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PRAKATA PENASIHAT SIDANG EDITOR

Setinggi-tinggi kesyukuran ke hadrat Allah SWT kerana dengan limpah kurnia dan keizinan-Nya, Jurnal Pengajian Umum Jilid 1, 2020 ini telah berjaya diterbitkan. Jurnal Pengajian Umum merupakan satu penerbitan bersiri oleh Jabatan Pengajian Am, Politeknik Kota Kinabalu yang berhasrat untuk membudayakan amalan penulisan kertas penyelidikan ilmiah dalam kalangan pensyarah yang mengajar kursus-kursus di bawah Jabatan Pengajian Am serta pensyarah daripada bidang umum yang berkaitan. Penerbitan jurnal ini merupakan satu platform bagi para penyelidik untuk menyebarkan luas dan berkongsi hasil kajian mereka agar dapat memberi manfaat kepada seluruh warga pensyarah. Di samping itu, penerbitan jurnal ini juga memberi pengiktirafan kepada hasil kajian para pensyarah dan seterusnya memupuk budaya penyelidikan dalam kalangan pensyarah itu sendiri.

Penerbitan jurnal tahun ini meliputi aspek bidang umum merangkumi nilai, etika, keagamaan dan falsafah, peradaban, hubungan etnik, sastera dan kemanusiaan, kebudayaan dan kesenian, pendidikan, bahasa dan pengurusan.

Adalah diharapkan artikel yang dimuatkan dalam jurnal ini dapat membantu para pensyarah mendapat maklumat baharu yang boleh dijadikan sebagai sumber rujukan serta mendorong para pensyarah untuk melaksanakan tugas dengan lebih efisien. Semoga penerbitan jurnal ini turut membina keyakinan pensyarah untuk melaksanakan penyelidikan dan seterusnya menulis artikel mengenai dapatan kajian mereka untuk dikongsi dengan pensyarah lain.

Akhir kata, setinggi-tinggi penghargaan dan ribuan terima kasih diucapkan kepada para penyelidik yang telah menyumbangkan artikel serta tahniah dan syabas kepada semua pihak yang terlibat dalam menjayakan penerbitan Jurnal Pengajian Umum Jilid 1, 2020 ini.

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Jurnal Pengajian Umum Jilid 1, 2020 ini diterbitkan sebagai satu wadah untuk menggalakkan para pensyarah menjalankan penyelidikan dan seterusnya menyebarkan luas pengetahuan, pengalaman dan dapatan kajian mereka.

Dalam Jilid 1 ini sebanyak 11 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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Semua hak cipta terpelihara. Hak Cipta Politeknik Kota Kinabalu 2020. Semua artikel daripada penerbitan ini tidak boleh diterbitkan semula atau disimpan dalam bentuk yang boleh diperolehi semula atau disiarkan dalam sebarang bentuk dengan apa cara sekalipun termasuk elektronik, mekanikal, fotokopi, rakaman atau sebaliknya tanpa mendapat keizinan daripada penerbit.

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Tahap Pengetahuan Pelajar Terhadap Keselamatan di Kolej Kediaman Politeknik Kota Kinabalu.

Mazlan bin Maming & Nurhazawani binti Yahya

Politeknik Kota Kinabalu

Abstrak

Keselamatan adalah satu keadaan yang selamat dan bebas daripada bahaya termasuk kecederaan dan risiko. Tujuan kajian ini dijalankan untuk mengenalpasti Tahap Pengetahuan Pelajar Terhadap Keselamatan di Kolej Kediaman Politeknik Kota Kinabalu. Aspek-aspek pengetahuan pelajar terhadap keselamatan yang dikaji ialah polisi keselamatan, prosedur, peralatan, pengungsian "Fire drill" bangunan, komitmen dan sikap serta persekitaran. Dalam menjalankan kajian ini, kaedah soal selidik telah digunakan sebagai instrumen utama bagi mendapatkan data. Kajian ini melibatkan seramai 528 orang responden yang terdiri daripada pelajar kolej kediaman Politeknik Kota Kinabalu. Hasil kajian menunjukkan tahap pengetahuan mereka berkaitan keselamatan di kolej kediaman masing-masing setuju dengan nilai 47.8% dan sangat setuju dengan nilai 42.2%. Ini menunjukkan tahap pengetahuan pelajar terhadap keselamatan adalah sangat baik dan perlu ditingkatkan dari masa ke semasa dengan pelbagai aktiviti yang lebih menarik minat pelajar kolej kediaman untuk menambah pengetahuan mereka terhadap aspek keselamatan.

Kata Kunci: *pengetahuan, keselamatan, kolej kediaman*

Pengenalan

Kemalangan dan kecederaan yang berlaku di Kolej Kediaman samada di Institut Pengajian Awam mahupun Swasta bukan lagi isu yang asing bagi setiap negara termasuk Malaysia. Ini juga disokong daripada kajian Samsul (2001) menyatakan beberapa kes kemalangan di Makmal, UTHM malah melibatkan IPTA lain-lain sering terjadi. Kemalangan ini boleh berlaku tidak mengikut masa dan di mana sahaja dalam apa jua keadaan. Hal ini juga boleh disebabkan reka bentuk bangunan, persekitaran kolej dan aktiviti yang dijalankan oleh pelajar juga boleh memberikan kesan yang minimum terhadap risiko seperti kemalangan, kecederaan dan kematian yang berlaku dalam kalangan warga kolej kediaman.

Bahagian Pengurusan Kolej Kediaman merupakan unit yang dipertanggungjawabkan oleh pihak Jabatan Hal Ehwal Pelajar Politeknik dalam segala aspek berkaitan keselamatan dalam kampus. Unit ini juga bertanggungjawab dalam menguatkuasakan peraturan-peraturan tertentu yang dikeluarkan dari masa ke semasa berpandukan Buku Panduan dan Peraturan Am Pelajar Politeknik.

Walaupun pada amnya, keselamatan di dalam kampus dipertanggungjawabkan kepada Bahagian Pengurusan Kolej Kediaman, tetapi pada hakikatnya perkara ini juga menjadi tanggungjawab bersama semua warga kampus sama ada kakitangan mahupun pelajar. Keselamatan yang berkesan hanya akan tercapai sekiranya dijadikan amalan dan dipraktikkan oleh setiap individu. Sikap 'Tidak ambil peduli' atau 'Tidak Apa' terhadap hal-hal yang menggugat keselamatan merupakan sebahagian daripada ancaman terhadap keselamatan. Oleh yang demikian, kerjasama yang erat dan komitmen dari setiap individu terhadap pengetahuan keselamatan bersama amatlah diperlukan.

Sorotan Literatur

Menurut Kamus Dewan Edisi Ketiga (2002), Keselamatan ditakrifkan sebagai perihal selamat, kesejahteraan, keamanan yang baik. Keselamatan ialah suatu perkara atau langkah yang perlu diambil bagi mengelakkan berlakunya peristiwa yang tidak diinginkan seperti kecederaan atau kehilangan nyawa. Ianya juga bermaksud terlindung daripada masalah fizikal, sosial, kewangan, politik, perasaan, pekerjaan, psikologi dan perkara-perkara lain yang melibatkan kerosakan atau kejadian yang tidak diinginkan oleh Tengah, A., & Yahya, F.(2019). Ini juga termasuk dalam konteks terlindung daripada sesuatu malapetaka atau kejadian yang berkaitan dengan kesihatan dan ekonomi. Keselamatan adalah elemen paling penting yang perlu diambil kira oleh pihak pengurusan atasan.

Pengetahuan merupakan faktor penting dalam melakukan sesuatu kerja menurut Tiun, L. T. (1995). Dengan adanya pengetahuan, sesuatu kerja yang dilakukan akan berjalan dengan lancar. Aspek pengetahuan tentang amalan keselamatan makmal adalah penting bagi mengelakkan diri daripada berlaku kemalangan. Aspek ini mampu menentukan tahap kesedaran pelajar tersebut sama ada rendah, sederhana, atau tinggi. Amalan daripada pengetahuan yang diketahui lebih penting ketika melakukan pekerjaan. Menurut Husin, N. (2007) setiap individu itu akan menjadi lebih peka mengenai isu keselamatan dan kesihatan yang ada di makmal dan dapat meningkatkan tahap keselamatan serta kesihatan melalui pengamalan prosedur yang betul dan selamat. Manakala Langley, J. (1969) menyatakan penyesuaian dan pengetahuan tentang pekerjaan dalam makmal amat diperlukan untuk mengelakkan risiko kemalangan. Menurut Hamdan, H. dan Abdul Majid, Z. (1994), pengetahuan dan penggunaan peralatan yang betul dan langkah-langkah bagi mengelakkan berlaku kemalangan mesti dipelajari oleh semua individu.

Selain itu, pelajar juga harus mempunyai pengetahuan mengenai keselamatan persekitaran. Ini termasuklah mengenai kedudukan serta cara menggunakan alat pemadam api. Pengetahuan terhadap langkah-langkah keselamatan yang perlu diambil sekiranya berlaku kecemasan seperti laluan kecemasan juga perlu didedahkan kepada pelajar. Kesedaran tentang amalan keselamatan merupakan satu perkara yang penting kepada semua pihak iaitu pihak pengurusan kolej kediaman, Felo Kolej Kediaman, serta seluruh penghuni kolej kediaman bagi memastikan keselamatan di kolej kediaman terjamin serta dapat mengurangkan risiko kemalangan. Menurut kajian Raymond et al.(2003), latihan keselamatan akan meningkatkan pengetahuan dan mengurangkan kecederaan di tempat kerja. Tambahan pula, program latihan yang sistematik malah komprehensif juga dapat mengukuhkan pengetahuan dan meningkatkan sistem keselamatan dan kesihatan yang berkualiti oleh Tiun, L. T. (1995). Oleh yang demikian, berdasarkan kajian ini pelajar kolej kediaman juga perlu diberikan pendedahan terhadap latihan keselamatan seperti pengungsian "*Fire Drill*" bangunan agar para pelajar tidak cemas dan tahu apa yang perlu dilakukan apabila berlaku kebakaran.

Objektif Kajian

1. Mengenal pasti pengetahuan pelajar kolej kediaman terhadap polisi, prosedur dan peralatan berkaitan keselamatan.
2. Mengenal pasti tahap pengetahuan pelajar tentang cara pengungsian "*Fire drill*" bangunan ketika berlaku kecemasan.
3. Mengenal pasti komitmen dan sikap pelajar terhadap keselamatan dan persekitaran di kolej kediaman.

Rekabentuk Kajian

Kajian yang dijalankan ini menggunakan kerangka penyelidikan berbentuk penerokaan bagi mendapatkan maklumat baru yang sedang berlaku. Menurut Tiun, L. T. (1995), kajian berbentuk penerokaan adalah bertujuan untuk mendapatkan gambaran baru berhubung sesuatu isu, bertanyakan soalan dan membuat penilaian terhadap isu tersebut daripada berbagai perspektif. Kajian jenis ini kurang bersifat struktur dan lebih mudah untuk mendapatkan maklumat baru di kawasan kajian.

Pensampelan kajian adalah sampel bertujuan seramai 528 responden yang dipilih dalam kalangan pelajar Kolej Kediaman Politeknik Kota Kinabalu. Pelajar-pelajar ini dipilih sebagai responden kajian kerana mereka terlibat secara langsung dengan semua aktiviti yang dijalankan serta perlu diberi keutamaan terhadap pengetahuan keselamatan di kolej kediaman Politeknik Kota Kinabalu.

Proses pengambilan data kajian adalah dengan menggunakan borang soal selidik iaitu melalui aplikasi "Google Form" yang diedarkan kepada responden. Borang soal selidik ini telah diadaptasi daripada kajian Idris et al. (2004). Soal selidik ini mengandungi dua bahagian iaitu Bahagian A untuk mendapatkan maklumat latar belakang responden dan Bahagian B untuk mendapatkan maklumat berhubung kajian ini. Setiap soalan menggunakan 5 skor skala likert iaitu (1) Sangat Tidak Setuju, (2) Tidak Setuju, (3) Tidak Pasti, (4) Setuju dan (5) Sangat Setuju. Soalan-soalan kajian ini dibahagikan kepada 6 bahagian iaitu polisi, prosedur, peralatan, pengungsian bangunan, komitmen dan sikap serta persekitaran. Data yang diperolehi dianalisa dan dipersembahkan dalam bentuk peratusan. Data-data diperolehi dan dianalisis menggunakan perisian Microsoft Excel bagi mengetahui nilai kekerapan tahap pengetahuan pelajar-pelajar di Kolej kediaman Politeknik Kota Kinabalu.

Dapatan Kajian

Jadual 1 menunjukkan ciri-ciri responden mengikut jantina dan semester bagi 528 orang responden yang terlibat dalam kajian ini. Didapati responden perempuan lebih ramai berbanding lelaki dengan beza peratusan sebanyak 43.6% (230 orang). Dapatan kajian menunjukkan pelajar semester 5 merupakan responden yang paling tinggi iaitu 37% (194 pelajar). Ini disebabkan pada sesi Julai 2020 kemasukan pelajar di kolej kediaman diutamakan bagi pelajar semester akhir iaitu pelajar semester 5. Manakala pelajar semester 1 adalah responden yang ke dua tertinggi. Ini disebabkan semua pelajar baru iaitu pelajar semester 1 adalah wajib tinggal di kolej kediaman Politeknik Kota Kinabalu.

Jadual 1: Ciri-ciri Responden

Ciri-ciri		Bilangan	Peratus (%)
Jantina	Lelaki	149	28.2
	Perempuan	379	71.8
Semester	1	168	32
	2	30	6
	3	10	2
	4	113	21
	5	194	37
	6	13	2

Jadual 2 menunjukkan peratus keseluruhan jawapan responden terhadap soal selidik yang diedarkan. Terdapat enam (6) konstruk yang dimasukkan dalam soal selidik. Hasil dapatan menunjukkan bagi konstruk polisi, sebanyak 97% responden memilih skala 4 dan 5 iaitu setuju dan sangat setuju. Ini membuktikan bahawa hampir kesemua responden tahu akan kepentingan keselamatan di Kolej Kediaman Politeknik Kota Kinabalu. Mereka juga bersetuju bahawa semua pelajar perlu maklum mengenai polisi keselamatan. Selain itu, pelajar bersetuju yang dasar keselamatan perlu jelas dan perlu ditampal di tempat-tempat yang mudah dilihat.

Bagi konstruk kedua pula iaitu prosedur, sebanyak 95% responden memilih skala 4 dan skala 5. Ini menunjukkan bahawa pelajar tahu akan peraturan keselamatan di kolej kediaman dan mematuhi semua peraturan keselamatan yang ditetapkan. Pelajar juga bersetuju peraturan keselamatan yang ada mudah difahami. Mereka juga bersetuju bahawa peraturan keselamatan ini amat penting serta tahu akibat sekiranya tidak mematuhi peraturan keselamatan.

Sebanyak 81% responden memilih skala 4 dan skala 5, di mana mereka bersetuju terhadap konstruk ketiga iaitu peralatan. Pelajar bersetuju alat pemadam api yang disediakan mencukupi serta di simpan di tempat yang mudah dilihat serta dilabel dengan jelas. Mereka juga bersetuju alat-alat diperiksa oleh pihak yang bertanggungjawab dan tahu cara menggunakan alat pemadam api sekiranya berlaku kecemasan. Ini juga kerana pelajar-pelajar di Kolej kediaman telah dimaklumkan dan diberikan pendedahan bagi setiap semester dalam program wajib pengungsian "*fire drill*" bangunan.

Manakala konstruk ke empat pula, iaitu pengungsian bangunan, sebanyak 85% responden memilih skala 4 dan skala 5. Ini menunjukkan bahawa pelajar tahu betapa pentingnya latihan 'fire drill' di kolej kediaman. Mereka bersetuju program 'fire drill' ini perlu dilaksanakan secara berterusan. Selain itu, program 'fire drill' perlu didedahkan kepada semua penghuni kolej kediaman bagi meningkatkan kefahaman dan pengetahuan pelajar-pelajar ini terhadap keselamatan mereka.

Konstruk ke lima iaitu komitmen dan sikap pula menunjukkan sebanyak 96% responden memilih skala 4 dan skala 5 iaitu bersetuju dan sangat setuju. Ini menunjukkan responden bersetuju bahawa keselamatan mesti diutamakan di mana sahaja anda berada. Pelajar juga tahu akan akibat sekiranya cuai atau lalai ketika membuat kerja serta aktiviti di dalam Kolej Kediaman. Selain itu, pelajar merasakan amat penting memberitahu dan berkongsi maklumat keselamatan kepada rakan yang lain dan akan menggunakan alat perlindungan diri sekiranya perlu. Pelajar juga bersetuju untuk memeriksa peralatan keselamatan sebelum menggunakannya dan sentiasa mematuhi peraturan keselamatan yang disediakan. Semua peralatan perlu dibersihkan dan disusun dengan kemas selepas digunakan dan perlu dilaporkan dengan segera sekiranya terdapat peralatan yang rosak.

Manakala bagi konstruk yang ke enam iaitu persekitaran, sebanyak 86% responden memilih skala 4 dan skala 5. Ini menunjukkan bahawa responden bersetuju terdapat lebih dari satu laluan keluar sekiranya berlaku sebarang kecemasan. Pelajar juga menitikberatkan persekitaran kolej kediaman dalam keadaan selamat serta memastikan laluan kecemasan tidak disekat oleh sebarang halangan. Pelajar akan sentiasa memastikan lantai dalam keadaan bersih dari minyak, habuk, air dan bahan-bahan yang tidak selamat disamping sistem pengudaraan di kolej kediaman dalam keadaan baik.

Jadual 2: Maklumat kajian

	Peratus				
	Sangat Tidak Setuju	Tidak Setuju	Tidak Pasti	Setuju	Sangat Setuju
Konstruk	1	2	3	4	5
Polisi	1	0	2	38	59
Prosedur	1	0	4	49	46
Peralatan	1	2	17	49	32
Pengunsian bangunan	2	2	10	46	39
Komitmen dan sikap	1	0	3	49	47
Persekitaran	1	2	12	56	30
Jumlah	1	1	8	47.8	42.2

Bilangan responden yang berada pada skala 1 (Sangat Tidak Setuju), skala 2 (Tidak Setuju) dan skala 3 (Tidak Pasti) menunjukkan jumlah peratus pada purata 10%. Ini menggambarkan bahawa masih terdapat sebilangan kecil daripada mereka tidak tahu tentang aspek keselamatan di Kolej Kediaman dan juga persekitaran mereka. Sikap ini amat boleh menjejaskan keselamatan diri mereka khususnya serta penghuni lain di Kolej Kediaman amnya.

Cadangan dan Kesimpulan

Kesimpulannya, berdasarkan kajian yang telah dijalankan menunjukkan bahawa tahap pengetahuan pelajar kolej kediaman di Politeknik Kota Kinabalu terhadap keselamatan adalah sangat baik. Ini patut diberikan pujian kerana 90% pelajar mempunyai tahap pengetahuan keselamatan yang sangat baik serta tahu faedah yang akan diperolehi apabila semua pelajar dapat mengamalkan keselamatan di Kolej Kediaman Politeknik. Secara keseluruhannya, kajian ini menunjukkan tahap pengetahuan mereka adalah di tahap yang positif. Oleh itu, kajian ini sedikit sebanyak memberikan sumbangan dan panduan kepada pihak institusi bagi menambahbaikkan peraturan-peraturan serta amalan keselamatan sedia ada agar semua pelajar dapat mematuhi peraturan keselamatan.

Berdasarkan dapatan, perbincangan dan rumusan daripada kajian yang dijalankan, penyelidik ingin memberikan beberapa cadangan untuk organisasi dan penyelidik seterusnya yang berminat untuk meneruskan kajian ini. Antaranya ialah pihak pengurusan kolej kediaman hendaklah mengambil tindakan segera kepada sebilangan kecil pelajar yang tidak mempunyai pengetahuan yang baik tentang aspek keselamatan serta persekitaran di kolej kediaman diantaranya melalui aktiviti-aktiviti program demo keselamatan dan pengungsian "*fire drill*". Hal ini kerana, bilangan yang kecil ini boleh menjadi penyumbang terhadap berlakunya kes-kes kemalangan diluar jangka. Oleh yang demikian, daripada program-program tersebut dapat meningkatkan kesedaran terhadap pentingnya amalan-amalan keselamatan semasa di kolej kediaman.

Selain daripada itu, kajian ini juga memerlukan penelitian yang lebih terperinci bagi setiap konstruk-konstruk tersebut untuk kajian akan datang dengan

menggunakan SPSS untuk mendapatkan nilai min dan sisihan piawai agar analisis yang diperolehi lebih tepat.

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Tahap Penggunaan Air Semasa Berwuduk: Tinjauan di Pusat Islam Politeknik Kota Kinabalu

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Abstrak

Berwuduk merupakan suatu amalan yang biasanya dihubungkan dengan pengamalan rohani mahupun jasmani. Amalan kewajipan ini adalah bersumberkan nas-nas al-Quran dan al-Sunnah Nabi SAW. Berdasarkan nas-nas tersebut setiap pelakunya hendaklah membasuh anggota-anggota wuduk iaitu muka, dua tangan, kepala, kaki serta niat dan tertib. Amalan tersebut mempunyai nilai yang sangat tinggi sehinggakan menjadi syarat sahnya sesuatu ibadat seperti solat dan tawaf. Walau bagaimanapun, disebalik kepentingan amalan ini, syariat amat menitikberatkan agar ia dilaksanakan secara cermat dan berhemah agar tidak menggunakan air secara berlebihan dan berlaku pembaziran. Pembaziran bukan sahaja salah dari sudut syarak, malahan lebih dari itu ia memberi kesan yang sangat buruk iaitu mengurangkan sumber bekalan air, berlaku pencemaran air dan ekosistem dan seterusnya memberi mudharat kepada semua hidupan. Justeru, penulisan ini dijalankan bagi melihat amalan berwuduk yang menepati piawaian taharah seperti dianjurkan dalam syariat Islam dan menepati sunnah baginda Nabi SAW serta meninjau amalan berwuduk dalam kalangan masyarakat Muslim secara umumnya serta staf dan para pelajar khususnya. Kajian dijalankan dengan membuat pemerhatian dan tinjauan di Pusat Islam, Politeknik Kota Kinabalu yang merupakan sebuah masjid atau tempat ibadah yang mempunyai kapasiti seribu orang jemaah dalam satu-satu masa. Pemerhatian terhadap seratus orang jemaah, hasil tinjauan menunjukkan memang terdapat berlakunya pembaziran dan berlebihan dalam menggunakan air semasa berwuduk. Penulis mencadangkan satu solusi terhadap isu ini dan diharap dapat membantu menyelesaikan isu pembaziran dan berlebihan ketika berwuduk dalam kalangan masyarakat awam amnya serta komuniti Politeknik Kota Kinabalu khususnya.

Kata Kunci: *penggunaan air, pembaziran, wuduk*

Pendahuluan

Dalam syariat Islam, Allah SWT telah menggariskan menerusi wahyuNya berkaitan suatu amalan yang mesti dilaksanakan oleh hambaNya sebelum menghadap Allah SWT yang dinamakan sebagai taharah (bersuci). Bersuci atau taharah ialah suatu amalan yang menggunakan bahan yang dinamakan sebagai air mutlak (air yang suci lagi menyucikan). Berwuduk merupakan amalan taharah yang menggunakan air. Namun, penggunaan air mestilah bertepatan dengan tuntutan syariat Islam sepertimana yang diajarkan menerusi sunnah Nabi SAW iaitu menggunakan air yang secukupnya dan tidak berlebihan sehingga mengakibatkan pembaziran.

Menurut aspek bahasa, wuduk membawa maksud elok dan berseri. Manakala menurut istilah syarak, wuduk bermaksud perbuatan menggunakan air pada anggota-anggota tertentu berserta niat. (Mustafa et al. 2012). Menurut Kamus Dewan pula, wuduk ialah perbuatan menyucikan diri dengan air (sebelum beribadah, seperti bersembahyang).

Syariat Islam sangat menuntut ibadah wuduk terhadap penganutnya. Kepentingannya mencapai ke tahap wajib jika ia dilaksanakan bertujuan mendirikan solat atau tawaf. Solat tidak diterima dan tidak sah jika dilakukan tanpa

berwuduk terlebih dahulu. Pensyariatian wuduk diturunkan secara seiringan dengan penurunan perintah solat ke atas umat nabi Muhammad SAW. Pensyariatian ini sejajar dengan sabdaan Nabi SAW yang bererti: *“Tidak diterima solat seseorang yang berhadass sehingga dia berwuduk”* (HR Muslim).

Keistimewaan Syariat Islam adalah kerana cirinya yang bersifat sejagat (universal) serta mempunyai nilai-nilai murni. Dalam setiap aspek kehidupan, nilai yang bertentangan dengan syariat Islam perlu dihindarkan sama sekali. Pembaziran dalam amalan berwuduk adalah suatu sikap yang mazmumah (tercela) yang tidak boleh dipandang remeh. Terdapat dalil-dalil (rujukan) di dalam al-Quran dan sunnah Nabi SAW yang menekankan perkara ini sebagaimana Firman Allah SWT yang bermaksud: *“Sesungguhnya orang-orang yang boros (membazir) itu adalah saudara-saudara Syaitan, sedang Syaitan itu pula adalah makhluk yang sangat kufur kepada Tuhannya”* (Surah Al-Isra, ayat 27). Mafhum firman Allah SWT ini secara amnya menitikberatkan tentang larangan melakukan pembaziran dalam setiap aspek kehidupan. Natijah serta implikasi dari pembaziran boleh mendatangkan mudharat kepada alam sekitar serta hidupnya.

Sebagai contoh, suatu ketika dahulu isu yang melibatkan sumber air di dalam negara pernah berlaku sekitar tahun 2016 di daerah Ulu Tembeling dan negeri Selangor yang menyebabkan pencemaran sungai yang mengakibatkan loji rawatan air yang membekalkan air kepada penduduk di negeri berkenaan terpaksa ditutup berikutan masalah pencemaran kerana membahayakan penduduk setempat (Azizi et al. 2016). Oleh yang demikian, berikutan daripada implikasi pencemaran terhadap sumber air, perlunya kajian mengenai amalan masyarakat berkaitan dengan tahap penggunaan air dalam kehidupan seharian. Justeru, kajian terhadap tahap penggunaan air semasa berwuduk ini sangat signifikan memandangkan ianya mampu memberi gambaran berkenaan aspek penggunaan sumber air dalam amalan berwuduk dalam kalangan masyarakat umum khususnya di Pusat Islam, Politeknik Kota Kinabalu. Penulisan ini diharap dapat membantu pihak berkaitan mengurangkan masalah kekurangan sumber air akibat penggunaan yang tidak terkawal serta tidak disedari oleh masyarakat. Cadangan untuk penyelesaian masalah ini turut dicadangkan oleh penulis dan diharap dapat diterima dan dilaksanakan secara berperingkat dengan melihat kesan positif yang boleh membantu menyelesaikan masalah kekurangan dan pencemaran sumber air yang memberi kesan tidak baik terhadap alam sekitar dan hidupan.

Sorotan Kajian

Menurut statistik yang telah dikeluarkan oleh Suruhanjaya Perkhidmatan Air Negara (SPAN) pada tahun 2017, purata penggunaan air di kalangan rakyat Malaysia adalah sebanyak 201 liter sehari. Manakala di Selangor, Wilayah Persekutuan Kuala Lumpur dan Putrajaya, purata penggunaan air bagi setiap individu adalah sebanyak 222 liter sehari. Jumlah berkenaan telah melebihi 30 peratus seperti yang disarankan oleh Pertubuhan Kesihatan Sedunia (WHO) iaitu sebanyak 165 liter sehari sahaja (mstar, 2019).

Dalam satu laporan kajian di masjid UTHM, Johor tahap penggunaan air dalam kalangan jemaah solat adalah sangat tinggi, hampir 80% penggunaan air adalah digunakan untuk berwuduk berbanding kegunaan lain (Misbahul Muneer, 2018).

Kajian yang dilakukan oleh Azizi (2016) di masjid sekitar bandar Jengka, Pahang pula menunjukkan jumlah penggunaan air semasa berwuduk bagi setiap orang adalah sebanyak 5 liter. Ini bermakna, jika setiap orang menunaikan lima kali solat fardhu di masjid, dia akan menggunakan 25 liter sehari untuk berwuduk sahaja tidak termasuk kegunaan yang lain.

Secara amnya, bilangan jemaah solat pada hari biasa amat berkurangan berbanding dengan hari Jumaat, di mana setiap masjid akan dipenuhi dengan

jemaah yang datang untuk menunaikan solat Jumaat. Bayangkan berapakah jumlah air terpaksa digunakan untuk berwuduk. Ia pasti akan melibatkan penggunaan sumber air yang banyak dan pastinya pembaziran boleh berlaku sekiranya tidak dikawal cara penggunaannya. Ia juga memberikan kesan pembaziran dari sudut lain pula kerana ia juga melibatkan pembayaran bil air yang terpaksa dibayar oleh pihak masjid. Jika pihak masjid dapat melakukan penjimatan dalam pengurusan air wuduk, maka kos untuk pembayaran bil air juga dapat dikurangkan. Amalan penjimatan adalah suatu amalan mulia yang amat dititikberatkan di dalam syariat Islam, manakala pembaziran adalah amalan yang perlu dijauhi. Peringatan ini bertepatan dengan firman Allah SWT yang bererti, *“wahai anak Adam, pakailah pakaianmu yang indah setiap kali hendak memasuki masjid, makanlah dan minumlah dan janganlah kamu berlebih-lebihan, kerana sesungguhnya Allah tidak menyukai orang yang berlebih-lebihan”*. (Surah al-A'raf: 31)

Dalam Syariat Islam, wuduk adalah ibadah yang sangat penting. Kepentingan ini kerana ia merupakan antara syarat sah yang utama bagi ibadah solat. Sabda Nabi SAW dalam hadis riwayat Abu Hurairah ertinya: *“Allah tidak menerima solat salah seorang dari kamu jika dia berhadass sehingga dia berwuduk”*
(Riwayat Muslim).

Mafhum dari hadis di atas secara jelas memberikan maksud bahawa solat seseorang yang tidak berwuduk setelah berhadass adalah tidak sah dan tidak diterima. Meskipun ibadat wuduk mengandungi fadhilat dan hikmat yang besar, namun junjungan besar Nabi SAW mendidik umatnya agar pelaksanaan ibadah wuduk dilakukan dengan cara yang berhemah dan sempurna. Nabi SAW juga melarang umatnya daripada terlibat dengan sebarang bentuk pembaziran termasuklah dalam konteks berwuduk. Dalam hadis daripada Abdullah bin Umar, ketika Nabi SAW lalu berhampiran Saad yang sedang berwuduk, Baginda SAW bersabda yang bererti: *“Apakah bentuk pembaziran ini wahai Saad? Saad berkata: Adakah dalam berwuduk pun boleh berlaku pembaziran. Sabda Nabi SAW: Ya, walaupun kamu berada di sungai yang mengalir”* (Hadis Riwayat Ahmad dan Ibn Majah).

Dalam hadis yang lain pula, daripada Abu Raihanah dari Safinah, hadis Aisyah dan Jabir yang ertinya *“Rasulullah SAW dahulu berwuduk dengan kadar secupak (air) dan mandi dengan kadar segantang.”* (Riwayat Ahmad, Ibn Majah dan Al-Tirmizi). Hadis tersebut menerangkan bahawa Nabi SAW telah berwuduk dengan kadar secupak air. Sukatan cupak menurut Mustafa al-Khin et al. (2018), bahawa secupak bersamaan kira-kira 9.2 sm padu. Kadar secupak yang diamalkan oleh Rasulullah SAW mengikut kiraan semasa adalah kurang daripada 1-liter air iaitu kira-kira 0.688 liter, menurut penerangan Fatwa dalam laman Islamweb, manakala menurut Kamarul (2006), satu mud (cupak) bersamaan 563ml. Mafhum hadis ini juga menunjukkan hukum makruh perbuatan membazir air sama ada ketika mandi mahupun berwuduk. Justeru, Baginda Rasulullah SAW mendidik umatnya agar mempraktikkan ibadah wuduk dengan kaedah yang betul dan cara yang boleh mengelakkan pembaziran air.

Berdasarkan kepada perbincangan Ulama mengenai kadar air wuduk yang berlainan, menunjukkan bahawa mesej yang ingin disampaikan oleh Nabi SAW ialah galakan amalan berwuduk secara berhemah serta larangan dari pembaziran air. Melalui dalil-dalil ini juga ternyata memperlihatkan contoh teladan yang baik dari Nabi SAW dengan mengamalkan nilai mulia seperti berhemah dan berjimat cermat dalam semua aspek kehidupan termasuklah dalam konteks ibadah yang kecil seperti berwuduk. Hal ini menjelaskan kepada kita betapa pentingnya budaya berjimat cermat serta tidak berlebihan dalam berwuduk. Apatah lagi dalam hal-hal yang besar dan serius seperti urusan pentadbiran negara dan seumpamanya.

Tinjauan Penggunaan Air Di Pusat Islam, Politeknik Kota Kinabalu

Pusat Islam Politeknik Kota Kinabalu adalah sebuah entiti masjid yang melambangkan tingginya syiar Islam di daerah Sepanggar. Ia dapat menampung kapasiti jemaah solat lebih kurang 1000 orang dalam satu-satu masa. Apabila tiba hari Jumaat, maka ia akan menjadi tumpuan warganya dan juga masyarakat awam untuk menunaikan solat fardhu Jumaat. Waktu ini adalah peluang yang terbaik untuk penulis membuat tinjauan serta pemerhatian terhadap kajian yang akan dilakukan.

Berdasarkan kepada hasil tinjauan dan pemerhatian pada hari Jumaat di Pusat Islam, Politeknik Kota Kinabalu, penulis dengan beberapa rakan telah membuat pemerhatian dengan melihat secara langsung gelagat jemaah solat Jumaat ketika mengambil wuduk dengan mengukur masa mula paip air dibuka hinggalah selesai proses mengambil wuduk setiap orang jemaah tanpa disedari oleh mereka. Pemerhatian ini dilakukan terhadap 100 orang jemaah yang datang awal ke masjid secara rawak yang kebanyakannya dalam kalangan pelajar, pensyarah, kakitangan mahupun orang awam. Proses pemerhatian ini berlangsung sehinggalah genap 100 orang sampel dan setelah itu penulis melakukan perkara yang sama iaitu membuka paip berdasarkan purata masa yang dicatatkan serta purata bukaan pili air dan setelah itu membuat tadahan air ke dalam baldi. Air tadahan tersebut kemudiannya disukat untuk mengetahui berapakah jumlah air yang telah digunakan oleh setiap sampel.

Berdasarkan ke atas 100 pemerhatian tersebut, hasil mendapati masa yang digunakan untuk berwuduk adalah di antara 40 hingga 90 saat manakala purata masa yang diambil ialah 60 saat manakala purata jumlah air yang digunakan adalah sebanyak 6 liter.

Cadangan Dan Kesimpulan

Jika dilihat dari dapatan kajian, ini menunjukkan bahawa terdapat pembaziran penggunaan air dalam kalangan sampel berbanding apa yang dianjurkan oleh syariat Islam seperti yang diajarkan oleh baginda Nabi SAW. Hasil dapatan tersebut menunjukkan sampel menggunakan lebih lapan kali ganda jumlah air yang digunakan oleh baginda Nabi SAW untuk berwuduk, iaitu purata 6 liter berbanding 0.688-liter yang digunakan oleh baginda Nabi SAW. Dapatan ini selari dengan kajian oleh Azizi et al. (2016) dan Johari et al. (2012) yang melaporkan memang terdapat pembaziran air dalam amalan berwuduk di Malaysia. Kesan penggunaan air secara berlebihan ini bukan sahaja pada pembaziran bahkan kesannya lebih dari itu iaitu boleh menyebabkan mafsadah yang lebih besar iaitu pengurangan sumber air dan pencemaran alam sekitar. Air berlebihan yang dialirkan dan berkumpul pusat takungan air (STP) akan dilepaskan ke sungai dan seterusnya ke laut dan akan mengakibatkan ancaman kepada hidupan yang mana hidupan seperti ikan akan kembali juga kepada manusia untuk disajikan di meja makan untuk dinikmati (Zaini 2019). Justeru, untuk menangani isu pembaziran yang mengakibatkan kerosakan, perlu direkacipta satu alat khas yang efisien agar bertepatan dengan Maqasid Syariah untuk menjaga kemaslahatan ummah.

Penulis dan beberapa rakan telah mencipta satu alat yang dapat menyukat jumlah kuantiti air bagi setiap sekali penggunaan. Tangki simpanan disambung pada saluran paip yang telah ditetapkan jumlahnya iaitu kurang dari 1-liter air. Pili air diubahsuai berbentuk sensor yang dapat mengesan tangan apabila dihulur lalu terbuka saluran air akan tertutup setelah tangan ditarik. Proses ini akan berterusan sehingga selesai mengambil wuduk. Hasil rekaan ini berupaya untuk mengurangkan dan menjimatkan penggunaan air dan seterusnya dapat mendidik masyarakat berwuduk secara sunnah seperti yang diamalkan Nabi SAW serta mengurangkan risiko pencemaran alam sekitar dan pengurangan sumber air mentah. Diharapkan

usaha rintis ini mencapai matlamat yang ingin dicapai dan dapat diluaskan kepada masjid-masjid yang lain.

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Perceptual Learning Styles, Language Learning Strategies and English Proficiency Among Politeknik Kota Kinabalu Students

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Abstract

Learning styles and language learning strategies are two related factors in learning a language. This study aims to identify the most prevalent perceptual learning styles (PLS) and language learning strategies (LLS) of ESL students at Politeknik Kota Kinabalu in relation to their English proficiency. Self-administered questionnaires in English and Bahasa Melayu adapted from Reid's (1984) Perceptual Learning Style Preference Questionnaire and Oxford's (1990) Strategy Inventory for Language Learning were distributed to 269 respondents via online platform, Google Form. The results show Auditory learning style and Metacognitive language learning strategy was identified as the most prevalent PLS and LLS among respondents. There was no significant relationship found between PLS and LLS. Between categories of PLS it was determined that large degree of effect size differences between Individual and Auditory that indicates Individual style was employed by students with low proficiency in English while highly proficient students preferred Auditory learning style more. High mean score of Metacognitive language learning strategy represents the strategy was particularly preferred by students with higher proficiency in English but low proficiency students were more inclined to Memory strategy. While there is no one-size-fits-all approach to styles and strategy lecturers may want to reconsider adjusting and accommodating to plethora of teaching and learning approaches so that students be autonomous which consequently enhances their becoming more proficient learners.

Keywords: *perceptual learning styles, language learning strategies, esl,*

Introduction

In the Malaysian education system, a formal style of English language learning takes place in classrooms from the primary to tertiary levels. As one of the public Technical and Vocational Education and Training (TVET) tertiary institutions in Malaysia, Politeknik Kota Kinabalu (PKK) offers English courses that are compulsory to be taken by students irrespective of their field of studies. The general objective of the English Language syllabus in PKK is to equip the students with the necessary skills to be used for social interactions, and therefore fulfil the needs of the industries, beyond merely confining communication skills to mere report-writing.

The central question that has occupied the minds of language teachers and educational policy makers in Malaysia with regards to English, is this: despite having formally learnt the language since primary school, why have some students not been able to attain the required competencies?

One argument to help elucidate on the matter is that English Language teachers have ignored the fact that language learners are dissimilar with others in L2 learning. Ellis (2004) stated that learning styles and language learning strategies appear to be among the important variables influencing performance in a second language. As everybody is unique, learning styles and language learning strategies, therefore, vary from person to person. Man and Tomoko (2010) contended that individuals learn differently through numerous approaches that vary across temporal and cultural contexts. Thus, understanding students' preferred learning styles is a pivotal element that can help teachers to assist the former in their learning process.

Although the curriculum structure adopted by Politeknik Malaysia employs Outcome Based Education (OBE) philosophy, scarce evidence has been found to report on the extent of students' investment in independent learning of the English language beyond the lecture halls. The focus on students' own initiative is apt, as LLS refer to "the specific behaviours or techniques learners use to improve any aspect of their own language development" (Oxford Nyikos, 1989:291).

Reiterating the point made earlier, although Malaysians formally undergo English language education for a period of eleven years from Standard One to Form Five, they reportedly do not attain reasonable competencies in the language (Hazita Azman, 2016). In the case of Politeknik across Malaysia, stark differences in the background and different levels of proficiency in English are evident among its student populace. At one end, some students are proficient in the language, which effectively facilitates their communication in class. However, Rashidah Radzi and Mohamed Amin (2018) asserted that students with limited proficiency choose not to use English to execute activities in the classroom, particularly for pair or group work, whereas Maizan Mohamad (2016) found that grammar-related problems were a hindrance to communication using English.

Informed by existing research that explore the relationship between PLS and LLS in ESL contexts this study outlines the following research questions of this study:

- i. What is the most prevalent PLS among Semester 1 students at PKK?
- ii. What is the most prevalent LLS among Semester 1 students at PKK?
- iii. Is there a statistically significant relationship between PLS and LLS among Semester 1 students at PKK?
- iv. Is there a significant difference in English proficiency between categories of PLS preferences among Semester 1 students at PKK?
- v. Is there a significant difference in English proficiency between categories of LLS among Semester 1 students at PKK?

Literature Review

Learning a second or foreign language is a complicated and complex process that involves detailed training as well as the consideration of several factors. Lightbrown and Spada (2001), Brown (2007) and Hedge's (2000) studies on personality (motivation, attitude, aptitude among others), learning strategies and learning styles may have a strong role in a student's language development.

Claxton and Ralston (1978:7) defined learning style as referring to a learner's "consistent way of responding and using stimuli in the context of learning", which mirrors Loo's (2002:252) emphasis on the notion of established patterns, defining learning styles as "the consistent way in which learner responds to or interact with stimuli in the learning context". Of interest to the present study is the perceptual learning style (PLS). Perceptual learning style theory is based on the concept of sensory modalities: sight, hearing, touch, taste, and smell that allow us to perceive the world around us and make constructive meanings out of it. The study employed Reid's (1984) six modalities of perceptual learning styles – auditory, visual, kinaesthetic, tactile, group learning, and individual learning.

In contrast to learning style, Rubin (1975:43) defined language learning strategies (LLS) as "the techniques or devices which a learner may use to acquire knowledge". Oxford (1990:8) expands on this definition of LLS, considering them as

“specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. On the other hand, O’Malley and Chamot (1990:1) define learning strategies as “the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information”.

Despite the numerous definitions provided by experts in the field, there is still confusion between LLS and learning styles. Reid (1998: ix) distinguishes between the two by referring to the latter as “internally based characteristics, often not perceived or consciously used by learners, for the intake and comprehension of new information”, whereas the former is defined as “external skills often used consciously by students to improve their learning”.

Distinct as they are, there seems to be existence of relationship between PLS and LLS that has enthralled many scholars, researchers, and educators alike. In the Malaysian context, Jayanthi Muniandy and Munir Shuib (2016) concluded in their quantitative study, involving 25 students from School of Management and another 25 from School of Communication in Universiti Sains Malaysia who were chosen based on convenience sampling method, that students’ PLS preferences have a significant impact on their choice of LLS. Students who were Visual learners showed significant difference in their use of LLS categories such as Memory, Compensation, Metacognitive and Affective. This indicates Visual learners utilised most of the LLS in learning English as compared to other students who employed other PLS. The researchers made recommendations to take language proficiency, motivation, achievement level, etc. into account besides field of study, which was the variable involved in the study, that could affect learners’ choice of PLS and LLS in future research.

On another research setting, that differentiate choice of PLS and LLS according to gender is a study by Viriya and Sapsirin (2014). Seventy male and 80 female students from Faculty of Information and Communication Technology (ICT), of a university in Thailand participated in this quantitative study that employed PLSPQ and SILL questionnaire. The result of the study shows that both males and females chose Group learning style as the most preferred PLS but to study individually was Negligible for male students and indicated as Minor preference for female. Overall use of LLS were at “Sometimes Use” level that indicates both genders employ does not always employ LLS in their effort of learning English.

Tabanlıoğlu (2003) conducted a mixed method study to investigate the relationship between the learning style and LLS of 60 pre – intermediate students at the School of Foreign Languages and Informatics at the University of Bahçeşehir, Turkey undertaking English for Academic Purposes (EAP). Results of Pearson correlation statistical analysis revealed that Visual learning style has a significant correlation with Affective strategies. This implies that Visual learners have the capability of managing emotions, both negative and positive. Anxiety in learning language can be lowered by applying relaxation techniques to make Visual learners comfortable with the learning process. Results from the Pearson correlation also pointed out only Metacognitive strategies showed no statistically significant relationship with all categories of PL. The data obtained from the think aloud protocols disclosed a dominant use of the Cognitive and Metacognitive strategies while completing the reading texts.

In China where English is the most widely taught foreign language in China (Hui, 2001) a mixed method study conducted by Chu (2013) on 174 non-English sophomore students in Yanshan University revealed that only Group and Individual PLS correlate positively with the students’ English proficiency. Students who are more inclined to Group learning style indicates that they tend to create and seek opportunities to practice communicating in English with others, thus their spoken English proficiency would certainly get bettered. On a different note, students with

Individual styles have a preference to study alone but this decreases the opportunities for them to practise the English language thus they are not as proficient as students with Group style. Furthermore, Chu's study made a discovery that students who use LLS more frequently have higher proficiency in spoken English than those who use LLS on less frequent mode. It can be concluded that the choice and use of LLS directly influence students' spoken English proficiency but not in the case of PLS.

Rossi-Le (1989) investigated the relationship between perceptual learning styles and learning strategies among 147 Chinese, Laotian, Vietnamese, and Spanish adult immigrants studying ESL in community college settings in the USA. The participants completed the PLSPQ and an earlier version of the SILL. A significant relationship between sensory preferences and overall strategy use on the SILL was noticed. The results indicated that Visual learners tended to use visualisation strategies and that Auditory learners used Memory strategies more frequently than did the other learners. Tactile learners showed a more significantly frequent use of strategies for searching for and communicating meaning and self-management strategies. Moreover, Kinaesthetic learners did not make use of general study or self-management strategies as frequently as others did.

Based on reviews discussed above, PLS and LLS has seen growing interest among scholar, researchers, and educators alike from countries that emphasise the importance of learning English as a second language, foreign language, and as other language. Studies mentioned above employed quantitative or mixed method study and appointed students at tertiary education as respondents. Generally, the results from the studies stated that only a few categories of PLS correlated significantly with LLS. It also can be seen that frequent and less frequent use of PLS and LLS made distinction on respondents' English proficiency. To date very few empirical studies have attempted to relate learning styles and strategies at the tertiary level for Diploma students of TVET institutions in Malaysia. Of interest of this study, it was carried out to identify the most prevalent PLS and LLS among Semester 1 students at PKK and to seek relationship between PLS and LLS and the categories within.

Methodology

In this study, a quantitative research approach was employed to respond to research questions requiring numerical data. The target population selected for this study was Semester 1 students of December 2019 Session who have taken the English Course, DUE10012 Communicative English 1 in December 2019 Session. These Semester 1 students comprised of 833 students across five academic departments, namely Civil Engineering, Mechanical Engineering, Electrical Engineering, Commerce and lastly, Hospitality and Tourism (Jabatan Hal Ehwal Pelajar, 2019). An important consideration in judging the credibility of research is the size of the sample. Formal statistical techniques can be applied to determine the number of samples needed, and this study employed those used by Krejcie and Morgan (1970) as this is a commonly employed method to estimate sample sizes for research (Chua, 2006). Based on Krejcie and Morgan's table for determining sample size, a sample size of 265 would be needed to represent the 833 population of this study. The Krejcie and Morgan's sample size determination is shown in Table 1.1. To ensure a sufficient number of responses, an estimated non-response rate in the sample size calculations was included. It was thus determined that 269 respondents would be needed as samples in this study. The next step is to select respondents of Semester 1 and organise them according to subgroups as displayed in Table 1.2 In a proportionate stratified method, the sample size of each stratum is proportionate to the population size of the stratum.

Table 1.1:
Krejcie And Morgan's (1970) Sample Size Determination Table

Population	Sample
500	217
550	226
600	234
650	242
700	248
750	254
800	260
850	265
900	269

Source: Adapted from Krejcie & Morgan (1970)

Table 1.2:
Number of Respondents of The Study

Department	Total Number of Students	Number of Respondents
Civil Engineering	179	58
Mechanical Engineering	187	60
Electrical Engineering	186	60
Commerce	208	67
Hospitality and Tourism	73	24
	833	269

Two instruments were used in this study. Joy Reid's (1984) Perceptual Learning Style Preference Questionnaire (PLSPQ) was the first. The questionnaire has 30 multiple-choice items where respondents need to indicate their responses by choosing a point along a Likert Scale that best correspond to their feelings. The second instrument used was the Strategy Inventory for Language Learning (SILL) version 7.0 proposed by Oxford (1990), intended for students of English as a second or foreign language. There are 50 items in SILL Version 7.0 that consists of six subsections that represent six categories of LLS. Respondents evaluate how frequently they employ a certain language learning strategy by responding to the Likert scale.

Results

i. What is the most prevalent PLS among Semester 1 students at PKK?

The results in Table 1.3 revealed that the most prevalent PLS among the respondents was Auditory ($M = 41.26$) followed by Kinaesthetic style ($M = 40.71$), with a relatively marginal difference in mean scores between these styles. Group style ($M = 40.11$) ranked third in students' preferences and followed by Tactile style in fourth place ($M = 38.13$). Visual style ($M = 36.21$) ranked fifth in students' preferences while Individual style ($M = 34.36$) was rated as the least preferred style for all students. The overall mean scores of PLS was 38.46. Reid's (1984) grouped students' preferences of PLS into three categories: Major (total score that falls between 38 and 50), Minor (total score varying from 25 to 37) and Negligible (total score that falls below 25) styles.

Table 1.4

Descriptive Statistics, Level of Use and Rank Order of Language Strategies

Category	Mean	Std. Dev.	Frequency Level	Rank Order
Metacogniti	3.85	.71	High	1
Cognitive	3.73	.65	High	2
Social	3.67	.76	High	3
Compensati	3.44	.66	Medium	4
Affective	3.37	.70	Medium	5
Memory	3.36	.62	Medium	6
OVERALL	3.57		High	

ii. *What is the most prevalent LLS among Semester 1 students at PKK?*

In general Semester 1 PKK students yielded a high use of LLS. The mean score of the overall LLS for all respondents ($M = 3.57$) suggested that respondents usually used LLS when learning the English language. Semester 1 PKK students reported Metacognitive strategies as the most prevalent among all the six categories of language learning strategies ($M = 3.85$, $SD = 0.71$), followed by Cognitive strategies as the second prevalent strategies with an average mean score of ($M = 3.73$, $SD = 0.65$). Social strategies were positioned third ($M = 3.67$, $SD = 0.76$) while Compensation strategies ($M=3.44$, $SD = 0.66$) stood at fourth place. Affective and Memory strategies showed a slight 0.01 difference in frequency of use ($M = 3.37$, $SD = 0.70$) and ($M = 3.36$, $SD = 0.62$), respectively.

Table 1.3

Descriptive Statistics, Level of Use and Rank Order of Perceptual Learning Styles

Style	Mean total score	Level of Use	Rank Order
Auditory	41.26	Major	1
Kinaesthetic	40.71	Major	2
Group	40.11	Major	3
Tactile	38.13	Major	4
Visual	36.21	Minor	5
Individual	34.36	Minor	6
OVERALL	38.46	Major	

iii. *Is there a statistically significant relationship between PLS and LLS among Semester 1 students at PKK?*

Table 1.5 shows the results of the Chi-square test of independence between PLS and LLS categories followed by cross tabulation of PLS and LLS in Table 1.6.

Table 1.5
Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	22.597 ^a	25	0.601
Likelihood Ratio	24.036	25	0.517
Linear-by-Linear Association	1.368	1	0.242

25 cells (69.4%) have expected count less than 5. The minimum expected count is .06.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.396	.601
	Cramer's V	.177	.601

Table 1.6
Perceptual Learning Styles * Language Learning Strategies Crosstabulation

			Language Learning Strategies					
			Metacognitive	Cognitive	Social	Compensation	Affective	Memory
Perceptual Learning Styles	Visual	Count	1	2	1	0	0	0
		Expected Count	0.5	1.0	0.5	1.6	0.4	0.1
		% within PLS	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%
		% within LLS	5.9%	5.6%	5.3%	0.0%	0.0%	0.0%
		Adjusted Residual	0.8	1.2	0.7	-1.6	-0.7	-0.2
	Tactile	Count	1	2	3	5	1	0
		Expected Count	1.4	3.0	1.6	4.7	1.2	0.2
		% within PLS	8.3%	16.7%	25.0%	41.7%	8.3%	0.0%
		% within LLS	5.9%	5.6%	15.8%	8.9%	7.1%	0.0%
		Adjusted Residual	-0.4	-0.7	1.3	0.2	-0.2	-0.4
	Auditory	Count	4	10	7	13	3	1
		Expected Count	4.5	9.5	5.0	14.8	3.7	0.5
		% within PLS	10.5%	26.3%	18.4%	34.2%	7.9%	2.6%
		% within LLS	23.5%	27.8%	36.8%	23.2%	21.4%	50.0%
		Adjusted Residual	-0.3	0.2	1.1	-0.7	-0.4	0.8
	Group	Count	6	12	4	18	4	1
		Expected Count	5.3	11.3	5.9	17.5	4.4	0.6
		% within PLS	13.3%	26.7%	8.9%	40.0%	8.9%	2.2%
		% within LLS	35.3%	33.3%	21.1%	32.1%	28.6%	50.0%
		Adjusted Residual	0.4	0.3	-1.0	0.2	-0.2	0.6
Kinaesthetic	Count	2	7	3	5	5	0	
	Expected Count	2.6	5.5	2.9	8.6	2.1	0.3	
	% within PLS	9.1%	31.8%	13.6%	22.7%	22.7%	0.0%	
	% within LLS	11.8%	19.4%	15.8%	8.9%	35.7%	0.0%	
	Adjusted Residual	-0.4	0.8	0.1	-1.7	2.2	-0.6	
Individual	Count	3	3	1	15	1	0	
	Expected Count	2.7	5.8	3.0	8.9	2.2	0.3	
	% within PLS	13.0%	13.0%	4.3%	65.2%	4.3%	0.0%	
	% within LLS	17.6%	8.3%	5.3%	26.8%	7.1%	0.0%	
	Adjusted Residual	0.2	-1.4	-1.4	2.8	-0.9	-0.6	
Total	Count	17	36	19	56	14	2	
	Expected Count	17.0	36.0	19.0	56.0	14.0	2.0	
	% within PLS	11.8%	25.0%	13.2%	38.9%	9.7%	1.4%	
	% within LLS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Twenty-five or 69.4% expected cell frequencies were less than five. Thus, there was not a statistically significant association between PLS and LLS categories, $\chi^2(9) = 22.597$, $p = 0.601$ (sig is greater than $= 0.05$). Based on the data mentioned above, it can be concluded that a statistically significant association between PLS and LLS cannot be established. Therefore, the null hypothesis was accepted, and the alternative hypothesis was rejected.

iv. Is there a significant difference in English proficiency between categories of PLS preferences among Semester 1 students at PKK?

Cohen's (1988) *d* statistic for the effect size was used to measure the magnitude of differences in English proficiency between categories of PLS. Cohen's *d* describes the degree of difference between the means of two groups normalized to the pooled standard deviation of the two groups. Cohen (1988) suggested that effect sizes of ($d = 0.2$) as small, medium ($d = 0.5$), and large ($d = 0.8$). Table 1.7 shows the results of computation between categories of PLS. Between categories of PLS it was determined that large degree of effect size differences between Individual and Auditory. Individual style has lower mean score compare to Auditory and that goes to prove that Individual style was employed by students with low proficiency in English while highly proficient students preferred Auditory learning style more. Large degree of effect size differences between categories of PLS shows there is a significant difference of English proficiency between categories of PLS among Semester 1 students at PKK. Thus, null hypothesis was rejected, and alternative hypothesis was accepted.

Table 1.7
Degree of Effect Size Differences Between Categories Of PLS

	Visual	Tactile	Auditory	Group	Kinaesthetic	Individual
Visual		0.31	0.04	0.30	0.07	0.98
Tactile	0.31		0.30	0.00	0.30	0.80
Auditory	0.04	0.30		0.30	0.00	1.20
Group	0.30	0.00	0.30		0.20	0.90
Kinaesthetic	0.07	0.30	0.00	0.20		1.00
Individual	0.98	0.80	1.20	0.90	1.00	

v. Is there a significant difference in English proficiency between categories of LLS among Semester 1 students at PKK?

Between categories of LLS, a large degree of effect size differences was determined between Metacognitive to Memory strategy with an effect size of $d = 1.00$. High mean score of Metacognitive strategy represents the strategy was particularly preferred by students with higher proficiency in English but low proficiency students were more inclined to Memory strategy. In short, significant difference in English proficiency was noted between categories of LLS among students of Semester 1 at PKK. With that, there is a strong basis to accept alternative hypothesis and reject null hypothesis. Table 1.8 shows the results of computation degree of effect size differences between categories of LLS.

Table 1.8
Degree of Effect Size Differences Between Categories Of LLS

	Metacognitive	Cognitive	Social	Compensation	Affective	Memory
Metacognitive		0.50	0.20	0.70	0.60	1.00
Cognitive	0.50		0.30	0.20	0.10	0.60
Social	0.20	0.30		0.50	0.40	0.80
Compensation	0.70	0.20	0.50		0.10	0.30
Affective	0.60	0.10	0.40	0.10		0.50
Memory	1.00	0.60	0.80	0.30	0.50	

Discussion

Empirically, the current study demonstrated that of all PLS categories, Semester 1 students at PKK chose Auditory as the most prevalent PLS in learning English. The key words in the definition of Auditory learning style are 'listen to information and instruction' that connote listening attentively to words spoken and from oral explanation. Respondents who are Auditory students "Strongly Agree" with the claim that they learn best when they are given clear and specific instructions. Therefore, language teachers need to lend a helping hand for them to understand what is being said by lecturers or even a piece of information from classmates regarding certain topics. To learn well, Auditory students would pay increased attention to the lecturer in class, as this heightened focus helps them to remember better rather than just passively reading lecture notes.

By referring to the Diploma programme structure at PKK, courses in Semester 1 are mainly theory-based that requires long hours of lectures. Therefore, it becomes common for students to listen to lectures and at the same time act as responsive members. As a learning style characterised as Major, Auditory students do not only benefit from listening to lectures but also able to learn in several different ways that related to listening and hearing like in-class discussion particularly in English classroom where students speak more to encourage them to use English during the whole lesson.

On a different note, Individual learning style were placed as the least prevalent PLS among Semester 1 students at PKK, and thus labelled as Minor preference. Respondents did not prefer the word "alone" as the Majority of the respondents chose "Disagree" when asked to study alone. Respondents also mentioned "Strongly Disagree" on the question "by myself". Rather than being all by themselves respondents were seen to be more inclined towards groups and collaboration learning, which was ranked third. It is argued that a rejection of Individual learning styles implies a preference to learn in pairs or groups as this collaborative style describes the way respondents learn best.

Students of Semester 1 at PKK expressed a preference for Metacognitive as the most prevalent LLS with the frequency of "High - Usually Used". Metacognitive is under Indirect learning strategies that serves to improve learning in an indirect way, in that students hold own accountability for their own progress in becoming a "better learner" and "improving English skills". Respondents who favoured Metacognitive LLS are the "manager" of their own learning process in which they perform functions like planning, organising, directing, and controlling. OBE implementation in the Malaysian Polytechnic curriculum outlines Students Learning Time (SLT) for each course is 1 hour (done outside the lecture room) for every 3 hours of face-to-face learning session. SLT gives advantage for students to "look for opportunities" independent from the lecturer, at their own preferred time with conducive learning environment for acquiring language skills (reading, writing, speaking, and listening) so that they can be a better learner of English and have a strong awareness of their learning progress.

Affective and Memory LLS, although at the end of preference list of the respondents their means of "Medium - Sometimes Used" are not far from High frequency level. Memory LLS contribute explicitly to the learning process of English language while Affective LLS are not directly related to language learning. In English language learning, Memory strategies are helpful for storing and retrieving information related to language. Using "flashcards to remember new English words" may not be a popular way of remembering vocabulary due to complexity of new language input students learn not just in the English course, but also in Engineering, Commerce, and Tourism and Hospitality courses that are taught in English. While flashcards are effective as part of a traditional studying tool it can be modified by using technology appropriate to 21st century learning, by installing educational applications from the Google Playstore on students' smartphones such as WordUp Vocabulary, Vocabulary Builder, Improve English: Vocabulary, Grammar, Flashcards etc.

The study concluded that a statistically significant association between PLS and LLS cannot be established. Therefore, the null hypothesis was rejected, and the alternative hypothesis was acceptable. The results showed that PLS did not have much influence on the LLS use and vice versa. The findings of this study contradict previous studies (Chu, 2013; Ehrman and Oxford, 1990; Sahragard, Khajavi and Abbasian, 2014) that established a significant relationship between learning styles and strategies. The outcome contradicts Dornyei's (2005) statement that there exists interrelation between PLS and LLS in which both indicate specific ways learners carry out learning tasks. Wen and Johnson (1997) also alludes that learners' choice of learning strategies is significantly influenced by their preferred learning styles.

One of the reasons the research findings do not support Null Hypothesis is due to the lack of immature development of in-depth study of learning styles and learning strategies in Politeknik Kota Kinabalu, and Politeknik Malaysia, in general. Based on the literature research only a few studies revolved around the topic on learning styles and language learning strategies involving respondents from Politeknik such as Marcus Kho Gee-Whai (2018) who pointed out Kinaesthetic learning style was the most preferred learning style among students at Politeknik Kuching, Sarawak. The scope of the research was limited to identifying PLS between Commerce and Engineering students using Reid's (1984) PLSPQ. Nurul Ajleaa Abdul Rahman and Prof. Dr. Nooreiny Maaarof's (2017) chose students of a politeknik in Shah Alam, Selangor in their study. It was discovered that all categories of language learning strategies correlated positively with motivation in learning ESL. The inadequate amount of study on the learning style and language strategies adopted by Politeknik students particularly in learning ESL became a hindrance to create a foundation for a solid learning style and strategies association, thus the acceptance of alternative hypothesis of the study. Therefore, further exploration of the topic should be encouraged among Politeknik lecturers and other researchers as well.

Based on the results it was highlighted that there was significant difference in English proficiency between categories of PLS, Individual and Auditory learning styles. Students who are more fluent in English use Auditory learning style more than students of low proficiency who are in favour of Individual learning style. Basically, students with higher proficiency in English benefitted from lectures, discussion, presentation, etc. that required them to listen to information being delivered. In contrast, Auditory learners have less liking on reading information. Attributing to their preference on listening sensory, Auditors learners' language skills are strong in that, their vocabularies are well-developed, an eloquent speaker, communicates easily with other and the most importantly they may find easiness in learning a foreign language (Wong, 2010).

Individual learners in its simplest form means learning at the comfort of their own, without less interaction with other learners. Minimal distractions, personal study environment etc. suggests advantage of preference towards Individual learning style. In the study such preference of learning style posits challenges to low proficiency students mainly due to students' inclination towards not having others to study with.

One key factor contributes to language learning process is interaction as it increases practice on the language being learnt. Interaction is not just a mere face-to-face with other learners, but it gives opportunity to negotiate meaning which accumulates to positive development of language learning (Ellis, 1994).

Results of the final research question in the study yielded a significant difference in English language proficiency between categories of LLS. A large effect size of Cohen's d 1.00 was found between Metacognitive and Memory strategy. There is an indication that, based on high mean score, it was students with high proficiency in English who utilised Metacognitive strategy that require students to 'think' about their 'thinking'. Memory strategy, on a different note gained preference from group of students coming from low proficiency in English. The result of the study resounds studies by Thompson and

Cochrane (2013), Lai (2009) and Kunasaraphan (2015) that low proficiency students are in favour with this direct learning strategy compare to Metacognitive. What could be the reason being so? Gu (2001) depicts proficient learners who are in-charge of their own learning, actively choose, monitor, and evaluate their strategy use to achieve their aims in learning but low proficiency learners demonstrate minimal awareness and almost having no aims in their learning.

The results of this study support the importance of acknowledging students' PLS and LLS. Theoretically, the results support the theoretical viewpoint in learning English that takes individual differences into account such as language aptitude, learning style, motivation, personality, learning strategies etc. Learning style and learning strategies that were investigated in this study illustrate a multi variance of preferences and strategies among students of Semester 1 at PKK. Though the study did not deal with the impact of PLS and LLS to students' achievement in DUE10012 Communicative English 1 Course, it is too premature to dismiss its importance. Oxford (1989) and Ellis (2004) stated that learning styles and language learning strategies appear to be among the important variables influencing performance in a second language.

Secondly, the study also has implications for students who are the main clients in the field of education. The study raises awareness for students on learning styles and learning strategies that they can use to learn English as a second language. Raising students' awareness regarding their PLS and LLS make them not only more prepared for learning but also more analytic about their learning styles and the strategies of which they utilise. By developing an understanding of learning environments and styles, students hold control of their learning and maximise their potential for acquiring ESL. Aside from that, this knowledge improves one's self esteem because students will feel more prepared to take on the learning challenges and gives students the confidence needed to achieve their goals. This enhances the use of better learning practices and, therefore, better learning outcomes.

An educator should be sensitive to the diversity and shortcomings of students, especially students who are not fluent in English. It is imperative for all teachers to identify students with low proficiency in English then, take the next steps in moulding them to have more confidence, self-esteem and be more of an active contributor in class. Ahour and Hassanzadeh (2015) concludes in their study that students with limited proficiency in English have the tendency to a self-fulfilling prophecy that being silent in class is better since they do not possess the ability to produce good English. If the situation persists to happen in class, it violated the no-one-left-behind policy in education.

Of late, allowing L1 in monolingual classrooms is becoming more accepted in English language teaching and can be an effective measure to help in mixed ability groups. González (2004) gathered opinion on both adults and younger learners on the use of L1 in English classroom. Surprisingly, the new method of teaching English does not only benefit both parties but, in fact lower-level students in English proficiency agreed to the notion. The main goal of learning English is not becoming a 'clone' of the native speaker but rather become a communicatively competent bilingual. It is advisable for English lecturers to teach in fully English but there a certain occasion that resort to the use of L1 such giving out assignment instruction. A technique named 'Sandwiching' allows lecturers to say the instruction in English then mention the word in L1, and finally repeat the word in English. Research findings from Siti Hamin Stapa and Majid Abdul Hameed (2006) could shed some lights of the effectiveness of incorporating Bahasa Melayu to generate ideas for English writing task. The result produced marked improvement. The researchers also give recommendations to English lecturers to support the use of L1 in English composition especially among low-level proficiency ESL learners.

Conclusion

Variety of learning styles and language learning strategies can be observed in students' approach to learning English that is taught as a strong second language in Malaysia education system. Through the study of PLS and LLS, the implications were not only to the theoretical view but also to the pedagogical implications on lecturers and students as well. The existence of several constraints in the study has encouraged future studies to implement some recommendations such as expanding the scope of the study population and combining quantitative and qualitative approaches. Last but not least, it is the researcher's contention that lecturers should embrace the diversity of students, help students become lifelong learners by guiding them to be autonomous both in and out of the L2 classroom and educators must get educated because simple awareness on individual differences is not enough.

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Model Penilaian Kirkpatrick: Kajian Keberkesanan Pelaksanaan Program Bengkel Teknik Menjawab Peperiksaan Akhir Matematik Kejuruteraan 1

Siti Huzaima Binti Jamri & Hetiyanah Binti Jatjo

Politeknik Kota Kinabalu

Abstrak

Kajian ini bertujuan untuk menilai keberkesanan Program Bengkel Teknik Menjawab Peperiksaan Akhir Matematik Kejuruteraan 1 yang dilaksanakan. Bengkel ini dilaksanakan bertujuan memberi pendedahan kepada pelajar tentang teknik dan cara-cara menjawab soalan peperiksaan akhir. Model penilaian yang digunakan adalah Model Penilaian Kirkpatrick yang merangkumi empat tahap penilaian iaitu Tahap 1 reaction, Tahap 2 learning, Tahap 3 behavior dan Tahap 4 results. Instrumen yang digunakan dalam kajian ini adalah berbeza mengikut tahap iaitu soal selidik, ujian pra dan ujian pos, pemerhatian dan juga analisis dokumen. Seramai 50 orang responden telah terlibat dalam kajian ini. Secara keseluruhannya, didapati bahawa pelaksanaan bengkel telah memberikan kesan yang positif di setiap tahap yang dinilai. Kajian ini juga didapati dapat membantu pelajar untuk lebih bersedia dari segi mental dan emosi bagi menghadapi peperiksaan akhir.

Kata Kunci: *model penilaian kirkpatrick, penilaian bengkel*

Pengenalan

Sistem pendidikan Malaysia telah melancarkan Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi) yang dihasilkan daripada kesedaran terhadap sumbangan besar pendidikan tinggi dalam membantu negara mencapai aspirasi sebagai negara berpendapatan tinggi. Terdapat sepuluh lonjakan utama yang perlu dicapai oleh institusi pendidikan tinggi (IPT) awam dan swasta serta pendidikan aliran teknikal dan vokasional atau TVET.

Antara perkara lain yang turut diberi penekanan dalam pelan transformasi ini adalah penguasaan pengetahuan mata pelajaran teras seperti Sains dan Matematik. Matematik merupakan satu kemahiran yang penting dalam bidang pekerjaan, khususnya berkaitan kejuruteraan, teknologi maklumat, perniagaan dan perakaunan. Sehubungan dengan itu, bakal graduan lepasan institusi pengajian tinggi amat dititikberatkan dengan pengetahuan Matematik, begitu juga graduan aliran TVET yang mana penguasaan kemahiran Matematik adalah sangat penting.

Misi Kementerian Pelajaran Malaysia ialah untuk menghasilkan sistem pendidikan yang bertaraf dunia. Antara bidang tumpuan adalah untuk menghasilkan potensi individu pelajar yang berkualiti bagi mencapai aspirasi negara. Bagi merealisasikan hasrat ini, menghasilkan pelajar yang berkualiti adalah bergantung kepada kualiti pendidikan yang diterima oleh pelajar. Pendidikan yang berkualiti pula adalah hasil dari pensyarah yang berkualiti. Dalam bidang Matematik, pensyarah yang berkualiti bukan sahaja pensyarah yang mempunyai pengetahuan kandungan yang luas, tetapi juga mampu menyampaikan isi kandungan pelajaran dengan menggunakan pendekatan, kaedah, strategi mahupun pedagogi yang sesuai. Kemahiran pedagogi adalah antara faktor yang harus titik berat dengan membuat perancangan rapi dan teratur mengukit apa yang telah dirancang.

Pernyataan Masalah

Di peringkat Politeknik, Jabatan Pengajian Politeknik telah menetapkan kursus Matematik Kejuruteraan sebagai kursus yang wajib diambil oleh semua pelajar kejuruteraan di Politeknik. Terdapat tiga (3) kursus yang wajib diambil oleh pelajar iaitu Matematik Kejuruteraan 1 (DBM10013), Matematik Kejuruteraan 2 (DBM20023) dan Matematik Kejuruteraan 3 (DBM30043) di mana setiap kursus akan diambil bermula daripada semester satu sehingga semester tiga di politeknik. Kesemua pelajar adalah diwajibkan untuk lulus kursus ini bagi membolehkan mereka tamat pengajian dan layak dianugerahkan diploma di peringkat politeknik.

Kursus DBM10013 adalah kod baharu bagi Matematik kejuruteraan 1 telah diperkenalkan bermula pada sesi Jun 2019. Kursus ini mengandungi lima topik dan perlu dihabiskan dalam masa 14 minggu berbanding kod lama iaitu 16 minggu. Disebabkan itu, pensyarah yang mengajar kursus ini mempunyai masa yang singkat untuk menyelesaikan sesi pengajaran dan pembelajaran (PdP) pada setiap semester. Pensyarah juga perlu mencari masa tambahan yang lain untuk membuat latihan dan perbincangan berkaitan soalan-soalan peperiksaan akhir.

Bagi penilaian peperiksaan akhir terdapat empat soalan dan pelajar wajib menjawab semua soalan yang diberikan. Ini bermaksud pelajar perlu menguasai semua topik yang terkandung dalam kursus ini kerana mereka tidak mempunyai pilihan soalan semasa menjawab soalan peperiksaan akhir. Berdasarkan analisis peperiksaan akhir semester lepas, pelajar didapati lemah dalam menjawab soalan yang melibatkan penyelesaian masalah. Ini membuktikan dalam proses pengajaran dan pembelajaran Matematik Kejuruteraan, kemahiran berfikir aras tinggi dan kemahiran penyelesaian masalah masih kurang diterapkan semasa proses pengajaran dan pembelajaran.

Schoenfeld (1985) dalam kajiannya mendapati bahawa semasa proses pengajaran dan pembelajaran, guru lebih memfokuskan kemahiran pengiraan berbanding kemahiran menterjemah dan menyelesaikan masalah. Dalam konteks ini guru didapati cenderung menunjukkan dan memberi penerangan tentang kaedah penyelesaian soalan di papan tulis (Jemaah Nazir Persekutuan, 1992). Menurut Mohd Faizal (2010) pelajar didapati kurang mahir dalam mengatur strategi penyelesaian masalah yang diberikan. Sehubungan dengan itu, sebagai seorang guru perlu memainkan peranan penting dalam mendidik pelajar mereka menjadi seorang yang berkemahiran dan berkeupayaan dalam bidang penyelesaian masalah.

Oleh yang demikian, pihak Jabatan Matematik Sains dan Komputer Politeknik Kota Kinabalu di bawah Unit Matematik telah mengambil inisiatif bagi meningkatkan kemahiran dan keupayaan pelajar menjawab peperiksaan akhir dengan melaksanakan Bengkel Teknik Menjawab Soalan Matematik Kejuruteraan 1 khusus kepada pelajar yang lemah. Pelajar lemah ini dikenalpasti melalui keputusan penilaian ujian yang dijalankan. Pelajar yang tidak melepasi tahap minimum pencapaian ujian akan disenarai pendek untuk mengikuti program tersebut.

Sorotan Literatur

Terdapat banyak kajian tentang penilaian program dan latihan menggunakan model Kirpatrick yang dijalankan di dalam dan luar negara. Menurut Gabr (2007) dalam usaha mencapai objektif sesuatu program, satu kaedah penilaian perlu dilaksanakan bagi mengkaji sejauh mana keberkesanan program yang dijalankan. Program latihan yang memberi tumpuan kepada peningkatan pengetahuan, kemahiran dan kebolehan seseorang individu hanya akan berfungsi dan relevan sekiranya penilaian terhadap program tersebut dilaksanakan.

Kajian yang dijalankan oleh Nur Fatin *et. al* (2016) menggunakan model penilaian Kirpatrick dalam kajiannya terhadap keberkesanan program yang sedang dijalani oleh residen yang sedang menjalani rawatan dan pemulihan dadah di sebuah Pusat Rawatan di Kuala Lumpur. Hasil kajiannya mendapati terdapat peningkatan dalam aspek

pembentukan semula tingkahlaku dan kemahiran hidup vokasional pelatih setelah menjalani pendekatan dan pemulihan menggunakan Therapeutic Community.

Selain itu, kajian yang dijalankan oleh Abdul Manan (2013) juga telah menggunakan Model Penilaian Kirkpatrick dalam kajiannya bagi mengenalpasti pengaruh komunikasi terhadap keberkesanan latihan. Kajian ini menggunakan kaedah pengedaran borang soalselidik kepada 200 responden yang terdiri daripada kakitangan Universiti Sains Malaysia (USM). Kajian ini berjaya membuktikan komunikasi mempunyai hubungan yang kukuh dengan pembelajaran pelatih. Kajian ini juga telah menemukan bahawa keyakinan untuk mengaplikasikan ilmu dapat membantu dalam meramal perubahan kelakuan pelatih (pengaplikasian ilmu dipersekitaran kerja) dengan lebih tepat.

Objektif Kajian

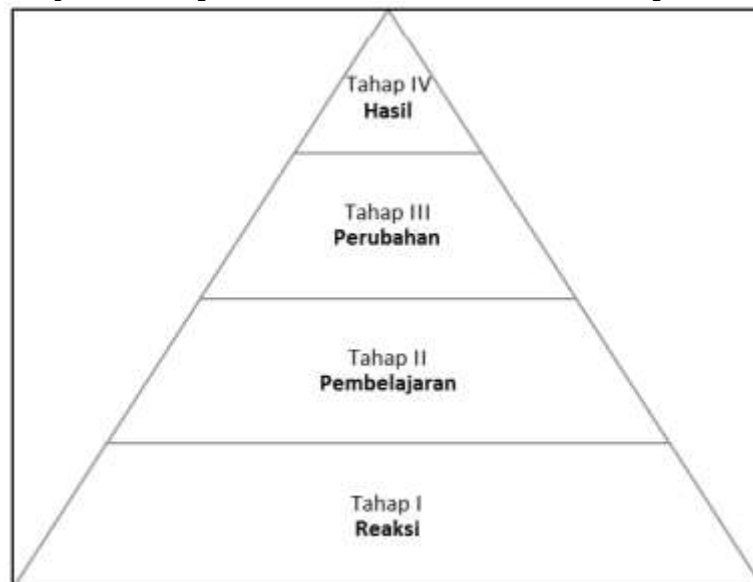
Objektif kajian ini adalah untuk mengenalpasti keberkesanan program Bengkel Teknik Menjawab Peperiksaan Akhir Matematik Kejuruteraan 1 yang dilaksanakan menggunakan empat (4) tahap penilaian di dalam model penilaian Kirkpatrick seperti berikut:

- i. Reaksi (reaction)
- ii. Pembelajaran (Learning)
- iii. Tingkahlaku (behavior)
- iv. Keputusan (Results)

Model Penilaian Kirkpatrick

Model Penilaian Kirkpatrick (1994) adalah model penilaian yang terawal dan sering digunakan dalam menilai keberkesanan sesuatu program. Model ini didapati kerap digunakan kerana mudah untuk diaplikasikan di samping keupayaannya dalam membantu proses menilai sesuatu program (Alliger & Janak, 1989).

Rajah 1: Empat Tahap Penilaian Model Kirkpatrick.



Tahap satu: Penilaian Reaksi

Dalam penilaian tahap pertama iaitu penilaian reaksi, reaksi peserta terhadap program akan diukur. Reaksi yang dimaksudkan adalah pendapat dan pandangan peserta terhadap program yang dijalani samada mereka menyukai program tersebut atau sebaliknya, ini termasuklah jadual program, urusetia program, pengisian, penceramah, topik yang dibincangkan mahupun gaya persembahan keseluruhan program yang

dilaksanakan. Penilaian tahap pertama ini penting kerana reaksi peserta terhadap program akan menentukan keberkesanan tahap seterusnya iaitu proses pembelajaran dan pengaplikasian pembelajaran dalam kalangan peserta program. Peserta akan mudah menerima pembelajaran yang diterapkan sepanjang program sekiranya mereka menunjukkan reaksi positif terhadap program

Tahap dua: Penilaian Pembelajaran

Tahap kedua dalam model penilaian ini adalah penilaian terhadap pembelajaran yang berlaku sepanjang program. Perubahan dalam peningkatan tahap pengetahuan, kemahiran dan perubahan sikap peserta setelah menghadiri program akan dapat mengukur keberkesanan pembelajaran peserta program yang dijalankan. Penilaian tahap kedua ini lebih memfokus kepada keberkesanan program dalam mencapai objektif yang telah disasarkan khususnya terhadap pembelajaran peserta. Pembelajaran boleh ditafsirkan sebagai tahap di mana peserta mengalami perubahan tingkah laku, peningkatan pengetahuan dan peningkatan kemahiran sebagai hasil daripada menyertai program latihan (Kirkpatrick, 1994). Proses dan pengalaman peserta yang menghadiri program latihan dalam mendapatkan pengetahuan atau kemahiran baru adalah apa yang dimaksudkan dengan pembelajaran. Dalam konteks kajian ini, segala apa yang diajar dan didedahkan kepada peserta bengkel sepanjang bengkel dijalankan adalah merupakan latihan dalam usaha meningkatkan pengetahuan dan kemahiran peserta. Ujian pra dan ujian pos akan digunakan untuk menilai peningkatan hasil pengetahuan dan kemahiran para peserta bengkel.

Tahap tiga: Penilaian Tingkahlaku

Seterusnya tahap ketiga penilaian program adalah terhadap tingkahlaku peserta selepas menghadiri program. Tahap ketiga ini dapat mengukur sama ada program tersebut memberi kesan positif terhadap prestasi pencapaian pelajar. Di dalam konteks kajian ini, *on the job behavior* pelajar yang dinilai adalah sikap dan tingkahlaku pelajar selepas mengikuti bengkel iaitu semasa menjawab soalan peperiksaan akhir yang sebenar.

Tahap empat: Penilaian hasil

Tahap keempat iaitu yang terakhir sekali adalah penilaian terhadap hasil akhir program yang mampu menyumbang kepada keberkesanan organisasi antaranya meningkatkan kualiti kerja, produktiviti dan kepuasan kerja peserta. Menurut Kirkpatrick (1994), tahap penilaian keempat iaitu hasil latihan kemungkinan mengalami sedikit kesukaran dalam menilai namun penilaian pada tahap ini merupakan penilaian yang sangat penting. Hal ini kerana tujuan utama penilaian dilakukan adalah untuk melihat hasil program yang dijalankan mampu membantu dalam meningkatkan kejayaan perancangan dan matlamat sesebuah organisasi. Menurut Kirkpatrick & Kirkpatrick (2006) setiap organisasi yang melabur dalam latihan ingin melihat nilai dan hasil pelaburan yang telah dilakukan (Mohamad Said & Zulhamri, 2012). Pemilihan Model Penilaian Kirkpatrick (1959) adalah berdasarkan asas penilaian program yang melibatkan reaksi, pembelajaran, kesan terhadap peserta dan institusi. Keempat-empat fasa ini terdapat dalam model penilaian yang dicadangkan oleh Kirkpatrick. Dalam konteks ini, pengkaji akan memfokuskan kepada keberkesanan bengkel teknik menjawab soalan peperiksaan akhir kepada peserta bengkel.

Metodologi

Rekabentuk kajian yang dijalankan adalah berbeza mengikut tahap penilaian di dalam Model Kirkpatrick. Penyelidik menggunakan kaedah gabungan antara kuantitatif dan kualitatif iaitu pengumpulan data menggunakan tiga teknik serentak; soal selidik, pemerhatian, ujian pra dan pos. Stake dan Jagger (1997) menjelaskan bahawa gabungan

kuantitatif dan kualitatif membolehkan penyelidik memerihalkan dan membuat penyiasatan yang lebih mendalam atau keperluan mendapatkan pelbagai jenis maklumat dalam sampel (Mohd Nor, 2000). Pada tahap pertama iaitu reaksi, penilaian dilakukan selepas sahaja tamat bengkel dilaksanakan. Penilaian tahap kedua iaitu pembelajaran, dinilai pada sebelum dan selepas bengkel dilaksanakan. Penilaian tahap ketiga iaitu tingkahlaku, akan dilakukan selepas bengkel selesai dilaksanakan iaitu semasa peperiksaan akhir dijalankan. Manakala bagi tahap keempat pula, penilaian dilakukan semasa keputusan peperiksaan telah diperolehi.

Sampel

Kajian ini tidak menggunakan sampel, tetapi menggunakan populasi. Kajian yang baik adalah kajian yang menggunakan populasi sebagai sampel kajian atau mengambil sebanyak-banyaknya sampel yang menghampiri jumlah populasinya (Ghazali, 2018). Responden kajian adalah kesemua 50 orang pelajar yang mengikuti bengkel Teknik Menjawab Peperiksaan Akhir Matematik Kejuruteraan 1. Mereka terdiri daripada pelajar Kejuruteraan Semester 1 sesi Jun 2019 yang telah disenarai pendek untuk mengikuti bengkel.

Instrumen

Terdapat empat peringkat penilaian yang terlibat dalam model penilaian Kirkpatrick. Setiap peringkat penilaian ini menggunakan instrumen yang berlainan. Bagi peringkat pertama iaitu reaksi, instrumen yang digunakan dalam penilaian ini adalah borang soal selidik yang menggunakan empat(4) skala likert. Borang ini diedarkan kepada peserta setelah bengkel selesai dilaksanakan bagi melihat respon peserta terhadap program yang dijalankan. Borang soal selidik ini mempunyai tiga (3) bahagian atau konstruk iaitu pengisian program, pelaksanaan program dan juga keseluruhan bengkel.

Peringkat kedua iaitu pembelajaran pula menggunakan instrumen berbentuk ujian pra dan ujian pos. Ujian pra akan dilaksanakan sebelum bengkel bermula, manakalah bagi ujian pos pula akan dilaksanakan selepas bengkel tamat. Ujian pra dan ujian pos ini dilakukan bagi melihat sejauh manakah pertambahan pengetahuan dan kemahiran peserta selepas mengikuti bengkel yang dijalankan.

Instrumen yang digunakan pada peringkat ketiga iaitu tingkahlaku pula adalah pemerhatian tingkahlaku. Pemerhatian dilakukan terhadap peserta bengkel semasa menjawab peperiksaan akhir dari segi keyakinan menjawab soalan dan pengurusan masa menjawab peperiksaan akhir. Keyakinan akan diukur dari segi keupayaan pelajar menjawab soalan dalam tempoh yang diberikan dan juga bilangan soalan yang berjaya dijawab. Satu senarai semak telah disediakan bagi merekod pemerhatian yang dilakukan.

Analisis dokumen dijalankan sebagai satu instrumen bagi menilai peringkat keempat (keputusan). Penilaian peringkat ini dilakukan bagi melihat sejauh mana keberkesanan program kepada peserta setelah mengikuti keseluruhan bengkel sehingga selesai. Dokumen yang akan dianalisis adalah analisis keputusan peperiksaan akhir bagi kursus Matematik Kejuruteraan. Dokumen ini akan diperolehi daripada Unit Peperiksaan setelah keputusan peperiksaan akhir diumumkan.

Dapatan Kajian

Tahap satu: Reaksi

Dalam menilai tahap 1, instrumen soal selidik telah digunakan. Instrumen ini digunakan untuk mendapatkan maklumat tentang reaksi pelajar selepas mengikuti bengkel yang dijalankan. Soal selidik ini telah diedarkan selepas bengkel tamat dilaksanakan.

Jadual 1: Analisis Soal Selidik Reaksi Pelajar

Konstruk	Soalan	SKALA				Jum	Min		Sd	
		1	2	3	4					
Pengisian Program	1	0	6	22	72	50	3.67	3.64	0.59	
		0	(3)	(11)	(36)	(100)				
	2	4.0	6.0	14.0	76.0	50	3.62			0.78
		(2)	(3)	(7)	(38)	(100)				
	3	0	4.0	24.0	72.0	50	3.68			0.55
	0	(2)	(12)	(36)	(100)					
	4	0	6.0	28.0	66.0	50	3.60		0.61	
		0	(3)	(14)	(33)	(100)				
	5	0	4.0	30.0	66.0	50	3.62		0.57	
		0	(2)	(15)	(33)	(100)				
Pelaksanaan Program	6	0	6.0	20.0	72.0	50	3.7	3.56	0.61	
		0	(3)	(10)	(36)	(100)				
	7	4.0	2.0	42.2	53.0	50	3.42			0.73
		(2)	(1)	(21)	(26)	(100)				
	8	0	16.0	26.0	58.0	50	3.42		0.76	
			(8)	(13)	(29)	(100)				
	9	0	4.0	24.0	72.0	50	3.68		0.55	
			(2)	(12)	(36)	(100)				
Keseluruhan	10	0		18.0	82.0	50	3.83	3.79	0.38	
				(9)	(41)	(100)				
	11	0	2.0	22.0	76.0	50	3.74		0.49	
			(1)	(11)	(38)	(100)				

Jadual 1 di atas menunjukkan hasil analisis soal selidik reaksi pelajar terhadap bengkel yang dilaksanakan dan telah dianalisis menggunakan perisian SPSS. Bagi konstruk pengisian prongam, purata min yang diperolehi adalah 3.64. Ini menunjukkan kebanyakan pelajar bersetuju dan berpuashati dengan pengisian program yang dijalankan.

Bagi konstruk pelaksanaan program pula, terdapat empat item yang dinilai. Hasil analisis mendapati peserta sangat bersetuju dengan pelaksanaan program yang dijalankan di mana berdasarkan item enam hingga sembilan, peratusan pelajar yang memilih setuju dan sangat setuju adalah sangat tinggi iaitu dalam lingkungan 92 hingga 96 peratus bagi setiap item. Purata min yang diperolehi bagi konstruk pelaksanaan program adalah 3.56. Ini menunjukkan pilihan peserta program adalah dalam lingkungan setuju dan sangat setuju.

Bagi konstruk keseluruhan, terdapat dua item yang dinilai. Hasil analisis mendapati hanya satu daripada dua item di mana terdapat peserta memilih kurang setuju dan ini membawa peratus sebanyak dua manakala selebihnya memilih setuju dan sangat setuju bagi setiap item dan purata min bagi keseluruhan konstruk ini adalah 3.79. Ini menunjukkan hampir kesemua pelajar bersetuju dengan bengkel yang dilaksanakan. Ini bermakna, secara keseluruhannya dengan mengambil purata min antara 3.56 dan 3.79 sebagai *cut off* indikator tertinggi, maka dapatlah dinyatakan di sini bahawa majoriti peserta bengkel telah menyatakan mereka sangat berpuas hati dengan pelaksanaan bengkel yang dijalankan.

Tahap dua: Learning

Jadual 2: Ujian Sampel t Berpasangan

UJIAN SAMPEL BERPASANGAN DAN PENGIRAAN SAIZ KESAN							
		Skor Min	N	t	Sig	Sain Kesan	Kesan
Pair 1	Ujian Pra	32.42	50	-3.665	.001	0.747	Sederh ana
	Ujian Pos	91.9	50				

Jadual 2 di atas menunjukkan Ujian Sampel t Berpasangan bagi melihat perbezaan yang signifikan ujian pra dan pasca bagi bengkel teknik menjawab soalan peperiksaan akhir. Hasil kajian menunjukkan nilai $t = -3.665$. Nilai signifikan adalah 0.001 dan ini menunjukkan terdapat perbezaan yang signifikan antara markah ujian pra dan ujian pos. Analisis juga menunjukkan keputusan ujian pos menunjukkan nilai skor min yang lebih tinggi iaitu 91.9 berbanding dengan ujian pra dengan skor min 32.42.

Pengiraan saiz kesan telah dilakukan dan nilai saiz kesan yang diperolehi adalah 0.747. Berpandukan jadual interpretasi saiz kesan, sekiranya nilai saiz kesan yang diperolehi adalah berada dalam julat 0 hingga 0.2 menunjukkan tiada kesan yang berlaku, 0.3 hingga 0.4 adalah adalah saiz kesan kecil, 0.5 hingga 0.7 adalah kesan sederhana dan 0.8 ke atas adalah kesan besar. Analisis saiz kesan bagi ujian pra dan ujian pos bengkel ini menunjukkan nilai saiz kesan adalah 0.747. Oleh itu, saiz kesan bagi bengkel ini adalah sederhana.

Tahap tiga: Tingkah laku

Bagi mengkaji tahap 3 iaitu tingkahlaku, satu senarai semak pemerhatian telah dilaksanakan oleh pengkaji dan direkod seperti berikut:

Jadual 3: Rekod Pemerhatian

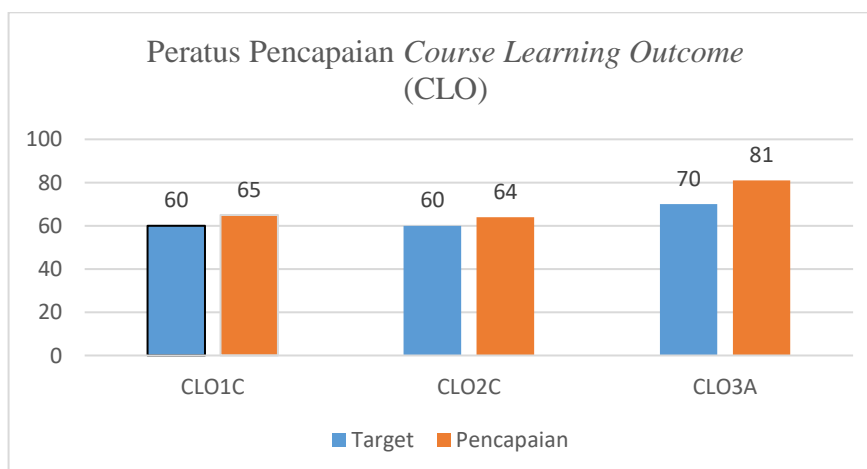
Aspek Pemerhatian	YA	TIDAK
1. Adakah pelajar menjawab peperiksaan dengan yakin?	/	
2. Adakah masa yang diperuntukkan mencukupi?	/	

Jadual 3 menunjukkan rekod pemerhatian yang dilakukan bagi tujuan mendapatkan data tentang perubahan tingkahlaku pelajar semasa menjawab peperiksaan akhir selepas menghadiri bengkel teknik menjawab soalan yang dijalankan. Hasil pemerhatian yang dijalankan pelajar kelihatan yakin semasa menjawab soalan peperiksaan akhir. Selain itu, pelajar juga berjaya menyelesaikan soalan peperiksaan akhir mengikut masa yang ditetapkan.

Tahap empat: Keputusan

Berdasarkan analisis keputusan peperiksaan akhir yang dikeluarkan oleh Unit Peperiksaan Politeknik Kota Kinabalu, secara keseluruhannya pencapaian *Course Learning Outcome (CLO)* bagi kursus Matematik Kejuruteraan 1 adalah memuaskan dan melebihi target yang disasarkan. Ini ditunjukkan melalui rajah berikut.

Rajah 2: Carta Peratus Pencapaian CLO



Rajah menunjukkan peratus pencapaian CLO bagi kursus Matematik Kejuruteraan 1. Terdapat tiga CLO yang disenaraikan sebagai hasil pembelajaran bagi kursus ini. Bengkel teknik menjawab soalan peperiksaan akhir ini memfokuskan pencapaian CLO 1C

dan CLO 2C. Berdasarkan rajah di atas, peratus pencapaian CLO 1C dan CLO 2C adalah tercapai dan melebihi sasaran yang ditetapkan. Bagi CLO 1C, peratus target yang disasarkan adalah sebanyak 60 peratus dan pencapaian sebenar adalah sebanyak 65 peratus. Bagi CLO 2C pula, pencapaian sebenar adalah sebanyak 64 peratus berbanding target awal iaitu 60 peratus.

Perbincangan

Hasil dapatan keseluruhan daripada bengkel yang telah dijalankan adalah sangat positif dari segi kepuasan hati pelajar yang menyertai bengkel, keyakinan pelajar semasa menjawab soalan peperiksaan akhir dan pencapaian keseluruhan bagi kursus Matematik Kejuruteraan 1. Di samping itu juga, berdasarkan analisis pencapaian pelajar terhadap kursus Matematik Kejuruteraan, dilihat bahawa hampir kesemua pelajar termasuk pelajar yang lemah berjaya memperolehi gred yang baik dalam peperiksaan akhir. Ini sekaligus membuktikan pelaksanaan bengkel telah banyak membantu dalam memperbaiki pencapaian keseluruhan Matematik Kejuruteraan. Oleh yang demikian, bengkel seperti ini seharusnya dilaksanakan berterusan setiap semester.

Namun yang demikian, terdapat juga sedikit cadangan untuk penambahbaikan terhadap pelaksanaan bengkel seperti bengkel dilaksanakan dalam masa dua hari agar pelajar mempunyai masa yang lebih banyak untuk membuat ulangkaji bagi setiap topik disamping memberi kesan yang tinggi terhadap pembelajaran peserta bengkel.

Kesimpulan

Secara kesimpulannya, setiap pelaksanaan program mahupun latihan oleh sesebuah organisasi, penilaian merupakan aktiviti dan langkah yang paling penting dilaksanakan. Penilaian program akan dapat memberi maklumat tentang kejayaan program yang dijalankan. Selain itu, penilaian program seterusnya akan dapat membantu organisasi dalam mengenalpasti kekuatan dan kelemahan tentang sesuatu program yang dilaksanakan. Kelemahan yang dikenalpasti akan diperbaiki pada masa akan datang, manakala bagi kekuatan pula, akan sentiasa ditambahbaik bagi memastikan kemantapan sesuatu program yang dijalankan.

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Penggunaan Aplikasi Zoom Sebagai Medium Pengajaran Dan Pembelajaran Bagi Pelajar Kolej Komuniti Penampang

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Kolej Komuniti Penampang

Abstrak

Tujuan kajian ini adalah untuk mengkaji impak penggunaan aplikasi Zoom sebagai medium dalam pengajaran dan pembelajaran (Pembelajaran) bagi pelajar Kolej Komuniti Penampang. Penggunaan aplikasi Zoom menjadi pilihan pelajar bagi menjalankan Pembelajaran secara atas talian sebagai norma baharu dalam menghadapi Pandemic Covid-19 yang melanda seluruh dunia pada tahun 2020 ini. Objektif kajian ini adalah untuk mengenalpasti sejauh mana penggunaan aplikasi Zoom sebagai medium yang mesra pengguna dan persepsi pelajar terhadap penggunaan aplikasi Zoom dalam memahami pembelajaran secara atas talian. Kajian ini berbentuk kuantitatif bagi mengumpul data dengan menggunakan kaedah soal selidik kepada pelajar. Hasil kajian mendapati pelajar adalah sangat positif dalam penggunaan aplikasi Zoom ini dan mereka menyokong penggunaan aplikasi Zoom ini bagi penyampaian pengajaran dan pembelajaran pensyarah.

Kata kunci: aplikasi zoom, pembelajaran dan pengajaran, pembelajaran atas talian

Pengenalan

Sumber pembelajaran yang berkesan adalah bergantung kepada tahap pemahaman pelajar terhadap ilmu yang disampaikan oleh pensyarah. Komunikasi yang berkesan pula adalah apabila pembelajaran itu dapat dijalankan secara dua hala. Pelbagai jenis aplikasi telah diperkenalkan pada masa kini seiring dengan kemajuan teknologi dan pada tahun 2020, wabak Corona Virus yang melanda seluruh dunia telah membuka mata semua betapa pentingnya untuk menggunakan aplikasi pembelajaran secara atas talian ini. Penggunaan pelbagai aplikasi sebagai medium untuk meneruskan Pembelajaran ini banyak membantu pelajar untuk memahami kursus yang disampaikan seperti berada di dalam kelas. Di Kolej Komuniti Penampang, kaedah penyampaian Pembelajaran secara atas talian adalah bergantung kepada persetujuan di antara pensyarah dan pelajar seperti menggunakan aplikasi Microsoft Teams, Zoom, Google Meet, Google Classroom dan lain – lain lagi. Melalui kajian ini, pengkaji mengkaji penggunaan aplikasi Zoom sebagai medium pembelajaran dan persepsi pelajar terhadap aplikasi ini. Bernama melaporkan, menurut Dr Mohd Hafiz Bin Abu Hassan ialah Pensyarah Fakulti Sains & Teknologi (FST), Universiti Sains Islam Malaysia (USIM) Pembelajaran juga sesuai dilaksanakan secara hibrid yang mana gabungan antara pembelajaran dalam talian dan jarak jauh boleh diintegrasikan mengikut kesesuaian. Ini bertujuan memberi fleksibiliti kepada IPT untuk melaksanakan kaedah pembelajaran yang terbaik dengan mengambil kira masalah dan kekangan yang dihadapi pihak yang terlibat. Justeru, kajian ini adalah bertujuan untuk (a) mengenalpasti sejauh mana aplikasi Zoom bertindak sebagai medium yang mesra pengguna kepada pelajar dan (b) mengenalpasti tahap penerimaan pelajar terhadap penggunaan aplikasi Zoom sebagai medium pembelajaran. Aplikasi Zoom adalah perkhidmatan sembang dalam talian serta video telefon yang boleh menjadi alternative untuk menjalankan kelas secara atas talian dengan kumpulan individu yang ramai sehingga 100 orang peserta dalam sesuat tempoh masa selama 40 minit dalam pakej yang sempurna.

Objektif kajian

Kajian ini diharapkan dapat menghuraikan keperluan untuk menjalankan proses pengajaran dan pembelajaran secara atas talian menggunakan aplikasi Zoom. Perkara-perkara berikut menjadi persoalan kajian:

- a) Mengenalpasti tahap mesra pengguna aplikasi Zoom dikalangan pelajar
- b) Mengenalpasti tahap penerimaan atau persepsi pelajar terhadap aplikasi Zoom

Soroton literatur

Kajian ini membincangkan penggunaan aplikasi Zoom bagi pelajar Kolej Komuniti Penampang dalam menghadapi wabak Covid-19 yang menyukarkan untuk menjalankan kelas secara berdepan. Melalui kajian ini, didapati pelajar-pelajar Kolej Komuniti Penampang dapat mengadaptasi norma baharu pembelajaran melalui aplikasi Zoom ini.

Menurut Rubiah Omar dan Jamilah Hj Ahmad (2009) pembelajaran atas talian e-pembelajaran pada peringkat pendidikan tinggi menjadi kaedah pembelajaran pada masa hadapan. Ia berupaya mempercepatkan pengajaran dan proses pembelajaran dengan lebih efektif. Penerimaan e-pembelajaran bukan sahaja untuk menukarkan modul tradisional, kos program dan bilik darjah dalam versi atas talian, bahkan penggunaan teknologi e-pembelajaran boleh menyumbang kepada persekitaran pengajaran dan pembelajaran yang fleksibel. Kajian yang dijalankan oleh Lucas Kohnke dan Benjamin Luke Moorhouse (2020) menyatakan pandemik Covid-19 memerlukan para pendidik untuk bergerak daripada pembelajaran secara bersemuka kepada pembelajaran atas talian. Menurut Lucas, salah satu daripada *online synchronous meeting tools (SMTs)* aplikasi Zoom merupakan aplikasi yang sangat popular dan mudah digunakan dimana ia merangkumi pelbagai ciri seperti alat anotasi, perkongsian skrin dan video yang akan menjadikan pembelajaran lebih menarik.

Vellen, Christopher Emmanuel Raj and Tasir, Zaidatun (2012) membuat kesimpulan pelajar lebih menggemari pembelajaran secara atas talian sebagai medium di mana ia memberi pengalaman pembelajaran yang bermakna kepada pelajar. Jaka Kusuma dan Hamdiah (2020) mendapati bahawa pembelajaran secara terus iaitu Zoom lebih baik jika dibandingkan dengan pembelajaran melalui WhatsApp semasa pandemik COVID-19. Walau bagaimanapun, Jaka Kusuma et al, (2020) mencadangkan supaya proses pembelajaran perlulah menggabungkan kedua-dua kaedah ini iaitu dengan menggunakan Zoom dan juga WhatsApp agar proses PdP lebih lengkap dan berkesan. Menurut Kerstin Hamann, Philip H. Pollock & Bruce M. Wilson (2012), perbincangan dalam talian menyediakan forum terbaik untuk mengungkapkan pemikiran. Ini membuktikan bahawa penggunaan aplikasi Zoom yang membuka ruang untuk pelajar menyuarakan persoalan tentang mata pelajaran yang dibincangkan akan menjadikan pelajar lebih kreatif dalam pembelajaran. Menurut Martina, Hendro dan Indra (2020), WhatsApp merupakan aplikasi yang lebih sesuai digunakan semasa pengajaran jika dibandingkan dengan aplikasi Zoom, Google Meet dan Facebook. Martina et al, (2020) turut menyatakan bahawa WhatsApp merupakan suatu aplikasi komunikasi yang lebih ringkas dan mudah digunakan untuk semua peringkat umur dan latar belakang. Namun begitu, kajian ini adalah terhad kepada pembelajaran Bahasa Inggeris.

Zoom adalah aplikasi buatan Eric Yuan, yang mula digunakan pada Januari 2013 (Berti, 2020). Zoom meeting sendiri merupakan sebuah media pembelajaran menggunakan video. Pada aplikasi zoom meeting ini kita boleh berkomunikasi secara terus dengan sesiapa sahaja melalui video, sehingga sesuai digunakan sebagai media pembelajaran (Haqien & Rahman, 2020). Zoom meeting adalah sebuah aplikasi yang dapat menyelesaikan halangan komunikasi pada bila-bila masa dengan banyak orang tanpa perlu bersemuka secara langsung (Mahayoni, 2020). Aplikasi zoom meeting ini dipilih kerana lebih mudah digunakan untuk menyampaikan pembelajaran kepada pelajar. Pembelajaran melalui zoom membolehkan pelajar tidak hadir secara fizikal ke sekolah. Keberhasilan pelajar belajar dari rumah ditentukan oleh bimbingan dan tunjuk ajar

daripada ibu bapa. Kerjasama antara guru dan ibu bapa dalam pembelajaran secara atas talian adalah sangat penting pada pendidikan pelajar. Penggunaan zoom meeting ini selain untuk mengoptimumkan pembelajaran pelajar, zoom juga dapat memberikan pengetahuan dan meningkatkan pemahaman guru terhadap aplikasi zoom meeting dalam pembelajaran atas talian.

Metodologi

Metodologi kajian sangat penting bagi mencapai objektif kajian. Dalam kajian ini, empat bahagian yang telah difokuskan iaitu reka bentuk kajian, sampel kajian, kaedah pengumpulan data dan kaedah penganalisaan data.

Rekabentuk kajian ini adalah menggunakan soal selidik di manapopulasi kajian terdiri daripada 80 orang pelajar Kolej Komuniti Penampang. Soal selidik ini tertumpu kepada persoalan kajian bagi mengenalpasti tahap mesra pengguna aplikasi Zoom dalam pembelajaran. Berikut merupakan Jadual Skala Likert dalam kajian ini.

Jadual 1: Skala Likert

Skala	Tahap
1	Sangat tidak setuju (STS)
2	Tidak setuju (TS)
3	Kurang setuju (KS)
4	Setuju (S)
5	Sangat Setuju (SS)

Jadual 2: Komponen Soal Selidik

Bahagian	Elemen	Item
A	Demografi	3
B	Aplikasi Zoom sebagai medium pembelajaran	5
C	Aplikasi Zoom mesra pengguna	8

Analisa dan Keputusan

Analisa data dijalankan dengan tujuan untuk mentafsirkan data kuantitatif yang telah diperolehi oleh pengkaji. Pengkaji juga menganalisa data yang telah diperolehi. Kesemua data yang telah diperolehi daripada responded akan dikumpulkan dan dianalisis melalui perisian SPSS (Statistical Package for the Social Sciences).

A. Demografi

Kajian ini melibatkan 80 responden yang terdiri daripada pelajar Sijil Pengoperasian Perniagaan dan Sijil Teknologi Senibina Kolej Komuniti Penampang Sesi Disember 2019. Melalui soal selidik yang telah dijalankan, seramai 55 orang pelajar yang menggunakan aplikasi Zoom di telefon pintar dengan peratusan 68.75% dan 25 orang

menggunakan komputer riba bagi mengakses aplikasi Zoom dengan peratusan 31.25%. Peratusan penggunaan daripada pelajar lelaki adalah 37.5% iaitu seramai 30 orang manakala pelajar perempuan adalah 62.5% iaitu seramai 50 orang. Untuk responden mengikut kategori capaian internet, 37.5% menggunakan prabayar melibatkan 30 orang pelajar, 31.25% menggunakan pascabayar iaitu seramai 25 orang dan yang menggunakan khidmat wifi adalah 31.25% juga seramai 25 orang.

B. Aplikasi Zoom sebagai medium pembelajaran

Jadual 3: Analisis Aplikasi Zoom sebagai medium pembelajaran

No	Pernyataan	Bilangan Pelajar					Min	Sisihan Piawai
		STS	TS	KS	S	SS		
1	Aplikasi Zoom menjadi pilihan medium pembelajaran saya		1	7	34	38	4.36	.698
2	Pensyarah menerangkan lebih jelas menggunakan aplikasi Zoom berbanding aplikasi lain	1	2	8	43	26	4.14	.791
3	Paparan nota pensyarah lebih mudah menggunakan aplikasi Zoom		2	8	50	20	4.10	.668
4	Perbincangan dalam aplikasi Zoom melalui ruangan perbualan amat membantu dalam bertanya soalan		2	8	50	20	4.10	.668
5	Rakaman pembelajaran amat mudah dilakukan melalui aplikasi Zoom		2	8	46	24	4.15	.695

Berdasarkan Jadual 3 di atas, dapat dirumuskan bahawa dapatan skor min yang palig tinggi adalah pada item 1 iaitu 4.36 dan ini meunjukkan bahawa aplikasi Zoom ini menjadi pilihan pelajar untuk menjalankan pembelajaran secara atas talian. Nilai skor min terendah adalah pada item ketiga dan keempat iaitu 4.10 mungkin juga disebabkan penerangan secara video oleh pensyarah amat jelas dan pelajar tidak perlu untuk menulis di ruangan perbualan untuk bertanyakan soalan kepada pensyarah. Secara keseluruhannya, hasil kajian menunjukkan reaksi yang positif terhadap penggunaan aplikasi Zoom sebagai medium pembelajaran.

C. Aplikasi Zoom mesra pengguna

Jadual 4: Analisis Aplikasi Zoom mesra pengguna

No	Pernyataan	Bilangan Pelajar					Min	Sisihan Piawai
		STS	TS	KS	S	SS		
1	Aplikasi Zoom mudah di muat turun		1	3	33	43	4.48	.636
2	Aplikasi Zoom menggunakan ruang yang besar dalam memori telefon	31	13	10	16	10	2.51	1.484
3	Papan putih aplikasi Zoom mudah digunakan			14	42	24	4.13	.682
4	Kemudahan audio untuk berkongsi mendengar lagu dalam aplikasi Zoom memberi semangat untuk belajar		2	9	43	26	4.16	.719
5	Aplikasi Zoom tidak memerlukan data internet saya berlebihan berbanding aplikasi lain	4	4	16	38	18	3.78	1.018
6	Aplikasi Zoom mudah untuk disertai (hanya melalui pautan yang diberikan)	1		4	45	30	4.29	.679
7	Aplikasi ini menarik minat saya untuk belajar	1		5	49	24	4.20	.668
8	Secara keseluruhannya, saya berpuas hati menggunakan aplikasi ini	1	1	4	42	32	4.29	.732

Jadual 4 menunjukkan analisis aplikasi Zoom adalah mesra pengguna di kalangan pelajar. Daripada hasil kajian, didapati item pertama dengan min yang tinggi iaitu 4.48 menunjukkan aplikasi ini sangat mudah untuk dimuat turun samada di dalam telefon atau komputer. Item yang kedua dengan min serendah 2.51 menunjukkan kebanyakan pelajar ini merasakan bahawa aplikasi Zoom tidak akan memerlukan ruangan yang besar meskipun mereka memuat turun di dalam telefon pintar mereka. Berdasarkan data di atas, jelas menunjukkan bahawa aplikasi ini adalah mesra pengguna dan mudah difahami setiap fungsi yang ada didalam aplikasi ini. Ini memperkuat lagi dengan kajian daripada Liyan Song, Ernise S. Singleton, Janette R. Hill, Myung Hwa Koh, (2004) yang menyatakan bahawa kebanyakan pelajar setuju bahawa reka bentuk kursus, motivasi pelajar, pengurusan waktu, dan keselesaan dengan teknologi dalam talian mempengaruhi kejayaan pembelajaran dalam talian.

Kesimpulan

Kesimpulannya, dapatan keseluruhan kajian yang diperolehi menunjukkan bahawa penggunaan aplikasi Zoom amat mesra pengguna di kalangan pelajar dan mereka dapat menerima secara baik penggunaan aplikasi Zoom sebagai medium untuk membantu mereka memahami sesi pembelajaran. Kajian ini boleh dilanjutkan dengan mengenalpasti

persepsi para pesyarah dalam penggunaan aplikasi Zoom sebagai medium pengajaran. Kesemua pelajar mahupun pensyarah haruslah sama-sama memperkasa pembelajaran secara atas talian agar kualiti pendidikan negara bertambah baik.

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**Penggunaan Kaedah Sistem Ganjaran untuk Meningkatkan
Keberkesanan Proses Pengajaran dan Pembelajaran Kursus Pengajian
Malaysia MPU1152 di Kolej Komuniti Penampang**

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Abstrak

Tujuan kajian ini dijalankan bagi menilai keberkesanan bagaimana kaedah sistem ganjaran menggunakan jigsaw puzzle dapat membantu meningkatkan keberkesanan kawalan kelas bagi mewujudkan suasana pembelajaran yang kondusif. Selain daripada itu juga ianya secara langsung dapat membantu meningkatkan minat ke atas pembelajaran dan pengajaran kursus Pengajian Malaysia yang dianggap satu subjek yang membosankan. Seramai 30 orang pelajar telah diambil sebagai responden. Bagi tujuan perbandingan, responden diberi borang soal selidik pada awal semester bermula dan dirujuk sebagai Soal Selidik Pra kajian kemudian di akhir semester responden akan mengisi borang soal selidik sekali lagi yang dirujuk sebagai soal selidik pasca kajian. Hasil kajian menunjukkan Kaedah Ganjaran menggunakan jigsaw puzzle yang dilaksanakan adalah berkesan dan berupaya untuk membantu saya mengawal kelas serta dapat meningkatkan minat pelajar dalam pengajaran dan pembelajaran.

Kata kunci: *sistem ganjaran, pengajaran dan pembelajaran*

Pengenalan

Keberkesanan dalam proses pengajaran dan pembelajaran merupakan salah satu elemen penting dalam merealisasikan matlamat dan objektif sesuatu sesi kuliah atau penyampaian di kelas. Namun, keadaan ini bukanlah sesuatu yang mudah untuk dicapai. Kawalan kelas merupakan salah satu aspek penting yang perlu diberi perhatian oleh seseorang pensyarah atau pengajar sebaik sahaja melangkah masuk ke dalam kelas. Menurut Omardin Ashaari (1996) berpendapat bahawa kaedah yang paling berkesan dalam mengawal kelas dan lazimnya digunakan oleh pensyarah atau pengajar ialah menggunakan kekuatan dan ketegasan yang ada pada diri mereka sendiri. Namun begitu, pendapat ini sukar untuk dilaksanakan ke atas pelajar-pelajar di peringkat sijil di Kolej Komuniti Penampang terutama bagi kursus Pengajian Malaysia. Menurut Charles (2008), pada tahun 1960an, banyak guru-guru sekolah rendah mengaplikasikan Teori Operasi Operan dalam kawalan kelas mereka, memberi ganjaran kepada murid-murid yang menunjukkan tingkah laku baik dan tidak menghiraukan mereka yang menunjukkan tingkah laku yang tidak diinginkan

Kegagalan mengurus bilik darjah juga akan menyebabkan keberkesanan proses pengajaran dan pembelajaran terjejas. Murid-murid yang tidak menumpukan perhatian akan bercakap-cakap sesama sendiri dan mengganggu rakan. Ini akan menyebabkan proses pengajaran dan pembelajaran menjadi bising dan pengkaji terpaksa menghentikan aktiviti pengajaran untuk menegur murid-murid yang bertingkah laku disruptif. Akibatnya, kualiti pengajaran menurun dan proses pengajaran dan pembelajaran tidak lancar.

Pengajian Malaysia merupakan kursus yang wajib diambil oleh pelajar-pelajar Kolej Komuniti untuk melayakkan mereka dianugerahkan Sijil Kolej Komuniti. Masalah yang ketara sekali dalam proses pengajaran dan pembelajaran Pengajian Malaysia ialah pelajar sukar untuk mengingat fakta-fakta sejarah yang terkandung dalam silibus kursus

Pengajian Malaysia dalam jangka masa panjang. Di samping itu juga, disebabkan pelajar-pelajar ini merupakan pelajar lepasan SPM bagi mereka pengalaman belajar matapelajaran sejarah amat membosankan. Oleh itu, ianya menjadi salah satu punca yang mengikis minat pelajar terhadap kursus Pengajian Malaysia. Selain daripada itu, masalah kawalan kelas juga wujud disebabkan oleh kurangnya kesedaran pelajar tentang pentingnya menjaga kelakuan dan kesan tingkah laku mereka terhadap proses pengajaran dan pembelajaran.

Menurut Eileen (2000) dalam kajiannya tentang kawalan kelas, selalunya sistem kawalan kelas yang lemah menjadi punca utama kebanyakan proses pengajaran dan pembelajaran tidak dapat dijalankan dengan baik. Keadaan ini timbul disebabkan oleh beberapa perkara seperti, kurangnya minat pelajar dalam proses pengajaran dan pembelajaran serta kaedah tradisional dalam proses pengajaran dan pembelajaran masih digunakan. Tambahan pula, kurangnya rasa hormat kepada pensyarah serta hilang rasa tanggungjawab sebagai seorang pelajar juga menyebabkan mereka sering tidak mengendahkan tugas dan arahan yang diberikan oleh pensyarah.

Menurut Stone (2007), kalau tingkahlaku boleh dipelajari maka sudah tentu ia boleh diubah atau diubahsuai. Kawalan kelas yang baik dan menyeluruh semestinya melibatkan pengurusan fizikal, peralatan dan sumber, pengurusan pelajar, pengurusan masa dan pengurusan pengajaran dan pembelajaran serta penilaian. Menurut Brophy dan Evertson (1976, seperti yang dinyatakan dalam Sephia Sc, 2011), kemahiran kawalan kelas amat penting dalam menentukan kejayaan dan keberkesanan proses pengajaran dan pembelajaran. Oleh itu, kajian tindakan tentang kawalan kelas menggunakan kaedah sistem ganjaran dijalankan ke atas pelajar-pelajar yang mengambil kursus Pengajian Malaysia bagi sesi Disember 2019.

Kaedah sistem ganjaran digunakan untuk mengatasi masalah kawalan kelas dan seterusnya dapat meningkatkan pencapaian pelajar dalam kursus Pengajian Malaysia. Menurut Kamus Dewan ganjaran bermaksud sebagai hadiah (untuk perbuatan baik dan lain-lain). Abd. Razak Ibrahim dan Aini Sulaiman (2000, seperti dinyatakan dalam Azman bin Adnan, 2005) pula menyifatkan ganjaran bertujuan untuk meningkatkan semangat dan produktiviti. Ini disebabkan lumrah manusia sentiasa memerlukan pujian dan sanjungan setiap kali selesai melaksanakan sesuatu pekerjaan dengan jayanya.

Penggunaan teknik ganjaran (token) merupakan sistem peneguhan yang simbolik. Teknik ganjaran (token) dipanggil sistem ekonomi kerana ia berdasarkan sistem kewangan, yang mana wang merupakan bentuk token yang paling asas. Dalam dunia pekerjaan, apabila seseorang selesai melaksanakan tugas, mereka akan menerima wang gaji sebagai balasan. Seterusnya wang itu akan digunakan untuk membeli rumah, makanan dan sebagainya iaitu sama prinsip yang digunakan dalam kaedah pemberian ganjaran (token). Pelajar akan menerima ganjaran (token) apabila berjaya menunjukkan tingkah laku yang telah ditetapkan, di mana mereka boleh menukar token itu dengan objek atau aktiviti yang telah dikenal pasti boleh dijadikan sebagai peneguhan.

Token boleh terdiri daripada markah yang dicatatkan pada papan markah. Token juga boleh dibuat dalam bentuk pelekat, bintang, guli, kertas berwarna, happy faces, reben, kain perca atau apa-apa sahaja objek yang kecil dan menarik. Jigsaw Puzzle atau susun suai gambar adalah sejenis permainan ala teka teki yang memerlukan pemasangan atau penyusunan banyak kepingan-kepingan memanca. Setiap kepingan lazimnya memiliki sebahagian kecil gambar padanya dan apabila susun suai itu siap, ianya akan menunjukkan keseluruhan gambar. Menurut Blaney, Stephon, Rosenfield, Aronson dan Siles (1977), permainan susun suai gambar di kalangan pelajar dalam kelas mampu meningkatkan keyakinan diri sehingga mewujudkan daya saing yang sihat di antara pelajar. Selain itu, jurang di antara pelajar yang cerdik dengan kurang cerdik dapat dikurangkan dari segi tahap penglibatan dalam aktiviti kelas.

Objektif Kajian

Secara umumnya kajian ini dijalankan adalah bertujuan untuk:

- i. Meningkatkan keberkesanan kawalan kelas bagi mewujudkan suasana pengajaran dan pembelajaran yang kondusif.
- ii. Meningkatkan tahap kecenderungan pelajar untuk meminati dan menyukai subjek Pengajian Malaysia yang dianggap sebagai satu subjek yang membosankan.

Persoalan Kajian

Antara yang menjadi persoalan kajian adalah:

- c) Adakah kaedah ganjaran (token) menggunakan *jigsaw puzzle* dapat meningkatkan keberkesanan kawalan kelas bagi mewujudkan suasana pengajaran dan pembelajaran yang kondusif?
- d) Adakah kaedah ganjaran (token) menggunakan *jigsaw puzzle* dapat meningkatkan tahap kecenderungan pelajar untuk meminati dan menyukai subjek Pengajian Malaysia yang dianggap sebagai satu subjek yang membosankan?

Metodologi

Rekabentuk Kajian

Rekabentuk kajian adalah kuantitatif. Borang soal selidik digunakan untuk mendapatkan maklumbalas pelajar mengenai pelaksanaan kaedah ganjaran yang dijalankan di dalam kelas.

Populasi kajian

Populasi kajian ialah pelajar-pelajar sesi Disember 2019 yang terdiri daripada Sijil Teknologi Senibina semester 2 dan Sijil Pengoperasian Perniagaan semester 3. Jumlah populasi adalah seramai 30 orang. Bagi tujuan perbandingan, responden diberi borang soal selidik pada awal sesi semester bermula dan dirujuk sebagai Soal Selidik Pra Projek. Di akhir sesi semester, responden akan mengisi borang soal selidik sekali lagi yang dirujuk sebagai Soal Selidik Pasca Projek. Jadual 1 menunjukkan pelan tindakan pelaksanaan kajian soal selidik bagi responden yang disasarkan.

Jadual 1: Pelan Tindakan Pelaksanaan Kajian Soal Selidik

Responden	Bilangan Responden
Pelajar Sijil Teknologi Senibina Semester 2	20
Pelajar Sijil Pengoperasian Perniagaan Semester 3	10

Instrumen kajian

Instrumen kajian adalah dalam bentuk soal selidik. Soal selidik adalah berbentuk kajian kuantitatif. Soal selidik merupakan satu bentuk instrumen atau alat formal yang digunakan untuk mendapatkan maklumat secara langsung daripada responden. Melalui cerapan data dapatan daripada borang soal selidik, tahap keberkesanan proses Pdp dapat diukur. Skala Likert digunakan kerana soalan jenis ini lebih sesuai untuk responden bagi memahami kehendak soalan seterusnya dapat membantu memilih jawapan yang jelas. Jadual 2 menunjukkan skala likert yang digunakan di dalam kajian ini.

Jadual 2: Skala Likert

Pemberat	Skor
Sangat Tidak Setuju	1
Tidak Setuju	2
Kurang Setuju	3
Setuju	4
Sangat Setuju	5

Penganalisaan data

Analisa data menggunakan perisian Microsoft Office Excel 2013. Pemberat skor min yang diperolehi dirujuk menggunakan Jadual 3 dan dikodkan hasilnya sama ada rendah, sederhana atau tinggi.

Jadual 3: Interpretasi Skor Min

1.00 hingga 2.33	Rendah
2.34 hingga 3.67	Sederhana
3.68 hingga 5.00	Tinggi

Dapatan Kajian

Daripada dapatan dan analisa data borang soal selidik, satu hasil keputusan diperolehi seperti dalam Jadual 4 berikut:

Jadual 4: *Item-item berkaitan dengan keberkesanan aplikasi kaedah ganjaran berbentuk Token menggunakan “jigsaw puzzle” sebagai mekanisme kawalan kelas dan motivasi pelajar dari perspektif responden (pelajar sasaran bagi kajian)*

Bil	Item Berkaitan Dengan Pengajaran dan Pembelajaran Pengajian Malaysia	Min (Pra Kajian)	Min (Pasca Kajian)
1.	Subjek Pengajian Malaysia adalah subjek yang mudah untuk difahami dan tidak sukar untuk mengingati fakta dalam sesuatu topik.	1.67	4.50
2.	Kelas bagi subjek Pengajian Malaysia tidak membosankan dan pelajar merasa seronok di dalam kelas.	1.27	4.53
3.	Pelajar menunjukkan disiplin diri yang tinggi dari ketepatan masa, etika berpakaian dan keperibadian yang terpuji.	1.80	4.60

Bil	Item Berkaitan Dengan Pengajaran dan Pembelajaran Pengajian Malaysia	Min (Pra Kajian)	Min (Pasca Kajian)
4.	Pelajar berinteraksi dengan pensyarah secara dua hala dan komunikasi berkesan di kalangan sesama pelajar dalam satu kumpulan.	1.87	4.47
5.	Semua pelajar melibatkan diri dalam sebarang aktiviti kelas sama ada secara berkumpulan atau individu.	2.10	4.53
6.	Tugasan dan kerja khusus yang diberikan dapat disiapkan seperti yang diarahkan dan memenuhi keperluan dan kehendak pensyarah.	2.27	4.60
7.	Suasana kelas lebih kondusif bagi pelajar untuk fokus dan memberi tumpuan kepada sesi Pdp.	1.70	4.53
8.	Pensyarah dapat merancang dan melaksanakan aktiviti-aktiviti dalam sesi Pdp dengan baik.	1.90	4.47
9.	Pencapaian pelajar meningkat dalam penilaian pengetahuan dari segi ujian dan peperiksaan.	1.87	4.60
10.	Kadar masalah disiplin pelajar menurun.	1.70	4.47
Min Keseluruhan		1.81	4.53

Jadual 5: Analisis Min Keseluruhan Keberkesanan kaedah ganjaran berbentuk Token menggunakan “jigsaw puzzle” sebagai mekanisme kawalan kelas dan motivasi pelajar dari perspektif responden (pelajar sasaran bagi kajian)

Min (Pra Kajian)	Tahap Keberkesanan	Min (Pasca Kajian)	Tahap Keberkesanan
1.81	Rendah	4.53	Tinggi

Daripada dapatan kajian dan analisis terhadap Min Keseluruhan seperti dalam Jadual 5, didapati semua item yang dikaji melalui borang soal selidik mencapai tahap keberkesanan yang tinggi selepas kajian dilaksanakan. Perbandingan min keseluruhan sebelum kajian dijalankan dan selepas kajian dilaksanakan menunjukkan perbezaan min melebihi mata 1. Ini menunjukkan kajian yang dilaksanakan mencapai objektif dan memenuhi kriteria-kriteria tujuan kajian ini dijalankan.

Kesimpulan

Melalui kajian yang telah dilaksanakan menunjukkan bahawa kaedah sistem ganjaran dapat membantu dalam mengatasi masalah kawalan kelas dan secara langsung dapat meningkatkan prestasi pelajar dalam proses pengajaran dan pembelajaran. Dapatan daripada hasil kajian mendapati kaedah ini juga sesuai diaplikasikan dalam semua sesi pengajaran dan pembelajaran sama ada teori dan amali. Ini kerana kaedah dan Teknik yang digunakan bersifat universal dan boleh diadaptasi dengan lebih meluas dalam lapangan pedagogi.

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Students' Perspective on Online Learning in Politeknik Kota Kinabalu

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Politeknik Kota Kinabalu

Abstract

Online learning in Politeknik Kota Kinabalu started in June 2020 session, in-line with the announcement from Ministry of Higher Education (MOHE) that all higher learning institutions to conduct their classes online until the end of December. This study aims to explore students' perspective on online learning and CIDOS as an online learning tool. This study involves 30 participants from semester 5 students of Politeknik Kota Kinabalu taking DUE50032 Communicative English course. Data was collected via online questionnaire and online interview. The findings of this study show that students have a positive attitude towards online learning and using CIDOS as an online learning tool.

Keywords: *online learning, cidos, learning management system*

Introduction

The Department of Polytechnic Education (DPE) is now moving towards using Information, Communication and Technology (ICT) through the Outcome Based Education (OBE) system that has been implemented since 2010. The OBE system encourages lecturers at Polytechnic to apply active learning in their teaching and learning such as case studies, problem based learning, and collaborative learning that provides multidisciplinary curriculum to fulfill the market demand (Masek & Yamin, 2010a, b; Wahab et al., 2010). OBE emphasizes on the learning outcome which focuses on what we want the students to learn, why we want them to learn it, how to assist students to learn it better and how do we evaluate on what they have learnt. The learning systems in Polytechnics previously was using the traditional education system (Wahab, Zakaria, & Jasmi, 2010). This is because of the initial purpose of the establishment of Polytechnic, which was to produce a semi-skilled workforce to meet the needs of the industry at the time (Kementerian Pengajian Tinggi, 2009). Masek and Yamin (2010a) stated that Polytechnic students are taught based on a teacher centered learning, entirely through lecturing method, tutorial sessions, and laboratory work with the 'chalk and talk' approach in a traditional classroom. Polytechnic lecturers have been producing modules for the subjects offered to students in order to change the way of teaching and learning, from lecturer centered to student centered learning (Masek & Yamin, 2010b) that helps to deliver the course syllabus and provide students with learning material in class (Papadopoulos & Roman, 2010).

The Instructional and Digital Learning Division, The Department of Polytechnic Education, Ministry of Higher Education Malaysia decided to set up a Centre for e-learning and teaching (CELT) in order to move towards a new era of learning through online. It is created to engage and assist the deployment of the e-Learning/Blended Learning agenda in all Malaysian Polytechnics. Therefore, Polytechnics have been incorporating the blended learning approach to its teaching and learning since 2014. The department of Polytechnic Education has regulated that 70% of the courses offered at polytechnics has to adopt blended learning. However, due to the rise of Covid-19 cases worldwide, all institutions of higher learning are forced to conduct all their classes online. This is another new advancement towards polytechnic's attempt to move towards a 21st century way of learning, which is online learning. The department of Polytechnic Education and Community college has decided that all Malaysian polytechnics to start the digital teaching

and learning for June 2020 semester. That said, for June 2020 semester, all Malaysian Polytechnics are to conduct their classes online with the exception of semester 1 and 5.

Online learning or e-learning is starting to become a trend in the education world and in the past decade it has had a major impact on post-secondary education and the trend is only increasing. Online learning refers to learning and other supportive resources that are available through a computer (Carliner, 2004), which also implies that online learning is a form of distance learning and that e-learning, web-based training, computer-based instructions, and technology-based instructions are a form of online learning, but each has a specific meaning. Online Learning comprises a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. It helps the learner to learn at their own pace, according to their own convenience. According to Tsai and Machado (2002), online learning, e-learning and distance learning are widely used as interchangeable terms. However, these terms represent concepts with subtle, yet consequential differences. Online learning is related to the more common concepts of online help, online documentation, and online services. It is associated with readily available learning materials in a computer environment. Often, online learning refers to learning materials directly accessible from within a core application. However, learning materials available online on a network also qualify when readily accessible (Tsai & Machado, 2002). Instructions that is delivered electronically via internet or any multimedia platforms are also considered e-learning (Cappel and Hayen, 2004). In this study, the term online learning and e-learning will be used interchangeably.

Learning Management Systems or LMS is an information system designed to facilitate the management of online courses. Other terms used for this system include Course Management Systems (CMS) and Virtual Learning Environment (VLE). LMS and other equivalent systems have been widely used in universities and colleges around the world. Among the key factors that made the use of LMS popular are its relatively low cost and the low level, basic user skills required to use it. LMS can be divided into two categories: proprietary and open source. An example of a proprietary LMS is from a commercial source, such as the Blackboard, while Moodle and Sakai is an example of an open source LMS system which is popular and widely used because it is free and can be modified. This is to centralize contents learning and assessment activities in one learning environment (Carlos et. Al., 2013; Coates, H. James, R. & Baldwin, 2005). It provides students and lecturers with a set of tools for improving and managing the learning process (Francisco J. García-Peñalvo, 2011)The emergence of open source LMS platforms, such as Moodle, has drastically expanded the scope of e-learning, which leads to a diversified situations that can adjust to specific educational demand ((Sharifah Nadiyah Razali, 2014). In Polytechnics, an open open source LMS is CIDOS. The Curriculum Information Document Online System (CIDOS) is learning management system (LMS) developed by the Instructional and Digital Learning Division (BIPD), the Department of Polytechnic Education, as a tool to conduct online teaching and learning. It provides students and lecturers with channel of communication, where, they are not bounded by class time and physical presence. In this study, CIDOS will be the tool used to facilitate online classroom learning. This study aims to explore students' perspectives on online learning and using CIDOS as an online learning tool for DUE50032 communicative English 3 course.

Methodology

The participants of this study are semester 5 students taking DUE50032 Communicative English 3 course in PKK. 30 students participated in this study and the data collection methods are online questionnaire and interviews. A 5-point likert scales will be used to formulate the questionnaire, which starts from 1 = Strongly agree, 2 = Agree, 3 = Not Sure, 4 = Disagree and 5 = Strongly Disagree. There will be 10 questions in the questionnaire

distributed using google forms. In this study, a structured interview will be conducted with the participants. A set of 3 questions will be asked and 4 students will be interviewed online. Students were selected randomly in this interview, however out of the 30 students only 4 students who volunteered to be interviewed. To ensure reliability of the questionnaire item, Cronbach Alpha Internal consistency method is used. Based on Cronbach's Alpha reliability method, an alpha value of .65 to .95 is satisfactory. If the alpha value is < .65, this means that the ability of the instrument to measure the variable is low, and if the alpha value is > .95, means that the items overlap with one another.

Findings

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
.731	10

In table 1 above, the reliability statistics shows that the cronbach alpha for the questionnaire is .731. This means the instrument used in this research is reliable, with 10 items used. Table 2 below shows the statistic results from the students' questionnaire. The questionnaire is a 5 point likert scale and the arrangements start from positive response to negative, whereby 1= Strongly agree, 2= agree, 3= Not sure, 4= Disagree and 5=Strongly Disagree. The questionnaire will be divided into two different sections which will represent the students' perception on two different perspectives, which are (i) Student's Perception on Online Learning and (ii) Student's Perception on Using CIDOS as an Online learning tool.

Table 2: Student's Perception on using Online Learning

	N	Minimum	Maximum	Mean	Std. Deviation
I Agree that online learning improves my computer skills	30	1.00	5.00	1.4000	.85501
I Agree that learning online learning improves other aspects of my language skills.	30	1.00	2.00	1.3000	.46609
Online Learning is more flexible.	30	1.00	3.00	1.4667	.62881
Online Learning helps me to understand the lesson better.	30	1.00	3.00	1.5667	.67891
I prefer online learning compared to the traditional (face-to-face) classroom.	30	1.00	3.00	1.5667	.72793

Based on the above, it shows that 90% of the respondents agrees on item 1, in item 2 shows that all respondents agree where their answers are between 1 to 2, item 3 in the questionnaires shows that 93% of the students agrees and only 7% are not sure about this item, item 4 and 5 each shows that 93% of the students agrees on this item similar to the item 3.

	N	Minimum	Maximum	Mean	Std. Deviation
CIDOS helps me to improve my writing skills.	30	1.00	3.00	1.7000	.79438
CIDOS provides me access to both printed and online material for DUE50022.	30	1.00	3.00	1.4667	.62881
With CIDOS, I can interact with my lecturer using the chat feature.	30	1.00	2.00	1.2333	.43018
CIDOS is user friendly	30	1.00	3.00	1.3667	.61495
CIDOS is very convenient for me to get access to important notes.	30	1.00	4.00	2.4333	1.16511

Table 3 shows student's perception on using CIDOS as a learning tool. The result shows that the lowest mean is 1.2 and the highest mean is 2.4. This indicates that majority of the respondents agrees on most of the items.

Interviews

There are 3 interview questions asked to the students, which are:

- 1: Do you prefer a traditional way of learning or online learning? Why?
- 2: Does Online learning helps you to improve in any areas of your learning? Can you specify how it helps/ not helping you?
- 3: What do you think about CIDOS being used as an online learning tool?

Discussions

i) Student's Perception on Online Learning

Chris Dede, a professor of learning technologies in Harvard University's Graduate School of Education, says that "a strong case is beginning to be made on the basis of research evidence that many students learn better online than face-to-face, and therefore a mixture is the best way (as cited on Hensley,2005). This is because, based on the findings from the interviews shows that students feel that online learning gives them flexibility in their learning, improved their language skills and improved their computer skills.

In an online learning environment, the students feel that they have more control of their learning, besides having the flexibility to be able to communicate with their lecturer inside or outside of campus. Students plan their learning effectively when they can interact with faculty and fellow students both face-to-face and cyberspace (Mossavar-Rahmani and Larson-Daugherty, 2007). This means that students learn better with in an online learning environment because of the flexibility blended learning provides in terms of communicating with their lecturers and classmates. The students' answers vary in terms of the flexibility in online learning:

"online learning enables me to communicate with my lecturer anytime anywhere..."

"Online learning often gives more control in a way that classroom learning doesn't..."

..I think it is easier for me when lecturer cannot enter class (video conferencing), they just leave a exercise or a activity for us to do online..”

The results from the study had provided positive strengths on how the lesson was delivered. Students also feels that their language skills improved with online learning. This is because online class session encouraged them to be more reflective and creative especially when posting responses to the online forum (A. Rodriguez and R. Anicete,2010). Online learning did just that through the forums and online chat features in CIDOS, where students are supposed to give their feedbacks and responses in the forums posted. In online learning, technology is important, that is why the use of computer and laptops is essential. Computer makes authentic reading opportunities more convenient because it can be done at any time(Bordonaro,2003). According to students:

“..online learning more to reading and writing. This somehow improves my writing and reading skills because we have to read what the forum or post is talk about..”

This shows that, by responding to online forums and chats online, it helped students to be aware of their reading and writing skills in English. The flexibility that online learning provides, where students can read or respond to forums anywhere makes them aware of their own skill improvement.

ii) Student’s Perception on Using CIDOS as an Online learning tool.

In this part, students feel that using CIDOS as an online learning tool is convenient and they can learn new things. Pituch & Lee (2006) observed that the strongest influences on students use of an LMS were the system characteristics and their perceived functionality. The conveniency of using CIDOS according to the students was because they feel that their access to online material is easier and they can interact with their friends online because of the features in CIDOS. Hayashi, Chen, Ryan and Wu (2004) confirmed this finding and argued that perceived usefulness and satisfaction could directly influence LMS usage. Students are quite satisfied with the use of CIDOS, hence their willingness to use it and actually finds it very convenient in their learning. Nasser, Cherif and Romanowski (2011) stated in their findings on ffactors that impact students usag of the LMS is that sudents who use LMS specified that they used the discussion corner more often than other feature. In the context of Politeknik Kota kinabalu students of DEM1, they use the chats and forum to discuss and respond to the discussion. Students says that:

“ CIDOS is a place where we can learn online..”

“ I can also chat and CIDOS a forum , so I can interact with other classmates in the CIDOS.”

Finally, students say that they learn something new when using CIDOS. They actually learn new knowledge, knowledge which includes skills in the use of LMS components such as uploading, downloading, chats and discussion forums (Nasser, Cherif and Romanowski,2011). According to students:

“ ..it actually teaches me how to use new things..”

“I learn a lot of new things, like how to download and upload things ..”

It shows that students learn new skills, especially computer skills when using LMS. Specifically, User-friendly websites which increase students' involvement, have well-designed assignments, provide a forum for faculty-student communication, build a community of learners, and have a mechanism for providing prompt feedback and communicating high expectations were noted as good practices in hybrid instructions (Babb, Stewart and Johnson, 2010).

Recommendations

A mixed method study should be conducted using a qualitative and quantitative instrument to provide an in-depth explanation on the matter of online learning and how it actually gets operationalized in the learning context itself. The combination of both may provide an even richer data. There should also be a lecturer's perception on this subject matter as it gives another different perspective to look at. Since lecturers also plays an important role in online learning the use of CIDOS, it might be beneficial to look at their point of view. Finally, this study was conducted only in the context of Politeknik Kota Kinabalu, therefore the findings of this study is only useful to be used in PKK context itself. However, this study can be explored better, using other methods of data collection such as observation.

Conclusion

In conclusion, based on the findings of this study, it shows that students have a positive attitude towards online learning and CIDOS as an online learning tool. They believe that online learning flexibility gives them more control of their own learning pace and that CIDOS is an easy tool to be used to enhance their online learning experience. Therefore, semester 5 students taking DUE50032 perception on online learning turn out to be a positive one.

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Peranan Dan Cabaran Pemimpin Pendidikan Semasa Pandemik Covid-19

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Abstrak

Pemimpin pendidikan dalam sebuah institusi pendidikan diberikan tanggungjawab yang besar agar pelaksanaan pengajaran dan pembelajaran dapat dilestarikan. Cabaran dan isu yang sedang melanda negara adalah akibat pelaksanaan Perintah Kawalan Pergerakan (PKP) Covid-19. Artikel ini ditulis berpandukan tanggungjawab dan peranan yang dimainkan oleh para pemimpin pendidikan seperti yang dicadangkan oleh Fullan (1998) dan juga Hall dan Hord (2014). Ia berasaskan bahawa keperluan sesuatu perubahan bagi menghadapi suatu norma baharu kehidupan semasa dan selepas pelaksanaan PKP. Peranan pemimpin dapat diterjemahkan kepada enam (6) tindakan iaitu: menyelesaikan masalah kompleks persekitaran, aplikasi teknologi yang terkini dan moden, gabungan konsep pendidikan lama dan yang baharu, dan peranan sebagai fasilitator perubahan. Artikel ini akan mengupas peranan seorang pemimpin pendidikan dan hubungkaitnya dengan Perintah Kawalan Pergerakan (PKP) Covid-19, isu dan cabaran yang ditempuh oleh pemimpin pendidikan khususnya di Malaysia serta impak akan tindakan yang dijalankan.

Kata kunci: (PKP) COVID-19, peranan dan cabaran pemimpin, kelestarian pendidikan

Pendahuluan

Pandemik Covid-19 yang telah melanda dunia banyak mengubah rutin kehidupan dan aktiviti harian kita dalam pelbagai aspek. Sejak bermulanya kuatkuasa Perintah Kawalan Pergerakan (PKP) yang berlaku di kebanyakan dunia, Malaysia juga tidak terkecuali dari melaksanakan Perintah Kawalan Pergerakan (PKP) di seluruh negara. Kerajaan Malaysia telah menguatkuasakan PKP bermula 18 Mac 2020 sehingga kini bertujuan untuk membendung berlakunya penularan Covid-19 dengan lebih teruk lagi dalam komuniti kita. Pelaksanaan PKP ini adalah bergantung kepada tahap keseriusan kes jangkitan di suatu daerah mahupun negeri. Kerjasama semua rakyat dalam membantu kerajaan amat kritikal saat ini bagi memastikan Pandemik Covid-19 dapat dikawal daripada terus merebak. Banyak operasi sektor perkhidmatan awam sepanjang tempoh PKP dilaksanakan telah diarahkan berhenti antaranya pusat latihan kemahiran, sekolah, serta institute pengajian tinggi seperti Politeknik, Kolej Komuniti dan kebanyakan Universiti tempatan.

Keadaan ini mendesak para pendidik dan kakitangan akademik mencari ikhtiar lain sebagai meneruskan kelangsungan pengajaran dan pembelajaran sepanjang penutupan institusi pendidikan semasa tempoh PKP. Institut pendidikan mula melaksanakan proses pembelajaran dan pengajaran secara dalam talian, pengubahsuaian modul pembelajaran bersesuaian mengikut perubahan penyampaian. Selain itu, pentadbiran dan pengurusan turut dilakukan dari rumah bagi menyahut seruan kerajaan dalam menangani penularan wabak pandemic Covid-19. Perubahan ini telah secara langsung memerlukan para pendidik untuk bersiap sedia dengan norma baharu ini selain memastikan visi dan agenda pendidikan boleh berlansung sepanjang tempoh PKP dijalankan.

Krisis dalam risiko

Risiko pandemik Covid-19 ini menjadi suatu dilemma yang dihadapi oleh kebanyakan di seluruh dunia. Menurut Presiden dan Ketua Pegawai Eksekutif Agility Recovery, Bob Boyd yang menyediakan perkhidmatan konsultan dan solusi pemulihan syarikat berkata, “not having a strategy for how you’re going to communicate during a disaster event is a fundamental weakness” (Maurer, 2014). Ini jelas terbukti bahawa, pengurusan risiko merupakan suatu perkara yang perlu dititikberatkan dan diutamakan sebagai langkah mengurus risiko pandemik Covid-19. Strategi pengurusan risiko perlu dirancang dengan teliti supaya ia boleh dilaksanakan mengikut norma baharu akibat daripada krisis pandemic Covid-19.

Hala tuju dan kawalan risiko (MS 1SO 31000: 2010 Risk Management – Principles and Guidelines) perlu dilaksanakan oleh para pemimpin pendidikan bersama dengan warga organisai dalam menghadapi krisis. (i) Keberangkalian sesuatu keadaan dan peristiwa yang berlaku, (ii) impak atau kesan akibat daripada sesuatu kejadian atau peristiwa kepada organisasi. Pengurusan risiko secara umumnya adalah:

- a. mengenalpasti kelemahan dan ancaman utama keatas organisasi;
- b. mengenalpasi sumber yang diperlukan bagi melindungi fungsi organisasi yang berada dalam kritikal;
- c. menganalisa keperluan fungsi organisasi yang kritikal dari aspek pengoperasian;
- d. penubuhan pasukan pengurusan dalam mengurus krisis dan melantik pihak yang bertanggungjawab dalam memastikan aspek komunikasi organisasi berjalan dengan lancar.

Seorang pemimpin pendidik perlu mengenalpasti tindakan yang bersesuaian samada keperluan untuk menerima, mengubah, mengelak atau mengurangkan risiko sebagai persediaan menghadapi risiko pandemik Covid-19.

Peranan dan Cabaran Pemimpin dalam Menghadapi Norma Baharu

Penularan pandemic Covid-19 telah memberikan kesan yang mencabar kepada sistem perkhidmatan di Malaysia terutamanya kepada sektor pendidikan. Perubahan di dalam sistem tadbir urus dan pengurusan organisasi institusi telah mendesak agar para pemimpin pendidikan mengubah peranan dan tanggungjawab mereka mengikut kehendak semasa. Menurut Drucker (2017). Sebagai seorang pemimpin, beliau perlu mempersiapkan dirinya dalam segala aspek termasuklah dalam menghadapi perubahan dunia dan sentiasa boleh mengadaptasikan apa jua situasi yang mendatang. Manakala pula menurut Fullan (1998), turut menyatakan peranan pemimpin pendidikan dalam melakukan perubahan boleh dilaksanakan dalam lima teras utama

- (i) Menyelesaikan permasalahan persekitaran yang kompleks,
- (ii) Mengaplikasikan kepelbagaian teknologi,
- (iii) Mengamalkan sistem komunikasi secara berkesan,
- (iv) Mempunyai fleksibiliti dan
- (v) Menggabungkan konsep lama dan yang baru.

Berdasarkan cadangan Hall dan Hord (2014) pula menambah yang ke enam dengan mengatakan tindakan pemimpin sebagai fasilitator perubahan melalui keprihatinan kepada individu lain, strategi perubahan dan kecekapan organisasi. Hal ini turut dikupas dengan lebih lanjut oleh Fullan (1998) serta Hall dan Hord (2014) dengan menyatakan seperti berikut:

1. Menyelesaikan Masalah Kompleks Persekitatan

1.1 Peranan

Di dalam dunia yang bersifat Volatile, Uncertain, Complex, Ambiguos (VUCA) ini memerlukan seorang pemimpin pendidikan yang sentiasa siap sedia, prihatin akan

perubahan dan dinamik dalam pentadbiran dan pengurusan kepimpinan. Di saat negara menghadapi krisis Covid-19 ini, pemimpin perlu efisien dalam mengadaptasikan perubahan yang dijangka drastik, kreatif, penambahbaikan proses membuat keputusan melalui kolaborasi berkesan dan juga dipercayai, Drucker (2017). Seorang pemimpin juga perlu mempersiapkan idiri dengan segala aspek agar boleh mengadaptasikan apa bentuk situasi dunia yang sentiasa berubah-ubah. Hal ini adalah kerana, pelaksanaan tugas dengan efisien amat dititikberatkan.

1.2 Cabaran

Menurut Yukl (2013), kepimpinan berbentuk tradisional tidak lagi relevan pada masa kini lebih-lebih lagi disaat negara sedang menghadapi krisis pandemik Covid-19. Beliau mengatakan terdapat tiga komponen utama yang boleh mempengaruhi sifat kepimpinan secara lebih efektif iaitu, pengikut, pemimpin dan konteks. Hubungan kerja yang bersifat kompleks dan sukar untuk diramal berlaku mempengaruhi komponen pemimpin dan pengikut dalam sesuatu organisasi. Menurut Rodriguez & Rodriguez (2015), kebijaksanaan adalah suatu pendekatan kepimpinan yang amat penting dalam menghadapi dunia alaf baru. Para pemimpin pendidikan sentiasa diingatkan agar supaya sentiasa mengamalkan sifat yang kreatif dan fleksibel dalam apa jua situasi. Justeru, para pemimpin dituntut untuk mempelbagaikan kemahiran (multi-skill) dan memiliki personality yang lebih bersifat spiritual. Namun menurut Roothan (2017), spiritual ini mempunyai maksud yang sangat mendalam dan meluas, namun jika dilihat dari aspek pengurusan pendidikan, aspek seperti kesedaran, niat, tingkahlaku dan keterbukaan amat dititikberatkan.

Selain itu, sepanjang musim PKP ini yang berlangsung hampir di seluruh dunia, menjadikan suatu budaya kerja yang bukan baru namun mulai diamalkan iaitu budaya kerja dari rumah sebagai alternatif membendung wabak Covid-19 dari terus merebak. Hal ini mendesak setiap individu untuk sentiasa cekap dalam melaksanakan tugas dari jarak jauh, pengurusan masa, penyediaan fasiliti dan peralatan an mengamalkan integrity dalam menjalankan tugas yang diberi. Kematangan spiritual seorang pemimpin diuji supaya tindakan drastic harus diberikan dan daya tahan harus ditampilkan sebagai seorang yang bersifat karismatik.

1.3 Impak

Simplicity vs Complexity dianggap suatu bentuk perbandingan dalam sesuatu situasi. Pertembungan ini memberikan kesan keatas pentadbiran dan pengurusan yang sedia ada. Pemimpin pendidikan perlu mengadaptasi faktor persekitaran kesederhanaan (Simplicity) dengan kehendak pengurusan yang lebih kompleks. Namun, kesederhanaan dapat menghasilkan suatu landasan baru dalam menggerak organisasi. Menurut Westley et. al., (2011), kesederhanaan telah membuka ruang sebagai suatu medium penyaluran maklumat dan idea ke dalam suatu sistem yang berkesan. Ini jelas terbukti apabila negara menghadapi wabak pandemik Covid-19, pemimpin dan anggota organisasi digalakkan untuk mengamalkan kesederhanaan dalam membuat keputusan, melakukan komunikasi, merancang di saat sukar agar segala keputusan yang dibuat tidak memberikan kesan yang negatif kepada individu lain.

2. Mengamalkan Komunikasi Berkesan

2.1 Peranan

Menurut Amir Aris dan Ahmad Rozelan Yunus (2016) terdapat empat ciri komunikasi yang berkesan iaitu keseronokan, menjaga kepercayaan sasaran, kefahaman dan adanya tindakan yang menyusuli. Komunikasi merupakan suatu asas yang menjadi penggerak dan penyelarasan kepada sesuatu aktiviti dan fungsi yang terdapat di dalam organisasi. Dengan penggunaan komunikasi yang berkesan di dalam organisasi, setiap kelompok

mahupun individu mampu berinteraksi, bertukar-tukar maklumat dan memahami keperluan dan kehendak masing masing. Selain itu juga, kerjasama yang berterusan mampu diwujudkan oleh mereka sebagai satu pasukan kerja. Oleh itu, aliran komunikasi sangat berhubung kait dengan kecekapan pengurusan sesebuah organisasi.

Di saat pandemic Covid-19 yang melanda negara, menuntun para pemimpin pendidik untuk menyalurkan maklumat dengan lebih efisien disamping memastikan tanggungjawab boleh dilaksanakan dengan lancar dan berkesan. Ini adalah melibatkan tugas-tugas mengarah atau memberi peringatan kepada ahli organisasi agar sentiasa menerima maklumat yang sah dan terkini. Para kakitangan juga diarahkan untuk membantu dalam mematuhi arahan dan undang-undang yang sedang berkuatkuasa. Selain itu, seorang pemimpin juga perlu meningkatkan kekuatan dan keyakinan di dalam kalangan komuniti organisasi melalui kaedah komunikasi yang efisien. Maka dengan itu, kemahiran dan pengetahuan dalam penggunaan aplikasi dalam talian amat penting dalam memastikan maklumat dapat disampaikan dan diterima dengan lancar.

2.2 Cabaran

Pelbagai cabaran dan masalah yang wujud sejak berlakunya pandemik Covid-19 dan mengakibatkan proses komunikasi yang berlaku tidak dapat dijalankan seperti kebiasaannya, Sepanjang tempoh PKP dijalankan di seluruh negara, Kaedah komunikasi yang biasanya memerlukan pertemuan dua muka antara pemimpin dan komuniti organisasi telah berubah menjadi suatu bentuk komunikasi secara maya atau talian. Pihak sektor komunikasi, penyiaran, pos kurier, dan pihak berkuasa pensijilan berkerjasama dengan Suruhanjaya Komunikasi dan Multimedia Malaysia (SKMM) dalam memastikan kesinambungan operasi semasa tempoh berdepan dengan pandemic Covid-19 (Bernama, 19 Mac 2020). Dalam pada itu, pihak SKMM juga turut menjelaskan bahawa menjaga kepentingan rakyat Malaysia dalam memastikan rakyat dapat mengakses kepada perkhidmatan komunikasi secara meluas semasa pelaksanaan PKP di seluruh negara.

Dalam pada itu juga, kemahiran baharu juga perlu diperkenalkan agar supaya komunikasi secara dalam talian ini mampu dikuasai sepenuhnya oleh semua lapisan masyarakat dan menjadi suatu budaya baharu dalam menjadi bentuk keperluan ke arah pendigitalan masyarakat. Kapur, (2018) menjelaskan bahawa semua individu perlu menambah dan mempertingkatkan kompetensi diri dalam penggunaan teknologi komunikasi yang terkini. Penguasaan kemahiran ini membolehkan seseorang itu untuk mengatasi masalah dan apa bentuk cabaran yang mungkin akan berlaku supaya proses komunikasi sentiasa boleh dijalankan dengan lancar dalam apa bentuk situasi.

2.3 Impak

Covid-19 telah memberikan suatu impak yang sangat besar dalam peningkatan kompetensi penggunaan komunikasi. Krisis pandemik telah secara tidak langsung mewujudkan saingan dalam penggunaan aplikasi seperti Google, Meet, Skype dalam kalangan penduduk Malaysia. Oleh yang demikian, setiap organisasi perlu merancang dalam memastikan kesediaan dalam penyediaan infrastruktur agar ia seiring dengan peningkatan penggunaan komunikasi dalam memastikan kelangsungan organisasi secara berkesan. Menurut Helmi Akhtar & Ilhamie Abdul Ghani Azmi (2017), para pemimpin hendaklah sedar akan betapa keperluan dan kepentingan dalam menyiapkan para kakitangan yang mahir dalam penggunaan komunikasi yang efektif.

Kegagalan dalam menguasai komunikasi terutamanya melibatkan kakitangan yang lama dan tidak mahir dalam penggunaan teknologi akan memberikan kesan yang negatif kepada sistem penyampaian maklumat, perkongsian dan perbincangan maklumat sehingga boleh menyebabkan komunikasi menjadi kurang jelas dan bercelaru sehingga boleh menjejaskan pengurusan organisasi. Para pemimpin juga perlu melengkapkan diri mereka dengan ilmu dalam menulis pesanan atau menyampaikan pesanan melalui media

sosial agar ia tidak disalahguna dan disalahtafsir. Penyampaian yang telus dan jelas mampu menjaga imej dan reputasi yang baik dan dapat mengelakkan penyampaian pesanan komunikasi yang berunsurkan emosi dan negatif.

3. Mempunyai Fleksibiliti

3.1 Peranan

Semasa pelaksanaan tempoh PKP, adalah digalakkan agar mengamalkan kesederhanaan dalam apa jua perkara dan tindakan termasuk juga fleksibiliti dalam melakukan sesuatu hal. Tindakan yang fleksibel dapat mengalakkan sesuatu fungsi dan peranan yang dijalankan oleh seorang pemimpin pendidikan akan sentiaasa mengikut kehendak semasa dan terkini. Menurut Doyle (2020), tindakan yang fleksibel itu melibatkan persediaan dan keupayaan dalam memberikan tindak balas secara efisien terhadap sesuatu perkara dan dapat memberikan jangkaan yang sentiasa berubah mengikut kehendak semasa.

Semua komuniti organisasi termasuk pemimpin pendidikan perlu menanam sifat fleksibel dalam diri masing-masing dalam mengubah kaedah proses pembelajaran dan pengajaran agar sistem pendidikan dapat diselaraskan mengikut keperluan semasa termasuklah kerelaan dalam menjalankan tugas yang diluar daripada skop rutin kerja norma.

Penggunaan digital sebagai contoh merupakan salah satu daripada bentuk fleksibiliti dalam menggunakan aplikasi digital sebagai budaya pendidikan yang terbaru. Seperti yang dimuatkan dalam Global Digital Report (2019), Malaysia berada di kedudukan kelima tertinggi di dunia dan berada di tangga teratas di rantau ASEAN dalam penggunaan media sosial mudah alih. Laporan ini juga menyatakan bahawa penembusan internet di Malaysia kini adalah pada tahap 80 peratus dengan pengguna menghabiskan sekurang-kurangnya purata lapan jam lima minit sehari di dalam talian.

3.2 Cabaran

Gaya bentuk kepimpinan di dalam era digital bukanlah suatu perkara yang mudah dan merupakan cabaran yang mencabar kepimpinan seorang pemimpin. Gaya kepimpinan yang bersifat fleksibel amat diperlukan dalam kalangan pemimpin. Pendekatan suatu bentuk kepimpinan yang berstruktur dan bersifat hierarki dan formal per disesuaikan berasaskan arahan dan memerlukan transformasi yang pantas terutama menghadapi krisis pandemic Covid-19 ini. Generasi masa kini tidak dinafikan adalah merupakan golongan yang mahir dan terdedah dengan kemajuan dunia digital.

Oleh yang demikian, para pemimpin perlu mencari jalan sebagai suatu memperkasakan kepimpinan mereka bersesuaian dengan golongan yang digelar masyarakat hyper-connected ini. Seperti yang dikatakan oleh Heimans dan Timms (2019), dalam buku yang bertajuk New Power dalam era hyper-connected yang memberikan maksud capaian kepada rangkaian digital secara meluas pada bila-bila masa dan dimana jua berada. Individu akan lebih cenderung untuk berkerja dalam suasana yang tidak terlalu formal dan jaringan dan keterbukaan organisasi dapat diperkukuhkan. Senario ini banyak mendorong anggota organisasi untuk melibatkan diri secara aktif dalam berkomunikasi secara dalam talian atau maya tanpa mengira masa dan tempat. Penggunaan aplikasi digital ini juga dapat membantu dalam mempertingkatkan lagi tahap kemajuan individu, sekaligus dapat mempromosikan suatu budaya kerja yang lebih fleksibel. Kaedah komunikasi yang lebih bersifat fleksibel ini dapat membolehkan anggota organisasi berhubung secara langsung dan pihak pengurusan. Ini adalah antara cabaran yang dihadapi sebagai seorang pemimpin pendidikan dalam mewujudkan pengurusan yang teratur, berintegriti dan beretika bagi mencapai hasrat dan matlamat pendidikan negara.

3.3 Impak

Sepanjang PKP ini telah dilaksanakan, ia telah memberi peluang dan ruang kepada para pemimpin pendidikan untuk melaksanakan tindakan dengan lebih fleksibel. Warga organisasi diberikan kebebasan untuk melaksanakan tugas, merancang tanggungjawab berlandaskan kepada undang-undang yang sedia ada. Penjanaaan idea-idea baharu berjaya dicetuskan kesan daripada kebebasan dan fleksibiliti ini sekaligus mencetus suatu inovasi dan dapat mengurangkan sistem birokrasi yang terdapat dalam sistem pendidikan di Malaysia.

Jika dilihat dari faktor interaksi sosial masyarakat juga menunjukkan transformasi yang berbeza di antara manusia dengan manusia, kepada penggunaan mesin sebagai medium interaksi berpaksi kepada kemajuan teknologi. Idea dan maklumat disalurkan dengan cepat dan mudah. Perbincangan mampu dijalankan melalui hanya dengan berada dirumah melalui (video conference). Penglibatan semua ahli organisasi mampu dipantau melalui kumpulan maya (Telegram dan Whatsapp group) sama ada dalam kalangan jabatan, pengurusan atasan. Ini menjadikan hubungan manusia yang selama ini dipisahkan melalui jarak secara fizikal mampu didekatkan dengan penglibatan semua secara aktif dalam alam maya.

4. Aplikasi Teknologi yang Terkini dan Moden

4.1 Peranan

Selain itu, dengan kemampuan fleksibiliti menjadikan sesuatu organisasi berubah selari dengan perkembangan kemajuan teknologi maklumat dan komunikasi. Perkembangan ini telah menyebabkan berlakunya perubahan di dalam operasi organisasi dalam pelbagai bentuk, aliran kerja dan juga peranan masing-masing dalam kerja. Kemajuan teknologi maklumat dan komunikasi telah berjaya mempengaruhi perubahan persekitaran kerja, serta mendorong kepada suatu budaya kerja yang baharu dalam sistem pendidikan di Malaysia. Teknologi maklumat dan komunikasi ni telah mempengaruhi sistem pendidikan agar mempertingkatkan kemahiran dan ilmu teknologi selaras dengan Revolusi Industri 4.0(IR4) yang berkembang pesat.

Pada abad ke-21 ini, para pemimpin pendidikan digalakkan untuk sentiasa menyiapkan diri dengan kemahiran pengajaran dan pembelajaran yang berintegrasikan teknologi. Teknologi maklumat dan komunikasi telah menyediakan satu prasarana globalisasi yang memerlukan para pendidik untuk berfikir lebih kreatif dan kritis, menganalisa maklumat dan memberikan keputusan. Persediaan infrastruktur yang mencukupi juga perlu diberikan perhatian sebagai kompetensi semua pihak dalam pengaplikasian teknologi terkini.

4.2 Cabaran

Dunia dikejutkan dengan pandemic Covid-19 disaat negat sedang pesat dengan pembangunan profesionalisme. Integrasi penggunaan teknologi maklumat dan komunikasi sedang giat dibangunkan dalam tujuan menambahbaik sistem pendidikan negara. Pelaksanaan PKP yang memerlukan semua sekolah ditutup di seluruh negara memerlukan para pemimpin sekolah dan guru-guru untuk merancang, menstrukturkan semula proses pembelajaran dan pengajaran kepada suatu sistem pengajaran yang berteknologi digital. Pengenalan ini melibatkan aspek kreativiti dan inovasi dalam menghadapi situasi krisis pandemic Covid-19.

Pendigitalan masyarakat ini sebagai satu langkah drastik bagi menyelesaikan fenomena wabak Covid-19. Kebanyakan negara di dunia telah mengubah fokus pengajaran daripada kaedah berbentuk tradisional kepada pendidikan baharu iaitu dalam talian. Penyelesaian ini sebagai usaha kerajaan dalam memastikan pelajar tidak ketinggalan dalam pendidikan. Malaysia tidak terkecuali mengikut rentak yang sama dalam mendepani krisis pandemic Covid-19. Para guru diminta untuk menyediakan

bahan pembelajaran atas talian disamping menggunakan aplikasi pembelajaran yang terkini. Sesi pembelajaran melalui Google Classroom telah dipergiatkan di seluruh negara.

4.3 Impak

PKP yang berlangsung telah memberikan impak yang besar kepada norma hidup manusia terutama kepada sistem pendidikan. Penekanan pendidikan secara dalam talian menjadi suatu yang digalakkan kepada pelajar di semua peringkat sama ada di sekolah mahupun di peringkat pengajian tinggi. Penjawat awam juga turut bertugas dari rumah sepanjang tempoh PKP berjalan. Penjawat awam digalakkan menggunakan E-Pembelajaran Sektor Awam (EPSA) bagi meningkatkan profesionalisme.

Perubahan ini dipertingkatkan dengan penggunaan aplikasi seperti telegram, WhatsApp, Google meet dalam aspek pengurusan dan pentadbiran. Ini dapat menjimatkan masa dan kewangan dan mengatasi kekangan geografi sepanjang bertugas dari rumah. Namun, setiap orang perlu sentiasa menerapkan integriti, dan daya tahan yang tinggi sepanjang tempoh PKP walaupun tanpa kawalan secara bersemuka. Syarikat telekomunikasi juga turut memberikan sokongan dengan menyediakan satu gigabyte secara percuma kepada setiap pelanggan bagi meringankan beban pelanggan sekaligus menyokong aktiviti pendidikan di Malaysia.

5. Gabungan Konsep Pendidikan yang Lama dan Baharu

5.1 Peranan

Terdapat pelbagai kecelaruan dalam semua bidang kehidupan kesan daripada krisis pandemic Covid-19 yang melanda dunia. Akibatnya, beberapa fungsi di dalam pengurusan dan pentadbiran sistem pendidikan negara telah berubah dari pendidikan tradisional menjadi sistem pendidikan baru yang moden.

Sesi pengajaran dan pembelajaran yang kebiasaannya dilakukan secara bersemuka kini tidak dapat dijalankan mengakibatkan warga pendidik mengubah kea rah penggunaan aplikasi teknologi sebagai pendekatan moden. Sesi perbincangan dilakukan secara talian. Justeru, para pemimpin perlu menggabungkan konsep pendidikan lama dengan yang baharu mengikut kesesuaian agar pendidikan sentiasa relevan dimasa krisis pandemic Covid-19 melanda negara.

Para pemimpin pendidikan harus bersikap kreatif semasa mengurus perubahan yang sepanjang PKP. Pemimpin kreatif tidak perlu terikat rutin semasa berada di tempat kerja yang sehingga menjadi tidak kreativiti dan inovasi (Naseri, 2019). Cadangan yang dibincangkan oleh Naseri (2019) sebagai alat panduan untuk pemimpin pendidikan menghasilkan pengurusan secara kreatif:

- a. Guru sebagai sumber idea
- b. Kegagalan diterima daripada idea yang diberi
- c. Ruang diberikan agar guru lebih berdikari dalam menjalankan tanggungjawab

5.2 Cabaran

Usaha para pemimpin dalam mengurus organisasi akan berdepan kesan kepada petembungan kepimpinan dua generasi iaitu golongan senior dengan golongan muda. Ini kesan daripada percanggahan idea dan pembolehubah. Menurut Gelbart dan Komninos (2012), pengurusan tempat kerja sering kali berhadapan apabila generasi baru yang mempunyai idea baru dan punya pandangan dan nilai yang berbeza dengan generasi senior. Jurang perbezaan menyebabkan kepimpinan menjadi bertambah kompleks.

Pada yang sama jugam pendekatan yang kurang efektif dalam pada masa yang sama juga mnyukarkan lagi tugas pemimpin dalam membuat keputusan. Maka, cabaran kepada pemimpin dalam memastikan arahan kerja, idea perlu diselaraskan amatlah berisiko. Pemimpin perlu cekap dalam mengadaptasikan kaedah dan sentiasa memikirkan jalan bagi penambahbaikkkan peranan kedua pihak agar segala keputusan yang dibuat tidak akan menjejaskan tugas harian kedua belah pihak.

Menurut Cavazotte, Moreno, & Bernardo (2013), efikasi berkait rapat dengan kemampuan dan keyakinan seseorang dalam bidang tertentu. Efikasi diri ini menjadi faktor pendorong kepada pencapaian matlamat. Ng, Ang, & Chan, 2008; Herold, Fedor & Caldwell (2007) pula menyifatkan individu yang mempunyai efikasi diri yang tinggi akan bekerja dengan lebih komited dan bersedia menghadapi perubahan.

5.3 Impak

Semasa PKP dilaksanakan, usaha menggembelng tenaga dan idea kerja pasukan amat sukar dan bukan suatu yang mudah. Pemimpin tidak punya pilihan selain mengubah kepimpinan bersesuaian dengan krisis semasa. Menurut Al-Alawi, et al. (2019), Penton & Petterson, (2019), kemahuan dalam mengubah jaringan dan juga jalinan merupakan suatu kekuatan dalam memastikan perubahan tersebut tidak memberikan kesan yang negatif kepada seluruh organisasi.

Oleh yang demikian, pemimpin perlu mencari strategi yang jelas dan mampu melaksanakan ia dengan betul dan emosi yang stabil dalam mengurus perubahan semasa menangani krisis pandemic Covid-19. Nilai juga menjadi perkara yang harus diberikan perhatian dalam mengaharungi masa depan kemajuan digital.

6. Peranan sebagai Fasilitator Perubahan

6.1 Peranan

Analisa yang sesuai berpandukan data serta maklumat yang betul, memerlukan pemimpin pendidikan membuat keputusan yang tepat dan tindakan yang lancar bagi mengelakkan kecelaruan.

Terdapat tiga (3) peranan pemimpin pendidik sebagai fasilitator perubahan;

- (i) Peka kepada orang lain,
- (ii) Mementingkan efisien organisasi, dan
- (iii) Menjalankan strategi perubahan (Hall dan Hord, 2014)

Sebagai seorang pemimpin yang peka terhadap kebajikan orang lain, perlu memberikan respons kepada perasaan dan emosi, personality dan kebimbangan dan keperluan ahli organisasi. Pemimpin perlu mengambilkira kecekapan organisasi dengan memudahkan kerja organisasi melalui perkongsian kuasa dan tanggungjawab. Dalam pelaksanaan strategi perubahan, pemimpin perlu bertindak bagi mengekalkan keseimbangan matlamat jangka panjang dengan perancangan rutin.

6.2 Cabaran

Sebagai fasilitator perubahan menjadi cabaran utama pemimpin dalam memahami peranan warga organisasi dengan jelas. Pendekatan yang berbeza oleh setiap pemimpin amat diperlukan bagi mempengaruhi warga organisasi semasa menjalankan tugas. Amalan perkongsian misi dan visi organisasi secara tegas dan jelas bersama warga organisasi menjadikan suatu ikatan dan moral yang kuat dalam kalangan anggota, Rodriguez A, Rodriguez Y (2015).

Oleh yang demikian, penglibatan semua warga organisasi dalam inisiatif perubahan dapat menentukan tahap kejayaan inisiatif yang diperkenalkan oleh pemimpin pendidikan. Sistem yang mempunyai prosedur yang teratur seta dalam pengurusan sumber dapat membantu anggota organisasi agar menjalankan tugas mereka dengan lebih cekap.

6.3 Impak

Impak apabila para pemimpin pendidikan menjalankan peranan masing-masing sebagai fasilitator perubahan boleh dilihat melalui aspek piawaian kerja dan kualiti anggota organisasi. Jika diperhalusi dengan teliti, semua piawaian yang dikemukakan samada dalam dan luar negara mempunyai banyak persamaan.

Seterusnya, impak yang boleh dikenalpasti ialah dari segi pembentukan budaya kerja dalam berpasukan. Budaya kerja yang positif akan menghasilkan situasi kerja yang aman, kebersamaan dalam menjalankan tugas sehingga menimbulkan (sense of belonging) dalam kalangan anggota organisasi.

Latihan secara formal (bengkel, kursus dan latihan bersemuka) merupakan pendekatan pembangunan profesionalisme yang bersifat konvensional tidak lagi menjadi pilihan masa kini. Namun tetapi, menurut Roothaan A (2007), pembangunan profesionalisme dipergiat melalui pengalaman sepanjang proses mengajar (experiential learning) menjadi lebih efektif menjadi pilihan. Dalam hal ini, selaku fasilitator perubahan, pemimpin mempunyai pengaruh yang sangat besar dalam meningkatkan profesionalisme dikalangan para pendidik.

Ini melibatkan kualiti peribadi, amalan pengurusan strategic, kemahiran, pengetahuan teori dalam menangani perubahan. Yukl G. (2013), Kualiti yang dimaksudkan ialah komunikasi berkesan, inovasi, keyakinan dan kepimpinan. Sementara, amalan pengurusan strategic adalah mengenalpasti masalah, pelaksanaan, perancangan dan penilaian strategik.

Mansaray (2019) menjelaskan bahawa suatu gaya kepimpinan transformasional sebagai satu gaya kepimpinan yang patut diamalkan bagi mengurus perubahan apabila berlaku. Beliau juga mengatakan pemimpin transformasional mampu menangani pelbagai cabaran dan mengurangkan masalah terhadap perubahan dengan memupuk dan menjadi inspirasi selain memperkukuhkan pasukan terpimpin (Mansaray, 2019).

Kesimpulan

Secara kesimpulannya, segala bentuk tindakan yang telah disarankan menurut Fullan (1998) serta Hall dan Hord (2014) boleh dikatakan sebagai suatu panduan kepada pemimpin dalam mengharungi cabaran dalam mengurus perubahan di masa krisis pandemic Covid-19. Persediaan pemimpin dalam menghadapi tempoh PKP perlu diambilkira bagi memastikan matlamat negara untuk memutuskan rantai penularan pandemic Covid-19 dapat dicapai.

Dalam pada masa yang sama, matlamat dan visi agenda pendidikan boleh dilestarikan. Kepekaan dan kesediaan pemimpin pendidikan terhadap perubahan persekitaran yang sentiasa berubah perlu sentiasa lebih progresif dan dinamik bagi menjalankan tanggungjawab harian dengan berkesan.

Cabaran dan dugaan yang mendatang silih berganti. Oleh yang demikian, semua pemimpin pendidikan perlu mempersiapkan diri diluar batas sempadan pendidikan dan peradaban manusia. Fleksibiliti seorang pemimpin turut teruji dengan memastikan keperluan semasa dan akan datang dapat dipenuhi supaya selaras dengan putaran semasa dunia. Sokongan dan kerjasama daripada pelbagai sektor terutamanya pihak berkepentingan di dalam pendidikan amat digalakkan agar supaya kelangsungan sistem pendidikan terjaga dan anak muda tidak tercicir dalam arus pendidikan.

Oleh itu, pengurusan risiko amat penting untuk diterapkan dengan berkesan dalam diri setiap para pendidik agar mereka sentiasa bersedia. Tindakan pemimpin di semua peringkat tidak kira di peringkat pengurusan dan pentadbiran mahupun mereka yang terlibat secara langsung dalam pengajaran dan pembelajaran amat penting agar sistem pendidikan pengurusan lebih efektif.

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Code Switching in the ESL Classroom: The Multilingual Students' Perspectives

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Abstract

Code-switching has become a common phenomenon in ESL classrooms where multilingualism is the norm. It is evitable, especially in Sabah Malaysia, where multilingual students are predominantly occupying the classrooms. Although the method and techniques of English language teaching are consistently transformed, the potential role of code switching is worth considering. The three objectives drive this study. First, to investigate the reasons for code-switching. Second, it explores the frequency of code-switching and investigates the multilingual students' perception of code-switching in the ESL classroom. The qualitative research approach collected data from ten students of a community college in Sabah via the interview method. The findings of this study indicated that these students had a positive perception regarding code-switching and were using it to translate meaning from English to Malay or Sabah Malay dialect (SMD). Regarding frequency to code switch, the students asserted that they 'always' code switched in the ESL classroom. Malay or Sabah Malay dialect (SMD) was the domain language used in code-switching. The students perceived code-switching as an alternative interaction tool and benefited from the intermittent use of other languages during the ESL classes. It is considered to allow code-switching in the multilingual classroom to develop the students' speaking confidence. Further research is recommended to explore the practice of code-switching among multilingual speakers in different domains such as home, work, and enterprising in Sabah.

Keywords: *code-switching, multilingual students, ESL classroom, Sabah Malay dialect*

Introduction

The phenomenon of combining and shifting between languages among ESL students in second language classrooms becomes one of the main concerns of sociolinguistic in the multilingual classroom. The phenomenon happens in most multilingual classrooms, including at the Community College in Sabah. The students tend to express their ideas and thoughts in their diverse linguistic and verbal repertoire when it is necessary. It provides the background for the sociolinguistic phenomenon known as code-switching and has been given much attention by many scholars and researchers to comprehend the speakers' use of numerous codes during speech. According to Wardhaugh, R. (2006), code-switching is a process where a speaker switches from one code to another code in utterances. It may occur in a conversation between speakers' turns or within a single speaker's turn within the sentence or in a single sentence. Grosjean, F. (1982) defined code-switching as shifting two or more languages simultaneously or interchangeably within one conversation. It usually arises from an individual who has to deal with more than one language Wardhaugh, R. (2006). Meanwhile, Myers-Scotton, C. (2006) defined code-switching as the utilisation of two or more languages in a similar discussion without recognisable phonological digestion from one assortment to another.

Like other multilingual states in Malaysia, Sabah is harmoniously populated with multicultural people. The multilingual environment fosters code-switching to a broad conversation context where specific languages have been instituted as instruction language (Ariffin, K., & Susanti Husin, M. (2011). The commonly spoken dialects in Sabah include the Kadazandusun dialect, Murut, Rungus, Bajau, the Sabah Malay dialect, Chinese dialects, and other indigenous community dialects. Sabah is the second largest state in Malaysia, with 52 indigenous ethnic and sub-ethnic groups such as Dusun, Kadazan, Murut, Rungus, Bajau, and numerous immigrant groups such as Bugis, Javanese, Suluk, and Chinese Wong, J. K. L. (2000). The diversity in ethnicity, cultures, and linguistics shapes the Sabah people's CS ability, including the Community College students. Such occurrence can be experienced in numerous circumstances, such as in the market, restaurants, government departments, hospitals, schools, religious places, and workplaces. CS befalls from the various social contexts in formal and informal to ESL classrooms.

Literature Review

According to Atas, U. (2012), code-switching involves several languages that indicate the speaker's reasons and motivation to code-switch. From the sociolinguistic perspective, researchers go beyond how code-switching emerges towards the reasons behind CS, such as function and code-switching patterns. Alenezi, A. A. (2010) and Al-Rowais, H. H. (2012) mentioned that more studies on the functions of CS in various contexts should be conducted to obtain apparent enlightenment of CS, especially in an ESL classroom. Therefore, the present research is carried out to address this matter. Many researchers have examined the phenomenon of CS among ethnic groups either in Malaysia or abroad. However, not much is known about the phenomenon of code-switching regarding the Community College students in Malaysia, where English is regarded as a second language and Sabah specifically. Thus, there is a lack of information on code switching in ESL classrooms among students, namely the types of code-switching, reasons to code-switch, the language domain, and the students' perceptions of code CS in ESL classroom discussion.

On top of that, most of the researches that investigated CS among multilingual learners had examined the phenomenon of code-switching in EFL or ESL classrooms generally, but there is a lack of research on the occurrence of code-switching in classroom interaction among Community College students in Sabah. Therefore, this research will contribute to the existing knowledge on CS in ESL classrooms setting explicitly in classroom interaction of Community College students in Sabah. It attempts to fill these gaps by identifying the domain language used in code-switching, styles of code-switching, the frequency to code switch, reasons to code-switch, and perceptions on the use of code-switching in classroom interaction.

Some researchers argue that further studies on code-switching in ESL classrooms should be conducted to explain code-switching in language classrooms (Alenezi, A. A. (2010) & Al-Rowais, H. H. (2012). The occurrence of CS in the ESL classroom has begun to receive attention as another particular compelling interest in research Bashir, A., & Naveed, A. (2015) & Pei-shi, W. E. N. G. (2012). As in the ESL environment, Sabah's multilingual Community College students produce many code discrepancies in communication. As witnessed by the researcher, the Community College students use a variety of languages in the classroom, which reflects their ethnicity and identity. The mother tongue and the SMD are both common languages used in interaction. For the majority of the Community College students, the English language stands as their third language and not a second language, as stipulated in the education policy. Multilingualism is a unique trait of these students to code-switch frequently in speech. In some way, CS bonds them to interact at a comfortable pace of preference. Various studies have been conducted to provide evidence of the role of code-switching in facilitating communication

among students in ESL classrooms (Azlan, N. M. N. I., & Narasuman, S. (2013); Das, B. (2012); Fachriyah, E. (2017); Muthusamy, P. (2010) & Nordin, N. M., Ali, F. D. R., Zubir, S. I. S. S., & Sadjirin, R. (2013).

The CS occurrence in Community College, an ESL classroom setting, is another new exciting research context for sociolinguistic studies. With this awareness and based on the previous investigation, with innumerable research done, this research attempts to study code-switching in classroom interaction among Community College students in Sabah. The three objectives drive this study. First, to investigate the reasons for code-switching. Second, it investigates the frequency of code-switching and third to investigate the multilingual students' perception of code-switching in the ESL classroom.

Research Methodology

This study employed a qualitative research design to provide a more detailed account of the topic being investigated. According to AL-Hourani, A. & Nur Hafizah, T. 2013, qualitative research is "an approach to explore and understand the meaning of individuals or groups who ascribe to a social or human problem" (p. 41). Qualitative research also attempts to gather a detailed picture of a situation inductively Ariffin, K., & Susanti Husin, M. (2011). This study also employs a case study design, a type of qualitative research prevalent in social science. It is used to scrutinise a problem, issue or event.

This study was carried out at the Penampang Community College. It is one of the eight community colleges in Sabah, Malaysia. The community colleges were established under the Ministry of Higher Education as one of Malaysia's Technical and Vocational Education and Training (TVET). There were ten students selected to participate in this study and being interviewed. The students were selected using purposive sampling based on the criteria that the students are: (i) studying in Semester One; (ii) taking the Certificate of Business Operation programmes; and (iii) taking the Communicative English course. The instrument for collecting the data was a semi-structured interview. Before the interview, consent was sought from the students, and they were informed regarding the purpose of the study. The interviews were recorded, and the responses obtained were transcribed. Next, content analysis was carried out whereby the themes from their responses were identified.

Findings & Discussions

Reasons for Code-Switching in Classroom Interaction

From the interview data, it was apparent that code-switching serves as an interaction tool among these students. Specifically, it appears that code-switching allows the students to increase their language acquisition and their content understanding and support cognitive development. Based on the interview data, there are four reasons for code-switching among the students: difficulty to speak in English, inability to retrieve lexical items in English, to translate meaning, and to practise speaking in English.

Difficult to Speak in English

From the interview data, the students did code-switch from English to other languages such as the Sabah Malay dialect due to difficulty speaking English. Limitation in English vocabulary impeded the students' ability and performance in speaking English during the classroom interaction. Therefore, CS bridges the Students' interaction, and they were empathetic with each other in maintaining the interaction. It is illustrated as below:

Supaya senang orang mau faham. [*To be understood by other people easily*]
(Respondent 7)

Code switch sebab susah mau cakap inglis di kelas. [*Code switch because it is difficult to speak in English in the classroom.*]

(Respondent 8)

Inability to Retrieve Lexical Items in English

Code-switching also seemed to be used by the Community College students to use code switching to help their understanding of vocabulary items, especially in English. This reason for CS is used to overcome a lack of knowledge or inability to retrieve lexical items in English. This phenomenon is found to be a collective linguistic behaviour among students. The Students' responses are illustrated as below:

Code switch juga sebab ada perkataan yang tidak tau maksud in inglish supaya senang kena faham. [*Doing the code switches because they do not know the meaning of words English to get a better understanding.*]

(Respondent 6)

Meanwhile, the students also code-switch from Sabah Malay dialect or Malay to English for the common terms used in English. They tend to use English words to substitute the forgotten words in Malay.

Tukar pigi inglis untuk words inglis yang semua faham sama to translate in English for words yang telupa dalam melayu.

[*Change to common English words that everyone can understand and translate in English for the forgotten Malay words.*]

(Respondent 1)

To understand itu vocabulary lagi senang bila tukar pigi Malay atau English.

[*Code switches from Malay to English to understand the vocabulary easily.*]

(Respondent 4)

To Translate Meaning

The Community College students in the Sabah code-switch from English to the Sabah Malay dialect or Malay for translating meaning at various levels of languages comprising words, sentences or language functions. CS was used as the means of translation when the English words were equivalently unknown and mainly to interact with their friends. Examples of this are shown below.

Senang mau kasi faham kalau cakap in Malay sama steady saja becakap.

[*Easy to explain to friends in Malay to be able to speak steadily.*]

(Respondent 2)

Senang mau berinteraksi if using other languages, not inglis.

[*Easy to interact with other languages rather than English*]

(Respondent 3)

The findings revealed that translation provides an efficient solution of supporting students' understanding and helping them feel more at ease to interact with their classmates, and in turn, it assists them in English language learning.

To practise speaking in English

Code-switching is also used as an alternative technique for the students to practice speaking English. The Students struggled to code-switch from the SMD to English to practice speaking English, which seems to be a personal effort in advancing their speaking ability in English.

Code switch supaya bole praktis speaking inglish sama lebih faham.

[*Code switch is to be able to practice speaking English, more understanding*].

(Respondent 5)

The findings from the interview have revealed that the students usually code switch to translate meaning, helping with vocabulary, practising to speak in English, and do code-switch because of having difficulty speaking English. One of the crucial findings of the interview is the students' reason to code switch for translation purposes. The students have applied CS rapidly to translate any unknown meaning of English words into the Malay language. They have engaged in single-word, multi-words and even in all sentence levels. As reported by the students, they translate from English to Malay to explain something easily and steadily.

On top of that, CS enables them to interact fluently with their classmates rather than in English and maintain the interaction since not everyone can speak English. Besides, the students have also reported that they do code-switch to help understand vocabulary items, especially in English. This reason for code switch is used to overcome the lack of knowledge or the inability to retrieve lexical items in English. This phenomenon is found to be a collective linguistic behaviour among Community College students in Sabah.

Another important reason to code-switch, as found in the interview, is that CS has appeared as an alternative among Community College students to practise speaking English. They have attempted to code-switch from Malay to English to practice speaking English. Code-switching is frequently produced at this stage, but this seems to be a personal effort to improve their speaking ability in English. On the other hand, the difficulty in speaking English becomes one of the reasons why the students have to code-switch. The findings from the interviews have revealed that the students frequently do code-switch from English to other languages such as the Sabah Malay dialect due to difficulty in speaking English. Limitations in English vocabulary impede their ability and performance in speaking English, especially in classroom interaction. Therefore, code-switching bridges students' interaction and understanding among themselves in maintaining the interaction.

The occurrence of code-switching among Community College students in Sabah is an authentic phenomenon. The multilingual speaking environment shapes the students' attitude and behaviour in code-switching as determined by the reasons for CS in vast settings and purposes. Each reported reason to CS indicates the students' richness of linguistic knowledge and unique ability to use multi-languages to converse at one string of utterances. Hence, CS is not incompetent in using a language, but it is a multi-linguistic competent speaker. These students' reasons to code-switch have been explained in Muthusamy, P. (2010).

Frequency to code-switch in the ESL classroom

The second research objective is to find out the frequency of code-switching in the ESL classroom. The interviews were conducted to clarify the actual frequency of code-switching incidences in CS in the classroom.

The data were attained from the interviews and transcribed for analysis purposes. The distribution of code-switching frequency is always code-switching in classroom interaction or sometimes CS when interacting in the classroom. The students have reported being always code-switch in the classroom, from English to Malay or Malay to English. Students always code-switch from English to the SMD when they have difficulty in understanding the meaning in English. Code switch from English to the SMD have assisted them from being understood easily by their classmates during the interaction.

Change pigi...sama juga pigi melayu juga always, contohnya kalau BI saya tukar pigi bahasa melayu gitu la always, kebanyakannya gitu la.

[Always change to Malay. For instance, if it is in English, I always switch it to Malay].

(Respondent 1)

Besides that, the students always admitted code switch from Malay or Sabah Malay dialect to English for the words familiar with and commonly used such as "telefon bimbit – handphone".

Always, from Malay to Dusun, from Malay Sabah to Dusun. Sometimes kalau sama friends apa la English pigi Malay Sabah, Sabah Malay.

[Always, from Malay to Dusun, from Sabah Malay dialect to Dusun dialect. Sometimes from English to Sabah Malay dialect when talking to friends].

(Respondent 2)

There were students who sometimes code switched in English when interacting with classmates and friends in the classroom. They preferred to use a single language to interact in the classroom and only sometimes code switched to English. Such a phenomenon occurs due to the students' lack of vocabulary in English. In addition, they have no confidence to use English and are ashamed of being criticised and laughed at among their classmates. However, they attempted to speak English in short phrases and sentences.

Sometimes, ada yang full mau cakap tu mix la. Kalau yang pendek mau ckp tu full in English la.

[Sometimes speaking in full and mixed, but will talk fully in English if it is a short sentence].

(Respondent 4)

Kadang-kadang, sometimes English class speak English, full in English kalau basic kalau nda faham, just simple ayat.

[Sometimes, speak fully in English during class and entirely in English for primary and straightforward sentences].

(Respondent 5)

This study found that the students sometimes prefer code-switching to English for transmitting messages than using sole language. Students code switch to fit in both consciously and unconsciously to act or talk more like those around them Argellan, S., Muhammd, L. A & Krishnansamy, N. (2019). Sabah Malay dialect was found as the domain language used as the language of interaction with friends and classmates.

The Students' Perceptions on the Use of Code-Switching in the Classroom

The third research objective is to identify students' perceptions of the use of CS in the ESL classroom. The findings have identified the student's positive perceptions regarding the use of code-switching in the classroom.

Positive Views on the Use of Code-Switching in the Classroom

Tidak juga, normal saja biasa saja tidak mengganggu, ok juga, boleh faham cuma susah mau kasi terang la tapi faham tu memang la basic begitu, grammar punya.

[It is normal and not interfering. It can be understood with basic grammar, but it is hard to explain].

(Respondent 1)

No, ok...Normal tidak juga ok juga, biasa saja. *[No, it is fine and normal].*

(Respondent 2)

Sebab lama-lama kita boleh pandai cakap English. *[Because through time, we would be able to speak in English].*

(Respondent 5)

Respondent 6:

Dia punya improvement ka, bagi sya mungkin iya la, mungkin dia pelan-pelan cakap English, bagi sa dia bagi improvement la. *[Is it improvement? For me, I can slowly improve my English].*

(Respondent 6)

Positive Influence of Code-Switching Towards the English Language

The interview data obtained depict the positive influences of code-switching towards students' use of the English language. As a tool of interaction among Community College students in Sabah, the students have decided to code-switch to improve their vocabulary in English and apply their speaking skills during the interaction. The students believed that they could advance their speaking proficiency in English through code-switching.

Students agreed that CS could assist them in refining language skills, as mentioned below: Listening skill la gitu. *[Such as the listening skills].*

(Respondent 1)

Sebab lama-lama kita boleh pandai cakap English. *[Because through time, we would be able to speak in English].*

(Respondent 5)

Effectiveness of Code-Switching On English Language Proficiency

Students have suggested that code-switching will not affect their improvement of English proficiency. Nonetheless, it is pleasurable and comfortable for them to code-switch in conversation and interacting with other people. Being multilingual speakers has appeared to be the dominant factor affecting the Students to code switch unconsciously in different authentic repertoires.

Effective juga la, dari segi English la, kalau boleh kasi mix dia la, kasi basic english senang mau faham, kami minta mix la sikit, macam explaining, vocab explains in Bahasa Melayu. *[Yes, it is effective, especially in English. If possible, mix the languages because basic English is easy to understand, like explaining the vocabulary in Malay].*

(Respondent 1)

Iya selesa, selesa sangat, iya. [*Yes, I am so comfortable*].

(Respondent 2)

Ya, dapat juga la bagi kesan dalam yang bahasa English tu, dapat juga pengetahuan sikit-sikit dalam bahasa English tu, language tu, macam tu la.

[*Yes, it gives effect in English, can get some knowledge in the English language*].

(Respondent 3)

May be yes, sometimes la, faham juga, membantu. [*Maybe yes, it is sometimes understandable and helpful*].

(Respondent 6)

Creating that boosts their motivation to learn, especially when English is a foreign/second language, is necessary when dealing with multilingual learners. They lose interest easily when they have to struggle to understand the language to comprehend the lesson's content. Code-switching promotes an exciting environment in the classroom, thus making learners eager to learn Alang, N. & Idris, S.L. (2018). Code-switching has a role to play in facilitating second language learning. Positive attitude towards code-switching in the classroom accommodates students' interaction effectively (Fareed, M., Humayun, S., & Akhtar, H. (2016); Horasan, S. (2014); Lee, H. L. J. (2016); Simasiku, L. (2016) & Tandoc, J. P. (2016)).

Conclusion

It can be concluded that code-switching supplements speech and does not interference with a language. It is also used due to the multilingual ESL students' inability to use certain expressions. As the multilingual students want to deliver their messages to the listener, they switch to maintain the continuity of interaction rather than to present interference in language. This study might not have many samples, but it can be considered a valuable contribution to code switching study, especially in multilingual learners, especially in Sabah. Also, the findings of this study are not sufficient to make any generalisations on the nature of code-switching among the Community College students in Sabah; hence cannot represent the whole population of students in Sabah. The frequency and ease in the multilingual speech behaviour of the learners cannot be because of linguistic incompetence. Rather code-switching is ascribed to functional variation of language use as illustrated in the findings. Furthermore, code-switching is used effectively to convey messages and foster communication in the multilingual ESL classroom. Further research in other socio-cultural contexts is recommended to examine the constant effects of code-switching among multilingual speakers in Sabah.

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Best Practice in Online Teaching-Learning for The New Norm: A Perspectives from Mersing Polytechnic.

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Abstract

This study interprets best practices adopted by Mersing Polytechnic to conduct online teaching-learning in the new norm during the COVID-19 pandemic. It is intended to study the performance of the online learning platform mainly used by Mersing Polytechnic teaching staff, namely Google Meet, Google Classroom, and Microsoft 365. As part of the action plan to continue teaching-learning activities amidst the pandemic, it is affirmative that a transformational change from the traditional face-to-face classroom to online teaching and learning to fulfil the Course Learning Outcome for diploma students in Mersing Polytechnic. The value of this paper is to illustrate a holistic picture of the ongoing lineup of online teaching and learning activities during the Movement Control Order (MCO), which are held to overcome the persisting academic disturbance and subsequently ensure the continuation of educational activities. An estimate of 80-100% active users in Mersing Polytechnic have utilized the best practices introduced by the institution to resume the process of teaching and learning.

Keywords: covid-19, pandemic, online teaching-learning best practice, online education

Introduction

COVID-19 is a highly infectious disease or illness caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). It originated in Wuhan city of China and has already taken on pandemic proportions, affecting all the continents (Remuzzi & Remuzzi, 2020). The virus mostly spreads among individuals during close contact, now resulting in millions of deaths. COVID-19 is referred to as a pandemic due to its severity and fierceness. This term is also gained as the virus posed one of the greatest global health crises after centuries in human civilization. The onset of the novel coronavirus made everything from world economies to social rituals (Schulten, 2020) devastated. Nowadays, lockdown is a common buzzword that people have mulled over during the coronavirus pandemic. Lockdown is a state of the emergency protocol implemented by the competent authorities (in this case, it is central and state governments) to restrict people from leaving their place of living, resulting in mass quarantines and stay-at-home across the world in March 2020. However, in Malaysia, the coronavirus triggered the first phase of the nationwide Movement Control Order (MCO), a term used to express the government's instruction to limit the public's movement, similar to a lockdown, although not quite the same. MCO began on March 18, 2020, and is continuously implemented phase by phase. To get control over the COVID-19 pandemic is possible to a greater extent with people's unbridled determination of the stringent precautionary measures such as maintaining social distancing, following medically instructed quarantine process, and embracing hygiene and sanitation (Khachfe, Chahrour, Sammouri, Salhab, Makki & Fares, 2020).

As the COVID-19 pandemic spreads, there has been an increasing move towards online teaching-learning because of shutting down of Polytechnic in Malaysia for an indefinite time as the only option left (Martinez, 2020). Online teaching-learning attempts to provide flexibility to study ubiquitously for both the instructors and learners as this issue cannot do without its unending challenges (Fuller, 2020), (Chirikov, 2020).

By that, this is the time to reform, gravely rethink, revamp, and redesign our education system in the much demanding need of unprecedented current situation. Informal and non-formal education is also tremendously affected. However, it is a well-established assumption that no pedagogical approach can replace formal education's peak position due to having direct teacher-taught interaction. But, in the aftermath of the COVID-19 crisis, online education became a pedagogical shift from traditional to modern teaching-learning from classroom to Zoom, from personal to virtual, and from seminars to webinars. Previously, e-learning, distance education, and correspondence courses were popularly considered part of non-formal education, but it seems that it will gradually replace the formal education system if the circumstances enduringly persist over time (Mizoram, 2020).

Due to this fact, Mersing Polytechnic takes the responsibility to prepare for a remote-teaching regime not only for the stakeholders but for the staff as the main role. Mersing Polytechnic had plans to make greater use of technology in teaching-learning, but the outbreak of COVID-19 has meant that changes intended to occur over months had to be implemented in a few days.

Research Objectives

The objectives of the study are as follows:

- i) To study the best practices in online teaching-learning implemented to take over the traditional education approaches during the outbreak of COVID-19 in Mersing Polytechnic.
- ii) To study the performances of the best practices in online teaching-learning that has been implemented in Mersing Polytechnic.

Literature Review

In Malaysia, the effect of the global pandemic has hampered the learning institutions like Mersing Polytechnic starting in the week of 12 for Semester December 2019 continuous up to Semester June 2020 until now. The outbreak of COVID-19 has fully dampened the Mersing Polytechnic operational activities. Thus, with little to no option left, Mersing Polytechnic should adapt its course of action from the standard norms to an already seemingly positive alternative of embracing online teaching-learning in the new norm. However, the change must be well planned and appropriately designed to avoid further disruptions caused by the MCO. As the situation provides, there would be ample time to prepare a good instructional design of diploma programs to suit the best practices in online teaching-learning environments, especially in Technical and Vocational Education and Training (TVET) that need special attention.

However, online teaching-learning in the new norm comes with massive challenges. Firstly, students need technology access as the primary indicator of online teaching-learning readiness (Rasheed, 2020). As students also take their learning independently, lecturers may need more time to design their content delivery effectively (S. L. Aj, 2020) as learners will most definitely face technical and adapting difficulties. Highlighting a report from UNESCO, over 87% of the world's student population from more than 160 countries were impacted by the lockdown (F. J. R. de O, 2020). In Malaysia, this unprecedented crisis has provided an opportunity to improve online education for almost 5 million school students and 1.2 million university students (J.M. Abdullah, 2020)

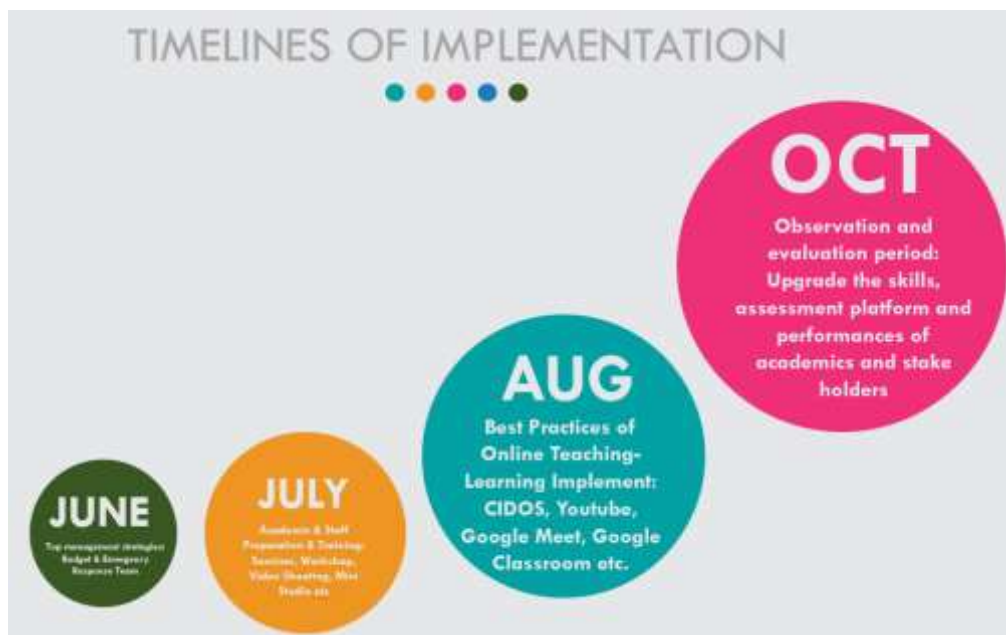
Due to the pandemic COVID-19, particularly when all educational activities are stopped, online and web-based teaching-learning platforms have become dramatically popular. It allows Mersing Polytechnic to adapt their conventional blended-based learning

during the pandemic COVID-19 quickly. However, the migration process onto online teaching-learning must not be time-consuming and easy to set up.

Perspectives of Mersing Polytechnic

Mersing Polytechnic assumes the responsibility to transform the best practices of online teaching-learning to face the new norm. For the current situation, there are 647 students for the Department of Electrical Engineering, 418 students for the Department of Commerce, and 662 students for the Department of Information Technology and Communication, with 148 academic staff members involved. Here, the graphical timeline shows how Mersing Polytechnic implements the best online learning-teaching practices in a new norm (Refer Figure 1).

Figure 1: Timelines of implementation to achieve best practices of online teaching-learning in the new norm.



Methodology

The methodology of this study is an experimental and conceptual analysis based on a real situation. The data was obtained and analyzed mathematically using graph images and real-time software.

Results and Discussion

According to research objectives, data was analyzed to identify best practices in online teaching-learning that is executed to take over the traditional education approaches during the outbreak of COVID-19 in Mersing Polytechnic and review the performances of the best practices in online teaching-learning that has been implemented in Mersing Polytechnic.

Table I shows the method employed by Mersing Polytechnic with the prospect to adopt best practices online teaching-learning in the new norm. Mersing Polytechnic has already developed its own Learning Management System (LMS) called CIDOS, short for Curriculum Information Document Online System, but it was not widely used before the pandemic. Since COVID-19 affected the educational scenario, CIDOS has begun to be fully utilized by academicians. Alternatively, Mersing Polytechnic equipped the teaching staff with learning platforms, namely, the full version of Google for Education and Microsoft 365. The

lecturers were able to build their online teaching plan that suits their style of teaching. The teaching plan included preparing e-materials as per syllabus, scheduling online classes, and uploading the learning resources on their desired platform. Some lecturers recorded themselves teaching asynchronous learning materials and uploaded their lecture videos online, either through Youtube or via social media platforms such as Whatsapp and Telegram. Subject modules were also developed as part of the learning resources as a reference for the students.

Table 1: Method for the transition from face to best practices of online teaching-learning in the new norm

Function	Method	Application Software
Teaching Delivery	The lecture can be pre-recorded the uploaded (offline) or streamed live (online)	Google Meet, CIDOS, Youtube, Webinars, CISCO Webex, Microsoft Teams
Assignments and evaluation	Students upload their assessment online	CIDOS, Google Classroom, One Drive, Microsoft Teams
Peer-interaction	Group discussions and projects are conducted online	Microsoft Teams, Google Meet
Learning resources sharing	Learning materials are shared in a digital learning environment through CIDOS (e-learning platform for Malaysia Polytechnic)	Blackboard, CIDOS, Google Classroom, Whatsapp, Telegram

Figure 2: Usage of Google Meet in Politeknik Mersing

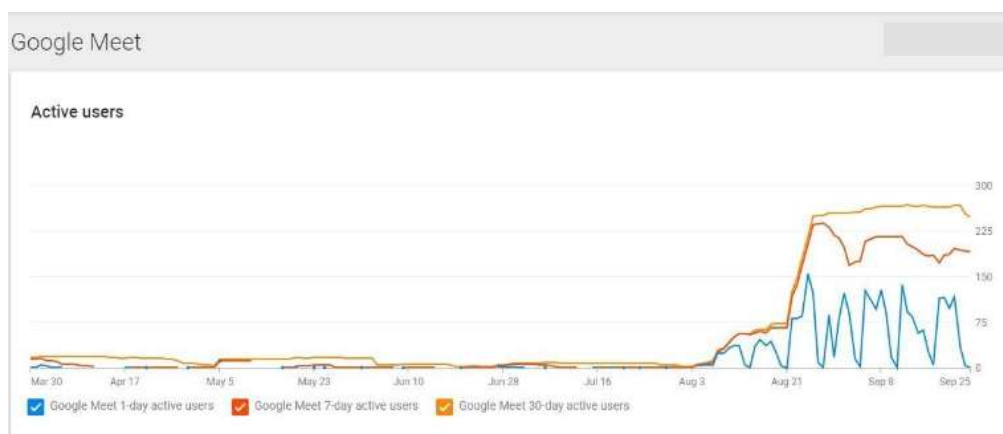
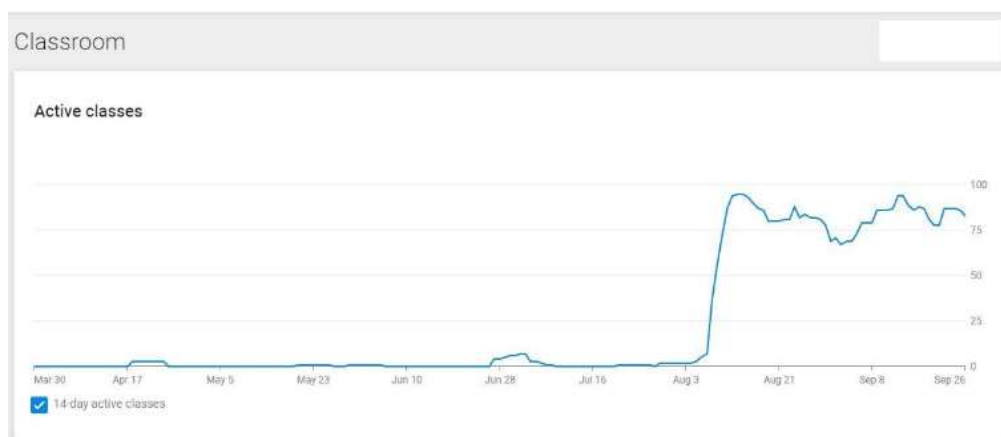


Figure 2 shows the statistics of the usage of Google Meet as one of the online learning platforms used by Mersing Polytechnic's lecturers. Google Meet is easily accessible and secure. Participants can share screens and use multiple devices at the same moment. Even if someone is not part of the organization, they can join the meeting, and the host can even start a discussion on cue. Table 2 displays the tabulation of Google Meet usage from March to September 2020. There was a significant change in the usage rate, as can be seen in the data for 30-day active users. There was an approximately 80% increase in the platform's usage since Semester June 2020 began in August.

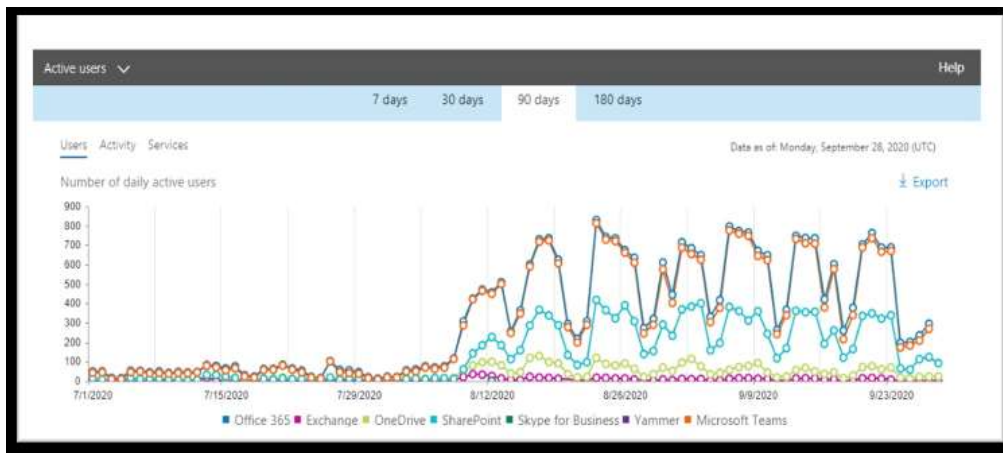
Figure 3 portrays the statistics of the usage of Google Classroom as one of the online learning platforms utilized by Mersing Polytechnic's lecturers. It can be seen that there was a 100% leap in usage since August 2020.

Figure 3: Usage of Google Classroom in Mersing Polytechnic



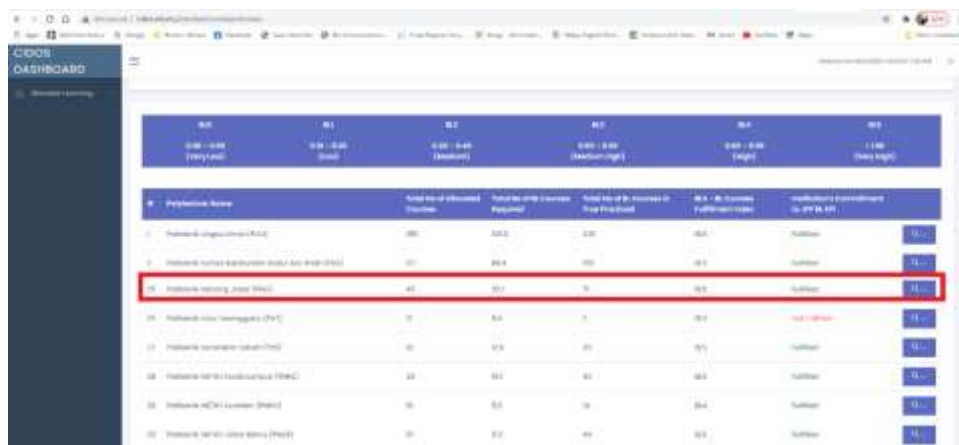
Meanwhile, Figure 4 shows the distribution of Microsoft 365 usage by different applications provided by the Microsoft account. The highest features used by the active users in Mersing Polytechnic are Microsoft Teams and Office 365. Microsoft Teams were mainly used for live online teaching-learning as well as a resource sharing platform. Office 365 includes the major software used in teaching and learning, such as Microsoft Word, Microsoft Powerpoint, and Microsoft Excel.

Figure 4: Distribution of Microsoft 365 usage by different applications provided by the Microsoft 365 account



The performance of CIDOS, the main platform of online teaching-learning developed by the polytechnic, saw an exceptional level, as shown in Figure 5. The figure displays a Blended Score Report that summarized each polytechnic implementing online learning via the CIDOS platform. Mersing Polytechnic had achieved BL5 in Blended Learning Course Fulfillment Index, indicating the highest level of engagement and commitment in online learning.

Figure 5: CIDOS Blended Score Report



It is worth remarking that despite having multiple digital platforms for online teaching-learning, most lecturers and students still utilize Whatsapp, Telegram, and e-mail for educational interaction purposes such as submission of assignments, clarification of uncertainties, and execution of tests.

Summary

Globalization of education has deteriorated remarkably due to limited mobility and confined exchange programs of academic activities among the countries during the outbreak of COVID-19. Everyone must learn to live and survive with the present pandemic

crisis; in the long run, no one can afford the negligence towards digital transformation in the online teaching-learning process. Therefore, developing best practice approaches to achieve course content objectives for better learning outcomes is an essential idea to deal with the complexity of online education. The governments must ensure the availability of reliable communication tools, high quality digital academic experience, and promote technology-enabled learning for students to bridge the disparities that originated in the education system before and after the COVID-19 catastrophe, which is also inevitably necessitated for uninterrupted learning. Few steps should be accounted for in the wake of this pandemic; to develop such a curriculum that reflects the perceptible change in the content knowledge and learning experience of students and enables them to think critically.

In conclusion, the result shows that Mersing Polytechnic is ready to implement the online teaching-learning in a new norm with the cooperation between academicians and students and the government with the timely upgrade of the technology and best practices to achieve the learning outcomes. There is an increased positivity among the students about online teaching-learning during the pandemic COVID-19. Despite the challenges, online teaching-learning leads to better student participation. The present study opens an insight into the trends on how Mersing Polytechnic reacts to the pandemic COVID-19. Surely online teaching-learning would not be a hindrance but a blessing towards academic excellence in the face of calamity like the COVID-19 pandemic. After a few months of online experiences, a paradigm shift has occurred with online teaching-learning, gaining prominence to have led to refreezing. The refreezing step is inevitable for integrating technology in our best practice in the online teaching-learning process that enables us to teach students with the methods in which they are comfortable and efficient. Still, some difficulties are felt in implementing the change process in the education system that has arisen after the pandemic COVID-19 crises; these difficulties are related to the perspectives of the online teaching-learning process and their technological complexities.

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Reading Habit and Attitudes: A Study of Students in Politeknik Kota Kinabalu

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Abstract

This article discusses the findings of research conducted on students' reading habits and attitudes at a Malaysian polytechnic. A survey questionnaire was utilised in this study that was derived from Smith's (1991) Adult Survey of Reading Attitude (ASRA) and Pandian's (1997) Reading Habit questionnaire. The questionnaire was delivered to 128 students from the Politeknik Kota Kinabalu in Engineering and Business departments. The study's findings indicate that: (i) polytechnic students show a poor interest in reading, and (ii) students love reading more diminutive than they do other technology-related activities. Finally, the study will address the findings' implications for instructional material production in the context of reading.

Keywords: *Reading habit, Reading attitude, ESL students*

Introduction

Reading better understanding of their own experiences and can be an exhilarating journey of self-discovery. When one considers that a substantial percentage of acquired knowledge is obtained through reading, one may appreciate the critical role of reading in adjusting to this changing age (Erdem, A. (2015). Reading is essential for knowledge creation, and reading habits contribute significantly to developing a literate society (Palani, 2012). In a nutshell, it is the process of translating printed and written words. Reading is recognised as a critical component of language learning and necessary for all learners' lifetime learning (Mokatsi, 2005). This position is backed by Krashen (1993), who asserts that readers develop a strong writing style, an adequate vocabulary, advanced grammar and become outstanding due to reading. It increases the reader's linguistic proficiency and transforms them into better speakers. Kirsch and Guthrie (1984) discovered that reading strongly correlates to work success, career advancement, and the ability to adapt to change among adult readers.

The definition of reading has evolved significantly throughout time. Historically, reading was used to decipher visual information in any given code or system. However, reading became more sophisticated after that, requiring the comprehension of an entire text made of written signs (Fisher, 2004). Smith and Robinson (1980) describe reading as the process by which a reader comprehends a writer's message. Additionally, Toit (2001) proposes that reading is a process of thinking, recalling, and linking concepts while printed words function. Irvin (1998) defines reading as the process through which the writer's mind interacts with what is on the page within a specific context to enable readers to comprehend what they read.

Additionally, Williams (1984) defines reading as to how a reader examines and comprehends a text. He states that reading does not need a person to understand all he reads, as people read for various reasons and goals. Thus, reading might be defined as the capacity to recognise, examine, and comprehend written or printed characters, words, or sentences (Lone, 2011). According to Ponnusamy (1997), the earliest account of reading and its process dates back to Thorndike (1971), who defined reading as a reasoning process. This study aims to examine the reading habits and attitudes of students in Politeknik Kota Kinabalu. The findings of this study will shed light on these students'

reading habits. More importantly, consistent reading will assist pupils in achieving academic success.

Literature Review

Reading habits

The term "reading habit" refers to the behaviour that demonstrates an affinity for and desire for reading (Sangkaeo, 1999). It is a method of organising the reader's task. Similarly, Shen (2006) defines reading habits as the frequency, volume, and content of readers' reading. Historically, researchers have concentrated their efforts on evaluating learners' reading patterns (Sandhu, 2016). These researchers' efforts have revealed a correlation between reading habits and gender, age, educational background, academic success, and professional advancement.

Reading is widely acknowledged as a method of learning new knowledge and information. It can develop and deteriorate with time, and a good reading habit is characterised as when reading becomes a routine and conscious part of everyday activities (Iftanti, 2015). A strong reading habit is critical for the growth of individuals' personalities and mental capacities. This habit is essential for normal intellectual development and for gaining linguistic proficiency (Bas, 2012). Additionally, an individual's interest in reading is determined by the extent to which the amount and intensity of reading are pursued (Issa et al, 2012). By reading books frequently and developing a strong reading habit, the reader can analyse other people's ideas, which encourages critical thinking (Cunningham & Stanovich, 2001). A healthy reading habit is crucial for one's intellectual development since it instils in the reader a sense of values that progressively develops the capacity to comprehend rather than condemn (Mohd Noor, 2011). Numerous studies on reading habits have yielded a variety of conclusions. According to Caverly and Peterson (2000), research on the effect of technology on reading achievement has produced inconsistent results. Florence et al. (2017) established that healthy reading habits contribute to academic success. Their study discovered that while almost all respondents recognised the value of reading, their reading habits did not mirror most college and university students. Similarly, Anyaegbu's (2016) research on how bad reading habits affect secondary school student's academic performance discovered that a lack of comprehension in reading discourages students from studying outside the classroom because it is difficult for them to comprehend their content.

Reading attitude

The term "attitudes toward reading" refers to an individual's feelings regarding reading. It influences students' decision to accept or avoid a reading circumstance (Alexander & Filler, 1976). Attitude and interest in reading might be related to a person's emotional state and willingness to read. McKenna, Kear, and Ellsworth (1996) define reading attitude as a collection of feelings about reading that motivates the learner to pursue or avoid a reading scenario.

According to Ajzen and Fishbein (1980), attitude is a taught disposition towards how to behave, whether good or negative; and reading attitude relates to a person's natural tendency toward reading as an activity. According to the McKenna Model of Reading Attitude Acquisition (McKenna, Kear, & Ellsworth, 1996), an individual's reading attitude develops over time as a result of three factors: (i) normative beliefs (how one's friends view reading); (ii) beliefs about the outcomes of reading (whether reading is likely to be pleasurable, useful, frustrating, or boring); and (iii) beliefs about the outcomes of competing activities. The degree to which people have good or negative attitudes about reading varies according to the type of reading and the goal of the reading (McKenna et al., 1996). Thus, discussing reading attitudes related to a particular reading application is more meaningful and practical (Taylor, Harris & Pearson, 1988).

Positive attitudes about reading result in positive reading experiences. It opens up the possibility of promoting improved academic achievement. Several researches examined the effects of pupils' good attitudes toward reading (Bintz, 1993). According to Walberg and Tsai (1985), a favourable attitude toward reading is one of the strongest predictors of reading achievement. They (Walberg & Tsai, 1985) said that factors contributing to an adolescent's good attitude included the following:

- i) believing that reading is important;
- ii) enjoying reading;
- iii) having a high self-concept as a reader; and
- iv) having a home environment where verbal interaction takes place regularly.

Sainsbury and Schagen (2004) discovered that their respondents' attitudes toward reading deteriorated as they advanced from elementary to secondary school. This reduction could be attributed to the respondents' lack of or insufficient guided reading practice throughout their formative years. Other possible factors include finding reading a challenging activity and the availability of alternative learning routes such as the internet, computer, mobile apps, and music (Annamalai & Muniandy, 2013).

According to Kubis (1996), students connect their favourable views toward reading to a key event or person. Kubis (1996) argues that students who were read to as children had more favourable attitudes toward reading than students who were not read to. Partin (2002) reported in a study on the relationship between reading attitudes and home environments that a positive reading attitude is significantly related to and fostered by the following literary settings: being read to as a child, parental interest in their child's reading, having books around the house, receiving books as gifts, and possessing a library card. Positivity toward reading is also substantially associated with having friends who enjoy reading and with whom they may debate and recommend books.

Reading Habit and Attitude among Students in Malaysia

According to statistical data from the National Literacy Survey conducted by the National Library of Malaysia, Malaysians read an average of two pages per year in 1982 and two books per year in 1996. Recent data indicate that civil engineering students at the Malaysian polytechnic have a poor frequency or ability to communicate in English, regardless of their type of work or level of study (Mohd Yasin et al, 2010).

Malaysian instructors have frequently lamented their students' weak reading habits. According to Hassan et al., a significant association exists between ESL learners' reading habits and reading achievement. The reading habits of Malaysian ESL students play a crucial role in their reading achievement. These findings emphasise the critical role that reading habits play in determining ESL students' reading proficiency. Malaysian pupils, according to Kaur and Thiyagarajah (1999), read extremely little. They would rather watch television and video than reading for information or entertainment. Pandian (1997), Frank Small and Associates (1996), and the Malaysian National Library all discovered similar results (2006). According to the Malaysian National Library's (2006) poll of 60,441 respondents, the literacy rate had declined slightly to 92 per cent from 93 per cent in 1996. According to Pandian (1997), 80.1 per cent of university students in Malaysia were reluctant readers of English language texts. Mohd Yasin et al, (2010) . 's study likewise corroborates and confirms Pandian's findings (2000). According to Pandian (2000), kids' reading behaviours are influenced by aspects connected to their background, home, and

school. He stated that the process of building reading habits is influenced by a variety of factors, including media exposure and computer use. With the rise of electronic media, one could argue that kids are reading less and less as they spend their free time watching television and playing electronic games. Researchers discovered numerous changes in college students' reading habits due to the impact of digital media made available via the Internet (Liu, 2005). While many students like to spend 3-5 hours per week reading, Kaur and Thiyagarajah (1999) discover that (69.8%) of them spend this time on literary works, (28.6%) on newspapers, and (25.4%) on novels. This finding implies that pupils read for pleasure rather than instructional goals. Nor Shahriza and Amelia (2007) estimate that pupils spend approximately 7 to 9 hours per week reading. It is owing to the academic work students are required to complete. Additionally, their study examined gender and students' reading preferences, revealing that students spend much time reading newspapers, educational books, and websites. Again, this finding implies that children are reading for recreational purposes rather than instructional purposes. Unsurprisingly, they also found that pupils make greater use of electronic and information technology tools.

Methodology

This research adopted a descriptive research design. The research was carried out in Politeknik Kota Kinabalu. Politeknik Kota Kinabalu is one of the Politeknik Malaysia, located in Sabah, Borneo. The participants of this research were students from semesters two, three, and four from different departments of studies such as mechanical, electrical, civil, commerce and hospitality. The participants were selected randomly. The research was performed during the July 2020 academic session.

The researchers used a questionnaire to obtain the qualitative data. The questionnaire was adopted from the Adult Survey of Reading Habits Attitude (ASRA) from the work of Reading Habits Questionnaire (Akarsu & Dariyemez, 2014), and the study result of Chauhan and Lal (2012) titled 'Impact of information technology on reading habits of college students. The questionnaire was made online using Google Form so that students could respond to it efficiently, anytime and anywhere. Out of 300 students who were expected to respond to the questionnaire, only 128 students had responded.

The data obtained from the research had been analysed using IBM Statistical Package for Social Science version 26 (SPSS 26.0). All data obtained as the analysis results had been interpreted and presented in frequency, percentages, and mean in the form of tables.

Findings and Discussion

Demographic

This study gathered data from 128 respondents. 102 respondents (79.6%) were male, while 56 respondents (43.7%) were female. According to the research, 62 respondents (48.4%) came from the Commerce stream, while 66 respondents (51.5%) came from the Technical stream.

Table 1

Demography of respondents

		Number of students	Percentage (%)
Total	Male	10	79.6
		2	
	Female	5	43.7
		6	
	Commerce	6	48.4
		2	
	Technical	6	51.5
		6	

Reading habit

The reading materials, the amount of time spent reading each day, their preferences for leisure activities, the language they like to read, and the amount spent surfing the internet and playing computer/mobile games were all analysed to determine reading habits.

Types of reading materials.

The distribution of seven different forms of reading materials is depicted in Table 2, including newspapers, academic books, websites, magazines, novels, journals, and comics. The majority of students browse websites daily or at least several times per week (71.0%). Magazines (53.1%), newspapers (52.3%), novels (41.4%), academic books (25.7%), comics, and journals follow. The findings indicated a significant prevalence of newspapers and magazines, which may explain why Polytechnics students were discovered reading for amusement purposes exclusively, rather than academic ones.

Table 2

Types of reading materials

Reading material	Number of respondents	Percentage (%)
Website	91	71.0
Academic	33	25.7
Newspaper	67	52.3
Magazine	68	53.1
Novel	53	41.4
Journal	4	3.1
Comic	12	9.3

Time spent on reading (per day).

Table 3 shows the distribution of the amount of time spent on reading per day by the respondents.

Table 3

Amount of time spent on reading per day.

Hours	Number of respondents	Percentage (%)
Less than 1 hour	6	50.7
1 to 2 hours	5	27.3
2 to 3 hours	3	12.5
3 to 4 hours	5	7.8
More than 4 hours	1	1.5

The data reveals that polytechnic students spend a substantial amount of time each day reading. 50.7% of kids read for less than an hour every day. This conclusion is partly predictable given the lack of awareness of the critical reading time required to achieve academically. However, reading should be assigned to academic texts rather than other sources such as newspapers or fiction.

Favourite leisure time activity.

Additionally, respondents were questioned about their preferred leisure activities. The following table lists the activities in ascending order. The majority of respondents (53.9%) chose Internet surfing as their primary leisure activity, including Facebooking. Following that, you will listen to music, play computer games, and watch television/movies. It demonstrates that kids do not enjoy reading in their free time. As with previous research, this study revealed that many students do not read, with only eight respondents preferring to read in their spare time. Around 10.9% of respondents stated that they spend their free time reading (Table 4). It is backed up by Pandian (2000), who discovered that with the growth of technology and electronic media, students are reading less and less as they spend more time on the internet, watching television, and playing electronic games in their leisure time.

Table 4

Preferred leisure time activities

Activities	Number of respondents	Percentage (%)
Reading	14	10.9
Surfing	6	53.9
Internet	9	20.3
Music	2	6
Movies	9	7.0
Games	8	6.2
Others	2	1.5

Preferred language for reading.

According to this study, 110 respondents (85.9%) stated that they prefer to read in Bahasa Melayu above other languages. The use of Bahasa Melayu could explain such findings as to the language of teaching. As a result, only a small percentage of pupils choose to read literature written in English. Only 12 students choose to read in English. Table 5 illustrates the distribution of students' favourite reading languages.

Table 5

Preferred language for reading

Language	Number of respondents	Percentage (%)
Bahasa Melayu	11	85.9
English	0	
	1	9.3
	2	
Tamil	0	0.0
Chinese	6	4.6
Others	0	0.0

Amount of time spent on surfing the internet.

Table 6 shows the distribution of time spent surfing the internet per day by the respondents.

Table 6

Amount of time spent on surfing the internet

Hours	Number of respondents	Percentage (%)
Less than 1 hour	1	9.3
	2	
1 to 2 hours	2	21.0
	7	
2 to 3 hours	6	50.7
	5	
3 to 4 hours	7	5.4
More than 4 hours	17	13.2

The findings reveal that polytechnic students spend a significant amount of time each day perusing the internet. 50.7% of students surf for two to three hours per day, 9.3% surf for less than an hour, and 21.0% surf for one to two hours per day.

Amount of time spent on computer/ mobile games.

65 respondents (50.7%) reported spending less than an hour on the computer and mobile gaming. 21.8% of respondents spent between one and two hours playing computer or mobile games, while 10.9% spent more than four hours. The respondents indicated that they are unwilling to spend additional time on the computer and mobile games since they

must attend other academic activities such as classes, extracurricular activities, and assignments.

Table 7

Amount of time spent on computer/ mobile games

Hours	Number of respondents	Percentage (%)
Less than 1 hour	6	50.7
1 to 2 hours	5	21.8
2 to 3 hours	2	10.9
3 to 4 hours	8	5.4
More than 4 hours	1	10.9
	4	

Reading attitude

The reading attitude construct is composed of fifteen questions drawn from the Adult Survey of Reading Attitude (ASRA) (Smith, 1991). Three factors were identified in the construct: (i) reading activity and enjoyment (eight items), (ii) anxiety and difficulty (five items), and (iii) modality (two items). Table 8 contains descriptions of the three variables.

Table 8

Reading attitude variables

Variables	Questions
Reading activity and enjoyment	Reading is one of my favourite activities. I read when I have the time to enjoy it. I get a lot of enjoyment from reading. I spend a lot of my spare time reading. When I am at home, I read a lot. I want to have more books of my own. I quickly forget what I have read even if I have just read it. I try very hard, but I just can't read very well.
Anxiety and difficulty	I get upset when I think about having to read. Encountering unfamiliar words is the hardest part of reading. When I read, I usually get tired and sleepy. I often feel anxious when I have a lot of reading to do. I need a lot of help with reading.
Modality	Reading is one of the best ways for me to learn things.

There are better ways to learn new things than by reading a book.

Before conducting the descriptive analysis of the construct, the study's variables were subjected to reliability analysis. Cronbach's alpha value is 0.76, which is adequate according to Bryman and Craemer's proposal (2001).

The study used the Adult Survey of Reading Attitude (ASRA) from Smith (1991) as the measure of reading attitude, with three variables and respondents responding to statements on a four-point Likert-type scale (4 = "strongly agree"; 1 = "strongly disagree"). The result suggests that the average pleasure score is low (mean value 2.76), implying that most respondents disagree that reading is a pleasurable activity. This low regard for delight resulted in high regard for concern over reading (mean value 3.21). It indicates that respondents concur that reading is challenging and causes reading matters. The modality variable had a mean value of 3.30, indicating that respondents believe in alternative methods for learning new things outside reading. It suggests that students at Politeknik Kota Kinabalu have a low reading attitude, with a mean value of 2.83. Table 9 contains descriptive statistics about the Polytechnic students' reading attitudes.

Table 9

Descriptive statistics of reading attitude

Variable	n	Mean
Modality	128	3.30
Reading activity and enjoyment	128	2.76
Anxiety and difficulty	128	3.21
Attitude overall	128	2.83

Research Implication and Recommendation

This study aimed to understand better the reading habits and attitudes of students at Politeknik Kota Kinabalu. 128 students from the Engineering and Business departments were randomly chosen to participate in this effort. In general, the results indicate that these polytechnic students spend a disproportionate amount of time surfing the internet, playing computer/mobile games, and engaging in other technology-related activities compared to reading. Reading is viewed as a modest recreational activity during their free time. The quantity of time spent reading by polytechnic students appears to be comparable to that of the average individual assessed previously. This group was supposed to read more due to their involvement in the academic process, but they prefer to engage in other activities.

According to the reading attitude findings in this survey, polytechnic students do not like reading as much as they do other technology-related activities. They regard reading as challenging, resulting in reading anxiety. Additionally, they believed that there are different ways to acquire new knowledge besides reading, as they find reading tedious and not motivating.

Numerous problems can be detected in the manner in which this investigation was conducted. Among these are the study's tiny sample size, the inclusion of only one polytechnic, and the study's limited number of variables. A larger-scale study is necessary to provide more accurate results and incorporate additional variables such as family background, reading exposure, and the availability of reading resources and variables

directly relevant to reading in the digital world. Future research should concentrate on how reading can be accomplished through the use of computers and digital gadgets. By incorporating technology into the reading process, students will be encouraged to investigate the process in media other than traditional books. This technology-based reading will encourage children to read more, as digital natives are more receptive to using computers and other technologies for educational purposes. By raising students' motivation to read, they will increase their reading, which will improve their language skills.

Conclusion

Reading and learning are inextricably related. Additionally, education contributes to an individual's entire mental, professional, and human development. Not only can reading introduce people to new ideas, facts, and insights, but it also enables them to grow more complete in every way. As Birkerts (2010) observed, "during the course of a lifetime of reading, we develop private systems of distribution for our impressions, retaining factual material on one level, acquired psychological insight on another, and ideas on a third." Thus, reading is critical for every human being since it benefits them in a variety of ways. With the fall of young people's reading habits, it is essential to develop new ways to instill a love for reading in their hearts and to help them improve their reading habits. It cannot be accomplished in a single day. It would take concerted efforts from all sectors and establish an environment conducive to reading in homes, educational institutions, libraries, and workplaces to reintroduce reading to its golden age.

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