per cent mention that the instructor presents the materials to make them relevant, and 41.3 per cent state that the instructor provides regular feedback that helps gauge the students' performance.

Discussion

The study found that the primary motivation for students to learn online is extrinsic goal motivation, which empowers them to take control of their learning needs and gain better results. At the same time, online learning gives the students

ability utilize the learning tool to the maximum. Thus, some students may find that learning online is better than traditional learning. The second-highest subscale for students' motivation to learn online was the control of learning belief. Two noteworthy results were made to have a better understanding of the function of intrinsic and extrinsic goals in motivation to study online. Teacher Assistance ratings were predicted to be low in comparison to compared scales since traditional means of instructor support are mostly absent in the online classroom. Therefore, this study found that the prediction was accurate indeed the Instructor Support subscale had the inventory's fourth-highest scale mean (M = 4.12). Students' own extrinsic goals and control of learninare g believed to make the student have the ability to excel on their own but we do believe that this is also because the instructor provided well-planned learning and guidance to their students.

Conclusion

In higher education, online learning is contingent on the efficacy of the delivery method and the student's motivation. Engaging in online teaching does not ensure that students will be motivated to learn well, and vice versa. Several variables impact students' motivation to study online. Students' motivation is influenced by both intrinsic and external variables. When teaching online classes, instructors must have a firm grasp of their students' motives. However, because of the lack of physical touch between students and instructors, it is difficult to measure student incentives for online learning. To anticipate more serious issues, educators must get a better understanding of how to construct an interesting online classroom rather than a boring online discussion class.

Limitations and future research

This study has some limitations. Firstly, the study only involved students from Kolej Komuniti Penampang. This might make that the finding of the study cannot be generalized. Therefore, further research needs to be done and involve more participants from other Kolej Komuniti in Sabah where the students may face similar online learning difficulties and conditions. Therefore, the researcher can get better findings on the study of students' motivation to learn online. Secondly, the current study only collected data using the questionnaire, and the researcher may leave out the most crucial items needed in the study. Future research should be recommended to make an interview session with the respondent to get feedback on their feeling about learning online. In addition, for future research, the researcher should also study the gender differences that affect the motivation to learn online.

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Toleransi Agama dan Budaya di Sabah dalam Perspektif Islam

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Abstrak

Pada dasarnya setiap manusia yang beragama mendambakan kedamaian melalui ajaran nilai-nilai toleransi. Islam merupakan salah satu agama yang menjunjung tinggi nilai perpaduan dan kerukunan sesama umat manusia. Islam menawarkan konsep toleransi terhadap perbedaan yang disebut dengan tasamuh. Dalam konsep tasamuh terdapat nilai kasih (rahmat), kebijaksanaan (hikmat), kemaslahatan universal (maslahat ammah, keadilan (adl). Tolerani yang disebutkan dalam konteks ini ditinjau dalam aspek budaya masyarakat majmuk di negeri Sabah. Kajian ini membincangkan amalan toleransi agama dan budaya di Sabah dalam perspektif Islam. Pendekatan kualitatif digunakan melalui kaedah temubual berstruktur untuk mendapatkan data. Seramai sepuluh orang responden yang dipilih sebagai sampel kajian ini. Sampel kajian merupakan individu yang beragama Islam dan berasal dari Sabah. Temubual dirakam dan ditranskripsikan serta data dianalisa menggunakan kaedah tematik. Hasil kajian menunjukkan toleransi agama dan budaya adalah tinggi dalam kalangan masyarakat majmuk di Sabah. Selain itu, keragaman budaya dan amalan oleh masyarakat tempatan tidak mengugat toleransi agama dalam perspektif Islam. Kajian ini mengukuhkan hasil penemuan pengkaji lain bahawa Islam hadir sebagai agama yang mementingkan kerukunan dan toleransi sesama manusia. Kajian lanjut dan mendalam mengenai toleransi agama dengan aspek lain seperti sosiologi adalah digalakkan terutamanya di Sabah.

Kata kunci: *Toleransi agama, agama dan budaya, Islam, masyarakat majmuk*

Pengenalan

Islam adalah satu agama yang lengkap dalam semua aspek kehidupan manusia. Sifat universal (alamiyyah), toleransi (tasamuh) dan kasih sayang adalah antara nilai murni yang dipraktikkan dalam Islam bertepatan dengan maksud Islam itu sendiri dari segi bahasanya iaitu "selamat dan sejahtera". Ketiga-tiga istilah yang dinyatakan adalah saling berkait antara satu sama lain. Penjelasan tentang konsep ini diperincikan lagi supaya tidak timbul salah faham dan penerimaanya kepada individu. Berdasarkan Surah al-Anbiya' 21:07 yang dinyatakan dalam al-Quran, konsep toleransi yang diamalkan dalam Islam memberi gamabaran bahawa ajaran Islam bersifat universal (Rahmatan lil Alamin). Namun demikian tidak semua intipati dalam Islam adalah bersifat Universal kerana dalam bab Ibadah khususnya, nilai-nilai utama itu hanya merujuk dan tertumpu kepada penyembahan kepada Allah yang termaktub dalam ajaran Islam itu sendiri.

Justeru, universal dalam Islam mempunyai dua kerangka asas. Pertama sekali, kesatuan mutlak Tuhan Yang Maha Esa (tauhid) tanpa batasan ras, etnik, atau geografi. Keduanya pula ialah konsep akhlak seperti mushawarah (tolong-menolong), berlaku adil, melakukan perkara kebajikan dan meninggalkan perbuatan yang membawa kepada kemusnahan dan malapetaka. Islam juga mementingkan toleransi (tasamuh) sebagai satu kebajikan. Islam bukan agama kezaliman. Al-Quran dengan jelas menyatakan bahawa Allah SWT berfirman yang bermaksud: Allah SWT tidak melarang kamu untuk berlaku adil serta berbuat baik terhadap mereka yang tidak memerangi kamu kerana agama dan (terhadap mereka yang) tidak mengusir kamu dari rumahmu. Sesungguhnya Allah SWT mencintai

orang yang adil. Perbezaan agama tidak membenarkan ketidakadilan. Oleh itu, keadilan dan penghormatan terhadap idea orang lain adalah kriteria penting untuk toleransi.

Selain itu, keistimewaan Islam yang utama ialah mahabbah yang juga merupakan intipati rahmah yang membawa maksud kasih sayang. Bagi orang bukan Islam yang tidak mempamerkan kebencian atau penentangan terhadap Islam dan umatnya, konsep ini menekankan kasih sayang sesama manusia. Setiap manusia beragama mendambakan keamanan melalui prinsip toleransi. Islam adalah agama yang menggalakkan kebersamaan dan keharmonian manusia. Tasamuh, atau toleransi terhadap perbezaan, adalah prinsip Islam. Ia termasuk cinta (rahmat), kecerdasan (kebijaksanaan), dan kemaslahatan sejagat (maslahat ammah, adil) (adl). Toleransi yang dimaksudkan dalam konteks ini akan dikaji dalam aspek budaya masyarakat majmuk di negeri Sabah.

Toleransi ialah sikap, pendapat, tingkah laku, dan kepercayaan yang ditunjukkan tanpa paksaan (Adeney 1926; Ferrar 1976). Toleransi agama relatif ialah sikap yang membolehkan perbezaan agama diamalkan dalam masyarakat majmuk tanpa diskriminasi atau prejudis (Roni Ismail, 2012; Ahmad Tarmizi, 2013). Pengkaji menentukan bahawa toleransi beragama ialah nilai dan sikap menghormati kepercayaan dan amalan agama lain yang tidak bercanggah dengan norma masyarakat. Tetapi itu tidak bermakna setiap orang perlu menerima kebenaran doktrin dan falsafah agama lain (Khadijah & Mohd Herzali, 2008).

Toleransi beragama merupakan topik sejagat yang mesti diperkatakan lebih lanjut untuk mewujudkan dunia yang harmoni (Ahmad Tarmizi & Sarjit S. Gill, 2012; Mohd Roslan, 2011). Melihat lebih dekat pada kertas ilmiah itu mendedahkan penyelidikan yang meluas mengenai toleransi beragama dalam masyarakat. Walau bagaimanapun, kajian tentang toleransi agama secara kuantitatif masih kurang. Justeru, pengkaji ingin membincangkan tentang toleransi beragama dalam kalangan belia berbilang kaum di Malaysia.

Toleransi agama dan budaya di Malaysia

Toleransi agama adalah penting untuk perpaduan negara, dan kekurangannya boleh menyebabkan konflik sosial. Rakyat Malaysia akan bangkit dan menunjukkan reaksi marah atas kebimbangan agama. Antara contoh kesukaran yang dihadapi dalam isu toleransi ialah penganut Kristian menggunakan kalimah Allah (Mohd Roslan, 2011), pasangan remaja mempersendakan Islam (Karmini, 2013), kepala babi di masjid di Kuala Lumpur, dan perarakan kepala lembu di Selangor (Rahimin Affandi et al., 2011).

Toleransi antara agama dapat meminimumkan konflik agama dengan melihat kepada punca-punca berlakunya intoleransi agama. Menurut Mohd Roslan (2011), orang yang beriman harus mengelak topik kontroversi. Sebarang isu sensitiviti agama mesti ditangani secara rasional dan damai. Kurangnya toleransi beragama berpunca daripada orang bukan Islam tidak menghormati hak orang Islam seperti yang diperuntukkan dalam Perkara 11 Perlembagaan Persekutuan Malaysia (Khadijah & Mohd Herzali, 2008). Akhir sekali, kekurangan pemahaman komunal tentang pelbagai agama menyumbang kepada sikap tidak bertoleransi agama (Nur Farhana & Khadijah, 2013).

Bagi mengatasi cabaran toleransi antara agama, Khadijah dan Mohd Herzali (2008) dan Rahimin Affandi (2011) menganjurkan perbincangan antara agama. Perbualan tidak seharusnya terhad kepada institusi pengajian tinggi atau pendakwah tetapi harus merangkumi semua peringkat umur dan latar belakang. Nur Farhana dan Khadijah menyiasat pelbagai masalah membangunkan masyarakat yang sangat bertolak ansur (2013). Isu pertama ialah hak orang Islam

dan bukan Islam masih samar-samar kerana perundangan syariah dan sivil yang bercanggah. Seperti yang dinyatakan dalam perlembagaan Malaysia, orang bukan Islam tidak menghargai Islam. Kesukaran ketiga ialah aspek dalaman agama, menurut Jaffary (2003), disebabkan oleh prejudis Melayu terhadap bukan Islam. Akhir sekali, ancaman paling ketara ialah kebangkitan pendakwah pluralis yang mempromosikan pluralisme agama sebagai satu cara toleransi beragama. Kepelbagaian agama memupuk kesaksamaan agama, membahayakan kerukunan sosial. Contohnya, orang bukan Islam yang menggunakan istilah Allah boleh menimbulkan kekeliruan dalam kalangan umat Islam di Malaysia.

Pengalaman Toleransi Agama Dan Budaya

Menurut Ahmad Tarmizi Talib dan Sarjit S. Gill, Malaysia telah mendokumentasikan pelbagai peristiwa toleransi antara agama (2012). Kemandirian dua puluh kuil di Kelantan walaupun agama Buddha merupakan penduduk minoriti (Mohamed Yusoff Ismail 2006) menunjukkan sikap toleransi masyarakat Malaysia. Perdana Menteri Malaysia Abdullah Ahmad Badawi mengisytiharkan pada 7 Disember 2006, bahawa hubungan kaum di Malaysia adalah 'rapuh'.

Interaksi antara agama dikaitkan dengan hubungan kaum. Selain itu, pada 2006, Azlina Jailani, aka Lina Joy, mengejutkan Malaysia dan dunia dengan menukar agama daripada Islam kepada Kristian dan meminta untuk menukar namanya dan membuang perkataan 'Islam' daripada IDnya. Tan dan Lee juga mendokumentasikan keluarga, ahli politik, pemimpin, dan masyarakat sekeliling (2008). Selain itu, Rayyapan, seorang India yang memeluk Islam pada 1990 dan berkahwin dengan seorang wanita Islam, mencetuskan ketegangan antara agama di Malaysia pada November 2006. Pada 29 November 2006, dia meninggal dunia, dan mayatnya telah dituntut oleh bekas isterinya, Mary, seorang Kristian yang ingin mengebumikannya mengikut tradisi Kristian. Bagaimanapun, Majlis Agama Islam Selangor (MAIS) mengisytiharkan Rayyapan beragama Islam dan perlu dikebumikan.

Ahmad Tarmizi Talib (2010; 2013) menggunakan kaedah kuantitatif untuk menyiasat toleransi beragama. Kajian beliau menunjukkan bahawa responden mempunyai pengalaman yang sederhana. Dapatan kajian diadakan pada 2010 dan 2013, walaupun hanya memasukkan Selangor dan Kuala Lumpur sebagai responden pada 2010. Pada 2013, Pulau Pinang, Kelantan, Terengganu, Kedah, dan Selangor. Daripada lima negeri yang mengambil bahagian pada 2013, Pulau Pinang mempunyai tahap paling rendah, dan negeri lain adalah sederhana. Semua orang Islam, Kristian, Hindu, dan Buddha mengalami toleransi agama yang sederhana dari perspektif rohani.

Pengalaman adalah konstruk penting dalam kajian tingkah laku manusia. Sebagai contoh, kerana perbuatan orang ramai yang sering dipengaruhi oleh masa lampau mereka, pekerja Islam yang tidak dibenarkan menutup aurat pada waktu bekerja akan lebih berhati-hati semasa memohon kerja di syarikat bukan Islam. Pengalaman ialah peristiwa, senario atau maklumat yang telah mempengaruhi tingkah laku seseorang. Kajian ini akan mengkaji toleransi beragama golongan muda terhadap kenalan atau jiran agama lain. Tumpuan diberikan kepada toleransi beragama dari segi layanan mesra, jemputan kenduri, dan pemberitahuan kematian oleh jiran atau kenalan agama lain.

Tujuan Kajian

Tujuan kajian ini dijalankan adalah untuk membincangkan amalan toleransi agama dan budaya di Sabah dalam perspektif Islam dalam aspek sosial seperti tempat tinggal, jamuan makan, majlis perkhawinan dan majlis pengkebumian.

Metodologi

Dalam kajian ini, pengkaji menjalankan kaedah kajian kualitatif yang cenderung kepada kaedah pengumpulan data melalui temu bual berstruktur. Kaedah ini dilakukan bertujuan untuk mendapatkan maklumat-maklumat serta memahami konsep toleransi agama dan budaya di Sabah. Seramai 10 orang responden terlibat dalam temu bual dan dipilih secara rawak yang berasal daripada daerah Ranau, Keningau, Tambunan dan Penampang.

Sesi temu bual dibuat melalui telefon dan mengambil masa 10 hingga 15 minit. Terdapat 8 soalan temu bual yang diberikan kepada responden untuk mendapatkan sikap toleransi agama dan budaya dalam aspek sosial seperti, tempat tinggal, jamuan makan, majlis perkhawinan dan majlis pengkebumian.

Kaedah temu bual melalui telefon digunakan kerana kekangan bersemuka dan rentas daerah, akibat daripada Perintah Kawalan Pergerakan pada masa ini. Responden dimaklumkan tujuan temu bual terlebih dahulu dan sesi temu bual dirakam setelah mendapat keizinan daripada responden. Rakaman sesi temu bual ditranskripsi dan dianalisa mengikut keadah analisa tematik.

Dapatan kajian dan Perbincangan

Sikap Terhadap Toleransi Agama dan Budaya

Sikap terhadap toleransi beragama dalam kajian ini merujuk kepada persepi masyarakat di Sabah terhadap pengamalan toleransi agama dan budaya dalam pergaulan dengan komuniti setempat yang berbeza agama dan adat budaya. Secara keseluruhannya, dapatan kajian menunjukkan responden mempunyai sikap toleransi agama dan budaya yang tinggi dalam pergaulan dengan rakan yang berlainan agama dan budaya.

Dapatan kajian menunjukkan bahawa komuniti setempat mempunyai sikap toleransi terhadap beragama dan budaya yang baik. Sikap tersebut merujuk kepada aspek pergaulan dengan penganut agama lain, sikap menghormati terhadap ajaran agama lain, sikap menghormati pandangan atau pemikiran penganut agama yang lain dan menghormati adat budaya yang lain. Berdasarkan hasil temu bual yang telah dijalankan oleh pengkaji dalam kalangan sepuluh orang responden.

Antara aspek toleransi yang ditekankan oleh responden adalah perkonsian perayaan. Responden menegaskan bahawa integrasi budaya merupakan perkara yang amat penting dalam sesebuah masyarakat yang mempunyai pelbagai budaya. Perkongsian merayakan perayaan bersama masyarakat pelbagai agama dan budaya, mengeratkan persefahaman dan toleransi. Selain daripada itu, dapatan kajian juga mendapati toleransi agama dan budaya dalam masyarakat di Sabah dalam aspek berikut:

Tinggal serumah dengan kawan yang bukan Islam

Dapatan kajian menunjukkan terdapat responden yang tinggal serumah dengan kawan yang bukan Islam. Responden berkerja di Kota Kinabalu dan tinggal

bersama dengan kawan-kawan sekerja yang bukan Islam. Berkongsi tempat tinggal dan dapur yang sama tidak menjadi isu dan masalah kepada mereka.

Housemate saya tidak masak makanan yang tidak halal di rumah. Barang-barang memasak pun kami kasi sedia sendiri. Masing-masing punya.

Responden 3

Kalau di rumah, kawan-kawan tidak buat bising time saya solat.

Responden 4

Selama ni, kami tiada masalah juga tinggal sama-sama. Kami selalu masak sama-sama, makan pun sama-sama juga.

Responden 5

Tiada juga masalah la, sebab kawan-kawan yang bukan muslim, diorang tau juga tidak bawa tu makanan tidak halal di rumah. Minuman keras pun diorang tidak bawa.

Responden 7

Sikap toleransi dan menghormati kawan-kawan yang berbeza agama dan budaya mewujudkan keharmonian dalam rumah.

Jamuan makan di rumah non-muslim

Hasil kajian menunjukkan sikap toleransi agama dan budaya diamalkan apabila menghadiri jauman makan di rumah non-muslim. Bagi masyarakat di Sabah, perkhawinan campur antara dua agama berbeza iaitu Islam dan Kristian adalah perkara normal. Perbezaan anutan agama bukan penghalang bagi masyarakat setempat untuk berkahwin. Hal ini kerana, sikap toleransi dan keterbukaan menerima perbezaan fahaman agama dan pandangan dalam kalangan masyarakat di Sabah adalah kukuh. Apabila meraikan sesuatu perayaan atau majlis, makanan yang disediakan adalah halal sahaja dan disediakan oleh ahli keluaraga yang muslim. Sekiranya keluarga bukan Islam menyediakan jamuan tersebut, mereka akan mendapatkan bekalan daripada restoran, kedai atau katerer daripada orang Islam. Situasi sebegini biasa berlaku dalam masyarakat di Sabah demi menghormati perbezaan agama antara sesame.

Saya tiada masalah join family yang non-mulim makan sama-sama. Kalau kami balik kampung, kami selalu masak sama-sama, makan sama-sama.

Responden 1

Family bapa saya di kampung, diorang Kristian. Kalau kami balik kampung time krismas, diorang oder makanan sana tu restoran yang muslim di pekan.

Responden 2

Saya selalu pigi attend kawin kawan-kawan yang non-muslim. Saya join saja diorang makan sebab makanan diorang semua yang halal. Tiada juga saya ragu-ragu.

Responden 4

Tiada masalah juga join makan biarpun di rumah yang non-muslim. Diorang tau juga kasi sedia makan yang halal. Antara family diorang yang muslim yang masak atau katering tu makanan.

Responden 5

Menghadiri Majlis Perkhawinan masyarakat bukan Islam

Antara dapatan penting dalam kajian ini adalah, sikap toleransi agama dan budaya semasa menghadiri majlis perkhawinan masyarakat bukan Islam.

Saya selalu pigi ikut kawan pigi majlis kawin orang bukan Islam. Pernah juga saya ikut masuk di gereja tingu itu majlis kawin. Saya ok saja, lagi pun tiada apa-apa juga. Saya dapat juga tau mcam mana majlis kawin yang non-muslim ni kan.

Responden 4

Kalau pigi majlis orang kawin yang non-muslim ni, saya ok saja. Kalau pasal makanan tiada masalah sebab diorang punya makanan semua yang halal juga.

Responden 6

Ada beberapa kali suda saya pigi majlis kawin kawan-kawan yang non-muslim ni. Bagi saya tiada isu atau masalah. Kawan-kawan pun sporting semua. Diorang tau juga apa yang halal sama tidak halal untuk kita yang muslim bah tu.

Responden 8

Menghadiri Pengkebumian Masyarakat Bukan Islam

Hasil kajian juga mendapati, sikap toleransi agama dan budaya dalam kalangan masyarakat Sabah diamalkan semasa menghadiri pengkebumian masyarakat bukan Islam.

Kalau ada family di kampung yang meninggal, kami balik kampung sama ikut pigi tu funeral.

Responden 5

Kalau saya, saya tidak kisah tu kawan sa muslim ka bukan muslim. Saya attend juga tu funeral bah. Bukan ada apa-apa juga tu. Kalau saya tiada masalah. Yang penting kita hormat cara diorang.

Reponden 7

Tiada masalah mau pigi tu majlis pengkebumian yang non-muslim. Ada beberapa kali suda saya pigi, terutama ahli keluarga yang meninggal atau kawan-kawan yang rapat.

Responden 9

Kalau kita di Sabah ni, biasa suda yang Islam pigi attend tu funeral orang Kristian. Terutama kawan-kawan yang rapat, kawan kerja sama family members.

Responden 10

Menurut Sabri (2004), sesungguhnya Islam diberi kebebasan untuk memilih agama serta beramal dengan adat resam dan peraturan-peraturan yang telah diwarisi dari keluarga mereka asalkan tidak menganggu kepentingan umum. Sekiranya wujud perbincangan dengan penganut agama lain, maka ia hendaklah dilakukan dengan cara yang baik.

Secara keseluruhannya, sikap toleransi agama dan budaya merupakan suatu sikap yang perlu dipupuk dalam kalangan masyarakat yang perlbagai agama, adat dan budaya terutama di Sabah. Kejayaan dalam memupuk sikap tolerani seumpama ini dapat mewujudkan keharmonian dan ketenteraman dalam hidup bermasyarakat. Sikap toleransi ini telah mengukuhkan kemuafakatan dan kesefahaman masyarakat di Sabah yang kaya dengan kepelbagaian agama dan budaya.

Kesimpulan

Pengalaman toleransi beragama yang baik dengan penganut agama lain merupakan elemen penting dalam mewujudkan masyarakat bertolak ansur dalam masyarakat berbilang agama seperti di Malaysia. Pengalaman adalah satu peristiwa yang ada dalam ingatan setiap orang yang akan mendorong tingkah laku mereka kepada situasi yang akan mereka lalui pada masa hadapan. Pengalaman berbeza

untuk setiap orang dan merupakan sesuatu yang berharga yang tidak boleh diulang. Dalam konteks toleransi beragama ini, pengalaman toleransi dengan penganut agama lain yang dilalui akan mempengaruhi remaja untuk bertingkah laku dengan penganut agama lain. Setiap belia perlu dipupuk untuk menghormati penganut agama lain agar setiap orang dapat menjalani cara hidup beragama dalam suasana yang harmoni.

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Online Classroom: Polytechnic Students' Perceptions

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Abstract

The spread of the Covid 19 pandemic has affected various sectors. Education is one of the hard-hit sectors. Nevertheless, teaching and learning have not stopped but is now taking online classroom as an alternative form. The Malaysian government has urged all the learning institutions, including polytechnic, to implement online teaching. Students have attended the online classrooms since implementing the first Movement Control Order (MCO 0.1) in 2020. This study aims to explore students' perceptions of the online classroom. Data collected using a set of questionnaires and non-probability sampling techniques was used to select the students from Polytechnic Kota Kinabalu (PKK) and Polytechnic Metro Betong Sarawak (PMBS) to explore the relationships between perceiving the use, perceived usefulness and user's satisfaction regarding online classroom. The result shows online cshowsomtha se to submitting the assignment, help leclecturersovide feefeedbacnd suggest this method to another subject. Students were very satisfied with the online classroom during the covid 19 pandemic.

Keywords: *Online classroom, Online Education, COVID-19*

Background of the Study

The Corona disease 2019 (COVID19) was first identified in the Wuhan Province of the People's Republic of China in December 2019. By March 2020, the World Health Organization announced that this disease had gone from an epidemic to a pandemic, with close to 200,000 cases in 146 countries and about 6,500 deaths. The government immediately reacted by putting in place some preventive measures. The other actions were immediate closure of all establishments and the suspension of face-to-face teaching. Furthermore, the Minister recommended that all facets of digital education (digital work environments, virtual clasclassroomsOCs to name just these) and teleworking be implemented immediately and obligatorily in all institutions of higher learning in Malaysia.

To implement the recommendations mentioned above, an onliclothethe classroom was adopted by most of the lecturers in the Polytechnics in Malaysia. This application or tool for online education was widely practised. It is paperless and time-saving. It users in crcreatelasses, distributing assignments, communicating and staying organorganisedaria, 2016; IftaIftikhar16). Besides, this free web-based learning platform helps simplify teaching activities from creating materials, distributing them and grading the learning results, and synsynchronisethe G Suite for Education to all G Suite services like Google Docs, Gmail, and Google Calendar. As a free product of the digital industry providing numerous benefits to facilitate

virtual learning wasdoubtubts the most used application during the period in question for online education.

The popularity of online classrooms is increasing rapidly. However, limited studies explore the effectiveness of online classrooms practised in polytechnic. Shaharanee, Jamil & Rodzi (2016) analysed online classroom active learning activities. They used Technology Acceptance Model (henceforth, TAM) to study the effectiveness of the activities posted on the platform. In a similar study, Espinosa, Estira & Ventayen (2017) evaluated a Learning Management System (LMS) and found that cost was the primary reason for its adoption. In another study, Liu & Chuang (2016) conducted action research in Taiwan in which they used online classrooms with the integration of a peer tutor mechanism for 6th Grade students. Their findings revealed that students held a positive perception regarding online classrooms. Azhar & Iqbal (2018) observed that the lack of research on online classrooms, specifically in developing countries, has prompted further investigation of this tool's effectiveness. This study explores the students' perceptions of the effectiveness of online classrooms in the polytechnic during the COVID-19 lockdown period. In this vein, it provides answers to the following question: What are the learners' perceptions of the effectiveness of an online classroom? The researcher hopes that the findings of this study can help inform policymakers, educationists and teachers and the effectiveness of online classrooms.

Technology Acceptance Model (TAM)

TAM was developed by Davis (1985) to explain computer usage behaviour. He suggested that three variables can explain user motivation: Perceived Ease of Use (PEOU), Perceived Usefulness (PU), and Attitude toward using the system. A user's Attitude towards a system is a significant determinant of whether the user will use or reject the system. In turn, the user's Attitude is influenced by two crucial beliefs: perceived usefulness and ease of use, with the latter, directly affecting the former. Both beliefs are hypothesised to be directly influenced by the system design characteristics represented by X1, X2 and X3 in Figure 1 below.
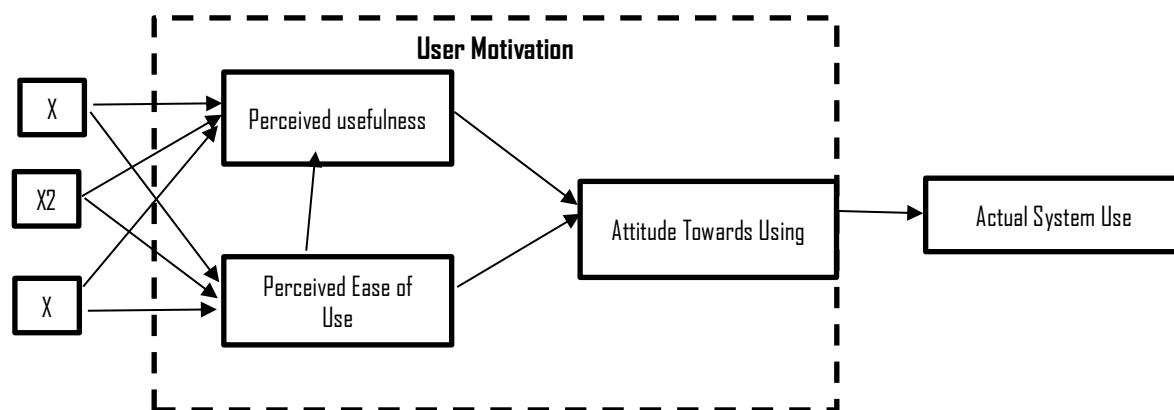

Figure 1. Original TAM was proposed by Fred Davis (Davis, 1985, p.24)

Davis (1989 during later experimentation stages, refined his model to include other variables and modified the relationships that he initially formulated. In the same line, other researchers (Venkatesh & Davis, 2000; Lee, Kozar & Larsen, 2003;

Legris, Ingham & Collerette, 2003; Ma & Liu, 2004; King & He, 2006; Sharp, 2006; Yousafzai, Foxall & Pallister, 2007) would apply and propose several additions to TAM, such that over time, TAM evolved into a leading model in explaining and predicting system use. As Chutter (2009) puts it, "TAM has become so popular that it has been cited in most research dealing with user acceptance of technology". Therefore, this model aims to explain and predict the acceptability of particular information technology.

Methodology

As stated above, this study examined learners' perceptions of the effectiveness of online classrooms. To gain insight into the matter under investigation (Gall, Gall & Borg, 2006), the researcher used a probability sampling technique to explore the relationships between perceived ease of use, usefulness, and users' satisfaction with online classrooms. Two hundred eighty-eight students who took part in online classes during the period in question participated in this study. This study uses a questionnaire to collect the quantitative data. The Statistical Package for Social Sciences (SPSS) analysed the data. The SPSS has been used extensively among researchers to analyse quantitative data in various research fields, including business. They were made up of 170 female students and 168 male students who had accepted using the Internet at least once a day. Each participant provided answers to a questionnaire containing their perceptions of the issue. These questions consist of three variables: ease to access, perceived usefulness, and satisfaction with the online classroom. The items were measured using a five-point nominal Likert scale ranging from 1(strongly disagree) to 5 (strongly agree). Before distributing the questionnaire, two experts reviewed them to ensure the validity of their contents. These experts were selected based on their online teaching and learning field expertise. With some recommendations made by the experts, the researcher made minor modifications involving paraphrasing, deleting items, rephrasing sentences and renumbering items. It is worth mentioning that a Likert type question on average of how often the Internet is accessed was asked in the first part of the questionnaire to identify the level of information and communication technology usage among the respondents. This question had five answer options ranging from never to many times a day. All participants confirmed that they use the Internet at least once a day considered in this study.

Results

In this section, findings are presented to answer the main question investigated (what are the learners' perceptions of the effectiveness of online classrooms?). It is broken down into four different subsections made up of the participants' opinions on ease of access, perceived usefulness, communication and interaction and their overall satisfaction regarding the effectiveness of online classrooms.

Ease of Access

Here, the data present and discuss the participants' opinions on signing on to the online classroom, accessing the course material, sending and receiving the assignment, navigating the system, and understanding the system. Table 1 below summarises the finding for the variable Ease to Access.

Table 1: Ease of access

No.	Item	Mean	SD	Strongly Disagree /Disagree	Neither	Strongly Agree/ Agree
1	Signing on to the Online Classroom	4.04	0.809	1.8	22.5	75.8
2	Accessing course material	4.07	0.759	1.4	21.1	77.5
3	Sending and receiving the assignment	4.14	0.770	1.8	18.2	80.0
4	Submitting assignment	4.16	0.784	2.8	15.4	81.8
5	Navigating the system	3.96	0.789	1.4	27.7	70.9
6	Easy to understand the system	3.86	0.883	5.6	25.6	68.8

Based on Table 1, the highest score is 81.8 % of the participant who agreed that submitting assignments was easy, followed by 80% who agreed that easy to send and receive commissions. Concerning accessing the course material, 77.5% of the participants strongly agreed, and 75.8% strongly agreed that signing on to an online classroom was easy. However, the lowest score is 68.8%, strongly agreed that it was easy to understand the system. Overall, the online classroom agreed and was satisfied with an online classroom for variable ease to access.

Perceived Usefulness

This section provides findings on how the participants perceived the usefulness of an online classroom. Contrary to the previous case, the participants responded to how easily they accessed the online classroom. The participants here provided answers to how they perceived the usefulness of the online classroom. Table 2 shows the summarised findings.

Table 2: Perceived Usefulness of online classroom

No.	Item	Mean	SD	Strongly Disagree /Disagree	Neither	Strongly Agree/ Agree
1	The quality of the learning activity was excellent.	3.79	0.876	6.7	27.0	66.3

2	The online classroom is an excellent medium for social interaction (lecturer vs students and student vs student), as demonstrated by this activity.	3.73	0.892	7.4	30.5	62.1
3	The online classroom helps me to submit my assignment on time.	3.78	1.009	10.9	24.2	64.9
4	The course activities help me examine issues, evaluate new ideas, and apply what I have learned.	3.88	0.856	4.6	25.3	70.2
5	The feedback provided by the lecturer was helpful.	4.09	0.786	1.4	19.3	79.3
6	The grading system in the online classroom helped in monitoring my performance and understanding the current topic discussed.	3.86	0.827	4.6	27.4	68.1
7	The subject objective, assessment and content were consistent with the aid of the Online classroom.	3.91	0.820	3.2	26.7	70.2

As shown in Table 2 above, the highest score is 79.3 % of respondents strongly agreed respectively that the feedback provided by lecturers was helpful, items the course activities helped me to examine issues, evaluate new ideas, and apply what I have learned and the subject objective, assessment and content were consistent with the aid of Online classroom shown 70.2% respondent are agreed with the statements. The lowest score is 62.1%. The online classroom is an excellent medium for social, as demonstrated by this activity. Overall, students are delighted with the variable perceived usefulness of online classrooms.

Student's Satisfaction

In this vein, four items were put at their disposal to exploit. The findings are summarised in table 3 below.

Table 3: Student's Satisfaction

No.	Item	Mean	SD	Strongly Disagree /Disagree	Neither	Strongly Agree/ Agree
1	The subject met my personal goal through the medium introduced	3.88	0.774	2.5	29.1	68.4

2	I would recommend that this learning method be applied to another appropriate subject.	3.87	0.824	3.9	25.6	70.5
3	The online classroom is my first choice in e-learning compared to others.	3.75	0.978	7.4	29.8	62.8
4	I like the Online classroom as a learning initiative and motivation booster.	3.72	0.960	8.1	30.2	61.8

As indicated in Table 3 above, 70.5% of respondents agree with the statement that I would recommend this method of learning to be applied to another appropriate subject, and 68.4% agreed that the issue met my personal goal through the medium introduced. The lowest score is 61.8% refers to statements that I like the Online classroom as a learning initiative and motivation booster. Overall, the student is satisfied with using the online classroom as a new norm in the teaching and learning process.

Discussion

As seen from the presentation of our findings above, the students were largely pleased with the Online classroom as a tool for online learning. However, based on the participants' feedback (and our reflections), several issues have been identified when choosing an Online classroom as a tool for online learning. These issues do not only provide a framework that will be useful to educators concerning pedagogical practices that make good use of this tool but may also be particularly useful for learners using it as an e-learning tool.

The first issue to be considered by educators is *accessibility*. As observed by Heggart k. & Yoo J. (2018), "students will not willingly use a learning platform perceived as 'clunky' or difficult to use". They further suggest that "such platforms also need to be both device and browser agnostic, so that students can access them from laptops, desktops, tablets or even mobile phones". For this reason, learners' overall perceptions of the effectiveness of the Online classroom were largely positive. However, educators should ensure that they provide the learners with adequate feedback in online classrooms. In this study that 20.8% of the participants strongly disagreed that feedback provided by lecturers was helpful. In line with Mualim, M., Ma'rufah, D. & Sartika, E. (2019), some students had difficulties understanding the material since the lecturers only provided the materials and tasks without much instruction.

For this reason, lecturers should encourage *collaboration* between them and the learners and among learners as a group. Besides, some students were affected by the technical problem of using their devices is running the programme. Moreover, the Internet network made it difficult for them to access the online classroom, and as a result, submitting assignments and downloading the materials were seriously hampered.

Considering that most of the participants in this study agreed that they would recommend this learning method to continue even after the period in question, academic stakeholders need to organise workshops to explain the 'how' of using online learning tools such as online classrooms. Such seminars should explain how the "thoughtful use of Online classroom might improve teaching and learning outcomes (Heggart k. & Yoo J., 2018). In addition, it is equally essential that studies be conducted to investigate teachers' perceptions of the effectiveness of online classrooms as a tool for online teaching.

Conclusion

This paper sought to explore the polytechnic students' perceptions of the effectiveness of online classrooms. Our investigation covered a period of two months and ten days (March 21, 2020, to July 31, 2020), during which all learning was done online. The study adopted Davis' (1985) Technology Acceptance Model (TAM) as a basic framework to explore relationships between perceived ease of use, perceived usefulness and users' satisfaction regarding online classrooms. Results indicated that overall, students were satisfied with the online classroom, and as such, it was an effective online learning/teaching tool during the period in question. This finding is consistent with the results of previous studies on learners' perceptions of the effectiveness of online classrooms (Azhar & Iqbal, 2018) and the application of online classrooms as a tool for online education (Shaharanee, Jamil, & Rodzi,2016).

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Pengaruh Pengalaman Pembelajaran dan Pengajaran terhadap Pembentukan Kualiti Graduan TVET: Analisis Penilaian ke atas Hasil Pendidikan

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Politeknik Kuching Sarawak[1,2,3,4,5]

Abstrak

Kualiti graduan telah dikenal pasti sebagai isu yang harus diberi fokus berikutan berlaku peningkatan bilangan graduan yang berpendidikan dan tidak dapat memenuhi keperluan pasaran pekerjaan. Hal ini telah menyebabkan pengkajian semula peranan institusi pendidikan TVET khususnya agar dapat memastikan program pengajian yang ditawarkan perlu diselaraskan dan disemak bagi meminimumkan masalah pengangguran. Dalam hal ini, keberkesanan program yang ditawarkan oleh sesebuah institusi pendidikan perlu disemak dari semasa ke semasa agar tidak menimbulkan tanggapan negatif terhadap dasar dan polisi pembangunan pendidikan tinggi di negara Malaysia. Kajian kuantitatif ini bertujuan untuk mengesan pengaruh bagi pembolehubah pengalaman pembelajaran dan pengajaran di institusi pendidikan TVET khususnya ke atas pembentukan kualiti graduan TVET. Sebanyak 1477 orang graduan politeknik terdiri daripada pelajar lepasan Politeknik Kuching Sarawak telah mengambil bahagian sebagai responden kajian. Data kajian telah diperoleh dengan menggunakan set soal selidik yang disediakan terdiri daripada tiga bahagian menggunakan skala Likert enam mata. Kajian rintis telah dilakukan dengan pekali kebolehpercayaan setinggi .968 bagi konstruk pengalaman belajar dan .963 bagi konstruk kualiti graduan. Sejumlah 88 item telah dikenal pasti selepas kajian rintis dilaksanakan untuk mengumpul respon graduan dalam kedua-dua variabel yang dikaji. Dapatan kajian telah menunjukkan perlaksanaan instruksional dan penggunaan fasiliti dalam institusi sebagai peramal terbaik dalam menjana kualiti graduan secara maksimum. Hasil kajian ini dapat digunakan oleh institusi pendidikan TVET khususnya dalam mempraktikkan kemahiran instruksional yang lebih berkesan dalam kalangan tenaga pengajar demi menambahbaik kebolehpasaran graduan.

Kata Kunci: *Fasiliti, Instruksional, Kualiti graduan*

Pendahuluan

Kepentingan terhadap pendidikan merupakan salah satu agenda utama kerajaan dan telah dimasukkan ke dalam Rancangan Malaysia ke-11 (RMK11). Ini jelas dilihat melalui teras strategi ketiga dalam RMK11 di mana pembelajaran akan disesuaikan mengikut keperluan individu melalui peluasan sumber dalam talian dan pembelajaran sepanjang hayat. Di bawah RMK11, dijangkakan 60 peratus daripada 1.5 juta pekerjaan akan diwujudkan memerlukan kemahiran berkaitan dengan TVET. Bagi merealisasikan sasaran ini, Pelan Pembangunan Pendidikan Malaysia (PPPM) (Pendidikan Tinggi) 2015-2025 telah memasukkan agenda TVET dalam Teras ke-4 bagi menjana lonjakan besar dalam pengoperasian sistem pendidikan tinggi yang melayan pendidikan TVET secara sama rata. Seterusnya, lonjakan keempat dalam PPPM iaitu menghasilkan graduan TVET yang berkualiti turut menghendaki Kementerian Pendidikan Malaysia mewujudkan Kerangka TVET 4.0 (2018-2025) sebagai panduan kepada institusi di bawah KPM yang terlibat khusus dengan pendidikan TVET pada peringkat tertiari.

Kualiti pendidikan TVET harus ditekankan melalui penyediaan program pendidikan berasaskan teknologi tinggi dan nilai yang tinggi. Ini berikutan kehendak industri terhadap graduan yang bukan sahaja berpengetahuan dan berkemahiran, tetapi harus dilengkapi dengan pakej lengkap meliputi pengetahuan, kemahiran sosial, dan sikap yang baik. Justeru, pihak institusi perlu mengatur strategi untuk menyemak semula kurikulum agar sentiasa responsif dalam memenuhi kehendak majikan terhadap graduan TVET. Dalam hal ini, Objektif Pendidikan Program (Programme Educational Objectives) (PEO) perlu diwujudkan dan dibuat penambahbaikan secara bersepadu dengan melibatkan pihak berkepentingan. Tindakan ini wajar bagi memastikan graduan dilahirkan sesuai dengan bidang-bidang tertentu dan memiliki hasil pembelajaran yang dapat dipraktikkan dan dikembangkan selepas graduan memasuki alam pekerjaan sepertimana yang dikehendaki oleh majikan. Dalam hal ini, Agensi Kelayakan Malaysia (MQA) telah menggariskan hasil pembelajaran yang wajib dicapai dalam semua program pengajian yang ditawarkan di institusi pengajian tinggi di Malaysia. Antaranya termasuklah pengetahuan dan kefahaman, kemahiran kognitif, kemahiran kerja berfungsi dengan memberi tumpuan kepada kemahiran praktikal, kemahiran interpersonal, kemahiran berkomunikasi, kemahiran digital, kemahiran numerasi, kepimpinan, autonomi, dan tanggungjawab, seterusnya kemahiran peribadi dan keusahawanan, etika, dan profesionalisme.

Pernyataan Masalah

Pelajar adalah aset dan merupakan pelanggan penting bagi setiap institusi pendidikan. Dalam hal ini, setiap institusi pendidikan telah bersaing untuk memastikan graduan yang dihasilkan masing-masing adalah yang terbaik dan berkualiti. Dalam konteks politeknik, pemantauan ke atas aspek-aspek penting pembelajaran dan pengajaran sentiasa diberi penekanan. Ini termasuk hubungan pensyarah dan pelajar, aktiviti pentaksiran dan pembelajaran, kaedah instruksional yang dipraktikkan, serta fasiliti dalam institusi yang disediakan untuk pelajar. Aspek-aspek pembelajaran dan pengajaran ini perlu difokuskan kerana dipercayai akan memberi pengaruh ke atas kualiti graduan yang dibentuk. Dalam memastikan graduan yang dihasilkan mampu bersaing dalam dunia pekerjaan dan memenuhi permintaan industri, lima kunci utama iaitu etika dan tanggungjawab sosial, kemahiran kepimpinan dan komunikasi, keusahawanan, kompetensi graduan, dan pembelajaran sepanjang hayat telah dikenal pasti.

Hasil laporan kajian pengesanan graduan Politeknik Kuching Sarawak (PKS) 2017 - 2019 telah mendapati responden bersetuju bahawa program pengajian amat membantu dalam pekerjaan dengan kadar peratusan 34.2 peratus bagi tahun 2017, 31 peratus bagi tahun 2018, dan 29.8 peratus bagi tahun 2019. Bagi item membantu dalam pekerjaan turut dipamerkan kadar peratusan 46.8 peratus bagi tahun 2017, 31 peratus bagi tahun 2018, dan 44.2 peratus bagi tahun 2019. Dapatan ini jelas menunjukkan terdapat penurunan peratusan sepanjang tahun 2017 hingga 2019 berkenaan persetujuan graduan di mana program pengajian politeknik membantu dalam pekerjaan. Oleh demikian, kumpulan pengkaji merasakan terdapat keperluan untuk menjalankan kajian ini bagi mengenal pasti sejauh manakah proses pembelajaran dan pengajaran mempunyai pengaruh dalam melahirkan graduan yang berkualiti dalam konteks politeknik khususnya.

Objektif Kajian

Bagi memenuhi matlamat kajian yang telah ditetapkan, objektif umum dan beberapa objektif spesifik kajian telah dikenalpasti. Objektif umum kajian ini adalah

untuk mengkaji pengaruh pengalaman pembelajaran dan pengajaran di institusi ke atas pembentukan kualiti graduan TVET. Secara khusus, kajian ini bertujuan untuk menentukan pengaruh bagi pengalaman pembelajaran dan pengajaran di institusi ke atas pembentukan kualiti graduan TVET.

Tinjauan Literatur

Pembelajaran dan Pengajaran Abad ke-21

Tanggungjawab dalam membentuk kualiti modal insan negara khususnya dalam abad ke-21 kini semakin mencabar. Ini kerana tugas tenaga pengajar abad ke-21 bukan sahaja memberi pelajar kemahiran yang diperlukan oleh mereka untuk berjaya dalam dunia baru ini, malah membantu mereka menumbuhkan keyakinan untuk mempraktikkan kemahiran tersebut. Oleh itu, pengajaran abad ke-21 lebih menumpukan pada memahami maklumat itu, berkongsi, dan menggunakannya dengan cara yang bijak. Dalam memastikan perlaksanaan pengajaran abad ke-21 berlaku secara efektif, pelbagai perubahan ke atas komponen-komponen dalam pembelajaran dan pengajaran perlu disemak dan dinilai semula. Di politeknik, pelajar mempunyai pelbagai latar belakang sosio-ekonomi yang berbeza dengan kemahiran pembelajaran yang unik dan pelbagai. Summers, Davis, dan Hoy (2017) telah menjelaskan kajian meta-analisis yang dilakukan menunjukkan hubungan pensyarah-pelajar secara positif dan signifikan dengan pekali korelasi setinggi .25 hingga .55 ke atas kualiti pencapaian akademik pelajar termasuk self-efikasi, kepuasan, penyertaan, pemikiran kritis, pencapaian dalam matematik dan bahasa, kehadiran pelajar, dan pengurangan tingkah laku mengganggu. Penemuan turut menunjukkan motivasi dan penyesuaian pelajar ke tempat belajar mungkin terjejas apabila hubungan pelajar dengan tenaga pengajar terjejas.

Kajian-kajian lepas turut menunjukkan wujudnya hubungan antara kualiti pembelajaran dengan persepsi pelajar terhadap kualiti pengajaran. Tambahan pula, pembelajaran amat berhubungkait dengan kepuasan terhadap kandungan kursus dan proses penilaian yang dilakukan ke atas pelajar. Dalam erti kata lain, kualiti pengajaran turut dikatakan sebagai berkesan jika terdapat peningkatan prestasi pelajar secara konsisten dengan matlamat pengajaran dan persepsi pelajar secara positif ke atas kualiti kurikulum dan kemudahan pembelajaran yang disediakan. Ini jelas ditunjukkan di bawah projek Quality in Higher Education mendapati kualiti pengajaran, kandungan program, penilaian oleh tenaga pengajar merupakan kriteria penting yang diberi perkadaran yang tinggi oleh pelajar dalam menilai kualiti pendidikan (Harvey, 1993). Pendapat Harvey (1993) didapati selari dengan pandangan Stringer dan Irwing (1998) telah menghuraikan antara butiran yang kerap dikemukakan dalam instrumen penilaian termasuklah penyusunan kursus, beban kursus, penilaian tugasan dan peperiksaan, liputan kursus dan keberkesanan secara keseluruhan. Sehubungan itu, kajian Mazni, Roslee, dan Muhammad Suhaimi (2019) turut menekankan kualiti pembelajaran dan pengajaran dikenal pasti melalui tiga dimensi iaitu kompetensi tenaga pengajar, peralatan pengajaran, dan struktur kurikulum. Mazni et al. (2019) dan Faizah (2017) telah menjelaskan peralatan pengajaran lebih fokus kepada bahan bantu mengajar yang digunakan untuk memberi keseronokan, hiburan semasa belajar, kefahaman yang cepat, dan tidak membosankan serta menceriakan semasa pembelajaran. Jelas menunjukkan fungsi peralatan dalam pendidikan tidak seharusnya diabaikan memandangkan ia menyumbang terbesar dalam model kepuasan pelajar dan memberi kesan ke atas kecemerlangan akademik pelajar dan kaedah pengajaran guru (Mohd Faeez, Kalthom, Mohd Amin, Zetty Nurzuliana, & Murihah, 2016).

Manakala struktur kurikulum yang ditawarkan perlu menepati kehendak program pengajian dan mampu memberi pendedahan pengajian kepada pelajar.

Kualiti Graduan

Cabaran kebolehpasaran graduan masa kini adalah untuk menghasilkan modal insan yang memenuhi kehendak industri dan kepuasan majikan. Kepuasan majikan akan dapat dicapai apabila pekerja yang berkualiti diperolehi (Inaliah et al, 2016). Untuk menggalas cabaran ini, graduan yang dihasilkan perlulah mempunyai kualiti dari aspek kompentensi, etika dan tanggungjawab sosial; kemahiran komunikasi dan bekerja dalam kumpulan yang efektif; dan kemahiran keusahawanan serta mempunyai semangat pembelajaran sepanjang hayat dalam pembangunan karier. Ini adalah sejajar dengan Teras Strategik 1 Pelan Strategik Politeknik dan Kolej Komuniti 2018-2025 untuk memastikan graduan TVET berkualiti dengan matlamat menghasilkan graduan TVET yang diyakini dan menjadi rebutan majikan (Jabatan Pendidikan Politeknik dan Kolej Komuniti, 2018). Komponen ini sangat penting dan selari dengan lonjakan pertama Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi) iaitu untuk membentuk graduan yang holistik, seimbang dan berciri keusahawanan sejajar dengan Falsafah Pendidikan Negara (Kementerian Pendidikan Malaysia, 2015). Perkara ini juga dapat dizahirkan menerusi penilaian kemahiran afektif kurikulum di Politeknik Malaysia berdasarkan Purata Nilai Gred Kumulatif Bersepadu (iCGPA) yang merupakan sistem pentaksiran yang mengukur prestasi bakal graduan secara keseluruhan dan bukan hanya pencapaian akademik (Kementerian Pendidikan Tinggi, 2016).

Kualiti graduan mempunyai pelbagai attribut yang perlu diberi penekanan. Hill, Walkington, dan France (2016) menyatakan selepas tamat pengajian, graduan perlu mempunyai kemahiran berfikir kritis, seperti rasa ingin tahu, intelektual, penaakulan analitik, penyelesaian masalah dan penilaian reflektif; komunikasi yang berkesan; kemahiran kepimpinan dan kerja berpasukan; kemahiran penyelidikan dan inkuiri; literasi maklumat; literasi digital; sifat peribadi seperti kesedaran diri, keyakinan diri, autonomi diri, berdikari, fleksibiliti dan kreativiti; dan nilai peribadi seperti tanggungjawab etika, moral dan sosial, integriti, dan kesedaran budaya. Manakala Brunhaver, Korte, Barley, dan Sheppard (2018) menyatakan kompentensi yang perlu diberikan penekanan terhadap graduan teknikal adalah kemahiran komunikasi, kemahiran keusahawanan, kemahiran kerja berkumpulan, kreativiti, kemahiran pembelajaran sepanjang hayat dan kemahiran penyelesaian masalah. Jika kemahiran ini kurang diadaptasi, akan menyebabkan pertambahan kos kepada majikan untuk menyediakan latihan (Brunhaver et al., 2018). Kompetensi graduan juga adalah cerminan kepada institut pengajian dalam menyediakan kurikulum yang betul untuk memperkasakan graduan teknikal dan bukan teknikal (Aini et al, 2018). Selain itu, etika dan tanggungjawab sosial perlu dipraktikkan dengan baik oleh seseorang graduan demi meningkatkan mutu perkhidmatan yang unggul dan berkesan (Megat Ayob, 2016). Etika kerja ini meliputi sikap, hadir bekerja, bekerja bersungguh-sungguh, amanah, kesetiaan dalam kerja berkumpulan, yakin diri, produktiviti, kemahiran mengorganisasi, hormat-menghormati, berintegiriti, berdisiplin dan bermotivasi (Virginiah, 2014). Kemahiran keusahawanan juga adalah aspek penting untuk dimiliki oleh seseorang graduan. Kemahiran keusahawanan ini membolehkan graduan meneroka dan mencipta peluang berdasarkan kemahiran dan pengetahuan yang dimiliki melalui inisiatif, inovasi dan semangat keusahawanan (Bell, 2016). Malah, graduan yang berkualiti perlu membudayakan pembelajaran sepanjang hayat seperti tahu penggunaan teknologi semasa, melakukan pembelajaran kendiri, minat meneroka sesuatu isu dan

mempamerkan inisiatif untuk menyelesaikan tugasan agar dapat meningkatkan kemahiran, kemampuan dan keyakinan diri untuk kekal bertahan dalam pasaran pekerjaan (Siivonen, 2016). Justeru, demi memastikan graduan yang berkualiti dapat dihasilkan, institut TVET perlu relevan dan berupaya untuk memastikan proses pengajaran dan pembelajaran adalah seiring dengan perkembangan industri semasa.

Metodologi Kajian

Reka Bentuk Kajian

Kajian ini berbentuk kajian kuantitatif secara tinjauan melalui pengutipan data menggunakan soal selidik atas talian. Kajian kuantitatif ini penting untuk mengukur fakta-fakta objektif berorientasikan hasil dan analisis statistik (Ang, 2016). Chua (2014) seterusnya menerangkan variabel dalam penyelidikan kuantitatif dioperasionalkan sebelum diukur dan ianya perlu mendapat kesahan dan kebolehpercayaan terlebih dahulu. Muslich & Sri (2019) menjelaskan kelebihan kajian kuantitatif membolehkan data dikumpul secara berstruktur dan mudah untuk digeneralisasikan. Maka, masa penelitian yang lama dan kos penelitian relatif yang mahal dapat dielakkan. Justeru, kajian kuantitatif amat sesuai digunakan dalam kajian ini yang iaitu sumber data yang diperoleh dapat dimanfaatkan dan diolah dengan sistematik (Abdul Iman, 2016). Kajian ini juga melibatkan kajian rentas keratan (cross sectional) yang melibatkan edaran soal selidik sekali sahaja dalam satu tempoh tertentu, tetapi terhadap kumpulan orang berbeza (Othman, 2013).

Populasi dan Persampelan Kajian

Populasi kajian terdiri daripada pelajar-pelajar yang telah mengikuti pengajian teknikal dalam institusi pendidikan TVET. Dalam kajian ini, sampel kajian terdiri daripada kumpulan graduan Politeknik Kuching Sarawak yang telah tamat pengajian antara Sesi Jun 2013 hingga Sesi Disember 2017. Kaedah persampelan yang digunakan dalam kajian ini adalah persampelan rawak bertujuan di mana ianya melibatkan graduan politeknik yang telah tamat pengajian antara tiga hingga lima tahun. Kaedah persampelan ini merujuk kepada sesuatu perwakilan formal dan memenuhi kriteria yang ditetapkan dalam kajian serta tergolong dalam populasi kajian (Mohd. Najib, 2003). Walau bagaimanapun, Mohd Yusri (2017) turut menjelaskan kelemahan kaedah persampelan ini di mana persampelan ini masih menunjukkan bias. Justeru, bagi memastikan PEO setiap program di politeknik dapat disemak dengan berkesan, kaedah persampelan ini telah dipilih dalam kajian ini.

Berdasarkan kajian ini, sebanyak 1477 orang graduan telah mengambil bahagian dalam analisis keberkesanan program pengajian di politeknik. Merujuk kepada jadual Krejcie dan Morgan (1970), jumlah responden ini adalah sudah cukup untuk digunakan. Selain itu, kumpulan sampel kajian terdiri daripada 814 orang responden lelaki (55.1%) dan 663 orang responden perempuan (44.9%). Dari segi bidang pekerjaan, 54.1 peratus responden bekerja dalam bidang kejuruteraan manakala 45.9 peratus responden pula bekerja dalam bidang bukan kejuruteraan. Di samping itu, 25.7 peratus responden telah melanjutkan pelajaran ke peringkat ijazah Sarjana Muda dan 74.3 peratus responden terus bekerja selepas tamat pengajian. Analisis turut mendapati majoriti responden yang telah mengambil bahagian dalam kajian ini terdiri daripada kumpulan graduan Sesi Disember 2017 iaitu 424 orang atau 28.7 peratus. Ini kerana akses mudah melalui Penasihat

Akademik dengan kumpulan responden ini. Sehubungan itu, kumpulan responden daripada Jabatan Teknologi Maklumat dan Komunikasi serta Jabatan Kejuruteraan Elektrik masing-masing hanya menunjukkan kadar respons setinggi 10.3 peratus dan 10.4 peratus. Ini kemungkinan disebabkan penurunan keterikatan graduan dengan institusi.

Jadual 1: Profil responden (N=1477)

Perkara		Kekerapan	Peratus
Jantina	Lelaki	814	55.1
	Perempuan	663	44.9
Program Pengajian	Diploma Kejuruteraan Mekanikal	70	4.7
	Diploma Kejuruteraan Mekanikal (Pembuatan)	125	8.5
	Diploma Kejuruteraan Mekanikal (Penyamanan Udara dan Penyejukbekuan)	82	5.6
	Diploma Kejuruteraan Mekanikal (Automotif)	97	6.6
	Diploma Kejuruteraan Awam	211	14.3
	Diploma Perkhidmatan Bangunan	83	5.6
	Diploma Geomatik	144	9.7
	Diploma Kejuruteraan Petrokimia	159	10.8
	Diploma Kejuruteraan Elektrik dan Elektronik	97	6.6
	Diploma Kejuruteraan Elektronik (Komunikasi)	57	3.9
	Diploma Teknologi Maklumat (Rangkaian)	72	4.9
	Diploma Teknologi Maklumat (Pengaturcaraan)	80	5.4
	Diploma Akauntansi	152	10.3
	Diploma Pengurusan Perniagaan	48	3.2
Sesi Tamat Pengajian	Jun 2013	88	6.0
	Disember 2013	50	3.4
	Jun 2014	62	4.2
	Disember 2014	89	6.0
	Jun 2015	109	7.4
	Disember 2015	107	7.2
	Jun 2016	179	12.1
	Disember 2016	138	9.3
	Jun 2017	231	15.6
	Disember 2017	424	28.7
Bidang Pekerjaan	Kejuruteraan	799	54.1
	Bukan Kejuruteraan	678	45.9
Sedang melanjutkan pelajaran?	Ya	379	25.7
	Tidak	1098	74.3

Instrumen Kajian Data Kuantitatif

Instrumen yang digunakan dalam kajian ini adalah soal selidik yang telah digubal oleh kumpulan pengkaji di bawah pimpinan pakar bidang kepimpinan dan pengurusan pendidikan. Terdapat tiga bahagian penting dalam soal selidik ini iaitu Bahagian A – Profil demografi responden, Bahagian B – Pengalaman pembelajaran dan pengajaran, dan Bahagian C – Kualiti graduan TVET. Semua item yang dibina

adalah berdasarkan literatur kajian lepas dan analisis dokumen merangkumi Program Overview bagi program pengajian yang ditawarkan di organisasi pendidikan TVET. Konstruk yang telah dibina dan dikenal pasti adalah seperti berikut:
(i)   Pengajaran
(ii)   Penilaian dan kandungan kursus
(iii)   Hubungan antara pensyarah dan pelajar
(iv)   Kemudahan
(v)   Kompetensi/pengetahuan graduan
(vi)   Etika dan tanggungjawab sosial
(vii)   Kerja kumpulan dan komunikasi
(viii) Keusahawanan dan pembelajaran sepanjang hayat

Item-item dalam Bahagian A bertujuan untuk mendapat gambaran latar belakang responden seperti jantina, program pengajian yang diikuti, kategori program pengajian, dan sesi tamat pengajian. Maklumat daripada Bahagian B membekalkan pemahaman terperinci tentang pengalaman pembelajaran dan pengajaran di institusi dan kualiti graduan terdiri daripada lapan sub-konstruk. Jumlah item dalam soal selidik adalah sebanyak 88. Skala Likert enam mata telah digunapakai dalam soal selidik bagi responden menyatakan darjah persetujuan terhadap setiap item yang dikemukakan sama ada 1-Sangat Tidak Setuju, 2-Tidak Setuju, 3-Agak Tidak Setuju, 4-Agak Setuju, 5-Setuju, atau 6-Sangat Setuju.

Kajian Rintis

Kajian rintis telah dilaksanakan bertujuan untuk kesahan dan kebolehpercayaan intrumen yang dibangunkan. Kajian rintis telah diadakan ke atas graduan TVET di politeknik Malaysia. Sebanyak 71 orang responden terdiri daripada graduan lepasan Politeknik Kuching Sarawak mengikut kelompok Sesi Jun 2018 yang telah tamat pengajian pada November 2018 telah menjawab soal selidik yang diedarkan. Nilai kebolehpercayaan pekali Cronbach's Alpha telah diguna pakai dan proses pemurnian soal selidik telah dilaksanakan selepas kajian rintis.

Jadual 2: Pekali kebolehpercayaan mengikut konstruk kajian

Konstruk	No. Item	Nilai pekali *Cronbach's Alpha*
Konstruk: Pengalaman Belajar di PKS		.968
Pengajaran	B1-B12	.920
Penilaian dan kandungan kursus	B13-B26	.934
Hubungan antara pensyarah dan pelajar	B27-B36	.952
Kemudahan	B37-B46	.919
Konstruk: Kualiti Graduan		.963
Kompetensi/Pengetahuan graduan	C1-C9	.879
Etika dan tanggungjawab sosial	C10-C18	.937
Kerja kumpulan dan komunikasi	C19-C27	.936
Keusahawanan dan pembelajaran sepanjang hayat	C28-C39	.929
Keseluruhan		.979

Proses Pengutipan Data

Dalam memastikan kelancaran pengumpulan data kajian, kebenaran telah dipohon daripada Pengarah Politeknik Kuching Sarawak untuk pelaksanaan kajian dalam kalangan graduan politeknik melalui surat bertarikh 28 Mei 2020. Makluman seterusnya telah diedarkan kepada Ketua Jabatan masing-masing bagi memastikan hebahan pautan soal selidik disampaikan kepada graduan melalui Ketua Program/Penasihat Akademik. Seterusnya, Penasihat Akademik menghubungi graduan mengikut sesi pengajian bagi memastikan soal selidik dijawab.
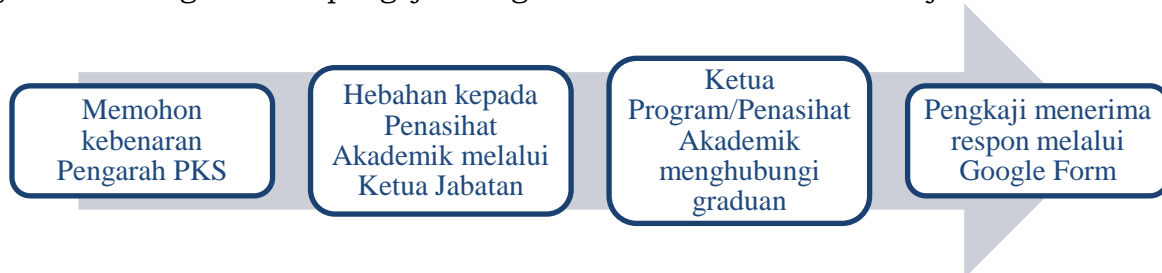
Rajah 1: Proses pengumpulan data kajian

Dapatan Kajian dan Perbincangan

Analisis Inferensi – Mengenal pasti pengaruh signifikan bagi pengalaman pembelajaran dan pengajaran ke atas kualiti graduan TVET

Keempat-empat variabel peramal dimasukkan ke dalam model regresi pada $p<.05$ dengan menggunakan program SPSS. Ini bermakna bahawa keempat-empat variabel peramal itu merupakan faktor bagi kualiti graduan TVET di politeknik. Analisis korelasi telah mengesan korelasi antara variabel kriterion dan variabel peramal hubungan pensyarah-pelajar ialah .552 manaka korelasi antara variabel kriterion dan kombinasi linear antara hubungan pensyarah-pelajar dan pentaksiran dan pembelajaran ialah .622. Sehubungan itu, analisis korelasi antara variabel kriterion dan kombinasi linear antara hubungan pensyarah-pelajar, pentaksiran dan pembelajaran, dan instruksional dalam institusi ialah .724. Seterusnya, Jadual 3 juga mempamerkan korelasi kombinasi linear antara keempat-empat variabel peramal dengan variabel kriterion ialah .729.

Dapatan daripada Jadual 1 telah menunjukkan bagi populasi kajian (saiz sampel = 1477), empat variabel peramal, iaitu hubungan pensyarah-pelajar, pentaksiran dan pembelajaran, instruksional dalam institusi, dan fasiliti dalam institusi telah dikenal pasti sebagai peramal bagi kualiti graduan TVET. Secara signifikan, hubungan pensyarah-pelajar $[F(1, 1475) = 647.44, p<.05]$ menyumbang sebanyak 30.5 peratus varians ($R^2 = .305$) terhadap kualiti graduat TVET, Ini bererti hubungan pensyarah-pelajar ($\beta = .552, t = 25.45, p<.05$) merupakan peramal utama kualiti graduan TVET. Seterusnya, kombinasi hubungan pensyarah-pelajar (($\beta = .170, t = 5.01, p<.05$) dan aktiviti pentaksiran dan pembelajaran (($\beta = .478, t = 14.07, p<.05$) pula menambah 8.2 peratus kepada varians ($R^2 = .387$) dalam variabel kriterion kualiti graduan TVET $[F(2, 1474) = 465.89, p<.05]$.

Dalam Model 3 yang melibatkan kombinasi antara variabel peramal iaitu hubungan pensyarah-pelajar, pentaksiran dan pembelajaran, dan instrusksional dalam institusi, nilai β yang signifikan bagi hubungan pensyarah-pelajar ($\beta = .024, t = .774, p<.05$) menunjukkan variabel ini merupakan variabel peramal yang tidak signifikan kepada kualiti graduan TVET. Bagi variabel peramal pentaksiran dan pembelajaran ($\beta = .098, t = 2.783, p<.05$) serta instruksional dalam institusi ($\beta = .626, t = 20.62, p<.05$), kedua-dua variabel ini telah dikenal pasti sebagai peramal signifikan. Kombinasi variabel peramal dalam Model 3 turut menambah 21.9

peratus kepada varians (R^2 = .525) dalam variabel kriterion kualiti kualiti graduan TVET [F(3, 1473) = 541.71, p<.05].

Seterusnya, berpandukan Model 4, kombinasi keempat-empat variable peramal turut menunjukkan hanya peramal instruksional dalam institusi (β = .595, t = 19.30, p<.05) dan fasiliti dalam institusi (β = .112, t = 4.731, p<.05) sebagai peramal signifikan dengan nilai beta yang besar. Keputusan yang tidak signifikan bagi variabel peramal hubungan pensyarah-pelajar (β = .017, t = .546, p<.05) dan pentaksiran dan pembelajara (β = .058, t = 1.616, p<.05) pula menunjukkan kedua-dua variabel ini bukan peramal yang signifikan. Variabel peramal fasiliti dalam institusi apabila dimasukkan ke dalam model regresi (Model 4) telah meramalkan sebanyak 53.2 peratus perubahan varians tambahan dalam variabel kriterion.

Berdasarkan keputusan analisis, pengkaji melaporkan instruksional dalam institusi memberi kesan yang besar ke atas kualiti graduan TVET di politeknik. Nilai beta yang positif menunjukkan semakin tinggi kualiti pengajaran, semakin tinggi kualiti graduan politeknik. Selain itu, variabel peramal fasiliti dalam institusi juga mempengaruhi kualiti graduan TVET dengan kesan yang kecil dan bernilai positif, iaitu semakin mencukupi dan lengkap fasiliti yang disediakan, semakin tinggi kualiti graduan TVET di politeknik.

Jadual 3: Nilai koefisien bagi kesan pengalaman pembelajaran dan pengajaran ke atas pembentukan kualiti graduan di institusi pendidikan TVET

Variabel tidak bersandar	Variabel bersandar: Kualiti Graduan TVET			
Model	Nilai koefisien			
Model 1				
Hubungan pensyarah-pelajar	.552*			
Model 2				
Hubungan pensyarah-pelajar		.170*		
Pentaksiran dan pembelajaran		.478*		
Model 3				
Hubungan pensyarah-pelajar			.024	
Pentaksiran dan pembelajaran			.098*	
Instruksional dalam institusi			.626*	
Model 4				
Hubungan pensyarah-pelajar				.017
Pentaksiran dan pembelajaran				.058
Instruksional dalam institusi				.595*
Fasiliti dalam institusi				.112*
R	.552	.622	.724	.729
R^2	.305	.387	.525	.532
R^2 Terlaras	.305	.386	.524	.530
Nilai F	647.44*	465.89*	541.71*	417.78*
Durbin-Watson	1.78			

Nota: *Signifikan pada aras .05

Implikasi Kajian dan Kesimpulan

Dapatan kajian ini menjurus kepada implikasi ke atas keberkesanan pengalaman pembelajaran dan pengajaran terdiri daripada hubungan pensyarah-pelajar, pentaksiran dan pembelajaran, instruksional dalam institusi, dan fasiliti dalam institusi dalam organisasi pendidikan TVET di Malaysia khususnya. Dalam memastikan graduan TVET yang dihasilkan menepati kehendak majikan, politeknik

Malaysia khususnya harus menekankan perlaksanaan instruksional berkualiti dengan pemilihan bahan bantu mengajar yang paling memberi kesan melalui usaha tenaga pengajar yang menggunakan peralatan mengajar yang berkualiti ketika menghasilkan proses instruksional. Diharapkan dapatan kajian ini akan terus memberi motivasi dan dorongan yang kuat kepada institusi untuk terus memantapkan kualiti graduan TVET yang dihasilkan.

Kajian ini secara keseluruhannya telah mendapati pengintegrasian perlaksanaan instruksional berkualiti dan penggunaan fasiliti berkesan di politeknik merupakan faktor-faktor peramal bagi peningkatan kualiti graduan TVET secara maksimum. Oleh demikian, kajian lanjutan harus diteruskan untuk memperoleh panduan secara mendalam dalam meneruskan penjanaan graduan TVET yang lebih baik demi negara. Memandangkan konstruk instruksional dalam institusi dikesan sebagai faktor dominan, justeru adalah lebih baik untuk melihat pendekatan instruksional yang diamalkan dalam kalangan pengajar. Dalam erti kata lain, kajian lanjutan boleh dilaksanakan untuk menentukan pendekatan perlaksanaan instruksional yang lebih sesuai dalam abad ke-21 dalam membentuk modal insan negara yang lebih holistik.

Cadangan Kajian Lanjutan

Kajian lanjutan harus diteruskan untuk memperoleh panduan secara mendalam bagi meneruskan penjanaan graduan TVET yang lebih baik demi negara. Kajian lanjutan boleh dilaksanakan untuk menentukan pendekatan perlaksanaan strategi instruksional yang lebih sesuai dalam abad ke-21 dalam membentuk modal insan yang lebih holistic.

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Kesan Sokongan Pensyarah Pemantau dan Jawatankuasa Pengurusan PBK Terhadap Kepuasan Latihan PBK Pelajar Politeknik Kota Kinabalu

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Politeknik Kota Kinabalu[1,2,3]

Abstrak

Bagi mempersiapkan pelajar Diploma Pengurusan Hotel untuk pasaran pekerjaan, Jabatan Pendidikan Politeknik dan Kolej Komuniti telah memasukkan Pembelajaran Berasaskan Kerja (PBK) ke dalam struktur kurikulum untuk membantu meningkatkan kebolehpasaran pelajar. PBK menggunakan pendekatan pembelajaran berstruktur dan dibimbing oleh pengamal industri bagi menyediakan pelajar yang mempunyai pengalaman kerja sebenar dan memenuhi keperluan industri. PBK menggabungkan pembelajaran berasaskan kerja di tempat kerja atau institusi. Walaupun PBK dilihat mampu memberi impak positif kepada pelajar, kepuasan pelajar terhadap pelaksanaan PBK penting untuk dikenalpasti. Semasa menjalani latihan Industri atau PBK pelajar boleh mempunyai persepsi yang berbeza bergantung kepada pengalaman dan prestasi semasa menjalani PBK. Kaedah kuantitatif digunakan dalam pengumpulan data dengan mengedarkan soal selidik menggunakan Google form dan seramai 84 responden yang sedang menjalani PBK atau telah selesai menjalani PBK telah menjawab soal selidik. Teknik structural equation modelling (SEM) digunakan untuk menganalisis data menggunakan SmartPLS 2.0. Keputusan kajian menunjukkan bahawa Sokongan Pensyarah Pemantau dan Jawatankuasa Pengurusan PBK secara signifikan mempengaruhi Kepuasan pelajar menjalani PBK.

Kata Kunci: *Jawatankuasa Pengurusan, Kepuasan Latihan, Pembelajaran Berasaskan Kerja, Sokongan Pensyarah*

Pengenalan

Pembelajaran Berasaskan Kerja (PBK) telah diperkenalkan oleh Jabatan Pendidikan Politeknik dan Kolej Komuniti pada tahun 2007 sebagai usaha meningkatkan kebolehpasaran pelajar. Bagi memastikan pelajar mendapat pengalaman industri yang mencukupi, PBK telah dimasukkan ke dalam kurikulum kursus (Jabatan Pengajian Politeknik, 2019). PBK menggunakan pendekatan pembelajaran berstruktur dan dibimbing oleh pengamal industri bagi menyediakan pelajar yang mempunyai pengalaman kerja sebenar dan memenuhi keperluan industri (Jabatan Pengajian Politeknik, 2019). PBK menggabungkan pembelajaran berasaskan kerja di tempat kerja atau institusi (Seagraves et al., 1996). PBK merangkumi pengalaman bekerja dimana pelajar perlu menjalani proses pembelajaran di institusi dan menimba pengalaman kerja (Becker, 2007). PBK bertujuan untuk mewujudkan kerjasama dengan industri untuk mempersiapkan pelajar dengan pengalaman dan teknik kerja bagi memenuhi kehendak pasaran pekerjaan dalam industri pelancongan dan hospialiti. PBK turut memberi pendedahan awal kepada pelajar mengenai keperluan komunikasi, pemikiran kreatif, penyelesaian masalah, kemahiran interpersonal, dan kerja kumpulan semasa bekerja (Wisconsin Work-based Learning Guide, 2002). Anne C Lewis (2004) menyatakan bahawa PBK jelas memberikan pengalaman yang besar kepada pelajar dan memberikan mereka peluang yang lebih luas untuk menempatkan diri dalam bidang industri yang mereka ceburi. Seperti latihan praktikal konvensional,

matlamat PBK adalah untuk membekalkan dan menghasilkan pelajar dengan kemahiran yang diperlukan dalam persekitaran pekerjaan (Chinomona & Surujlal, 2012). selain itu, latihan praktikal juga memberi faedah kepada pelajar untuk meningkatkan kemahiran dan pengalaman kerja sebenar (Coco, 2000; Huang & Jia, 2010). Walaupun latihan industri memberikan faedah kepada pelajar, kejayaan sesebuah latihan industri adalah bergantung kepada kepuasan pelajar terhadap latihan praktikal mereka (Clark, 2003). Kepuasan pelajar menjalani latihan industri adalah dipengaruhi oleh tiga faktor utama iaitu institusi akademik, organisasi hospitaliti dan pelajar sendiri (Chen et. al., 2018). Dari sudut institusi akademik, Perancangan latihan industri, kesediaan akademik, penyelia akademik, bantuan pengurusan, penilaian prestasi dan kesesuaian latihan industri dengan perancangan kurikulum adalah merupakan faktor yang mempengaruhi kepuasan keseluruhan pelajar dengan latihan industri (Chen et. al., 2018). Sokongan fakulti seperti pensyarah penyelia memantau dan memberi khidmat nasihat sekiranya pelajar menghadapi masalah adalah amat penting (Fagan & Wise, 2007). Latihan industri akan lebih berkesan sekiranya ia diuruskan dengan baik oleh pihak institusi akademik, diiktiraf oleh institusi akademik, kekerapan komunikasi antara pensyarah pemantau dengan pelajar serta lawatan berkala oleh pensyarah pemantau (Gryski, Johnson & O'Toole's, 1987). Oleh itu, kajian ini bertujuan untuk mengenalpasti kesan sokongan institusi terhadap kepuasan pelajar menjalani PBK.

Sorotan Literatur

Bagi mengekalkan kualiti pendidikan dalam bidang pengurusan hospitaliti, adalah penting untuk mengekalkan kepuasan pelajar terhadap latihan praktikal yang mereka jalani (Singh & Dutta. 2010). Kepuasan pelajar terhadap latihan praktikal merupakan petunjuk utama dalam menilai keberkesanan latihan industri (Farmaki, 2018). Klee (2011) menggambarkan kepuasan kerja sebagai satu keadaan dimana individu menyukai atau tidak menyukai kerja mereka serta tanggapan serta pendapat individu mengenai pelbagai aspek kerja mereka. Kepuasan pelajar menjalani latihan industri adalah dipengaruhi oleh tiga faktor utama iaitu institusi akademik, organisasi hospitaliti dan pelajar sendiri (Chen et. al 2018). Dari sudut institusi akademik, Perancangan latihan industri, kesediaan akademik, penyelia akademik, bantuan pengurusan, penilaian prestasi dan kesesuaian latihan industri dengan perancangan kurikulum adalah merupakan faktor yang mempengaruhi kepuasan keseluruhan pelajar dengan latihan industri (Chen et. al., 2018). Sokongan institusi pendidikan merupakan aspek penting dimana, pensyarah pemantau memainkan peranan sebagai penasihat sekiranya pelajar menghadapi masalah semasa menjalani latihan PBK (Fagan & Wise, 2007). Selain itu, pegawai pengurusan latihan turut memainkan peranan yang penting dalam menguruskan penempatan pelajar dan menyumbang kepada kepuasan pelajar menjalani latihan (Moghaddam, 2011). Pelajar akan berhubung dengan pensyarah penyelia dan pengurusan latihan untuk mendapatkan khidmat nasihat pada bila-bila masa sekiranya perlu. Mewujudkan hubungan sokongan diantara pensyarah pemantau dengan pelajar adalah penting bagi prestasi dan kepuasan pelajar (Klee, 2011; Ramos Sanchez, 2002). Pemantauan institusi pendidikan adalah membantu dalam menangani masalah pelajar semasa menjalani latihan (Papadimitriou & Mardas, 2009). Smith (2006) merumuskan bahawa pelajar yang dipantau dengan baik sepanjang tempoh latihan industri menunjukkan hasil latihan yang baik berbanding dengan pelajar yang tidak dipantau dengan baik. Pelajar yang mendapat mempunyai sokongan institusi akademik yang baik akan menunjukkan prestasi yang baik dan kepuasan yang tinggi semasa menjalani latihan PBK. Oleh itu, berdasarkan sorotan literatur hipotesis berikut dicadangkan.

H1: sokongan pensyarah pemantau secara signifikan mempengaruhi kepuasan pelajar menjalani latihan pembelajaran berasaskan kerja.

H2: Jawatankuasa pengurusan latihan secara signifikan mempengaruhi kepuasan pelajar menjalani latihan pembelajaran berasaskan kerja.

Metodologi

Bagi mendapatkan data kajian, borang soal selidik diedarkan kepada responden menggunakan *Google form*. Kaedah persampelan mudah digunakan dan seramai 84 responden pelajar Politeknik Kota Kinabalu yang telah tamat dan sedang menjalani PBK di industri telah menjawab menjawab soal selidik. Saiz sample sekurang-kurangnya 79 orang diperlukan jika populasi adalah 100 orang bagi aras kesignifikan 0.05 (Cohen et. al., 2001). Item penilaian soal selidik bagi pembolehubah sokongan institusi adalah diambil dan diolah semula daripada kajian lepas oleh Jean et al. (2012) dan Klee (2011) manakala item kepuasan PBK adalah daripada D'Abate et al. (2009) dan Nelson (1994). Maklumbalas direkod menggunakan skala likert 5 mata. SPSS Versi 22 dan SmartPLS 2.0 digunakan bagi tujuan analisis data dan menguji hipotesis. Kerangka kajian adalah seperti dalam Rajah 1.
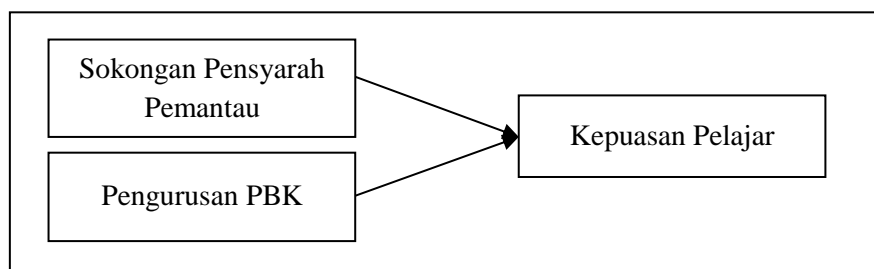
Rajah 1: Kerangka Kajian

Keputusan

Jadual 1 menunjukkan profil responden. Berdasarkan analisis, majoriti responden adalah perempuan, sebanyak 67.9 peratus manakala lelaki sebanyak 32.1 peratus. Bagi umur responden, 76.2 peratus responden berumur diantara 20-22 tahun, 21.4 peratus berumur diantara 23-26 tahun manakala masing-masing 1.2 peratus bagi kategori umur 26 hingga 28 tahun dan 29 hingga 31 tahun. Bagi semester pengajian pula, jumlah pelajar adalah seimbang dimana 34.5 peratus bagi semester 5, 32.1 peratus bagi semester 6 dan 33.3 peratus bagi pelajar yang telah tamat menjalani PBK.

Jadual 1: Profil responden

Demografi	Kategori	Kekerapan	Peratus
Jantina	lelaki	27	32.1
	perempuan	57	67.9
Umur	20-22 tahun	64	76.2
	23-25 tahun	18	21.4
	26-28 tahun	1	1.2
	29-31 tahun	1	1.2
Semester	Semester 5	29	34.5
	Semester 6	27	32.1

Tamat PBK	28	33.3	

Jadual 2 menunjukkan *measurement model* kajian yang menunjukkan kesahan konvergen. Kesahan konvergen dinilai berdasarkan kepada nilai *loadings*, AVE dan *composite reliability* (CR). Nilai *loadings* dan AVE konstruk adalah sekurang-kurangnya 0.5 seperti yang dicadangkan oleh Hair et. al., (2017) dan Bagozzi et. al., (1981). Manakala nilai CR yang dicadangkan oleh Hair et. al., (2017) adalah sekurang-kurangnya 0.7. berdasarkan data pada jadual 2, dapat disimpulkan bahawa kesemua nilai adalah melebihi nilai yang dicadangkan. Oleh itu dapat disimpulkan bahawa item kajian mempunyai kesahan konvergen. Jadual 3 menunjukkan kesahan diskriminasi yang dinilai berdasarkan *Fornell-larcker criterion*. Seperti yang dicadangkan oleh Fornell & Larcker (1981) nilai AVE setiap konstruk hendaklah lebih tinggi berbanding korelasi dengan konstruk dalam model. Berdasarkan jadual, kesemua nilai konstruk memenuhi kriteria tersebut. Ini menunjukkan bahawa setiap konstruk mempunyai kesahan diskriminasi.

Jadual 2: *Measurement model*

Konstruk	Item	*Loadings*	AVE	CR
Pengurusan PBK	PP1	0.882	0.787	0.917
	PP2	0.860		
	PP3	0.918		
Kepuasan Pelajar	KP1	0.855	0.675	0.892
	KP2	0.696		
	KP3	0.850		
	KP4	0.872		
Pensyarah Pemantau	PE1	0.909	0.811	0.963
	PE2	0.920		
	PE3	0.890		
	PE4	0.926		
	PE5	0.906		
	PE6	0.852		

Jadual 3: *Discriminant validity*

	Kepuasan Pelajar	Pengurusan PBK	Pensyarah Pemantau
Kepuasan Pelajar	**0.821**		
Pengurusan PBK	0.476	**0.887**	
Pensyarah Pemantau	0.549	0.711	**0.901**

Bagi menguji hubungan hipotesis, Hair et. al, (2017) mencadangkan untk melihat pada nilai R^2, *standard beta* dan *t-values*. Berdasarkan kepada nilai R^2, standard beta dan *t-values*, kesemua hipotesis kajian adalah disokong pada t-value signifikan pada $P<0.05$ dan $P<0.01$. Saiz kesan pengurusan PBK dan peranan pensyarah penyelia adalah pada tahap sederhana ($F^2=0.17$) dan kecil ($F^2=0.02$). Nilai R^2 menunjukkan 31.7% daripada kepuasan pelajar diterangkan oleh pengurusan PBK dan pensyarah pemantau. Bagi menilai *multicollinearity*, nilai VIF setiap faktor telah dinilai. Berdasarkan jadual, nilai VIF pembolehubah adalah kurang daripada

nilai yang dicadangkan oleh Rogerson (2001), menunjukkan *multicollinearity* tidak wujud dalam data kajian.

Jadual 4: Ujian hipotesis

Hipotesis	Hubungan	Std Beta	Std Error	T Value	Keputusan	R²	F²	VIF
H1	Pengurusan PBK-> Kepuasan Pelajar	0.173	0.081	2.136*	Disokong	0.317	0.02	1.283
H2	Pensyarah Pemantau -> Kepuasan Pelajar	0.426	0.087	4.918**	Disokong		0.17	1.283

Nota: T-*Values* >1.65* (p<0.05); T-*values* >2.33** (p<0.01)

Perbincangan, Implikasi dan Had Kajian

Kajian ini bertujuan untuk mengkaji kesan pensyarah pemantau dan pengurusan PBK terhadap kepuasan pelajar menjalani latihan PBK. Berdasarkan dapatan kajian, kedua-dua hipotesis kajian adalah disokong. Oleh itu, dapat disimpulkan bahawa pensyarah pemantau dan pengurusan PBK mempunyai pengaruh terhadap kepuasan pelajar menjalani PBK. Dapatan kajian ini adalah selari dengan kajian Klee (2011) dan Moghaddam (2011). Walaubagaimanapun, kesan pensyarah pemantau adalah lebih tinggi (F²=0. 17) berbanding dengan pengurusan PBK (F²=0.02). Ini menunjukkan bahawa pelajar berpendapat bahawa peranan pensyarah pemantau adalah lebih penting dalam menentukan kepuasan mereka menjalani latihan PBK. Semasa menjalani latihan PBK pelajar akan memerlukan bimbingan dan khidmat nasihat daripada pensyarah pemantau dari semasa ke semasa. Khidmat nasihat pensyarah pemantau akan sangat diperlukan oleh pelajar terutamanya apabila pelajar berhadapan dengan masalah semasa menjalani latihan PBK. Bagi memastikan pelajar sentiasa terbuka untuk berhubung dengan pensyarah pemantau, adalah penting untuk menekankan kebolehpercayaan dalam komunikasi di antara pelajar dan pensyarah pemantau. Oleh itu, pensyarah pemantau perlu memainkan peranan dengan memberi maklumbalas terhadap prestasi pelajar, khidmat nasihat dan dorongan kepada pelajar semasa menjalani latihan PBK. Walaubagaimanapun, peranan pengurusan PBK dalam menentukan kepuasan latihan pelajar juga perlu diambil perhatian terutamanya dari segi pengurusan dokumen, penempatan pelajar dan penyampaian maklumat yang berkesan kepada pelajar. Selain itu, taklimat berkala kepada pelajar yang sedang menjalani dan bakal menjalani PBK juga perlu dijalankan bagi memastikan pelajar sentiasa bersedia dari segi mental dan fizikal untuk menjalani PBK.

Dapatan kajian ini memberi implikasi penting terhadap pelaksanaan PBK di Politeknik Kota Kinabalu. Kejayaan pelaksanaan PBK dapat dicapai dengan memberi penekanan terhadap proses pemantauan yang berkualiti serta meningkatkan kecekapan mengurus aktiviti PBK. Kepuasan pelajar terhadap pelaksanaan PBK tidak terhad kepada pengaruh pemantauan dan pengurusan PBK, malah boleh dipengaruhi oleh faktor sokongan institusi yang lain. Oleh itu kajian di masa akan

datang perlu diluaskan dengan mengambilkira faktor kesediaan akademik dan kesesuaian kurikulum bagi mendapatkan gambaran kepuasan pelajar menjalani PBK yang lebih jelas. Selain itu, kajian terhadap kepuasan pelajar lelaki dan perempuan dalam menjalani latihan PBK juga perlu dijalankan bagi memastikan pelaksanaan latihan PBK yang lebih berkesan. Kajian ini juga terhad dari segi jumlah sample dimana responden hanya terdiri daripada pelajar Politeknik Kota Kinabalu. Kajian dimasa akan datang perlu menggunakan sample yang lebih besar serta melibatkan pelajar politeknik lain bagi mendapatkan gambaran keseluruhan kepuasan pelajar politeknik menjalani latihan PBK.

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Perbezaan antara Faktor Mempengaruhi Permasalahan Ponteng dalam Kalangan Pelajar Kolej Komuniti Mengikut Jantina Responden

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Abstrak

Kajian ini bertujuan untuk meninjau faktor-faktor yang mempengaruhi permasalahan ponteng dalam kalangan pelajar kolej komuniti mengikut jantina responden. Faktor-faktor yang dikaji adalah faktor persekitaran pembelajaran, keluarga, pelajar, rakan sebaya, pensyarah dan media elektronik. Kajian rintis telah dijalankan untuk menentu pekali kebolehpercayaan instrumen yang digunakan dalam kajian sebenar. Kemudian, kajian sebenar dijalankan dan maklumat diperoleh dengan mengedarkan borang soal selidik melalui khidmat pautan *google form* kepada responden. Sebanyak 131 orang pelajar telah dikenalpasti mengambil bahagian dalam kajian ini. Data kajian dianalisis dengan menggunakan *Statistical Package for Social Sciences (SPSS)* versi 26.0. Analisis yang dibuat diterjemahkan dalam bentuk min, frekuensi dan peratus. Hasil kajian mendapati faktor diri pelajar dan media elektronik adalah faktor dominan dalam mempengaruhi permasalahan ponteng pelajar. Berpandukan dapatan kajian yang diperoleh, langkah-langkah intervensi dirancang untuk menangani permasalahan ini.
Kata Kunci : *Ponteng, faktor, kolej komuniti*

Pengenalan

Masalah ponteng dalam kalangan pelajar merupakan masalah yang sering berlaku sejak akhir-akhir ini. Tidak terkecuali ia berlaku dalam semua peringkat pengajian sama ada di peringkat rendah, peringkat menengah mahupun peringkat Pengajian Tinggi. Lopez, Jesus, Lopez dan Luis (2015) telah menjelaskan permasalahan ini telah berlarutan sehingga ke peringkat universiti. Dalam mengenal punca permasalahan ponteng, Neelam (2013) telah menyatakan kualiti peperiksaan, kegagalan, dan keciciran dalam pelajaran merupakan punca utama kepada ketidakmenjadian generasi sekarang. Hal ini seterusnya telah menyebabkan prestasi akademik pelajar kurang memberangsangkan dan merosot. Sehubungan itu, pelajar turut terdedah kepada perbuatan salah laku yang lebih serius seperti mencuri, merokok, membuli, dan sebagainya. Kajian-kajian lepas turut menjelaskan terdapat pelbagai faktor yang menyumbang kepada gejala ponteng sekolah dalam kalangan pelajar di mana ia berpunca daripada guru, sikap pelajar, rakan sebaya, ibu bapa, persekitaran sekolah dan media massa boleh menyebabkan pelajar-pelajar terlibat dengan gejala ini.

Objektif Kajian

Secara amnya, kajian ini bertujuan untuk mengkaji faktor-faktor yang menyebabkan pelajar Kolej Komuniti Negeri Sarawak sering ponteng kuliah . Terdapat tiga (3) objektif khusus dalam kajian ini iaitu:-
i.   Menjelaskan latar belakang responden yang terlibat dalam kajian ini.
ii. Mengukur tahap faktor-faktor yang menyebabkan pelajar sering ponteng.
iii. Mengkaji perhubungan antara faktor ponteng dan jantina pelajar

Tinjauan Literatur

Ponteng adalah merupakan ketidakhadiran pelajar untuk hadir ke kelas dengan sengaja tanpa sebarang alasan yang munasabah dan tidak mengikuti sesi pembelajaran mengikut masa yang telah ditetapkan. Beberapa faktor telah dikenalpasti melalui kajian-kajian yang lepas yang menyebabkan pelajar sering ponteng. Absha dan Mohd. Isa (2019) menyatakan faktor diri sendiri, ibu bapa, media massa, dan rakan sebaya berada pada tahap sederhana bagi faktor keterlibatan remaja dengan masalah sosial. Masalah sosial boleh dikategori sebagai salah laku ponteng sekolah menyebabkan pelajar tercicir dalam pembelajaran. Ainonmadiah et al. (2016) telah menjalankan kajian ke atas perbezaan gaya pengajaran guru berdasarkan ciri-ciri demografi iaitu jantina dan aliran mata pelajaran dan hubungan gaya pengajaran guru dengan tahap ponteng. Kajian ini telah mendapati hubungan signifikan antara tahap ponteng dengan jantina di mana pelajar lelaki mempunyai kecenderungan ponteng yang lebih tinggi berbanding dengan pelajar perempuan. Kajian ini juga mendapati tidak terdapat hubungan yang signifikan antara gaya pengajaran guru dengan gejala ponteng sekolah dalam kalangan pelajar. Dapatan ini selari dengan kajian Arasaythamby dan Kim (2014) di mana faktor diri pelajar lebih ketara daripada faktor guru dalam masalah ponteng.

Selain itu juga, setiap anak perlu diberi perhatian yang sewajarnya dalam menangani isu ini kerana faktor ibu bapa turut dikenalpasti memainkan peranan dalam mengawal semua aspek anak-anak (Lukman et al., 2019) agar setiap tingkah laku anak sentiasa dalam pemantauan ibu bapa. Kurangnya bimbingan dan perhatian daripada ibubapa menyebabkan anak-anak akan mencari sesuatu yang baru untuk diterokai dan meningkatkan risiko anak-anak kepada perbuatan salah laku. Dapatan Zainudin dan Norazmah (2011) telah menunjukkan faktor diri sendiri paling mempengaruhi seseorang untuk terlibat dalam masalah sosial berbanding dengan faktor-faktor lain. Masalah sosial yang berlaku dalam kalangan remaja berpunca daripada beberapa faktor dalaman dan luaran. Antaranya ialah diri sendiri, latar belakang keluarga, pengaruh rakan sebaya dan juga persekitaran sekolah. Menurut Azman, Mohd Saufuddin dan Syafika (2016) faktor guru, sikap pelajar, rakan sebaya dan ibu bapa tidak kurang juga dalam mempengaruhi gejala ponteng kuliah. Seterusnya, kajian Norhasilah, Aspaniza, dan Nurul Farhana (2012) turut mengesan pelajar lebih cenderung melayari internet dan mainan video secara atas talian berbanding dengan hadir ke sekolah untuk menimba ilmu pengetahuan kerana aktiviti tersebut lebih menyeronokkan dan memberi kebebasan untuk mereka bermain tanpa memikirkan hal pelajaran di sekolah.

Metodologi

Rekabentuk Kajian

Secara umumnya kajian ini adalah kajian kuantitatif berbentuk deskriptif bagi mengenalpasti dan mengkaji secara empirikal dan sistematik berkaitan dengan faktor-faktor yang mempengaruhi permasalahan ponteng. Pengumpulan data telah dilakukan melalui instrumen kajian set soal selidik.

Populasi dan Persampelan

Populasi kajian terdiri daripada pelajar-pelajar di salah sebuah Kolej Komuniti Negeri Sarawak semester 2, 3 dan 4. Sampel kajian terdiri daripada 131 orang responden yang sedang mengikuti pengajian dalam Sijil Fesyen dan Pakaian serta Sijil Teknologi Senibina secara sepenuh masa dan kumpulan responden yang dikenalpasti turut menjalani latihan industri di luar kolej. Analisis menunjukkan 45

orang responden lelaki dan 86 responden perempuan telah mengambil bahagian dalam kajian ini.

Instrumen Kajian

Instrumen kajian yang digunakan adalah set soal selidik yang terdiri daripada 2 bahagian. Bahagian A iaitu profil demografi responden seperti jantina, program pengajian, semester pengajian, kategori umur (tahun), pengangkutan, kelayakan akademik ibu, kelayakan akademik bapa, dan kelayakan akademik penjaga. Sebanyak 6 konstruk telah dikenalpasti dalam Bahagian B melalui tinjauan literatur iaitu: (i) persekitaran pembelajaran, (ii) pensyarah, (iii) keluarga (iv) rakan sebaya, (v) diri pelajar, dan (vi) media elektronik. Skala Likert 6 mata telah digunakan dalam kajian ini di mana 1- Sangat tidak setuju, 2-tidak setuju, 3-agak tidak setuju, 4-agak setuju, 5-setuju, dan 6-sangat setuju.

Kajian Rintis

Kajian rintis telah dilaksanakan untuk menguji dan menentukan kefahaman responden dalam menjawab item-item soalan dalam soal selidik. Kajian rintis telah dilakukan ke atas 42 orang pelajar yang sedang mengikuti pengajian sijil di kolej komuniti. Nilai pekali kebolehpercayaan *Cronbach's Alpha* telah diguna pakai dalam proses pemurnian soal selidik telah dilaksanakan selepas kajian rintis. Analisis telah menunjukkan nilai pekali kebolehpercayaan setinggi 0.930 diperoleh.

Pengumpulan Data

Pengkaji-pengkaji akan memastikan semua sampel kajian mengisi soal selidik mengikut kelas secara bergilir-gilir pada suatu tempoh masa yang ditetapkan. Makmal utama CADD digunakan bagi tujuan ini. Inisiatif ini telah dilakukan untuk memastikan semua sampel berjaya menduduki soal selidik. Pelajar diberi masa selama 25 minit untuk menjawab semua soalan melalui khidmat pautan *google form* dalam talian.

Dapatan dan Analisis Kajian

Analisis Statistik Inferential

Perbandingan Ujian-*t* bagi Konstruk Kajian Mengikut Jantina

Jadual 1 menunjukkan perbandingan Ujian-*t* bagi konstruk kajian mengikut jantina. Secara terperinci, bahagian ini menunjukkan maklumat tentang perbandingan nilai min untuk keenam-enam konstruk kajian antara responden lelaki dan responden perempuan di kolej komuniti. Perbandingan Ujian-*t* digunakan untuk mengenal pasti sama ada wujud perbezaan yang signifikan dalam setiap konstruk kajian antara pelajar lelaki dan pelajar perempuan.

Jadual 1. Perbezaan Skor Min bagi Konstruk Persekitaran Pembelajaran, Pensyarah, Keluarga, Rakan Sebaya, Pelajar, dan Media Elektronik Mengikut Jantina

Konstruk	Jantina	Min	S.P	Nilai t	p
Persekitaran pembelajaran	Lelaki	3.05	.998	.656	.513

	Perempuan	2.93	1.165		
Pensyarah	Lelaki	3.00	1.276	.141	.888
	Perempuan	2.97	1.333		
Keluarga	Lelaki	2.41	1.053	-1.562	.121
	Perempuan	2.73	1.243		
Rakan sebaya	Lelaki	2.76	1.513	-1.489	.140
	Perempuan	3.17	1.498		
Pelajar	Lelaki	3.19	1.226	-.888	.376
	Perempuan	3.41	1.431		
Media elektronik	Lelaki	2.92	1.408	-1.163	.248
	Perempuan	3.24	1.639		

Nota:
Lelaki (n=45), Perempuan (n=86)
*$p<.05$

Dapatan kajian telah menunjukkan keenam-enam konstruk kajian mempunyai nilai p yang lebih daripada .05. Keadaan ini menunjukkan tidak terdapat perbezaan skor min yang signifikan dalam keenam-enam konstruk kajian berdasarkan jantina pelajar. Hasil kajian ini menunjukkan konstruk persekitaran pembelajaran, pensyarah, keluarga, rakan sebaya, diri pelajar, dan media eletronik tidak memberi kesan ke atas permasalahan ponteng berdasarkan jantina secara signifikan. Dapatan ini didapati tidak selari dengan hasil kajian Noradilah, Najmi, & Mohd Sani (2019) menunjukkan terdapat hubungan signifikan antara masalah disiplin pelajar dengan jantina.

Selain itu, kajian Farah dan Mohammad Mujaheed (2021) juga menunjukkan bahawa gaya pembelajaran visual dan kinestetik mempengaruhi motivasi akademik responden. Hasil kajian mendapati terdapat perbezaan yang signifikan antara konsep kendiri, gaya pembelajaran visual dan motivasi akademik dengan jantina. Berdasarkan skor min kajian tersebut, dapat dilihat perempuan mendapat skor min yang lebih tinggi berbanding lelaki. Seterusnya, hasil kajian Diana Wulandari (2018) juga tidak selari dengan hasil kajian kami di mana ianya menunjukkan gaya asuhan ibubapa mempunyai hubungan yang fositif dan signifikan terhadap gejala ponteng sekolah. Berdasarkan kepada analisis kajian menunjukkan pelajar lelaki lebih cenderung untuk ponteng berbanding pelajar perempuan. Ini menunjukkan tiada perbezaan yang signifikan ke atas jantina dalam melakukan gejala ponteng.

Alcock et al., 2018 juga menyatakan faktor jantina merupakan perkara penting dalam menentukan tingkah laku seseorang di mana golongan lelaki lebih berisiko tinggi untuk terlibat dengan tingkah laku devian berbanding dengan golongan wanita. Hasil kajian Nurul dan Faudziah (2020) menyatakan tidak terdapat perbezaan antara tingkah laku delinkuen dengan faktor jantina di mana golongan pelajar perempuan lebih cenderung terlibat dalam permasalahan tingkah laku devian. Sehubungan dengan itu, kajian yang lepas turut menjelaskan konstruk kajian memberi kesan ke atas permasalahan ponteng berdasarkan jantina secara signifikan.

Implikasi Kajian dan Kesimpulan

Dapatan kajian telah menunjukkan enam konstruk kajian iaitu faktor diri pelajar, pensyarah, persekitaran pembelajaran, rakan sebaya, keluarga, dan media elektronik menyumbang kepada permasalahan ponteng dalam kalangan pelajar

kolej komuniti. Pelajar yang mempunyai semangat motivasi yang tinggi akan sentiasa fokus dengan pembelajaran dan tidak mudah terpengaruh dengan perkara yang berlaku di sekelilingnya. Sebaliknya , bagi pelajar yang mempunyai motivasi rendah akan mengurangkan minat dalam belajar dan boleh menyebabkan pelajar bertindak untuk ponteng kerana menganggap pembelajaran tersebut sia-sia.

Secara keseluruhannya kajian ini telah mengenal pasti faktor diri pelajar dan media elektronik adalah faktor dominan dalam mempengaruhi permasalahan ponteng pelajar. Pelajar lebih cenderung kepada aktiviti-aktivit lain dan berasa bosan untuk belajar. Oleh yang demikan, mereka mengambil keputusan untuk ponteng. Selain itu juga, pelajar lebih seronok melayari media elektronik seperti telefon pintar, komputer dan televisyen justeru mengabaikan tugasan yang diberikan. Data yang diperoleh melalui soal selidik dan khidmat pautan *google form* dalam talian kepada responden banyak membantu memberi maklumat yang diperlukan bagi melengkapkan kajian ini. Dapat dirumuskan bahawa konstruk persekitaran pembelajaran, pensyarah, keluarga, rakan sebaya, diri pelajar, dan media eletronik tidak memberi kesan ke atas permasalahan ponteng berdasarkan jantina secara signifikan terhadap pelajar kolej komuniti. Untuk kajian yang akan datang, dicadangkan langkah-langkah intervensi dirancang untuk menangani permasalahan ini.

Penghargaan

Rujukan

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Relationship Capital as a Mediator: Agility in the Collaboration of Humanitarian Supply Chain

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Abstract

The purpose of this study is determining the relationship between agility with the collaboration of humanitarian supply chain management with the presence of relationship capital as a mediator. Scope of study is within Malaysia. Previous research shows that there is a scarce number of literature where agility was discussed with relationship capital with its element commitment, trust and communication, which leaves a gap relating to this study. Venerable relationship between actors involve in the collaboration of humanitarian supply chain causes problem even though it partakes the element of agility. Relationship capital act as a mediator in this research between with agility and collaboration of humanitarian supply chain and it is found to be significant. Quantitative method was selected for this study, therefore Smart-PLS software was used to calculate the result. For future research both empirical and non-empirical method should be done in order to discover more issues relating to collaboration in humanitarian supply chain.

Keywords: *Agility, Collaboration, Humanitarian, Relationship Capital.*

Introduction

The context collaboration of humanitarian supply chain among actors or organization involve will be discuss in the study on a natural disaster occurrence. The number of natural disaster in Asia continent is showing growing trend every year and is the highest among the 5 continents according to EM-DAT(Emergency Data International Disaster Database. In Malaysia disaster such as flood has the highest number of occurrence and caused the homes and goods of Malaysia damage or loss. With the growing trend recorded, it is one of the reasons to conduct more or deeper research on humanitarian supply chain management context. According to Nurmala, Leeuw and Dullaert (2017), humanitarian supply chain management is certain to be decisive during or after a disaster occurrence. It is crucial to have a well manage and effective humanitarian supply chain to meet its objectives which is to save or reduce casualty and damage (Van Wassenhove, 2006; Nurmala, et al., 2017). A disaster event usually halts the resources of the affected area such as supply of food and shelter. Taking the event of the Haiti Earthquake in 2010 which killed 235, 258 **(***EM-DAT International Disaster Database, 2018)*, homes were destroyed, food and aid or relief supply were distorted. Vital role is played by humanitarian supply chain to make sure victims get the relief supply they need and to save lives or to reduce any damage in the affected area of the disaster. More than one organization or actors will collaborate in the humanitarian supply chain to facilitate a larger scale of aid or relief supply. Supply chain collaboration is considered a major strategy in sustaining a supply chain's modest position and believed to be an important research topic (Soosay and Hyland, 2015).

Problem Statement

Although improvements in efficiency and effectiveness likely to happen during collaboration. It improves efficiency and effectiveness (Pettit and Beresford, 2009), however, challenges in collaboration are identified such as the agility of a humanitarian supply chain during collaboration raises problem (Oloruntoba and Kovács, 2015). This is due to the unpredictability of the disaster event scale of damage making it challenging to adapt or modify their strategy. Agility is crucial for a better flexibility and reliability of humanitarian supply chains (Nurmala, et al., 2017). To build relationship capital among the organization and actors involve in the collaboration is also one of the difficulties to exist (Ramadass, S. D., Sambasivan, M., & Xavier, J. A., 2018) due to some may have different backgrounds. Nevertheless, it is important to have relationship capital in the collaboration to strengthen the management in terms of relationship and operation. Agility is lacking and weak in collaboration of the humanitarian supply chain, therefore, relationship capital is believed to strengthen the effort to reach their objectives. Though, it is at scarce for the study of collaboration of supply chain on relationship (Soosay and Hyland, 2015). This study tested relationship capital as a mediator among agility and collaboration of humanitarian supply chain management with believe to strengthen it. In particular, the research questions for this study are:

a) What is the relationship between agility and the collaboration of humanitarian supply chain management?
b) What is the relationship between agility and relationship capital?
c) What is the relationship between relationship capital and the collaboration of humanitarian supply chain management?
d) What is the impact of relationship capital mediating role in-between agility and the collaboration of humanitarian supply chain management?

Literature Review

Collaboration Importance and Challenges.

The study of humanitarian supply chain management has recently gotten a lot of attention. However, in 2005, there was a dearth of humanitarian supply chain publications covering all facets of supply chain and logistics research, from operations research to managerial debates (Kovács and Spens, 2011). Despite the fact that statistics show a rise in disaster patterns, they continue to show an increase. Every year, the growing number of disaster events and its victims draws the attention of humanitarian logisticians. Despite the frequency and impact of disasters, humanitarian organisations need to improve their supply chain management, and interest in humanitarian logistics research has risen as a result of these trends (Kovács and Spens, 2011). Extensive studies in the subject of humanitarian supply chain and logistics were conducted from 2009 to 2011, indicating that scholars are beginning to recognise the importance of this field (Kunz and Reiner, 2012). Collaboration is important in humanitarian supply chain management because it allows diverse organisations, actors, or actors from other sectors to learn from each other and receive fresh information (Thomas and Fritz, 2006), aswell to enhance and expand their logistics and distribution capabilities by learning and sharing strategies and approaches. Diverse organization and actor in terms of interest, purpose, culture, logistics capability, capacity and obligation involve in the effort of humanitarian supply chain management. However, it is full of unpredictability, uncertainties and lacking of collaboration in strategic planning (Moshtari and Gonçalves, 2011) and with that reason for it to have agility is quite challenging.

Agility

Agility can be defined as the capability skills such as educated management, information, human resources and advance technologies to serve the demand that swiftly shifting or changing especially the ones with uncertainty (Yusuf, 1999). Flexibility, speed and responsiveness are also one of its criteria. It can be practice adopted in the humanitarian supply chain management according to Nurmala, et al., (2017) and it has been repeatedly discussed in previous studies. However, as mention before agility is lacking and weak in collaboration of the humanitarian supply chain and it is believed it is caused by the diverse organization and actors' collaboration in an unpredictable and uncertain field.

H1:   Agility is positively related with collaboration in humanitarian supply chain management.

Relationship Capital

Communication, commitment and trust is the element of relationship capital and quality of a collaboration between organizations is what have been discuss by previous study (Koh, Salleh, Mansor and Kumar, 2013). Originally, relationship only consist of trust and commitment in order for a relationship to improve between partners, however a third element was added which is commitment (Koh, et al., 2013), and it has been discuss in a dyadic manner. Communication consists of sharing information and enhancing the partners' relationships while also understanding the cooperation's aims and contributing to a successful collaboration (Sambasivan, Loke, Mohamed and Leong, 2011). Trust is the perceived level of certainty that the partners will act in a desired manner, whereas trust is concerned with expectations about the positive motives and intentions of the partner. A high level of trust facilitates the understanding of expectations for cooperation and planning in a relational contract (Sambasivan, et al., 2011). In contrast, because anticipation of future results is intended to increase cooperation and help preserve stability and commitment between organisations involved, commitment is required as a key ingredient to achieve a positive relationship outcome from all members or organisations involved (Sambasivan, et al., 2011). The relationship capital in collaboration management is the source of a collaboration's triumph with other organizations or actors (Cullen, Johnson, and Sakano, 2000) and believe that a long-term collaboration between actors is possible, which is critical in a humanitarian situation where the need for each other's efforts is unpredictable. Still, there are scarce articles found relating relationship capital with these elements [trust, commitment, communication] to be tested in humanitarian supply chain management context. Relationship capital is to be believe having a significance impact on collaboration in humanitarian supply chain management, particularly when variables like agility are present. Although trust, commitment, and communication are often discussed in a dyad when it comes to agility, no literature has ever explored all three characteristics combined with agility, despite the fact that it has been mentioned numerous times. This creates a gap between relationship capital, which includes trust, communication, and commitment, and agility, which is especially important in humanitarian supply chain management research.

H2:   Relationship capital is positively related with collaboration in humanitarian supply chain management.

H3:   Agility is positively related with relationship capital.

H4:   Relationship capital mediates agility and collaboration in humanitarian supply chain management.

Methodology

A quantitative method will be applied for this study. A legitimate instrument that measures the humanitarian supply chain's agility, relationship capital, and collaborative performance was used to conduct the research. The instrument will be based on the findings of earlier studies, Li, Goldsby and Holsapple (2009) on agility, Loke, Downe and Sambasivan (2013) on collaboration, and Sambasivan, et al. (2011) on relationship capital. The data are collected from Non-Governments Orgnization(NGOs) individuals and agencies individuals working in the humanitarian field with experience engaging with other humanitarian organisations would make up the sample population. According to the National Disaster Management Agency (NADMA) in 2019, there are 150 non-governmental organizations (NGOs) registered with the agency, with the goal of categorising them based on the services they give during disasters. When necessary, NADMA will lead these NGO's on any operation, which implies the agency and the NGO's will work together during the operation. As a result, they are eligible to be used as research samples. With a sample population of 150, this study will only require 108 samples, according to Krejcie and Morgan (1970). Any NGO that is not a member of NADMA but has experience collaborating is also eligible to participate in this study. For ethical reasons, participants will be asked if they agree and willing to participated in the study and that any answers provided will be used as data and compiled into a report. The participants will also be informed that participation in the survey is completely confidential and voluntary and they are free to leave or participate at all. The questions from the survey use a Likert scale. The responses to each question will be tallied in an excel spread sheet and data was run with using Structural Equation Model – Partial Least Squares (SEM-PLS) in Smart-PLS 3.0 software.

Data Analysis

The hypothesized model is tested using Structural Equation Model – Partial Least Squares (SEM-PLS) in Smart PLS with method Reflective-Reflective Higher Order Construct

Measurement model

The measurement model is evaluated to determine the quality of the construct in the study. The evaluation of the quality criteria begins with a look at the factor loadings, which is followed by a look at construct reliability and validity.

Factor Loading

Factor Loading refers to the "the extent to which each of the items in the correlation matrix correlates with the given principal components. Factor loadings can range from -1.0 to +1.0, higher absolute values indicating a higher correlation of the item with the underlying factors. None of the item in the study had factor loading less than the recommended value of 0.50 (Hair, Sarstedt, Matthews, and Ringle, 2016). Hence, no items were further removed. Factors loadings are presented in table 1.

Table 1: Factor Loading

	Agility	Collab1	Collab2	RC1	RC2	RC3
EA01	0.742					
EA02	0.652					
ER01	0.776					

Item	Col1	Col2	Col3	Col4	Col5
ER02	0.728				
OA01	0.757				
OA02	0.699				
OR01	0.705				
OR02	0.721				
SA01	0.801				
SA02	0.770				
SR01	0.709				
SR02	0.768				
GA01		0.752			
GA02		0.647			
RE02		0.791			
RE03		0.705			
RE04		0.746			
RE05		0.681			
RE06		0.712			
RE07		0.797			
RE08		0.770			
VC01		0.813			
VC03		0.730			
RE01			0.609		
VC02			0.949		
CM01				0.735	
CM03				0.743	
CM04				0.729	
CM05				0.702	
CM06				0.737	
CM07				0.746	
CM08				0.724	
CM09				0.787	
CM10				0.674	
CM02					0.829
T01					0.830
T02					0.869
T03					0.769
C01					0.839
C02					0.886
CO3					0.835

Indicator Multicollinearity

Variance Inflation Factor (VIF) statistic is utilized to assess multicollinearity in the indicators (Fornell & Bookstein, 1982). According to Hair et al., (2016) multicollinearity is not a serious issue if the values for VIF is below 5. Table 2 presents the VIF values for the indicators in the study and reveals that VIF for each of the indicators is below the recommended threshold.

Table 2: Multicollinearity Statistics (VIF) for indicators

No.	Item code	VIF	No.	Item code	VIF
1.	C01	1.763	22.	OR01	2.244
2.	C02	2.060	23.	OR02	2.210
3.	CM01	1.917	24.	RE01	1.120

4.	CM02	1.764	25.	RE02	2.319
5.	CM03	2.057	26.	RE03	2.005
6.	CM04	2.020	27.	RE04	2.057
7.	CM05	1.722	28.	RE05	1.912
8.	CM06	1.871	29.	RE06	2.027
9.	CM07	1.921	30.	RE07	2.568
10.	CM08	1.895	31.	RE08	2.723
11.	CM09	2.239	32.	SA01	2.630
12.	CM10	1.763	33.	SA02	2.187
13.	CO3	1.702	34.	SR01	1.900
14.	EA01	2.256	35.	SR02	2.147
15.	EA02	2.066	36.	T01	2.133
16.	ER01	2.332	37.	T02	2.217
17.	ER02	2.047	38.	T03	1.753
18.	GA01	2.637	39.	VC01	3.009
19.	GA02	1.875	40.	VC02	1.120
20.	OA01	2.233	41.	VC03	2.274
21.	OA02	2.257	42.	OR01	2.244
			43.	OR02	2.210

Reliability Analysis

Reliability is defined as the extent to which a measuring instrument is stable and consistent. The essence of reliability is repeatability. If an instrument is administered over and over again, will it yield the same results. The two most commonly used methods for establishing reliability include Cronbach Alpha and Composite Reliability (CR). The results for both indicators of reliability have reliability statistic over the required threshold of 0.70 (Hair, Ringle, and Sarstedt, 2011). Hence, construct reliability is established.

Table 3: Construct Reliability Analysis (Cronbach Alpha and Composite Reliability)

	Cronbach's Alpha	Composite Reliability
Agility	0.923	0.934
Collab1	0.918	0.931
Collab2	0.793	0.796
RC1	0.891	0.912
RC2	0.845	0.895
RC3	0.814	0.890

Construct Validity

Statistically using PLS-SEM, construct validity is established when there is convergent validity and discriminant validity.

Convergent Validity

"Convergent Validity is the degree to which multiple attempts to measure the same concept are in agreement. The idea is that two or more measures of the same thing should covary highly if they are valid measures of the concepts" (Bagozzi, Yi, and Philips, 1991). When the AVE values are greater than or equal to the recommended value of 0.5, items converge to measure the underlying construct and

hence convergent validity is established (Fornell & Larcker, 1981). Convergent validity results based on the AVE statistics in the current study show that all the construct. Hence convergent validity is not an issue. Table 4 shows the AVE value for each of the constructs.

Table 4: Construct Convergent Validity (AVE)

	Average Variance Extracted (AVE)
Agility	0.543
Collab1	0.550
Collab2	0.636
RC1	0.535
RC2	0.681
RC3	0.729

Discriminant Validity

"Discriminant Validity is the degree to which measures of different concepts are distinct. The notion is that if two or more concepts are unique, then valid measures of each should not correlate too highly" (Bagozzi et al., 1991).

Fornell and Larcker Criterion

According to Fornell and Larcker (1981) criterion, discriminant validity is established when the square root of AVE for a construct is greater than its correlation with all other construct. In this study, square root of AVE for a construct was found greater than its correlation with other construct (Table 4). Hence, providing strong support for establishment of discriminant validity.

Table 4: Discriminant Validity - Fornell and Larcker Criterion

	Agility	Collab1	Collab2	RC1	RC2	RC3
Agility	**0.737**					
Collab1	0.618	**0.742**				
Collab2	0.342	0.571	**0.797**			
RC1	0.728	0.696	0.381	**0.731**		
RC2	0.440	0.479	0.181	0.514	**0.825**	
RC3	0.589	0.579	0.293	0.600	0.412	**0.854**

Table 5: Discriminant Validity – Cross Loadings

	Agility	Collab1	Collab2	RC1	RC2	RC3
EA01	0.742	0.474	0.228	0.597	0.361	0.425
EA02	0.652	0.365	0.123	0.451	0.398	0.224
ER01	0.776	0.424	0.249	0.576	0.253	0.512
ER02	0.728	0.431	0.33	0.629	0.276	0.43
OA01	0.757	0.444	0.235	0.593	0.315	0.475
OA02	0.699	0.482	0.26	0.566	0.43	0.387
OR01	0.705	0.379	0.089	0.55	0.258	0.408
OR02	0.721	0.472	0.103	0.542	0.387	0.418
SA01	0.801	0.539	0.35	0.607	0.367	0.554
SA02	0.77	0.496	0.354	0.613	0.362	0.468
SR01	0.709	0.464	0.283	0.592	0.21	0.396
SR02	0.768	0.465	0.343	0.535	0.273	0.445

GA01	0.429	0.752	0.424	0.491	0.253	0.395
GA02	0.358	0.647	0.392	0.455	0.228	0.283
RE02	0.502	0.791	0.407	0.581	0.376	0.492
RE03	0.416	0.705	0.455	0.489	0.37	0.434
RE04	0.514	0.746	0.436	0.469	0.428	0.558
RE05	0.383	0.681	0.344	0.423	0.482	0.332
RE06	0.409	0.712	0.319	0.496	0.377	0.364
RE07	0.527	0.797	0.44	0.556	0.375	0.469
RE08	0.545	0.77	0.436	0.578	0.315	0.449
VC01	0.479	0.813	0.474	0.572	0.392	0.431
VC03	0.443	0.73	0.524	0.545	0.301	0.465
RE01	0.222	0.273	0.609	0.144	0.082	0.076
VC02	0.319	0.572	0.949	0.397	0.182	0.319
CM01	0.538	0.554	0.269	0.735	0.436	0.462
CM03	0.575	0.47	0.319	0.743	0.442	0.347
CM04	0.564	0.445	0.249	0.729	0.417	0.424
CM05	0.516	0.467	0.253	0.702	0.512	0.349
CM06	0.595	0.53	0.251	0.737	0.406	0.501
CM07	0.548	0.627	0.249	0.746	0.391	0.571
CM08	0.538	0.477	0.382	0.724	0.226	0.316
CM09	0.626	0.581	0.332	0.787	0.276	0.475
CM10	0.619	0.407	0.197	0.674	0.303	0.486
CM02	0.397	0.432	0.266	0.504	0.829	0.315
T01	0.363	0.34	0.079	0.351	0.83	0.329
T02	0.396	0.451	0.192	0.457	0.869	0.356
T03	0.268	0.328	-0.01	0.352	0.769	0.376
C01	0.389	0.551	0.288	0.497	0.331	0.839
C02	0.532	0.523	0.25	0.528	0.357	0.886
CO3	0.585	0.409	0.214	0.511	0.366	0.835

Heterotrait- Monotrait Ratio (HTMT)

HTMT is based on the estimation of the correlation between the constructs. Discriminant validity is established based on the HTMT ratio. However, the threshold for HTMT has been debated in existing literature and suggested a threshold of 0.85 or less, while some research recommend a liberal threshold of 0.90 or less. The HTMT result (Table 6) that HTMT ratio for is less than the required threshold of 0.90.

Table 6: Discriminant Validity – HTMT

	Agility	Collab1	Collab2	RC1	RC2	RC3
Agility						
Collab1	0.664					
Collab2	0.479	0.773				
RC1	0.856	0.764	0.500			
RC2	0.489	0.532	0.253	0.584		
RC3	0.670	0.664	0.384	0.702	0.502	

Validating Higher Order Construct

These higher order constructs are also validated as part of the measurement model assessment. Each of these constructs was assessed for reliability and convergent validity. Furthermore, the higher order construct was tested for discriminant validity with other lower order constructs in the study as recommended by Sarstedt, Hair, Cheah, Becker and Ringle (2019). The result for reliability and

validity of the higher order constructs shows that both reliability and validity was established. The reliability and convergent validity for all other constructs is established as the value for reliability is >.70 and the AVE is greater than .50 respectively. Further to the assessment of reliability and validity, discriminant validity of the higher order construct with the lower order construct is also assessed. The results of Fornell and Larcker (1981) criterion shows that square-root of AVE of the construct is higher than its correlation with other construct table 7, whereas HTMT is also lower than .90 (Table 9)

Table 7: Higher Order Construct Reliability and Convergent Validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Collaboration	0.697	0.854	0.748
Relationship Capital	0.755	0.858	0.67

Table 8: Fornell and Larcker(1981)- Higher Order Discriminant Validity

	Agility	Collaboration	Relationship Capital
Agility	1		
Collaboration	0.589	0.865	
Relationship Capital	0.759	0.668	0.818

Table 9: HTMT Higher Order Discriminant Validity

	Agility	Collaboration	Relationship Capital
Agility			
Collaboration	0.652		
Relationship Capital	0.845	0.806	

Structure model and SEM analysis

The next step in structural equation modelling is assessment of the hypothesized relationship to substantiate the proposed hypothesis.

H1: Agility is positively related with collaboration in humanitarian supply chain management.

H1 evaluates whether Agility has a significance impact on Collaboration. The results revealed that Agility has an insignificance impact on Collaboration (β = 0.193, t = 1.136, p > 0.001). Hence, H1 was not supported.

H2: Relationship capital is positively related with collaboration in humanitarian supply chain management.

H2 evaluates whether Relationship Capital has a significance impact on Collaboration. The results revealed that Relationship Capital has a significance impact on Collaboration (β = 0.759, t = 19.72, p < 0.001). Hence, H2 was supported.

H3: Agility is positively related with relationship capital.

H3 evaluates whether Agility has a significance impact on Relationship Capital. The results revealed that Agility has a significance impact on Relationship Capital (β = 0.522, t = 3.805, p < 0.001). Hence, H3 was supported.

Table 10: Structure model and SEM analysis

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
H1: Agility -> Collaboration	0.193	0.17	1.136	0.256
H3: Agility -> Relationship Capital	0.759	0.038	19.72	0
H2: Relationship Capital -> Collaboration	0.522	0.137	3.805	0

Mediation Analysis

Mediation analysis was performed to assess the mediating role of Relationship Capital.

H4: Relationship capital mediates agility and collaboration in humanitarian supply chain management.

The results (see Table 11) revealed significant ($p < 0.05$) mediating role of Relation Capital between Agility and Collaboration (H4: $\beta = 0.396$, t = 3.813, p = 0.00).

Table 11: Mediation Analysis

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Agility -> Relationship Capital -> Collaboration	0.396	0.104	3.813	0.00

Conclusion

The goal of this research is to find out how to improve collaboration in the humanitarian supply chain, where collaboration between organisations and other actors is difficult to achieve (Soosay and Hyland, 2015), Despite the fact that teamwork boosts efficiency and effectiveness, (Pettit and Beresford, 2009; Soosay and Hyland, 2015). It was put to the test by using variables like agility and the presence of relationship capital as a mediator. In the line with the hypothesis, agility and collaboration have a significance relationship when relationship capital is presence as mediator. However, it is not significance if the mentioned mediator is missing. Previous study has suggested that there is a problem with agility in humanitarian supply chain collaboration, but it has never been validated using relationship capital as a mediator. According to the findings of this study, it is critical to have relationship capital between humanitarian organizations and actors in order to improve supply chain agility. Although the scope of this study is limited to Malaysia, more research could be conducted by comparing results with those of other countries that have had disasters with a larger scale of aftermath. For future research both empirical and non-empirical method should be done in order to discover more issues relating to collaboration in humanitarian supply chain. The outcome might be different or the same. A larger-scale disaster, such as the COVID-19 pandemic, which afflicted most nations, will put the humanitarian supply chain to the test for every country beginning in early 2020, and it has the potential to delve into the field of humanitarian supply chain.

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Analisis Gelagat Pelajar Politeknik Kota Kinabalu, Sabah Ketika Pembelajaran Dalam Talian

Siti Hafsah Binti Taip
Politeknik Kota Kinabalu, Sabah

Abstrak

Pembelajaran dalam talian melibatkan kursus yang ditawarkan di Politeknik dijalankan secara formal berikutan pandemik Covid-19. Pembelajaran dalam talian, atau kelas maya yang dilaksanakan melalui internet, berbeza dengan pembelajaran secara tradisional yang dilaksanakan di bangunan kampus dalam bilik kuliah. Ini adalah perkembangan terbaru dalam pendidikan jarak jauh yang dimulai pada pertengahan 1990-an dengan penggunaan internet dan World Wide Web. Kaedah pembelajaran dalam talian merangkumi kaedah synchronous dan asynchronous. Seiring dengan perkembangan pembelajaran dalam talian, teknologi digital untuk menyokong pembelajaran dan pedagogi juga turut berubah. Berikutan ini, banyak isu dan cabaran yang telah dibincangkan dalam kajian lepas berkaitan dengan pembelajaran dalam talian. Justeru itu, kajian ini dijalankan untuk menilai sejauh mana masalah yang dihadapi oleh pelajar IPTA di Sabah. Sampel yang dipilih adalah Politeknik Kota Kinabalu. Seramai 265 pelajar telah mengembalikan borang soal selidik yang diedarkan secara rawak mudah dalam kalangan pelajar. Data yang diperoleh dianalisis secara deskriptif menggunakan perisian SPSS v.22. Hasil kajian mendapati bahawa masih ramai pelajar yang menghadapi masalah semasa pembelajaran dalam talian dilaksanakan. Kajian gelagat ini penting dijalankan untuk merangka satu dasar untuk membantu pelajar yang terkesan dan membangunkan satu inovasi pembelajaran yang lebih berkesan.

Kata kunci: *Gelagat pembelajaran, Covid-19, Politeknik Sabah.*

Pendahuluan

Berikutan dengan isu Pandemik Covid-19, sistem pendidikan di IPTA termasuk Politeknik di seluruh negara terkesan dan perlu dijalankan mengikut garis panduan norma baharu iaitu dengan memperkenalkan sepenuhnya sistem pembelajaran dalam talian. Pembelajaran dalam talian terus mengubah landskap pendidikan iaitu daripada pembelajaran dalam kelas di mana pelajar perlu hadir ke kampus kepada pembelajaran dalam talian di rumah. Cara pembelajaran dalam talian ini bukanlah perkara baru dalam dunia pendidikan, tetapi tidak dijalankan secara formal. Malah terdapat juga segelintir tenaga pelajar menjalankan pembelajaran dalam talian dalam keadaan tertentu. Sebelum ini pun e-pembelajaran telah diperkenalkan di Politeknik yang dikenali sebagai *Curriculum Information Document Online System* (CIDOS) *e-learning*. Melalui kaedah ini proses pengajaran dan pembelajaran menjadi lebih mudah dan fleksibel dari segi tempat, masa, kaedah serta bahan pengajaran (Makzin, 2016).

Pembelajaran dalam talian dilihat sebagai kaedah yang mudah dan efektif untuk dilaksanakan (Nguyen, 2015). Namun begitu, kajian terdahulu mendapati banyak cabaran apabila menjalankan pengajaran dan pembelajaran atas talian (Capra, 2011). Menurut Sammons dan Ruth (2007), beban kerja akan bertambah adalah cabaran ketika mengajar kursus dalam talian. Sementara itu, menurut Instructional Technology Council (2010), umumnya pensyarah yang baharu menggunakan talian dalam pembelajaran perlu membuat persiapan sekurang-kurangnya sepuluh jam latihan di luar beban pengajaran biasa. Begitu juga, pelajar

bergelut dengan tahap autonomi dan pengurusan masa yang sangat diperlukan untuk menyelesaikan kursus dalam talian (Brophy, 2010). Persepsi mengenai kehadiran dan interaksi sosial nampaknya menjadi perhatian umum bagi pensyarah dan pelajar. Hasil kajian Song et al. (2004) menunjukkan bahawa responden menunjukkan bahawa masalah teknikal, kekurangan rasa kebersamaan, kekangan masa, dan kesukaran untuk memahami objektif kursus dalam talian sebagai cabaran.

Cabaran yang dihadapi oleh pelajar berkaitan dengan pembelajaran dalam talian seperti juga telah diterangkan oleh dalam banyak kajian (Thorpe, 2002; Kearns, 2012; Song et al., 2014; Gillett-Swan, 2017). Walaupun terdapat kajian yang menunjukkan hasil positif (Nguyen, 2015) namun disebabkan senario persekitaran dan skop kajian adalah berbeza, dapatan adalah dijangka berbeza. Berdasarkan kepada perbincangan ini, kajian lanjut perlu dijalankan ke atas pelajar Politeknik. Justeru itu, objektif kajian ini adalah untuk menilai situasi pembelajaran pelajar Politeknik Kota Kinabalu, Sabah dalam tempoh pembelajaran dalam talian. Kajian ini diharap akan dapat membantu institusi dan pensyarah untuk menggalakkan inovasi dalam pembelajaran dalam talian bagi mengatasi masalah yang akan dibincangkan.

Sorotan Kajian

Pembelajaran dalam talian telah diaplikasikan sepenuhnya di institusi pengajian tinggi bagi mengawal penularan Pandemik Covid-19. Keadaan ini memberi kesan kepada pelajar di mana perlu bergantung kepada penggunaan ICT dalam pembelajaran atau kelas dalam talian. Persekitaran atau kelas pengajaran dan pembelajaran ini menghasilkan data yang besar, yang bukan hanya dihasilkan oleh pelajar tetapi juga oleh sistem teknologi itu sendiri, dalam bentuk sesuatu seperti metadata yang merupakan cabaran sebenar dalam pembelajaran online (Martínez et al. 2020). Ini bermaksud bahawa persekitaran kelas dalam talian adalah satu siri pengalaman pengajaran menggunakan rangkaian digital untuk berinteraksi, mengkaji dan membincangkan. Kelas dalam talian tidak memerlukan pertemuan tatap muka di lokasi fizikal. Teori pembelajaran dalam talian dapat dilihat dalam konsep penggunaan komputer dan internet yang digunakan untuk menyampaikan kandungan kursus dalam persekitaran pembelajaran teknologi dengan menggunakan kaedah *synchronous* dan *asynchronous* (Kerry-Ann Henry, 2011). Pembelajaran *asynchronous* bermaksud bahawa pengajar dan pelajar, semuanya terlibat dengan kandungan kursus pada masa yang berbeza (dan dari lokasi yang berbeza) di mana pelajar boleh menjalankan aktiviti pembelajaran di mana sahaja dan tanpa masa yang terhad (Shahabadi & Uplane, 2015). Tenaga pengajar memberi pelajar urutan unit yang dilalui oleh pelajar mengikut jadual mereka. Kaedah pembelajaran ini tidak memerlukan interaksi masa langsung, sebaliknya, kandungan tersedia dalam talian untuk diakses oleh pelajar bersesuaian dengan jadual mereka, dan tugasan diselesaikan pada tarikh yang diberikan. Sementara itu, pembelajaran *synchronous* adalah pembelajaran dalam talian atau jarak jauh yang berlaku dalam masa nyata, selalunya dengan jadual kelas yang ditetapkan dan masa masuk yang diperlukan. Asas e-pembelajaran *synchronous* berasal dari tiga pengaruh utama iaitu bilik darjah, media, dan persidangan (Clark et al., 2007). Pada masa kini program pembelajaran juga dapat menggunakan model pembelajaran hibrid online, yang merangkumi gabungan kedua kaedah iaitu *synchronous* dan *asynchronous.* Pendekatan tidak segerak atau 'asynchronous' bermakna interaksi pembelajaran berlaku tanpa memerlukan pensyarah dan pelajar hadir pada masa yang sama. Pendekatan ini sesuai apabila tahap internet kurang memuaskan. Manakala, Dalam keadaan capaian internet yang stabil dan baik pula, guru

digalakkan mengguna pakai kaedah e-pembelajaran segerak (synchronous) seperti Zoom, Webex dan Google Meet.

Metodologi

Kajian ini merupakan kajian kuantitatif yang dijalankan melalui tinjauan. Sampel kajian ini adalah salah satu institusi TVET di Sabah. Seramai 256 pelajar Politeknik Kota Kinabalu terlibat dalam penyelidikan ini. Kaedah pungutan data yang digunakan adalah pensampelan rawak mudah di mana instrumen yang digunakan untuk mendapatkan data adalah borang soal selidik. Item-item kajian adalah adaptasi dari LePine, LePine & Jackson (2004) seperti yang ditunjukkan dalam Jadual 1. Data yang diperoleh akan dianalisis secara deskriptif dan penentuan tahap-tahap dalam analisis ini akan diukur berdasarkan nilai skor min sebagaimana ditunjukkan dalam Jadual 2.

Jadual 1:   Item Kajian

KOD	ITEM
M1	Saya mempunyai data mencukupi untuk menjalankan pembelajaran dalam talian.
M2	Saya senang untuk berinteraksi dengan pensyarah.
M3	Saya senang untuk berinteraksi dengan rakan sekelas.
M4	Wujud perasaan dalam diri saya untuk menghadiri kelas secara online.
M5	Saya berada di hadapan komputer dalam tempoh yang sesuai.
M6	Saya perlukan capaian kemudahan internet percuma.
M7	Pembelajaran saya bergantung kepada komputer / handphone.
M8	Suasana pembelajaran di rumah saya kondusif/ sesuai untuk belajar.
M9	Saya rasa pembelajaran atas talian berkesan.
M10	Terdapat penggunaan internet apabila belajar dalam talian.
M11	Saya mengurus keluarga di rumah semasa pembelajaran online berlangsung.
M12	Terdapat ahli keluarga atau adik beradik ketika pembelajaran dalam talian.
M13	Saya bersedia untuk menunjukkan muka ketika pembelajaran online dijalankan.
M14	Semasa pembelajaran atas talian berlangsung, saya berada di meja belajar.
M15	Saya mempunyai masa yang sesuai untuk menghadiri kelas secara online.
M16	Keluarga saya memahami cara pembelajaran atas talian.

Jadual 2: Penentuan Tahap Berdasarkan Skor Min

Skor min	Tafsiran
1.00– 1.99	Lemah
2.00– 2.99	Rendah
3.00– 3.99	Sederhana
4.00– 5.00	Tinggi

Sumber: Syed Najmuddin et al. (2009)

Hasil Kajian

a)   Analisis demografi responden

Jadual 3: Latar Belakang Responden

Item		Kekerapan	Peratus
Jantina	Lelaki	81	30.6
	Wanita	184	69.4
HPNM	2.00 - 2.99	10	3.8
	3.00 - 3.65	114	43.0
	3.66 - 4.00	90	34.0
	Semester 1	51	19.2
Tahun pengajian	1.00	32	12.1
	2.00	49	18.5
	3.00	184	69.4
Pendapatan ibu bapa	RM 10,970 ke atas	3	1.1
	RM 4,851 - RM 10,970	46	17.4
	RM 100 - RM4,850	216	81.5
Kawasan penempatan	Bandar	121	45.7
	Pedalaman	144	54.3

b)   Analisis item kajian

Jadual 4: Situasi Pelajar Dalam Pembelajaran Atas Talian

Item Kajian	Tahap Persetujuan*					Min	S.P
	1	2	3	4	5		
M1	11.7	10.9	32.8	25.3	19.2	3.29	1.23
M2	9.1	13.2	38.5	25.3	14.0	3.22	1.12
M3	10.2	18.1	33.6	17.7	20.4	3.20	1.24
M4	7.9	14.3	20.4	27.2	30.2	3.57	1.27
M5	4.9	10.9	23.0	24.2	37.0	3.77	1.20
M6	4.5	6.8	20.0	26.0	42.6	3.95[2]	1.14
M7	2.3	5.7	18.9	29.8	43.4	4.06[1]	1.03
M8	8.3	13.6	29.1	19.6	29.4	3.48	1.27
M9	3.8	11.3	20.8	24.2	40.0	3.85	1.18
M10	9.4	15.8	31.3	20.8	22.6	3.31	1.25
M11	7.2	12.1	31.3	21.9	27.5	3.51	1.22
M12	7.5	17.4	23.4	18.9	32.8	3.52	1.31

M13	6.4	15.8	31.3	25.7	20.8	3.38	1.17
M14	15.5	23.0	31.7	15.8	14.0	2.90	1.25
M15	24.5	26.0	26.8	14.3	8.3	2.56[3]	1.24
M16	23.4	20.4	30.9	11.7	13.6	2.72	1.31

*nilai adalah dalam peratus
**purata min = 3.39
[1]min tertinggi, [2]min kedua tertinggi, [3]min terendah

Jadual 4 menunjukkan masalah yang dihadapi oleh pelajar dalam pembelajaran atas talian bagi pelajar Politeknik Kota Kinabalu. Item yang memperoleh skor tertinggi adalah item M7 (skor min 4.06) di mana pelajar bergantung kepada komputer / handphone, diikuti oleh item M6 (skor min 3.95) iaitu pelajar memerlukan capaian kemudahan internet percuma. Manakala item yang memperoleh skor paling rendah adalah item M15 (2.56) iaitu pelajar tidak mempunyai masa yang sesuai untuk menghadiri kelas secara online. Dapatan ini menunjukkan bahawa perlunya satu dasar atau tindakan bagi mengatasi masalah-masalah yang dihadapi oleh pelajar semasa pembelajaran dalam talian. Secara keseluruhannya, kesemua item berkaitan masalah yang dihadapi pelajar semasa pembelajaran adalah berada pada tahap sederhana (skor min = 3.39).

Perbincangan Dan Kesimpulan

Kajian ini dijalankan untuk menilai sejauh mana masalah pembelajaran dalam talian yang dihadapi oleh pelajar Politeknik Kota Kinabalu, Sabah. Berdasarkan dapatan kajian yang ditunjukkan dalam Jadual 4, tiga perkara penting perlu dibincangkan.

Masalah utama yang dihadapi pelajar adalah perlu bergantung kepada komputer atau handphone dan teknologi untuk mengikuti kelas dalam talian. Perkara ini telah dijelaskan oleh Mardhia et al. (2020) di mana penggunaan peranti, iaitu komputer riba dan telefon bimbit, adalah yang paling dominan di kalangan pensyarah semasa sesi pembelajaran atas talian. Telefon bimbit dan laptop juga menjadi peranti utama yang mereka gunakan semasa mengambil penilaian kursus. Bagi pelajar yang tidak mampu untuk membeli komputer riba, penggunaan telefon bimbit adalah lebih dominan. Selain itu, telefon bimbit lebih mudah digunakan dan lebih mudah alih. Penggunaan telefon bimbit mempunyai sumbangan besar dalam institusi pendidikan, termasuk pencapaian matlamat pembelajaran jarak jauh. Walaupun e-pembelajaran atau pembelajaran elektronik sangat sesuai digunakan untuk situasi pandemik Covid-19 kerana mampu dilaksanakan dengan jarak jauh dan dapat bertemu antara tenaga pengajar dan pelajar dalam talian, namun ia menggunakan Internet, komputer, rangkaian dan teknologi multimedia seperti yang ditekankan sendiri oleh banyak definisi e-pembelajaran seperti Garisson dan Anderson (2003), di mana e-pembelajaran adalah rangkaian atau pembelajaran dalam talian yang berlaku dalam konteks formal dan menggunakan rangkaian teknologi multimedia. Ia adalah sistem pembelajaran yang disokong oleh perkakasan dan perisian elektronik sama ada dalam talian atau luar talian. Chan et al. (2007) menekankan bahawa e-pembelajaran merangkumi pembelajaran atau latihan melalui komputer ataupun telefon pintar. Oleh yang demikian bagi pelajar yang tidak berkemampuan, ianya merupakan satu halangan yang besar, walaupun pembelajaran boleh berjalan melalui telefon pintar tetapi terdapat aplikasi tertentu tidak dapat dilaksanakan seperti penghantaran tugasan yang banyak dan sebagainya. Ini kerana data dalam telefon bimbit aplikasi seperti WhatsApp, Telegram dan email tidak dapat menghantar fail yang besar.

Perkara kedua adalah yang penting untuk diberi perhatian adalah penggunaan data internet yang perlu dilanggan untuk mengikuti pembelajaran secara online. Perkara ini menjadi isu disebabkan 81.5 peratus responden dalam kajian ini seperti yang ditunjukkan dalam Jadual 3 adalah berlatarbelakangkan keluarga berpendapatan rendah atau berada dalam kelompok B40, kemungkinan mereka tidak mempunyai kewangan yang kukuh dan kemampuan untuk melanggan internet yang baik. Sementara itu, min yang paling rendah adalah pelajar mempunyai masa yang sesuai untuk menghadiri kelas secara online. Keadaan ini berlaku kerana apabila pelajar di rumah, kemungkinan mereka juga tidak dapat lari dari membantu ahli keluarga untuk perkara harian seperti menjaga adik kecil, memasak, menjaga kedai dan lain-lain. Keadaan ini akan menjadi lebih teruk apabila ahli keluarga tidak memahami bahawa walaupun pelajar berada di rumah tetapi mereka perlu belajar dan masuk kelas seperti biasa tetapi menggunakan kaedah pembelajaran dalam talian.

Kajian ini menunjukkan bahawa situasi pembelajaran pelajar di rumah adalah tidak mudah dan mempunyai cabaran seperti yang dapat diperhatikan pada dapatan kajian. Dapatan ini juga menunjukkan walaupun kelihatan pembelajaran atas talian adalah mudah tetapi setiap pelajar mempunyai masalah tersendiri. Keadaan ini seolah-olah pembelajaran bersemuka di bilik kuliah perlu dibuka segera. Namun demikian, keadaan ini adalah dasar kerajaan yang menghendaki supaya pembelajaran atas talian dijalankan. Berdasarkan kepada senario ini, setiap institusi pendidikan perlu membantu golongan ini agar mereka tidak tercicir dalam pembelajaran. Bantuan-bantuan perlu dilaksanakan seperti program bantuan komputer riba yang riba percuma serta pelan data internet kepada golongan B40 daripada Kementerian Pendidikan Malaysia. Di samping itu, pihak institusi dan pensyarah juga perlu menjelaskan kepada ibu bapa berkaitan sesi pembelajaran atas talian.

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