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ON COMMUNITY SOCIAL RESPONSIBILITY

"SYNERGIZING FOR SOCIAL IMPACT: COLLABORATIVE COMMUNITY STRATEGIES"

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Synopsis

The International Symposium on Community Social Responsibility 2024 (i-CSR2024), organized by the Industry, Community, and Alumni Network Unit (ICAN) at Universiti Teknologi MARA (UiTM) Kedah, is a prestigious forum designed to bring together a diverse array of stakeholders, including academicians, professionals, community activists, government agencies, non-governmental organizations (NGOs), and students from both domestic and international institutions. The symposium seeks to facilitate the exchange of knowledge, showcase innovative community-focused projects, and engage in rigorous discussions on contemporary social issues.

A primary objective of i-CSR2024 is to empower participants by providing a platform for the dissemination of experiences, idea exchange, and the promotion of activities related to community engagement, industry collaboration, and alumni contributions. The symposium will also prioritize the production of high-quality publications to share valuable insights and success stories of community involvement with a broader audience, both locally and globally.

The scope of the symposium is extensive, covering domains such as education, development, health, and sustainability within the framework of community and industry collaboration. The i-CSR2024 aims to underscore the significance of sustainable community networks and the role of innovation in advancing community and industry development. This symposium represents a notable opportunity for participants to engage in substantive discussions, network with peers and experts, and contribute to the global discourse on community social responsibility.

Strategic partnerships with prominent organizations, including the Malaysian Communications and Multimedia Commission, Locallead (Indonesia Leadership Research), and various academic institutions, further illustrate the symposium's dedication to fostering meaningful collaborations that extend beyond the academic realm. Participants will have the option to present their work in either Bahasa Melayu or English, with awards designated for the best paper and best presenter in each session, categorized by academic, industry, and government sectors. Additionally, selected papers will be considered for publication in esteemed journals, enhancing the visibility and impact of the research presented.



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Empowering Communities through University Collaboration: Strategies and Success Stories of SULAM (Service-Learning Malaysia and University for Society) in Park and Community Design

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ABSTRACT
University-community collaboration is increasingly recognised as a vital tool for social transformation. In Malaysia, the SULAM (Service-Learning Malaysia and University for Society) initiative is at the forefront of these efforts, particularly in Park and Community Design. This study examines the challenges and strategies involved in implementing SULAM within university settings to empower students and communities. The research addresses the underutilisation of community spaces and the lack of student engagement in practical, community-driven projects. The primary aim is to understand the effectiveness of these projects in community and park design and to evaluate their impact on students and local communities. Using a qualitative approach, this study focuses on a case study of SULAM projects in Puncak Iskandar, Seri Iskandar, Perak, Malaysia. Data collection methods, including surveys and document analysis, provide a comprehensive view of the dynamics within these partnerships and their impact on stakeholders. The study identifies key factors contributing to successful university-community collaborations, such as stakeholder engagement, cultural sensitivity, and needs-based approaches. Significant findings highlight the transformative potential of SULAM initiatives in empowering communities and promoting sustainable development. The results emphasis the reciprocal benefits of these partnerships, where students gain practical experience, and communities receive valuable support and innovative solutions. Issues like environmental conservation, public health, education, and economic growth are effectively addressed through these collaborations. In conclusion, the study underscores the pivotal role universities play in fostering social responsibility and community engagement through service learning, making a substantial impact on both students and local communities.
Keywords: SULAM, Community, University, Service- Learning, Collaboration

INTRODUCTION
University-community collaboration offers students a valuable platform to apply academic knowledge to real-world challenges, an approach increasingly recognised for addressing pressing social issues. One such initiative is Service-Learning Malaysia and University for Society (SULAM), which integrates academic learning with community service in Malaysia. By focusing on experiential learning, SULAM encourages students to work alongside local communities to tackle urgent social and environmental problems, fostering a mutually beneficial relationship between academia and society (Yusof et al., 2020). Service-learning is widely acknowledged as an effective pedagogical strategy, contributing to both student learning outcomes and community development (Booth & Green, 2022). Research suggests that such initiatives not only improve students' academic performance and civic responsibility

but also strengthen community ties by addressing local needs (Gamage, Dehideniya & Ekanayake, 2021). In the context of park and community design, service-learning projects have played a crucial role in revitalising public spaces, promoting environmental stewardship, and encouraging community engagement (Rad & Ngah, 2013). However, several challenges remain, such as logistical difficulties, insufficient community participation, and concerns regarding the sustainability of project outcomes (Harun, Jaffar, & Mansor, 2021).

Despite the growing body of research on service-learning, significant gaps remain, particularly in understanding how these initiatives can be optimised within the Malaysian context. Specifically, there is limited research on the long-term impacts of SULAM projects on both students and communities, as well as the factors contributing to the success or failure of such projects (Razali, Ahmad, & Er, 2019). The underutilisation of public spaces and the lack of sustainable, community-driven initiatives in Malaysia present significant challenges for both urban and rural development. Despite efforts through initiatives like SULAM (Service-Learning Malaysia and University for Society), many public spaces remain neglected or poorly maintained, failing to meet the needs of local communities ((Harun, Jaffar & Mansor, 2021). These issues are exacerbated by a lack of long-term strategies that ensure community participation and sustainability in development projects (Rad & Ngah, 2014). This issue is closely linked to the research objectives, which are: (1) to identify and analyse the strategies employed by universities in Malaysia to engage communities through SULAM, (2) to document and evaluate successful case studies of Park and Community Design projects, and (3) to assess the impact of these projects on both student learning and community development. Research has shown that service-learning projects, such as those focused on park and community design, have the potential to revitalise public spaces and foster community engagement (Booth & Green, 2022). However, existing studies often overlook the long-term impacts of these projects on both students and communities, particularly within the Malaysian context (Razali, Ahmad & Er, 2019). There is a need for more empirical research to assess how service-learning initiatives can be optimised to ensure sustainable development and stronger community involvement (Gamage, Dehideniya & Ekanayake, 2021).

This research aims to address these gaps by examining the strategies employed by universities in Malaysia to engage communities through SULAM and evaluating the long-term impacts of these projects on both student learning outcomes and community development.

Understanding these dynamics is crucial for developing more effective university-community collaborations that can lead to the sustainable transformation of public spaces (Razali, Ahmad & Er, 2019). Moreover, it provides pragmatic perspectives to academic institutions, governments, and community organisations regarding the successful execution and maintenance of service-learning initiatives. In conclusion, the results of this study may provide guidance to other educational establishments aiming to incorporate service-learning into their programs, thereby advancing the overarching objective of promoting sustainable community development via learning.

LITERATURE REVIEW

Service-Learning Malaysia and University for Society (SULAM)

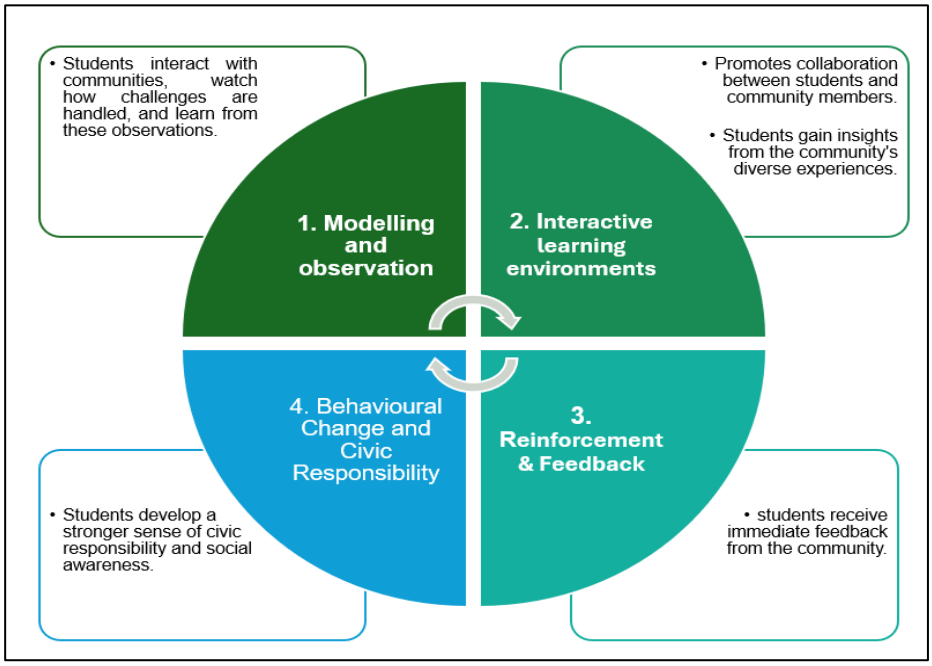
Service-Learning Malaysia and University for Society (SULAM) represents an innovative educational approach that seamlessly integrates community service with academic learning, thereby emphasising both student development and community benefit. Grounded in social learning theories (SLT), such as those proposed by Bandura (1977; 1986), SULAM posits that knowledge is created through the transformation of experience. It specifically aims to nurture civic responsibility, enhance community engagement, and cultivate practical skills among students by applying classroom theories to real-world situations. In 2017, the Malaysian Ministry of Higher Education redefined and rebranded service-learning as SULAM, distinguishing it from volunteerism and community service. Unlike these, SULAM is a credit-bearing academic curriculum that is fully integrated into course structures. It provides students with an educational experience by involving them in structured service activities that address specific community needs. By reflecting on these activities, students achieve the desired learning outcomes, gaining a deeper understanding of course content, a broader appreciation

of their discipline, and a stronger sense of personal values and civic responsibility (Ministry of Education Malaysia, 2019). Research on the implementation of service-learning has demonstrated a broad spectrum of outcomes related to student engagement with their communities. For instance, a survey by Richard et al. (2018) of 1,066 alumni from 30 universities revealed that intercultural dialogue was the most significant predictor of sustained civic engagement after graduation. The study suggested that service-learning provided students with opportunities to interact with people from different backgrounds, which in turn motivated them to continue contributing to the community beyond their university years. Moreover, Yusof et al. (2020) and Juhaini & Zillah (2016) revealed students were able to examine the relationship between their involvement in academic and extracurricular activities and their post-graduation civic engagement. Students engaged in service-learning typically acquire crucial life skills, such as deep reflection and problem-solving, along with other valuable competencies (Mohd Naufal et al., 2024; Ahmad, Said & Mohamad Nor, 2019). SULAM helps students develop a wide range of skills, including critical thinking, teamwork, communication, and project management. These skills are highly valued by employers and contribute significantly to students' career readiness.

SERVICE-LEARNING AND SOCIAL LEARNING THEORY (SLT)

The Social Learning Theory (SLT) proposed by Bandura (1977; 1986), posits that learning is inherently a social process, where individuals acquire new behaviours, attitudes, or knowledge by observing others in their environment. SLT emphasises the importance of observation, imitation, and modelling, suggesting that individuals learn not only through direct experience but also by watching others. This theory integrates both behavioural and cognitive learning aspects, highlighting the critical role of social interaction and environmental factors in shaping learning experiences (Rumjaun & Narod, 2020). According to the Department of Higher Education Malaysia (2019), the principles of SLT are particularly pertinent in the context of SULAM (Service-Learning Malaysia and University for Society). SULAM emphasises experiential learning and social engagement, which aligns with SLT's focus on learning through real-world experiences and social interaction. For instance, in SULAM, students engage with communities, observe and participate in social practices, and learn by doing—mirroring the observational learning process described in SLT.

Figure 1 Theoretical Framework of Social Learning Theory Applied to SULAM Projects (Adapted by Author from Bandura, 1986 & 1977)



The theoretical framework presented in Figure 1.0 illustrates the alignment between SLT and applied to Park and Community Design projects SULAM. It shows how the foundational elements of SULAM, such as experiential learning, the promotion of civic responsibility, and behavioural change, correspond with key components of SLT, including modelling and observation, interactive learning environments, reinforcement, and feedback. This framework underscores the synergy between SULAM's approach to service-learning and SLT's principles, offering a robust basis for understanding how SULAM facilitates meaningful learning experiences through social engagement and interaction.

SOCIAL LEARNING THEORY (SLT) AND ITS APPLICATION TO PARK AND COMMUNITY DESIGN PROJECTS IN SULAM

The Social Learning Theory (SLT), as articulated by Bandura (1977; 1986), offers a crucial framework for understanding how individuals acquire knowledge and behaviours through social interaction, observation, and imitation. This theoretical perspective is particularly relevant for examining the implementation and outcomes of Park and Community Design projects within the Service-Learning Malaysia and University for Society (SULAM) framework. SLT highlights that learning is inherently a social process, with individuals enhancing their understanding by observing and engaging with others in their environment (Bandura, 1977). In the context of SULAM, universities employ various strategies to foster community engagement, and these strategies align closely with SLT principles. For instance, universities often model best practices in park and community design while providing students with opportunities to observe and participate in these processes. Bandura (1986) underscores the effectiveness of observational learning, where students gain insights by watching and imitating experienced practitioners. This approach is corroborated by Smith et al. (2019), who discovered that modelling effective engagement strategies substantially improves students' abilities to replicate successful community interactions. Moreover, successful case studies of park and community design projects within SULAM illustrate SLT in action by integrating experiential learning and reflection—both core components of SLT. These projects show how feedback and reinforcement, central to SLT, contribute to refining students' design skills and enhancing project outcomes (Tanaiutchawoot, 2022). Additionally, evaluating the impact of SULAM projects on student learning and community development through SLT principles emphasises the importance of social interaction and feedback in fostering meaningful educational and community results (Tijsma, Urias, & Zweekhorst, 2023).

METHODOLOGY

This research employs a mixed-methods approach to thoroughly investigate the role of SULAM (Service-Learning Malaysia and University for Society) in empowering students and communities through university collaboration in park and community design. Mixed-methods research, which integrates both qualitative and quantitative approaches, is widely regarded as an effective strategy for obtaining a comprehensive understanding of complex issues (Creswell & Plano Clark, 2017; Johnson & Onwuegbuzie, 2004).

The qualitative component includes interviews and case studies of SULAM projects. In-depth semi-structured interviews were conducted with key stakeholders, including university faculty, students, and community members, to explore the strategies employed and document the success stories of these projects (Yin, 2002; 2014). Case studies of selected SULAM initiatives were used to provide detailed accounts of project implementation and outcomes. This approach is crucial for understanding the nuanced experiences of stakeholders and capturing the contextual factors contributing to the success or failure of service-learning initiatives (Stake, 2006).

The quantitative aspect of the study involves survey data collection and analysis. Surveys were designed to assess the broader impact of SULAM projects on student learning outcomes and community development. The survey included both closed-ended and scaled questions to measure variables such as student engagement, perceived benefits of the projects, and community impact (Bryman, 2016).

The survey instrument was developed based on a review of relevant literature and pilot tested to ensure reliability and validity. Participants were selected using a stratified random sampling method to ensure a representative sample of students, faculty, and community members involved in SULAM projects. The survey was distributed electronically to participants via email and QR codes linked to an online survey platform.

Quantitative data were analysed using statistical software to perform descriptive and inferential analyses. Descriptive statistics were used to summarise demographic information and general trends, while SPSS (Statistical Package for the Social Sciences), descriptive statistical – mean and standard deviation, were employed to examine differences in perceptions and impacts across different groups. The analysis aimed to identify patterns and correlations in the data, providing insights into the effectiveness of SULAM projects in achieving their intended outcomes.

By integrating qualitative and quantitative methods, the study provides a holistic view of how SULAM initiatives contribute to community-driven projects' sustainability and enhance student civic responsibility. The use of a mixed-methods design ensures data triangulation, enhancing the validity and reliability of the findings (Tashakkori & Teddlie, 2003). Qualitative insights from interviews and case studies are used to contextualise and interpret quantitative results, offering a comprehensive understanding of the impact and effectiveness of SULAM projects.

Case Study: Puncak Iskandar, Seri Iskandar, Perak, Malaysia

In this research, a comprehensive qualitative analysis will be conducted on selected SULAM (Service-Learning Malaysia and University for Society) projects, with a particular emphasis on the case study of Puncak Iskandar, Seri Iskandar, Perak. The case studies have been chosen based on their success and relevance to park and community design, ensuring that they offer valuable insights into effective practices within this field. As noted by Yin (2014; 2002) and Stake (2006), the case study method offers researchers an excellent framework for addressing explanatory research questions, such as 'how' or 'why,' enabling them to investigate a phenomenon, population, or general condition. In Table 1, the documentation process will involve several key steps. The roles of various stakeholders, including university students, community members, and local authorities such as Majlis Daerah Perak Tengah (MDPT), will be thoroughly examined. This analysis will consider how these stakeholders have contributed to the project's development and the nature of their involvement throughout the process. The outcomes of the project will be assessed by evaluating the final design solutions, gathering community feedback, and measuring the impact of the project on both the local community and the broader environment.

Table 1 Key Step in the Documentation Process for SULAM Projects

Documentation Process Steps	Description
Review of Design Proposals	Involves site visits and an in-depth examination of the initial design proposals to understand the project's objectives and scope.
Development Stage	Assesses the inventory and analysis phases, evaluating the site's natural and built environment, as well as its socio-economic context, to inform design.
Implementation Strategies	Explores the design development phase, focusing on strategies employed for project realisation, including stakeholder engagement and community feedback.

Figure 2 Case Study: Puncak Iskandar, Seri Iskandar, Perak
(Source: https://www.google.com/maps/search/puncak+iskandar+seri+iskandar**)**



Puncak Iskandar, situated in Seri Iskandar, Perak, Malaysia, is a rapidly growing residential area within the Perak Tengah district. Approximately 40 kilometres southwest of Ipoh, the state capital, this township has witnessed substantial development, largely driven by the presence of major educational institutions such as Universiti Teknologi MARA (UiTM) Perak Branch and Universiti Teknologi PETRONAS (UTP). Puncak Iskandar is characterised by a unique blend of urban and rural elements, featuring residential developments, commercial centres, and natural features such as small water bodies and forest patches.

Its strategic location and evolving infrastructure make Puncak Iskandar an ideal candidate for SULAM (Service-Learning Malaysia and University for Society) projects centred on park and community design. The area's demographics, predominantly comprising students, university staff, and local residents, create a dynamic and youthful population poised to benefit from the enhancement of public spaces. Additionally, the natural environment offers considerable opportunities for sustainable development, particularly in the creation of green spaces that fulfil both recreational and educational roles. Selecting Puncak Iskandar as the site for this

SULAM project presents a valuable opportunity to merge academic learning with practical, community-focused outcomes. It enables students to apply their theoretical knowledge within a real-world context, addressing the specific needs of the local community. Moreover, the initiatives undertaken in Puncak Iskandar could serve as a model for similar communities across Malaysia, illustrating the positive impact of university-community collaborations in advancing sustainable development and environmental stewardship.

SURVEY AND INTERVIEW

This study will utilise a combination of qualitative and quantitative methods to gather comprehensive data. In-depth interviews with key stakeholders such as students, local authority (Majlis Daerah Perak Tengah) and community Puncak Iskandar, Seri Iskandar, Perak will be conducted to provide qualitative insights into their experiences and perspectives regarding the SULAM projects. These interviews will allow for a nuanced understanding of how the projects have impacted those directly involved. Complementary to these interviews, surveys will be administered to collect quantitative data on the perceived effectiveness of the projects. These surveys will be designed to allow for statistical analysis, thereby enabling a more objective evaluation of the projects' impact.

Table 2 The Structure of Google Form

Section	Description
Section A	Information of Respondent – To gather basic demographic and background information.
Section B	Assessment of SULAM Programme – To evaluate the overall effectiveness and execution of the SULAM projects.
Section C	Community Need through SULAM – To identify and assess the specific needs of the community addressed by the projects.
Section D	Knowledge, Aspiration, and Skill – To measure the educational and personal development outcomes for students and other stakeholders.
Section E	Sustainability by SULAM – To evaluate the sustainability aspects of the projects, particularly in terms of environmental and community impact.
Section F	Insights and Improvement – To collect feedback and suggestions for enhancing future SULAM initiatives.

The surveys will be distributed using a QR code linked to a Google Form, ensuring ease of access for respondents. Table 2 shows the structure of Google Form. The respondent is comprised of approximately 87 people from the UiTM Seri Iskandar students, staff *Majlis Daerah Perak Tengah* and *Puncak Iskandar* community. Based on Krejcie & Morgan (1970) and Creswell & Poth (2016) a respondent size is considered appropriate for this study's objectives.

DATA ANALYSIS, FINDINGS & RECOMMENDATION

This section presents the analysis and findings from the data collected through surveys, interviews, and document reviews regarding the SULAM (Service-Learning Malaysia and University for Society) projects. The primary aim is to understand the effectiveness of these projects in community and park design and to evaluate their impact on students and local communities. In the documentation process for SULAM projects, the research findings are shown in Table 3. In light of these findings, future SULAM projects would benefit from improved detail and alignment with best practices in the initial design proposals. Enhancing socio-economic considerations during the development stage and refining stakeholder engagement strategies, particularly in addressing feedback, will likely lead to more effective and impactful outcomes. These recommendations provide a roadmap for leveraging the strengths and addressing the weaknesses identified in this comprehensive evaluation.

Table 3 The Findings of Documentation Process for SULAM Projects

Key Step	Analysis Method	Key Findings	Recommendation
Review of Design Proposal	Content Analysis (site visits and an in-depth examination)	The survey results indicate that 65% of respondents believe that current park facilities in Puncak Iskandar do not meet the community's needs. The most common needs identified include improved recreational facilities and better maintenance.	This data suggests a significant gap between existing facilities and community expectations. The high percentage indicates a strong demand for enhancements in park amenities at Puncak Iskandar.
Development Stage	Site Inventory & Analysis (Physical, Social, Cultural and Biological-SWOT Analysis)	Analysis and SWOT integrates well with site features but could better address socio-economic needs.	Enhance socio-economic considerations, address identified challenges. Enhance the SWOT analysis by incorporating a more detailed assessment of the socio-economic factors that influence the community's interaction with the park and open spaces at Puncak Iskandar.
Implementation Strategies	Feedback Analysis (stakeholder)	Effective stakeholder engagement, mixed feedback on impact.	Establish a continuous and open line of communication between students, stakeholders, and the

	and Evaluation Process	Students deliver a final presentation of the SULAM project to MDPT and representative for further feedback and suggestions.	community throughout the design and implementation process. Maintain engagement with the community and stakeholders even after the project's completion to monitor the park's ongoing impact and to make necessary adjustments.

The quantitative data from the surveys will be analysed using descriptive statistical methods. The findings are shown in Table 4. The data involve calculating means, and standard deviations for the responses in each section of the survey, offering an overview of how respondents perceive the impact and effectiveness of the SULAM projects.

Table 4 The Findings of Qualitative Data (Survey)

Aspect	Mean Rating	Standard Deviation	Analysis
Understanding and Benefits of SULAM Application	4.2	0.88	Moderate variation in responses; most respondents rate this aspect highly, but there is some diversity in opinions, reflected in the higher standard deviation.
Increase or Development of Individual Skills	4.3	0.7	Relatively low variability: consistent agreement that the programme helps develop individual skills, with a strong consensus on high ratings.
Development of Positive Relationships	4.4	0.66	Low variation: strong consensus that the programme fosters positive relationships, with the majority of respondents giving high ratings (4 or 5).
Building Neighbourhood Spirit and Cooperation	4.3	0.73	Moderate agreement: most believe the programme is effective in building neighbourhood spirit and cooperation, with slight variability in responses.
Support in Teaching and Learning in Park and Community Design	4.4	0.66	Low variability: respondents generally agree on the programme's effectiveness in supporting teaching and learning, with most giving high ratings.

The understanding and benefits of the SULAM application received a mean rating of 4.2 with a standard deviation of 0.88, indicating moderate variation in responses. While most respondents acknowledged the benefits, a significant proportion had differing opinions, suggesting that further clarification or communication may be required. Both the development of positive relationships and support in teaching and learning in park and community design received high mean ratings of 4.4 with low standard deviations of 0.66. This reflects a strong consensus among respondents that the programme excels in fostering relationships and supporting educational initiatives. The assessment of the SULAM programme across various aspects reveals generally positive perceptions among respondents, with high mean ratings ranging from 4.2 to 4.4. The standard deviations, which are relatively low (ranging from 0.66 to 0.88), indicate a strong consensus among respondents, particularly in areas such as the development of positive relationships and support in teaching and learning in park and community design.

The qualitative data from the in-depth interviews- insights and improvement for SULAM projects with students, MDPT staff, and community members will first be transcribed verbatim. These transcripts will then be subjected to thematic analysis, wherein the data will be meticulously coded and organised into key themes and categories that emerge from the participants' experiences and perspectives. This approach will facilitate the identification of common patterns, significant insights, and unique viewpoints related to the SULAM projects. Additionally, responses to the open-ended questions in the Google Form surveys will be analysed through content analysis. This will involve identifying recurring themes and concepts in the respondents' answers, thereby providing a deeper understanding of their views on the effectiveness of the SULAM programme, community needs, and sustainability.

The findings indicate several areas for enhancing SULAM initiatives. There is a strong call for increased skill-building workshops, structured training, and peer mentoring, with 20,

15, and 10 responses respectively. Integration with existing programmes received 30 responses, while external partnerships were less emphasised with 5 responses. The need to reinforce programme integration and diversify activities was reiterated. Effective teaching methods were widely acknowledged, but 10 responses identified areas needing improvement. Recommendations include expanding the frequency and variety of workshops and training, integrating SULAM with other university and community programmes, and refining teaching approaches to address specific gaps.

Table 5 The Findings of Qualitative Data (Survey)

Category	Themes Identified	Frequency Analysis	Recommendations
1. Improve Individual & Group Skills Among Students	Workshops	Workshops: 20 responses	Increase the frequency and variety of skill-building workshops and training sessions.
	Training	Training: 15 responses	Develop and implement a structured peer mentoring programme.
	Peer Mentoring	Peer Mentoring: 10 responses	
2. Combination with Other Programs	Integration with Existing Programmes	Integration with Existing Programmes: 30 responses	Explore and pilot integration of SULAM with existing university programmes.
	Collaboration with External Partners	Collaboration with External Partners: 5 responses	Investigate potential collaborations with external organisations.
3. Combination with Other Programs (Repeated)	Reinforcement of Integration	Integration: 30 responses	Reaffirm and expand upon previous recommendations to integrate SULAM with a broader range of programmes and activities.
	Diversification of Activities	External Collaboration: 5 responses	
4. Learning & Teaching Objectives Achieved	Effective Teaching Methods	Effective Teaching Methods: 25 responses	Continue and enhance the teaching methods that are proving effective.
	Achievement of Educational Goals	Areas for Improvement: 10 responses	Address specific areas where educational goals are not being met by reviewing and refining the current approach.

CONCLUSION

This study has successfully demonstrated the transformative potential of the SULAM (Service-Learning Malaysia and University for Society) initiative in the context of park and community design, particularly in the Puncak Iskandar area of Seri Iskandar, Perak. By aligning university resources with community needs, SULAM fosters a symbiotic relationship between students and local residents, resulting in mutual benefits such as enhanced student learning and tangible community improvements (Bringle & Hatcher, 2002; Razak et al., 2015). The research identified key strategies contributing to the success of these projects, including effective stakeholder engagement, cultural sensitivity, and a needs-based approach, all of which are crucial for sustainable community development (Eyler & Giles, 1999; Morton, 1995). The novelty of this research lies in its detailed examination of the SULAM initiative through the lens of Social Learning Theory (SLT), offering a fresh perspective on how service-learning can be effectively integrated into university curricula to address real-world challenges (Bandura, 1977). By applying SLT principles to the evaluation of SULAM projects, this study not only adds theoretical depth to the understanding of service-learning but also provides practical insights into the mechanisms that drive successful university-community collaborations (Lave & Wenger, 1991; 1998). Furthermore, this research contributes to the body of knowledge by filling gaps in the existing literature on service-learning in Malaysia, particularly regarding the long-term impacts of SULAM projects on both students and communities (Razak et al., 2015). The findings underscore the importance of experiential learning in higher education and its role in fostering civic responsibility and community engagement (Eyler & Giles, 1999). These insights can guide future service-learning initiatives, ensuring they are more effectively tailored to the needs of both students and communities, thereby enhancing their overall impact. In conclusion, this study highlights the pivotal role universities play in promoting social responsibility and sustainable development through service-learning (Bringle & Hatcher,

2002). The successful implementation of SULAM projects in park and community design serves as a model for other educational institutions seeking to integrate service-learning into their curricula, ultimately contributing to the broader goal of empowering communities through university collaboration.

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Synergizing for Social Impact: Collaborative Communities Strategies

Why Collaboration Is Key to The Future of Higher Education? University-Industry-Community Engagements: A Conceptual Study

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ABSTRACT
University and industry have different objectives, the main objective of the industry is to make a profit and provide returns to its stakeholders. Meanwhile, the university's objective is knowledge generation, teaching, and learning. Nowadays, it is vital to increase the involvement of universities in collaborating projects with industry and communities. The collaboration can provide benefits not only to the university but also to the industry and communities involved. Industry can increase resources, innovate, and achieve a competitive edge. Universities benefit from effective means to stay alongside changing market and industry dynamics and to comprehend the current requirements and desires of industry players. Besides, communities can improve their quality of life through the collaboration project. The collaboration addresses the existing and upcoming challenges faced by the collaboration stakeholders. However, establishing a successful collaboration project between universities, industry, and communities is difficult. Thus, this study discussed the advantages and experiences of collaboration. This conceptual paper was derived based on the review of literature, articles, practices, and reports which are pertinent to the research area and related to the targeted keywords. In addition, this study proposed the best practices for establishing a collaboration project between universities, industry, and communities.
Keywords: University-Industry involvement, University-community involvement

INTRODUCTION
The industry's main objective is profit, which can provide a return to its stakeholders. However, for a university, the profit is not only quantified in the monetary term but most importantly, it provides benefits to its stakeholders such as students and staff. As supported by Hillerbrand and Werker (2019), the industry is profit-oriented, while the university focuses on knowledge generation and dissemination.
Furthermore, the university also plays a crucial role in shaping the communities with a more sustainable future by achieving the 2030 Agenda Goals. It is a global action plan that focuses on sustainable development to strengthen the global response towards climate change issues. The agenda 2030 defined the Sustainable Development Goals (SDGs) and has listed 169 goals to be achieved by 2030, with the challenge to eradicate poverty in all its forms and promote a dignified life for all (Borsatto et al., 2024; UN-Habitat, 2016).

Further, by identifying the key SDGs relevant to the collaborations, the study related to university-industry-community engagements could further clarify the impacts of collaboration or partnerships on the related areas, for example quality education, sustainable economic growth, and reduced inequalities. The research would not only add ongoing

relevance but also highlight the role of these collaborations in driving societal change and will help to foster sustainable development, aligning academic efforts with global initiatives.

Universities and industry collaborations are on the rise. Between 2012 and 2016, the number of academic-industry partnerships reported more than double. In addition, according to the report, the number of papers co-authored by a research institution and an industry collaborator is rising steadily on a global scale. It was reported that 76223 papers were co-authored in 2015 meanwhile 83999 were co-authored in 2019 (Elsevier, 2021).

Policymakers encourage universities to improve the current education landscape by addressing societal issues. As mentioned by the Vice Chancellor of Universiti Malaya (UM), Datuk Dr. Abdul Rahim Hashim, support and participation from the stakeholders since the initial stage is crucial in the community engagement program. Besides, community engagement should be encouraged as a long-term goal among the local players. Previously, the institutional mission focused on societal issues like reducing poverty, enhancing public health, and facilitating locally controlled economic development. However, new challenges would arise. Thus, a new and effective approach must be formulated for knowledge development and application for the public good (TheMalaysiaReserve, 2019).

Collaboration between universities and communities is a two-way process that emphasizes combining community experience and university knowledge to solve societal issues and promote the idea of a fair society. Additionally, perspectives from diverse stakeholders should be considered to determine the program's success and sustainability (TheMalaysiaReserve, 2019).

In addition to the extensive participation of industry participants, community-university partnerships are also crucial. It has been argued by Groulx et al. (2020) that the comprehensive concept of university - community partnerships is necessary for the creation of sustainability initiatives. Moreover, researchers addressed the advantages of university - community partnerships. Consequently, this paper will discuss the perspectives of community stakeholders regarding the functions and activities that serve as the basis for effective university–community partnerships. As the business environment is continually evolving, universities have taken the initiative to collaborate locally and internationally with business, government, the non-profit sector, and the community to address current and future challenges.

BACKGROUND OF STUDY

The Context of University Management

The management places great emphasis on the welfare, health, and safety of the students and staff. The senior management of the university should have taken great roles in supporting the university's agenda. All divisions at universities are responsible for planning and taking action to make the goals/mission of a university a reality. One of the most important divisions in universities is the research, industry networking division, for example at Universiti Putra Malaysia - Office of Deputy Vice-Chancellor (Industry and Community Relations) (UPM, 2024); Office of Industry, Community and Alumni Network (ICAN), Universiti Teknologi MARA (UiTM, 2024) and Centre of Industry & Community Partnership (I-COMM) (UKM, 2024). In general, these departments have been tasked to engage with the industry key players and communities.

Collaborations benefit institutions such as universities and industry partners immensely. This is because collaborations foster crucial synergies and initiatives that increase the potential of both parties. For businesses, partnering with institutions provides access to knowledge and research that stimulates innovation, expands their resources, and bolsters their competitive advantage. Collaborations with industry partners provide academic institutions with effective means to stay abreast of changing market and industry dynamics and to comprehend the current requirements and desires of industry players. This study discusses university-industry-community engagement by integrating multiple perspectives. Additionally, it is hoped that it provides some insights that reflect current practices.

From the Perspective of a University in the South of Malaysia

The information presented in this article is not the typical "research data". Relatively, this paper shares the perspectives of partners and interested parties who participated to promote a highly engaged university - industry & community from the perspective of UiTM Johor Branch. To ensure the university remains competitive, a few measures were implemented. Memorandum of understanding (MoU) and agreement (MoA) collaborations with major industry players and universities are among the initiatives. Currently, there are more than 1000 MoU signed across the whole UiTM system (ICAN's Website, 2023).

With these MOU and MOA initiatives, the university, particularly students and academic staff has received many advantages. For example, in the teaching and learning activities, the students can learn from the industry's experts. As a result of these partnerships, it helps universities to have a high rate of graduate employability. The Industry and Community Network (ICAN) is a unit under the Research, Industry Networking and Alumni Division (BPJI&A) UiTM Johor Branch (UiTMCJ). This unit plays an important role in managing and establishing professional networking between the campus, the industry partners and communities.

In addition, the unit is responsible for looking for opportunities and entering a memorandum of understanding with the industry partners. The aim of having an MOU is to establish a strategic partnership with the industry players. Other than that, this unit is also responsible for establishing harmonious relationships intertwined between the university and the industry. ICAN is also responsible to strengthen the cooperation between academia and industry as well as the community with the goal of making UiTM a Globally Renowned University in 2025.

UiTMCJ has already partnered with public listed firms in Malaysia and global companies and has plans to collaborate with even more public listed companies in the coming years. UiTMCJ has also signed understandings and agreements (MoU) with international institutions and organizations with countries such as Indonesia, Thailand, Brunei, Singapore, Türkiye, Japan, and many more. In addition to this, at least forty (40) memorandums of understanding (MoU) have been signed solely on the Digital Marketing 2u1i-programme at UiTMCJ. As part of this program, students will undergo a two-year academic program at the university and a one-year "hands-on" internship program within the partnered-organizations.

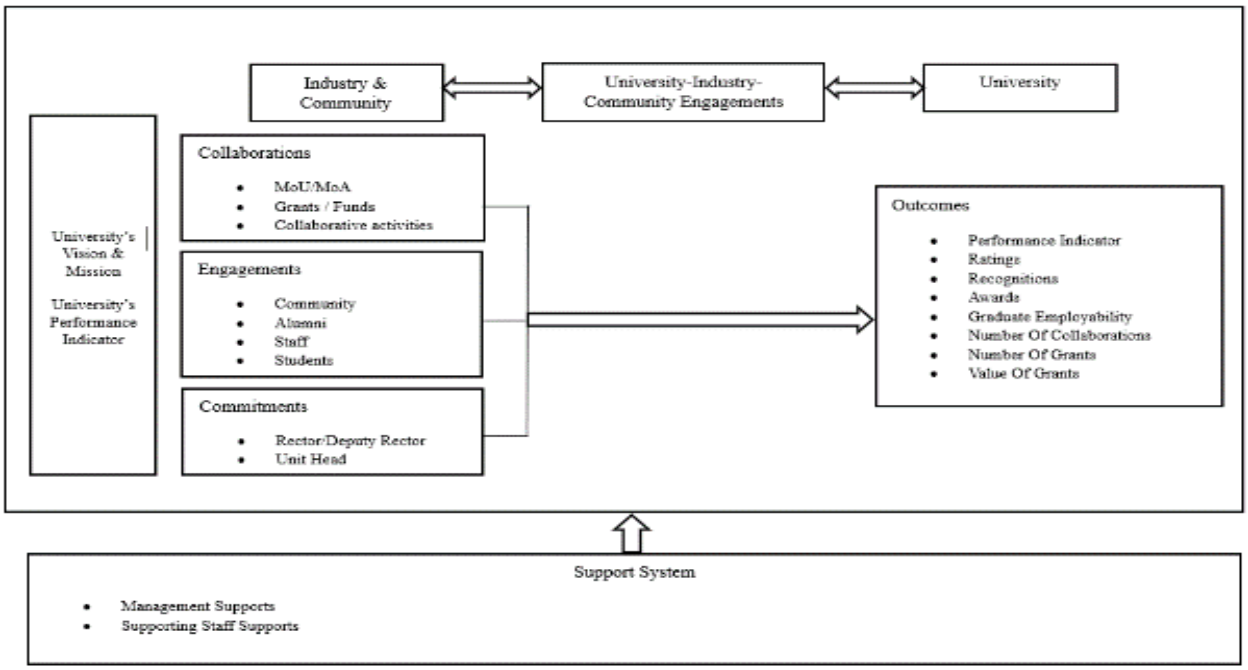
UiTMCJ's efforts towards University-Industry-Community engagements have been recognized with several awards, such as the MeTIC 2022 - Special Award of ICAN Deputy Vice Chancellor (Anugerah Khas TNC ICAN), MeTIC 2023 and MeTIC 2024, Best Industrial Collaboration Award, Community Program Award: Sustainable Program, Best Knowledge Transfer Program Award and Best Graduate Employability (GE) Program Award – UiTMCJ Trading Room. These are just a few awards that have been bestowed upon the UiTM Johor Branch.

Proposed Practices of the University in the Industry and Community Engagements

Figure 1.0 shows the proposed practices of the university for industry and community engagements. Departments, for example, Industry Linkages and Community Engagements, assist the university in coordinating engagements between the university, industry, and the community. In addition, this department will be assisting the university in the matter of collaborations, engagements, and commitments.

When it comes to collaboration, these activities include engagement with external parties, such as establishing memoranda of understanding or agreement (MoU/MoA), obtaining grants, joint research, knowledge transfer programs, industry attachments, and any other related collaborative activities. In the interim, engagements should be fostered among the community, alumni, faculty members, and students.

Figure 1 Proposed Practices of the University in the Industry and Community



Other than that, the commitments from the top management of universities and the heads of departments or unit coordinators are necessary to ensure that the current practices contribute towards the desired outcomes. These practices contribute towards achieving the key performance indicators: rating, recognition, awards, graduate employability, number of collaborations, grants, and grant value. Moreover, another attribute that is vital towards achieving desired outcomes is the support systems, particularly the management and staff support. These are essential to ensure that the current practices implemented are in line with the performance indicators. Hence, it helps to contribute towards achieving the vision and mission of universities. This success may be attributable to ongoing efforts to collaborate with industry actors and communities. Numerous studies (Gul, 2019; Jollands, 2016; Tran, 2016;), among others, have found a correlation between graduate employability and collaborations with industry leaders.

DISCUSSION AND CONCLUSION

To remain relevant and competitive, collaborations between universities and industry partners is crucial. Several studies have been conducted on this topic, for example a study by Awasthy et al. (2020) proposed a comprehensive holistic framework to address many aspects of university-industry collaboration to enhance effectiveness and to attain success. Another study also discussed the importance of university-industry collaboration (Luthen, 2018) whereby the researcher highlighted that in the last decade, there has been an explosion in the number of research deals between companies and universities. As indicated by the Association of Public & Land-Grant Universities, one of the important components of a national innovation system is collaboration. Collaboration in research and development among universities and industry benefits both partners and the U.S. economy. Besides, the rate of discovery and its application to societal issues can be accelerated by collaboration (APLU, 2019). A few studies have focused on establishing an effective community and university collaboration (Curwood et al., 2011; Maruyama, 2011; Walsh, 2006; Walsh, 2021). It is envisioned that to remain competitive, commitments from all stakeholders are essential to guaranteeing the success of these initiatives. Due to the limits of a conceptual paper, it is suggested that future studies conduct further testing and analyses of the proposed model for validation.

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Synergizing for Social Impact: Collaborative Communities Strategies

Evaluating On-Campus Haircut and Grooming Services: Insights into Student Needs, Satisfaction, and Eco-Friendly Practices at UiTM

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ABSTRACT
The research addresses the gap in understanding university students' needs and preferences for on-campus haircut and grooming services. The primary objective of the study is to evaluate the awareness, usage patterns, satisfaction levels, and interests of students concerning these services. To achieve this, a comprehensive survey was conducted among students from a northern UiTM campus. The survey aimed to gather detailed insights into students' current engagement with grooming services, their satisfaction with these services, and their preferences for future improvements. The survey results indicate a moderate level of awareness among students about existing grooming services on campus. A significant portion of the respondents reported using these services monthly, reflecting a steady demand. Despite this, overall satisfaction with the current grooming services is mixed, with pricing and accessibility highlighted as key areas needing enhancement. Furthermore, the survey revealed a strong interest in the development of a campus-based grooming app or website, suggesting a demand for more streamlined and convenient access to these services. The environmental consciousness of the students was also evident, with many advocating for the incorporation of eco-friendly practices in campus grooming services. In conclusion, this study underscores the need for the implementation of eco-friendly practices and the development of digital platforms to enhance service accessibility. These recommendations aim to better cater to the diverse grooming needs of university students, ultimately enhancing their overall campus experience and well-being.
Keywords: University grooming services, student satisfaction, eco-friendly practices, service accessibility

INTRODUCTION
University students lead busy lives, often balancing academic responsibilities with personal care and social activities. On-campus services, including grooming and haircuts, are vital in ensuring that students have convenient access to essential services that help maintain their well-being and confidence. The availability of such services directly on campus can save time and reduce stress, contributing positively to the overall student experience.

Despite the importance of these services, there is limited understanding of how students use and perceive on-campus grooming services. This study seeks to fill this gap by evaluating student awareness, usage patterns, and satisfaction with these services at a northern Universiti Teknologi MARA (UiTM) campus. Additionally, the study explores students' interest in eco-friendly practices and the potential for digital solutions to enhance service accessibility.

The findings from this study are expected to provide valuable insights for university administrators, service providers, and policymakers to improve on-campus grooming services, making them more responsive to student needs and preferences.

LITERATURE REVIEW

Grooming services, including haircuts, are not merely about maintaining physical appearance; they play a crucial role in students' self-esteem and confidence. Research shows that personal grooming contributes significantly to an individual's sense of well-being and can affect their academic performance and social interactions. French et al. (2009) suggest that grooming has a statistically significant positive impact on students' GPA, particularly for male students, indicating that well-groomed students tend to perform better academically. Furthermore, Schwer and Daneshvary (2000) found that individuals in professions where appearance is important are more likely to place high importance on maintaining their grooming, including haircuts. These studies support the idea that grooming services can significantly contribute to students' self-esteem and academic success. For university students, who often have limited time and resources, accessible grooming services on campus are particularly important.

The provision of on-campus services has evolved to meet the changing needs of the student population. Universities around the world have recognized the importance of offering a range of services, including dining, healthcare, and grooming, to support the holistic development of students. Studies have shown that students who utilize on-campus services are more likely to feel supported and satisfied with their university experience. Ciobanu (2013) emphasizes the growing recognition of the importance of comprehensive student services, including grooming, as essential components of the student experience. She suggests that student services should adapt to the diverse and evolving needs of the student population to enhance their overall university experience. In addition, Gao (2020) highlights the critical role that quality on-campus services play in student satisfaction and loyalty. In her study in a university in China, her findings show that well-managed services, including grooming, contribute to a supportive educational environment, which can improve student retention and overall satisfaction.

Student satisfaction with on-campus services is influenced by several factors, including the quality of service, convenience, cost, and the overall experience. Previous research has indicated that students value high-quality services that are easily accessible and affordable. McLeay et al.'s (2017) research found that the quality of service, convenience, and cost are major determinants of student satisfaction, which aligns with the importance of maintaining high standards in grooming services on campus. Satisfaction is also closely linked to the professionalism and skill level of service providers, as well as the cleanliness and hygiene of service areas. Grebennikov and Shah's (2013) paper discusses the importance of tracking student satisfaction across various services, including grooming, to improve the overall student experience. They suggest that continuous monitoring and enhancement of these services are key to maintaining high levels of student satisfaction.

In recent years, there has been a growing emphasis on sustainability across various sectors, including personal care and grooming. Eco-friendly practices, such as using organic products, reducing waste, and conserving energy, are increasingly important to consumers. A study by Ribeiro et al. (2021) explores the role of sustainability initiatives, including eco-friendly practices in grooming, within university campuses. It highlights that students are increasingly valuing sustainability and that universities play a crucial role in fostering environmentally responsible behaviors, including in their grooming services (Ribeiro et al., 2021). Universities, as institutions that shape future leaders, have a responsibility to promote sustainability, including in the grooming services they offer on campus.

METHODOLOGY

This study employed a quantitative survey-based research approach to gather data on student usage, satisfaction, and preferences regarding on-campus grooming services at a northern campus of UiTM. The choice of this method was driven by the objective of collecting numerical data that can be analyzed statistically to determine patterns in behavior and satisfaction. The

survey was designed to include closed-ended questions to quantify student usage patterns and satisfaction levels, as well as Likert scale questions to measure levels of agreement with statements regarding eco-friendly practices and digital platform preferences. A convenience sampling method was used to select participants from the student body of the UiTM campus, with the survey distributed electronically to maximize participation. While convenience sampling offers advantages in accessibility, it is important to acknowledge potential limitations in generalizability, which could be addressed in future studies by employing stratified sampling techniques. The survey was distributed electronically to students at the UiTM campus, and responses were collected over a two-week period. A total of 155 students responded to the survey, a sufficient sample size to ensure statistical reliability with a margin of error acceptable for this type of campus service evaluation. The demographic profile of the respondents provides important context for understanding the survey results. The survey included 155 students, with a significant majority (77.4%) being male and 22.6% being female. The age distribution shows that 58.7% of the respondents were aged 18 to 20, 38.1% were aged 21 to 23, and 3.2% were 24 years or older. This demographic spread indicates that the survey captured a wide range of student experiences, primarily from younger undergraduates. The collected data were analyzed using descriptive statistics to provide an overview of usage patterns and satisfaction levels. The findings were then interpreted in relation to existing literature to draw actionable conclusions.

FINDINGS AND DISCUSSION

The survey revealed that a significant portion of students regularly use grooming services on or near campus. Specifically, 37.4% of respondents reported using these services monthly, while 31.6% indicated they had never used them. This suggests a steady demand for grooming services among the student population, though there is a notable minority who do not currently utilize these services. In terms of location preferences, 51% of students preferred on-campus grooming services, 27.7% favored off-campus options, and 21.3% had no preference. This highlights the importance of having accessible grooming services directly on campus, as more than half of the respondents find this option most convenient.

The satisfaction levels with current grooming services were mixed. A majority of students (59.4%) expressed a neutral stance, indicating that while they are not dissatisfied, they are not particularly impressed with the services either. Only 27.7% of respondents reported being satisfied, and a smaller percentage (5.2%) were very satisfied. Price was identified as a critical factor, with 56.1% of students considering it very important in choosing a grooming service. Most students spent between RM10 to RM20 per visit, suggesting that affordability is a key consideration for this demographic. Furthermore, service quality and hygiene were also deemed essential, with 67.1% of respondents rating service quality as very important and 71.6% prioritizing hygiene and cleanliness.

The survey also explored students' interest in learning grooming skills and participating in related activities. Over half of the respondents (52.2%) expressed an interest in acquiring grooming skills, with motivations ranging from personal use to potential part-time employment. The interest in eco-friendly practices was also strong, with 66.5% of students showing enthusiasm for environmentally conscious grooming options. In terms of engagement, many students were open to contributing to a grooming services blog or website and participating in a student committee focused on grooming services. This indicates a willingness among students to take an active role in enhancing these services on campus.

The findings indicate that there is a clear demand for grooming services among UiTM students, particularly those who prefer the convenience of on-campus options. The steady usage patterns suggest that these services play a significant role in students' lives, helping them manage their personal care needs amidst their busy academic schedules.

The survey results show a mixed level of satisfaction among students using on-campus grooming services. Price sensitivity is the most significant predictor of student satisfaction, with students who spent less on services expressing higher satisfaction. With most students indicating that they spend between RM10 to RM20 per visit, it is evident that affordability is a primary concern. This finding aligns with previous research highlighting the importance of

affordable pricing for student services (Ranjan & Jha, 2019). A recent study by Setiyowati & Riyadi (2023) highlighted that price has a significant impact on student satisfaction and loyalty, further supporting the idea that affordability is critical for maintaining student satisfaction. Clemes et al. (2008) in their study also highlights the importance of service quality and pricing in determining student satisfaction. They found that while quality is a key factor, the affordability of services is also crucial for maintaining high levels of student satisfaction. Universities should consider implementing pricing strategies that cater to this price-sensitive demographic, possibly through tiered pricing or student discounts.

Furthermore, cross-tabulation revealed that male students were more likely to use grooming services on a monthly basis compared to female students, suggesting that gender may play a role in shaping service usage patterns. Hygiene standards were found to be another key factor, with 71.6% of respondents rating cleanliness as a crucial element of service quality. Bahri (2020) found that service quality, especially in terms of hygiene and cleanliness, significantly affects student satisfaction, reinforcing the importance of maintaining high cleanliness standards (Bahri, 2020). This suggests that maintaining high hygiene standards is essential for improving overall satisfaction, particularly in a post-pandemic context where cleanliness is paramount (Martinez-Arguelles & Batalla-Busquets, 2016). The neutral satisfaction levels suggest that while current services may be adequate, there is room for improvement. Enhancing the skill level of service providers, ensuring cleanliness, and maintaining consistent service quality are essential steps in boosting student satisfaction.

Interest in eco-friendly practices also emerged as a significant finding, with 66.5% of students expressing enthusiasm for sustainable grooming services. This reflects broader societal trends toward sustainability, which universities must consider when planning future service improvements (Ribeiro et al., 2021). Integrating eco-friendly options such as organic products and waste reduction initiatives could potentially increase student engagement with on-campus grooming services. A study by Mulyono et al. (2020) supports the trend towards eco-friendly initiatives, showing how quality services can increase both satisfaction and loyalty when students perceive the service provider as environmentally responsible. Additionally, the interest in a digital platform for grooming services suggests that students are looking for more convenience and streamlined access to these services. Developing an app or website that allows students to book appointments, provide feedback, and access service information could significantly enhance the overall student experience. Yun & Hanson (2020) found that digital platforms not only improve customer satisfaction but also reduce price sensitivity, making such platforms highly effective in service industries, including grooming.

The survey revealed a significant interest in learning grooming skills and participating in related activities, such as managing a grooming services blog or joining a student committee. This presents an opportunity for universities to involve students more directly in the management and improvement of on-campus services. Haverila et al. (2021) suggest that student engagement in service-related decision-making leads to higher satisfaction and improves their overall experience, further supporting this recommendation (Haverila et al., 2021). By offering workshops, peer-led sessions, and opportunities for hands-on involvement, universities can empower students to take ownership of these services, fostering a sense of community and collaboration. This is supported by Sianipar et al. (2022) in their research that indicated that quality services and facilities significantly influence student loyalty and satisfaction. It supports the idea that universities should continuously enhance their service quality, including grooming services, to meet student expectations and maintain loyalty.

CONCLUSION AND RECOMMENDATIONS

To better meet the needs of students, universities should focus on improving the quality and variety of grooming services offered on campus. This includes hiring skilled service providers, maintaining high standards of hygiene, and offering a range of services that cater to different preferences and budgets. Implementing a tiered pricing system could help make these services more accessible to a broader range of students. Given the interest in a campus-based grooming app or website, universities should consider developing a digital platform that facilitates easy access to grooming services.

This platform could allow students to book appointments, read and leave reviews, and receive notifications about service availability. Integrating this platform with existing campus apps or websites would further enhance its utility. With a significant portion of students showing interest in eco-friendly grooming services, universities should explore ways to integrate sustainable practices into their offerings. This could include using environmentally friendly products, reducing waste, and promoting sustainable practices through awareness campaigns.

To foster a greater sense of ownership and involvement, universities should establish student committees to oversee the management and improvement of grooming services. These committees could organize workshops, manage digital platforms, and serve as a liaison between students and service providers. Offering grooming workshops and peer-led sessions as part of extracurricular activities would also help students develop valuable skills while enhancing their campus experience. This study highlights the importance of on-campus grooming services in enhancing student well-being and satisfaction at UiTM. While there is a steady demand for these services, the findings indicate that there are areas for improvement, particularly in terms of service quality, pricing, and accessibility. The strong interest in eco-friendly practices and digital solutions also presents an opportunity for universities to innovate and better meet the evolving needs of their students.

By implementing the recommendations outlined in this study, UiTM can enhance its grooming services, making them more responsive to student needs and preferences. These improvements will not only contribute to a more satisfying campus experience but also support the overall well-being and success of the student body.

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Synergizing for Social Impact: Collaborative Communities Strategies

Understanding Student Preferences for Ready-to-Eat Meals: Evaluating Consumption Habits and Enhancements for the Menu Rahmah Initiative at UiTM

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ABSTRACT
The research explores university students' insights on ready-to-eat meals, with a focus on their consumption habits, pricing perceptions, and preferences. The study aims to identify key factors influencing students' decisions to consume ready-to-eat meals and their views on the in-campus Menu Rahmah initiative. A survey was administered to students from a northern Universiti Teknologi MARA (UiTM) campus, collecting data on their familiarity with ready-to-eat meals, consumption frequency, sources of information, and factors influencing their purchasing decisions. The survey also gathered opinions on potential improvements to the Menu Rahmah program and the likelihood of recommending it to others. Results indicate that a significant portion of students are familiar with ready-to-eat meals, primarily learning about them through online advertisements, supermarkets, and social media. Despite their familiarity, the frequency of consumption varies, with many students reporting rare to occasional use. Key factors influencing their purchasing decisions include price, quality, variety, and dietary preferences. Students suggested several improvements to the Menu Rahmah initiative, such as enhancing food quality, increasing portion sizes, and improving availability and accessibility. Additionally, there is a strong consensus on the need for better awareness and promotion of the program. In conclusion, the study provides valuable insights for university administrators and policymakers to refine and expand ready-to-eat meal services, ultimately contributing to better student nutrition and convenience.
Keywords: Ready-to-eat meals, student consumption habits, Menu Rahmah initiative, pricing perceptions

INTRODUCTION
In recent years, the popularity of ready-to-eat meals has surged, particularly among university students. The convenience of these meals, combined with the time constraints and limited cooking facilities that students often face, makes them a practical option for quick and easy consumption. However, while ready-to-eat meals offer convenience, they also raise concerns about nutrition, food quality, and long-term health impacts.

The Menu Rahmah initiative at Universiti Teknologi MARA (UiTM) aims to provide affordable and accessible meal options for students, addressing both convenience and nutritional needs. However, for the initiative to be successful and truly beneficial, it must align with the preferences and consumption habits of the student population. This study seeks to understand these preferences and habits, with a focus on identifying areas for improvement in the Menu Rahmah program. By exploring factors such as price sensitivity, quality

expectations, and the frequency of ready-to-eat meal consumption, this research provides insights that can help enhance the initiative and better serve the needs of UiTM students.

LITERATURE REVIEW

The rise of ready-to-eat meals

Ready-to-eat meals have become a staple in modern diets, especially among young adults and students. The increasing demand for convenience, coupled with busy lifestyles, has driven the growth of the ready-to-eat meal market. Studies have shown that these meals are particularly popular in urban areas, where time constraints and the high cost of dining out make them an attractive option. A pilot study by Choi (2022) on ready-to-eat food purchasing and food-related behaviors of college students in an urbanized area in Daejeon, Republic of Korea found that these foods are increasingly being used as meal replacements due to convenience. The study highlighted that factors such as BMI, gender, and living arrangements influence dietary habits and the preference for RTE foods among students (Choi, 2022). Another study conducted by Sprake et al. (2018) identified major dietary patterns among university students in the UK, including a preference for convenience foods, which are often high in red meat and processed items. Their study found that these patterns were associated with lifestyle risk factors and indicated the need for targeted nutritional interventions (Sprake et al., 2018).

Nutritional concerns and health implications

While ready-to-eat meals offer convenience, they are often criticized for their nutritional content. Many of these meals are high in sodium, preservatives, and unhealthy fats, which can have long-term health consequences if consumed frequently. Research has highlighted the importance of providing healthier ready-to-eat options, particularly for students who rely on these meals as a significant part of their diet. Rakhmanov et al. (2022) evaluated the dietary intake of university students in Russia and found imbalances in their nutrient consumption, particularly an excess of sodium and unhealthy fats. It highlighted the need for better nutritional planning in university meal offerings to prevent long-term health issues (Rakhmanov et al., 2022). In addition, Gritsina et al. (2022) revealed significant nutritional gaps in the diets of university students, with a particular focus on the lack of essential vitamins and minerals. Their study emphasized the risks associated with poor dietary habits and the importance of promoting balanced nutrition among students (Gristina et al., 2023).

Student eating habits and preferences

University students have unique eating habits that are influenced by a range of factors, including time constraints, budget limitations, and access to cooking facilities. Studies have shown that students are more likely to choose convenience foods, such as ready-to-eat meals, when they are under time pressure or when they have limited access to healthier alternatives. Mueller et al. (2018) analyzed dietary patterns among university students and found that behaviors such as meal skipping, and frequent consumption of snacks were common. This highlighted the need for interventions aimed at improving eating habits during the critical transition to adulthood (Mueller et al., 2018). In Bambili, Cameroon, Bede et al. (2020) explored the dietary habits of their medical students, finding a high prevalence of meal skipping and poor nutritional intake, which could lead to long-term health issues. Understanding these habits is crucial for designing meal programs that meet the needs of the student population in order to promote healthy eating habits in university environments.

The role of university meal programs

University meal programs play a critical role in ensuring that students have access to nutritious and affordable food options. Programs like Menu Rahmah are designed to address the specific needs of students, providing meals that are not only convenient but also balanced in terms of nutrition. However, the success of these programs depends on their ability to align with student preferences and to continuously adapt to changing needs and expectations. Additionally, studies also link the quality of school meals to academic performance, demonstrating that

healthier meals can lead to better academic outcomes (Anderson et al., 2018). Roy and Harrington (2021) suggested that universities need to offer cost-effective meal options that are both nutritious and appealing to students.

METHODOLOGY

The study employed a quantitative research approach, utilizing a survey to gather data from students at a northern UiTM campus. The survey aimed to capture a comprehensive picture of student preferences, consumption habits, and perceptions regarding ready-to-eat meals and the Menu Rahmah initiative. The survey was distributed electronically, and a total of 318 responses were collected. The sample included a diverse group of students in terms of age, gender, and academic background, providing a representative view of the student population at UiTM. The survey included 318 respondents, with a majority of 61% being female (194 students) and 39% male (124 students). The age distribution was as follows: 1.6% were under 18 years old, 60.7% were between 18 and 20 years old, 33.6% were between 21 and 23 years old, and 4% were 24 years or older. This demographic spread indicates that the majority of respondents were in their late teens to early twenties, a typical age range for undergraduate students.

FINDINGS

A significant portion of students (53.5%) reported being very familiar with ready-to-eat meals, with an additional 28.9% being somewhat familiar. This high level of familiarity suggests that ready-to-eat meals are a well-known option among students. Despite this familiarity, the frequency of consumption varied. Only 6.6% of students consume these meals daily, while 41.8% consume them several times a week. A notable 27% of respondents reported consuming ready-to-eat meals rarely, and 1.3% had never consumed them. The most consumed ready-to-eat meals were instant noodles or pasta, with 86.2% of students choosing this option. Pre-packaged sandwiches or salads were the next most popular (52.5%), followed by microwaveable meals (37.4%), frozen meals (36.5%), and canned soups or stews (30.2%). This indicates a preference for quick and easy meal options that require minimal preparation.

The main reasons students chose ready-to-eat meals were timesaving (88.1%) and convenience (70.8%). Price was also a significant factor, influencing 52.8% of respondents. Other factors included a lack of cooking facilities (44%) and taste preferences (35.5%). These findings highlight the importance of convenience and affordability in students' food choices. When asked about their satisfaction with the variety, taste, and nutritional value of ready-to-eat meals, 12.3% of students were very satisfied, and 42.5% were satisfied. However, a significant portion (40.9%) felt neutral, indicating that while they are not dissatisfied, there is room for improvement. Only a small percentage were dissatisfied (3.8%) or very dissatisfied (0.6%).

Price was a critical consideration for students when purchasing ready-to-eat meals. Over half of the respondents (53.8%) stated that price was very important in their decision-making process. However, perceptions of affordability varied: 50.3% of students were neutral about the pricing of ready-to-eat meals on campus, while 22% found them expensive, and only 4.7% considered them very affordable. Most students (60.1%) typically spent between RM5 to RM10 per ready-to-eat meal on campus. Weekly spending on these meals was generally low, with 67% of students spending less than RM20 per week. This indicates that while students are budget-conscious, there is a significant demand for affordable meal options. The survey revealed that students are willing to pay more for higher-quality or healthier ready-to-eat meals, with 44.3% expressing willingness to pay more and an equal percentage (44.3%) indicating they might consider it. This suggests an opportunity for the Menu Rahmah initiative to introduce premium, healthier options that cater to this demand.

Despite the popularity of ready-to-eat meals, 43.1% of students did not consider them a healthy option, while 39% were unsure. Only 17.9% believed that these meals were healthy. However, there was a strong preference for healthier options, with 77.7% of respondents expressing a desire for more nutritious ready-to-eat meals.

Awareness of the Menu Rahmah initiative was high, with 80.2% of students being aware of it before the survey. However, the frequency of purchasing from Menu Rahmah varied, with 28.3% of students buying from it daily and 41.2% several times a week. The main factors influencing their decision to purchase from Menu Rahmah were price (80.5%), quality of food (63.8%), and variety of options (52.6%). Students provided several suggestions for improving the Menu Rahmah initiative. The most common suggestions included increasing portion sizes (70.4%), enhancing the variety of food options (65.4%), improving food quality (64.2%), and better availability and accessibility (42.8%). Additionally, 33.6% of respondents highlighted the need for better awareness and promotion of the program.

DISCUSSION

The findings indicate that while there is high familiarity with ready-to-eat meals among UiTM students, their consumption patterns vary significantly. The preference for instant noodles and pre-packaged meals reflects the need for quick, easy-to-prepare options that align with students' busy schedules. A similar study that examined the consumption patterns of ready-to-eat meals among college students also found a strong preference for instant noodles and pre-packaged meals due to their convenience and alignment with busy student schedules (Choi, 2022). However, the mixed satisfaction levels suggest that there is room for improvement, particularly in terms of variety, taste, and nutritional value. This finding is similar to the UK where Sprake et al. (2018) found that convenience foods are popular among university students, particularly those with busy schedules, but satisfaction with these meals can be mixed due to concerns over variety and nutritional value. In addition, Lorenzoni et al. (2019) in their study highlighted the importance of convenience in meal selection, which often leads to the preference for ready-to-eat meals. However, it also found that students' satisfaction with these meals can vary based on their nutritional content and variety.

Pricing is a critical factor for students when choosing ready-to-eat meals. The majority of students prefer to spend between RM5 to RM10 per meal, highlighting the need for affordable options. While there is a willingness to pay more for higher-quality meals, the current perception of pricing on campus suggests that there may be a disconnect between the cost and perceived value of these meals. The same result was reflected in a study by Roy and Harrington (2021) that demonstrated that pricing is a significant determinant in students' food choices, with many preferring lower-cost options but showing willingness to pay more for higher-quality meals when justified. Furthermore, Brower and McCormack (2020) found that cost is a critical factor influencing meal choices among students, with many opting for affordable options while still seeking value for their money. Cost considerations are a primary driver in meal selection among students, with a preference for lower-cost meals, even when there is a recognition of the need for better quality and healthier options (Bede et al., 2020).

The perception that ready-to-eat meals are not healthy is a significant concern, particularly given the reliance on these meals by many students. Gritsina et al. (2023) pointed out the significant health concerns associated with the consumption of ready-to-eat meals, especially in terms of high sodium and unhealthy fat content and emphasized the demand for healthier alternatives among students. Also, Mueller et al. (2018) and Rakhmanov et al.'s (2022) studies indicated that students are aware of the potential health risks of regular consumption of ready-to-eat meals and there is a clear preference for healthier, more nutritious options that align with their health goals. The strong preference for healthier options indicates a demand for more nutritious ready-to-eat meals that align with students' health goals. This presents an opportunity for the Menu Rahmah initiative to introduce healthier alternatives that meet these needs.

The Menu Rahmah initiative is well-known among students, but the frequency of purchasing from it varies. Price, food quality, and variety are the main factors influencing students' decisions to purchase from Menu Rahmah. The suggestions for improvement, such as increasing portion sizes and enhancing food quality, reflect a desire for the initiative to better meet the needs of the student population. Cohen et al. (2021) in their systematic review suggested various strategies to improve meal programs, such as enhancing portion sizes and food quality, which aligns with the feedback from UiTM students regarding the Menu Rahmah

initiative. Improvements in meal quality, including portion sizes and nutritional content, can significantly influence students' satisfaction and their academic performance (Anderson et al., 2018; Au et al., 2018).

CONCLUSION AND RECOMMENDATIONS

This study provides valuable insights into the preferences and consumption habits of UiTM students regarding ready-to-eat meals and the Menu Rahmah initiative. While there is a high level of familiarity with ready-to-eat meals, the frequency of consumption varies, and satisfaction with current options is mixed. Pricing, food quality, and health concerns are critical factors influencing students' purchasing decisions. The Menu Rahmah initiative has the potential to significantly impact student nutrition and convenience, but improvements are needed to better align it with student preferences. By introducing healthier options, improving food quality and variety, and addressing pricing concerns, the initiative can better serve the needs of the student population and contribute to their overall well-being.

This study, while providing valuable insights into student preferences for ready-to-eat meals and the Menu Rahmah initiative, has several limitations. The survey was conducted at a single UiTM campus, which may limit the generalizability of the findings to other campuses with different demographics or facilities. Additionally, the study relied on self-reported data, which can be subject to biases such as over-reporting or under-reporting of consumption habits. Future studies could expand the scope to include multiple campuses across different regions to capture a more diverse range of student experiences. Moreover, qualitative research methods, such as focus groups or in-depth interviews, could be employed to gain a deeper understanding of the reasons behind students' preferences and their expectations from ready-to-eat meal programs. Further research could also explore the long-term health impacts of frequent ready-to-eat meal consumption among students and evaluate the effectiveness of different pricing strategies in increasing the accessibility of healthier meal options.

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Synergizing for Social Impact: Collaborative Communities Strategies

Addressing Female Hygiene Needs: Evaluating Knowledge, Perceptions, and University Support Among Students at UiTM

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ABSTRACT
The research investigates the knowledge, perceptions, and challenges related to female hygiene among university students. The primary objective is to evaluate the current understanding of female hygiene products, the sources of information, and the role of universities in supporting female hygiene needs. The study employs a comprehensive survey distributed among female students from a northern Universiti Teknologi MARA (UiTM) campus. The survey captures data on students' self-assessed knowledge of hygiene products, initial sources of information, ability to identify different types of hygiene products, and their perspectives on university involvement in providing affordable hygiene solutions. Key findings reveal that many students rate their knowledge about female hygiene products as neutral, with family and school being the primary sources of initial information. Despite the moderate self-assessment, students displayed a basic ability to identify different types of hygiene products. A significant portion of respondents believe that universities should advocate for affordable hygiene products and support students during their menstrual cycle through various initiatives. Students suggested several initiatives for universities to implement, including public education on female hygiene, providing menstrual leave, offering affordable hygiene products on campus, and ensuring the availability of hygiene products in all restrooms. These suggestions reflect the students' desire for more substantial institutional support and resources. In conclusion, the study highlights the need for universities to play a more active role in addressing female hygiene issues by providing education, resources, and support to enhance student well-being. Implementing these recommendations could significantly improve the quality of life and academic performance of female students, fostering a more inclusive and supportive university environment.
Keywords: Female hygiene, university support, menstrual health, hygiene product accessibility, student well-being

INTRODUCTION
The importance of female hygiene is often underplayed, particularly within educational institutions where the focus is more on academic achievement than on the well-being of students. However, female hygiene is crucial not only for physical health but also for mental well-being and academic performance. This study aims to evaluate the knowledge perceptions and challenges related to female hygiene among university students at Universiti Teknologi MARA (UiTM). The research will provide insights into the current understanding of female hygiene products, the sources of information, and the role of universities in supporting female hygiene needs.

LITERATURE REVIEW

Female hygiene has been a subject of global concern, with various studies highlighting the disparity in hygiene education and access to products across different cultures and socioeconomic backgrounds. In Malaysia, cultural and societal norms significantly influence female hygiene practices, often leading to misconceptions and stigma. Educational institutions, particularly universities, have a pivotal role in bridging the gap in female hygiene education and providing the necessary support to ensure student well-being. There is a need for targeted education programs that address reproductive health and hygiene, as students often have significant knowledge gaps in these areas (Sukmawati et al., 2024).

Universities have a crucial role in addressing the hygiene needs of female students. However, studies indicate that many institutions are not adequately addressing these needs. For instance, research conducted in Nigeria found that despite poor knowledge of menstrual hygiene among female undergraduates, there was a significant gap in the university's provision of necessary hygiene facilities and education programs (Esan et al., 2023). Similarly, a study in Bangladesh revealed that university students' sanitation and hygiene practices were remarkably low, influenced by a lack of cleanliness, inadequate supply of sanitary products, and insufficient infrastructure. This study suggests that multi-level interventions, including regular supply of WASH materials and promoting good hygiene behavior, are essential to improve sanitation and hygiene practices among university students (Kabir et al., 2021). Another study in Ghana emphasized the relationship between knowledge on menstruation and the practice of safe menstrual hygiene. It found that while most students were aware of menstruation before menarche, their knowledge was only average, and this knowledge significantly influenced their hygiene practices (Ameade & Garti, 2016). Ghimire's (2020) study which focuses on the menstrual hygiene management practices of female students and teachers in Nepalese universities revealed significant issues such as a lack of WASH facilities, no access to emergency absorbents, and inadequate provisions for menstrual pain management. Das et al. (2015) examined the relationship between menstrual hygiene practices and urogenital infections in women from Odisha, India. It found that women using reusable pads had a higher risk of infections, highlighting the importance of access to safe menstrual products and WASH facilities in reducing health risks associated with poor menstrual hygiene.

Female hygiene is a critical aspect of student well-being, encompassing both physical and mental health. However, it remains an under-addressed issue within educational institutions, particularly in universities where the focus often leans more towards academic achievement than holistic student support. This oversight can lead to significant challenges for female students, including inadequate knowledge about hygiene products, limited access to necessary resources, and the perpetuation of stigmas associated with discussing female hygiene openly. These challenges are exacerbated by cultural and societal norms that discourage open dialogue about female reproductive health, leading to misinformation, shame, and negative impacts on the health and academic performance of students. Despite the importance of these issues, there is a notable deficiency in how universities are addressing the needs of their female students in this area. Specifically, there is a lack of comprehensive education on female hygiene, insufficient availability of affordable hygiene products on campus, and a limited institutional effort to destigmatize the topic. Recent studies have shown that comprehensive sexual health education, particularly in low- and middle-income countries, can improve life skills and knowledge regarding reproductive health (Utami et al., 2024). Addressing these gaps is crucial for fostering a supportive and inclusive university environment that enhances the well-being and academic success of female students.

METHODOLOGY

The study employed a survey-based approach to gather data from female students at a northern UiTM campus. The survey included questions on self-assessed knowledge of female hygiene products, sources of information, and opinions on the university's role in promoting female hygiene. Statistical analysis was conducted using descriptive statistics to analyze the responses and identify trends.

FINDINGS AND DISCUSSION

The study surveyed 173 female students aged between 18 and 24 years. The majority (75.7%) were between 18 to 20 years old. The survey results indicate that the majority of respondents rated their knowledge of female hygiene products as either "somewhat knowledgeable" (54.3%) or "neutral" (16.8%). Only a small percentage considered themselves "very knowledgeable" (26.6%), which highlights a significant gap in understanding among the students. This moderate level of self-assessed knowledge suggests that while students may have a basic awareness of hygiene products, their depth of understanding regarding different types of products, their uses, and their benefits may be lacking.

The reliance on family (60.7%) and school (16.8%) as primary sources of information further underscores this knowledge gap. These sources, while important, may not provide comprehensive or up-to-date information about female hygiene products, particularly in a rapidly evolving market where new products and innovations are regularly introduced. The limited role of the internet (16.2%) and friends (5.8%) as sources of information might suggest either a lack of discussion on the topic among peers or a preference for more traditional sources of knowledge.

One of the critical findings is that only 24.9% of respondents believe female hygiene is adequately covered in the university curriculum, with 46.2% stating it is not covered and 28.9% unsure. This points to a significant deficiency in how educational institutions, specifically universities, are addressing this vital aspect of student health and well-being. Moreover, the low attendance at workshops or seminars on female hygiene (18.5%) indicates either a lack of availability or awareness of such programs. The fact that 63% of students reported not having attended any related workshops highlights a missed opportunity for universities to engage students in discussions and education about female hygiene.

The data also reveals that most students are comfortable discussing female hygiene with peers of the same gender, with 78.6% expressing varying degrees of comfort. However, this comfort drops significantly when the conversation involves peers of a different gender, with only 17.4% feeling comfortable or very comfortable. This disparity reflects broader societal taboos and stigmas surrounding discussions of female hygiene, particularly in mixed-gender settings. The reluctance to discuss such topics openly can perpetuate misinformation and reinforce negative stereotypes, ultimately hindering progress in hygiene education and support. According to Wall et al. (2018), menstruation was often associated with cultural taboos and stigma, leading to inadequate menstrual hygiene management, especially in school settings.

A significant portion of respondents (40.5%) reported facing challenges in accessing female hygiene products on campus. The main issues identified were the lack of variety (61.3%), availability (59.5%), and cost (56.1%). These findings suggest that even when products are available, they may not meet the diverse needs of the student population, either due to limited options or prohibitive costs. Additionally, the fact that 60.7% of respondents felt the university did not provide enough information about where to find these products indicates a failure in communication and resource allocation. Barr et al.'s (2014) research on beliefs and practices related to sanitation and menstrual practices among Maasai females underscores the importance of understanding cultural contexts when developing hygiene strategies in educational institutions.

The survey results show that the menstrual cycle significantly affects academic performance for a considerable number of students. Approximately 59% reported that their menstrual cycle "significantly" or "moderately" affects their academic performance, with another 26.6% acknowledging that they have faced health issues due to inadequate female hygiene practices. This highlights a critical intersection between health and academic success, emphasizing the need for universities to provide support that addresses both physical and mental well-being. Munro et al. (2021), in a review on university students' menstrual experiences and their educational impacts, shows that dysmenorrhea and inadequate menstrual facilities contribute to absenteeism and decreased academic performance. The

study emphasizes the need for universities to implement better menstrual hygiene management policies to improve students' educational outcomes.

Interestingly, the survey revealed a strong preference for eco-friendly and sustainable hygiene products, with 67.1% of respondents expressing a preference for such products. This reflects a growing awareness and concern among students about environmental issues, even in the context of personal hygiene. However, this preference for sustainability might be at odds with the reported challenges related to the cost and availability of these products, suggesting a potential area for university intervention.

The findings of this study are consistent with broader global trends that emphasize the importance of female hygiene education and the role of institutions in supporting these needs. Globally, there has been a growing recognition of the need to integrate female hygiene education into broader health education curricula. Studies have shown that comprehensive education on female hygiene can significantly improve health outcomes and reduce the stigma associated with menstruation and other female hygiene issues.

In Malaysia, cultural norms and societal expectations play a significant role in shaping attitudes towards female hygiene. The discomfort in discussing these topics, particularly in mixed-gender settings, is reflective of a broader cultural reluctance to engage in open conversations about female reproductive health. This cultural context must be considered when designing educational programs and interventions aimed at improving female hygiene awareness and practices.

The challenges related to the availability and affordability of hygiene products on campus are also mirrored in other studies, which have documented similar issues in both developed and developing countries. A study in Palestine reported that a significant portion of female students experienced menstrual poverty and were forced to use menstrual products they did not prefer because they were cheaper. The study also highlighted the inadequacy of washing facilities at the university, which forced students to use menstrual products for longer than recommended (Hassan et al., 2023). The "period poverty" phenomenon, where individuals are unable to afford menstrual products, is a well-documented issue that can have severe implications for health and well-being, particularly among students. Limited access to reproductive health services, including family planning, was significantly impacted by the COVID-19 pandemic, as reported in recent studies (Werdani et al., 2024).

Cultural and societal norms play a significant role in shaping attitudes and practices related to female hygiene. In many cultures, including in Malaysia, menstruation and other aspects of female hygiene are often considered taboo subjects, leading to a lack of open discussion and education. This can result in misinformation, stigma, and shame, which in turn can negatively impact the health and well-being of those affected. The reluctance to discuss female hygiene openly, particularly in mixed-gender settings, as indicated by the survey results, is indicative of these broader cultural influences. Addressing these issues requires a multifaceted approach that not only provides education but also challenges the cultural norms that contribute to the stigma and silence surrounding female hygiene.

The findings of this study highlight the need for comprehensive hygiene education programs that go beyond the basics of product usage and menstrual health. Such programs should address the broader context of female hygiene, including the social, cultural, and economic factors that influence hygiene practices and access to products. Comprehensive education should also include discussions on the environmental impact of hygiene products, given the strong preference among students for eco-friendly options. By providing students with the knowledge and tools to make informed choices about their hygiene practices, universities can empower them to take control of their health and well-being. Digital tools for menstrual hygiene education could benefit from motivational design elements, as seen in other areas of women’s education, to improve participation and retention (Sung & Huang, 2024).

CONCLUSION AND RECOMMENDATIONS

Based on the findings of this study, several key recommendations emerge for university initiatives aimed at addressing and supporting the female hygiene needs of students. These initiatives are crucial not only for improving the physical well-being of female students but also

for enhancing their overall academic experience and mental health. Studies have shown that educational institutions that implement these measures see improved hygiene practices among students and a reduction in stigma associated with menstruation (Kabir et al., 2021).

First and foremost, universities should consider integrating comprehensive modules on female hygiene into existing health education courses. Leadership and management in healthcare education are critical for improving the quality of hygiene management in universities (Abdul-Rahim et al., 2024). By embedding this essential topic within the curriculum, students would have access to accurate and up-to-date information about various aspects of female hygiene, including the use of different hygiene products, the importance of menstrual health, and the implications of poor hygiene practices. This formal educational approach would ensure that all students, regardless of their background, receive a solid foundation in managing their hygiene needs effectively.

In addition to education, there is a pressing need to improve access to hygiene products on campus. Universities should take proactive steps to provide free or subsidized hygiene products, ensuring that a wide variety of options are available to meet the diverse needs of the student body. This would not only alleviate the financial burden on students but also ensure that no one is forced to compromise on their hygiene due to lack of access to necessary products. Such an initiative would contribute significantly to reducing instances of "period poverty" and would support the well-being of female students.

Another critical recommendation is the launch of awareness campaigns aimed at raising the profile of female hygiene issues on campus. These campaigns should be inclusive, involving both male and female students, to break down the stigma and promote open discussions about female hygiene. By normalizing these conversations, universities can create a more supportive environment where students feel comfortable seeking information and assistance.

Supporting sustainable practices is also a vital aspect of modern university initiatives. Encouraging the use of eco-friendly hygiene products aligns with broader environmental goals and reflects the growing preference among students for sustainable options. Universities can play a pivotal role by providing information on these products and making them readily available on campus, thereby fostering environmentally responsible behaviors.

Recognizing the impact of menstrual health on mental well-being and academic performance is another area where universities can make a significant difference. Offering counseling services specifically geared towards issues related to menstrual health, along with implementing menstrual leave policies where necessary, would address the unique challenges faced by female students. Such support systems would ensure that students do not have to choose between their health and their academic responsibilities.

Finally, fostering a supportive campus environment is essential for challenging the cultural norms that contribute to the stigma and silence surrounding female hygiene. Universities should work towards creating a culture that encourages open discussions about female hygiene, where students feel empowered to voice their concerns and seek the help they need without fear of judgment. By addressing these cultural barriers, universities can create a more inclusive and supportive atmosphere that benefits all students.

This study has highlighted the significant challenges faced by female students in accessing adequate hygiene products and education. The findings underscore the need for universities to play a more active role in supporting female hygiene through comprehensive education programs, improved access to products, and initiatives aimed at breaking down the stigma surrounding these issues. By addressing these challenges, universities can enhance the well-being and academic success of their students, fostering a more inclusive and supportive campus environment. The recommendations provided offer a roadmap for institutions looking to improve their support for female hygiene, ultimately contributing to better health outcomes and a more empowered student body.

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Perceptions of University Students on the Presence of Stray Cats on Campus: Benefits, Issues, and Management Strategies

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ABSTRACT

The study investigates the perceptions of university students regarding the presence of stray cats on campus. The primary objective is to understand their attitudes towards stray cats and the perceived benefits and issues they bring to the university environment. The methodology involved surveying students from various faculties from a campus in UiTM, collecting data on their awareness, attitudes, and experiences with stray cats. The survey included questions on whether students felt stray cats positively or negatively impacted the campus, their concerns about public health, and their support for university initiatives to manage or adopt these animals. Results indicate a diverse range of opinions. Many students appreciate the presence of stray cats, associating them with a unique and positive campus environment. There is significant support for humane management programs such as Trap-Neuter-Return (TNR) and for providing food and shelter for the cats. However, there are also concerns about health risks and the potential for stray cats to cause disturbances. In conclusion, while the presence of stray cats is largely seen as beneficial by the student body, there is a clear need for structured management and welfare programs. Implementing educational campaigns and collaborating with local animal organizations can enhance the wellbeing of both the cats and the campus community. This study highlights the importance of balancing animal welfare with public health and campus harmony.

Keywords: Stray cats, university campus, student attitudes, public health

INTRODUCTION

Stray animals, particularly cats, are a common sight on many university campuses around the world. These animals often become an integral part of the campus environment, influencing the daily experiences of students, faculty, and staff. While some individuals view these animals as a charming addition to the campus, others may perceive them as a nuisance or a public health concern. The presence of stray cats raises important questions about animal welfare, public health, and the ethical responsibilities of educational institutions. Martinez et al. (2018) found that while many people recognize the presence of stray animals as an issue, there is also a significant concern for the welfare of these animals. While students generally liked the presence of these animals, faculty members were more concerned about the potential negative image and public health risks (Izaguirre & Montiel, 2021). Davey and Zhao (2018) stated that it is important to adopt welfare-centric policies, such as sterilization, health monitoring, and promoting social responsibility among students.

This study aims to explore the perceptions of university students regarding the presence of stray cats on their campus. By understanding these perceptions, the study seeks to provide insights into the potential benefits and issues associated with stray cats and to

explore possible management strategies that could balance the interests of the university community with the welfare of the animals. The findings of this study are intended to inform university policies and initiatives related to stray animal management, contributing to a more harmonious campus environment.

LITERATURE REVIEW

Animals, both domesticated and wild, have long been a part of human environments, including urban and academic settings. The presence of animals can have various psychological benefits, including reducing stress and enhancing social interactions. Izaguirre and Montiel's (2021) study highlights how animals, particularly cats and dogs, on university campuses can enhance social interactions and contribute to a unique campus atmosphere. In university settings, animals like stray cats often become informal mascots or companions for students, providing comfort and a sense of community. The presence of animals, according to Martinez et al. (2018), can have psychological benefits, such as stress reduction for students, thus corroborating the idea that animals in university settings can provide comfort and a sense of community. However, the presence of animals in such environments also raises concerns related to hygiene, safety, and the ethical treatment of the animals.

Several studies have explored the presence of stray animals on university campuses, examining both the positive and negative impacts. On the positive side, animals can create a unique campus atmosphere, contributing to the identity and culture of the institution. On the negative side, stray animals can pose health risks, including the spread of diseases such as rabies, and can cause disturbances through noise or aggressive behavior. Rand et al. (2019) address the health risks associated with stray animals, such as the spread of diseases, and discusses public health concerns related to stray cats on university campuses. Tan et al. (2017) also emphasize the importance of controlling stray cat populations to reduce the spread of diseases and other health concerns. The management of stray animals, therefore, requires a careful balance between fostering a positive environment and addressing potential risks. Managing stray animals such as through Trap-Neuter-Return (TNR) programs can mitigate the health risks and ethical concerns associated with stray animal populations on campuses and in urban areas (Spehar & Wolf, 2020).

The ethical treatment of animals, particularly stray animals, is a topic of significant debate. Universities, as institutions of learning and ethical leadership, have a responsibility to consider the welfare of animals on their campuses (Wolf & Schaffner, 2019). This includes not only preventing cruelty but also ensuring that the animals have access to basic needs such as food, water, and shelter. Ethical management strategies, such as Trap-Neuter-Return (TNR) programs, have been widely advocated as humane approaches to controlling stray animal populations while minimizing harm. Among studies done were Wolf and Schaffner (2019) and Umlas (2021). Umlas (2019) in a study of TNR practice in Switzerland, provides an analysis of TNR practices, emphasizing the ethical considerations and the importance of humane treatment of stray animals within urban environments, including university campuses. The study advocates for the adoption of TNR programs as an ethical solution to stray animal management.

METHODOLOGY

The study employed a quantitative research approach, utilizing a survey to gather data from students at a Universiti Teknologi MARA (UiTM) campus. The survey aimed to capture students' awareness of stray cats, their attitudes towards the animals, and their support for various management strategies. The survey included a series of statements related to the presence of stray cats on campus, to which respondents could express their level of agreement or disagreement using a five-point Likert scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). The survey also included demographic questions to capture the respondents' age and gender. A total of 164 students participated in the survey. The respondents were diverse in terms of gender, with 58.5% being female and 41.5% male. All respondents were aged between 18 and 24 years, representing the typical age range for undergraduate students. Descriptive statistics were used to analyze the survey data,

highlighting the distribution of responses across different statements. The analysis focused on identifying key trends in student perceptions, including areas of consensus and divergence.

FINDINGS

The findings present a range of opinions on topics such as awareness, health concerns, and ethical responsibilities, providing a comprehensive picture of how students view the presence of stray cats. To offer a detailed overview of the students' responses, Table 1 summarizes their answers to 25 key survey items. Each item measures a specific aspect of their perceptions, from awareness of stray cats to support for various management strategies. The table also provides insight into the percentage of students who expressed agreement, neutrality, or disagreement with each statement, offering a clear view of the consensus and differing opinions within the student population.

Table 1 Students' perceptions and attitudes toward stray cats on campus.

	Item	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1	I am aware of the presence of stray cats on campus.			10 (6.1%)	47 (28.7%)	107 (65.2%)
2	I often see stray cats in areas where students gather.		3 (1.8%)	45 (27.4%)	67 (40.9%)	49 (29.9%)
3	Stray cats contribute positively to the campus environment.	1 (0.6%)	8 (4.9%)	44 (26.8%)	58 (35.4%)	53 (32.3%)
4	The presence of stray cats on campus is problematic.	33 (20.1%)	71 (43.3%)	47 (28.7%)	8 (4.9%)	5 (3%)
5	Stray cats endanger public health on campus.	36 (22%)	61 (37.2%)	52 (31.7%)	11 (6.7%)	4 (2.4%)
6	Stray cats cause disturbances or problems on campus.	39 (23.8%)	60 (36.6%)	51 (31.1%)	12 (7.3%)	2 (1.2%)
7	Stray cats fit well within the campus environment.	3 (1.8%)	6 (3.7%)	59 (36%)	71 (43.3%)	25 (15.2%)
8	Stray cats should be cared for by the university community.	1 (0.6%)	4 (2.4%)	23 (14%)	57 (34.8%)	79 (48.2%)
9	Stray cats should be removed from campus.	65 (39.6%)	57 (34.8%)	34 (20.7%)	6 (3.7%)	2 (1.2%)
10	I would support campus initiatives to adopt stray cats.	1 (0.6%)	4 (2.4%)	28 (17.1%)	63 (38.4%)	68 (41.5%)
11	I am concerned about the health and welfare of stray cats on campus.	1 (0.6%)	3 (1.8%)	24 (14.6%)	73 (44.5%)	63 (38.4%)
12	I would feel safer if there were no stray cats on campus.	69 (42.1%)	48 (29.3%)	38 (23.2%)	4 (2.4%)	5 (3%)
13	Stray cats add to the uniqueness of the campus.	1 (0.6%)	4 (2.4%)	34 (20.7%)	60 (36.6%)	65 (39.6%)
14	The university should implement a Trap-Neuter-Return (TNR) program.	10 (6.1%)	16 (9.8%)	62 (37.8%)	39 (23.8%)	37 (22.6%)
15	Stray cats should be provided food and shelter by the university.		4 (2.4%)	18 (11%)	74 (45.1%)	68 (41.5%)
16	The university should have a policy on managing stray cats.		1 (0.6%)	31 (18.9%)	72 (43.9%)	60 (36.6%)
17	The university should collaborate with local animal organizations to manage stray cats.			17 (10.4%)	71 (43.3%)	76 (46.3%)
18	I believe most stray cats on campus are healthy.	5 (3%)	19 (11.6%)	73 (44.5%)	51 (31.1%)	16 (9.8%)
19	I believe stray cats on campus are generally well-fed.	5 (3%)	4 (2.4%)	48 (29.3%)	70 (42.7%)	37 (22.6%)
20	The university should prioritize human health over stray cat management.	5 (3%)	13 (7.9%)	87 (53%)	45 (27.4%)	14 (8.5%)

21	It is unethical to ignore the plight of stray cats on campus.	1 (0.6%)	3 (1.8%)	44 (26.8%)	78 (47.6%)	38 (23.2%)
22	The university has a moral responsibility to care for animals on its property.		1 (0.6%)	40 (24.4%)	77 (47%)	46 (28%)
23	Humanely managing stray cats reflects the values of the university.			20 (12.2%)	68 (41.5%)	76 (46.3%)
24	I would report abuse or cruelty towards stray cats on campus.	1 (0.6%)	1 (0.6%)	21 (12.8%)	71 (43.3%)	70 (42.7%)
25	The presence of stray cats raises important ethical questions for the university community.		1 (0.6%)	38 (23.2%)	77 (47%)	48 (29.3%)

Awareness of Stray Cats on Campus

The survey revealed that students are generally aware of the presence of stray cats on campus, with 65.2% of respondents agreeing or strongly agreeing that they are aware of these animals. Only a small percentage (6.1%) were unaware of the stray cats, indicating that these animals are a visible part of the campus environment.

Perceptions of the Impact of Stray Cats

Students expressed mixed feelings about the impact of stray cats on the campus environment. While 67.7% of respondents agreed or strongly agreed that stray cats contribute positively to the campus atmosphere, a significant minority expressed concerns. Specifically, 63.4% of students disagreed or strongly disagreed that stray cats are problematic, though 28.7% remained neutral on the issue. Concerns about public health were also evident, with 37.2% of respondents agreeing that stray cats pose a health risk. However, a larger portion (59.2%) disagreed or remained neutral, suggesting that while health risks are a concern, they may not be seen as a major issue by most students.

Support for Management Strategies

The survey results indicate strong support for humane management strategies. A majority of students (71.4%) agreed or strongly agreed that the university should care for stray cats, including providing food and shelter. Additionally, 61.6% of respondents supported the implementation of a Trap-Neuter-Return (TNR) program, reflecting a preference for non-lethal methods of population control. Students also showed significant support for university initiatives to adopt stray cats, with 79.9% expressing agreement. This suggests that many students are willing to engage in or support efforts to provide permanent homes for these animals.

Ethical Considerations and Moral Responsibility

Ethical concerns were a prominent theme in the survey responses. A large majority of students (75.6%) agreed or strongly agreed that the university has a moral responsibility to care for animals on its property. This sentiment was echoed in responses to questions about the ethical implications of stray cat management, with 76.3% agreeing that humane management reflects the values of the university. Moreover, 70% of students indicated that they would report any abuse or cruelty towards stray cats on campus, highlighting a strong ethical stance against mistreatment of animals.

Perceived Challenges and Safety Concerns

Despite the generally positive attitudes towards stray cats, some students expressed concerns about safety. Approximately 71.4% of respondents disagreed with the statement that they would feel safer if there were no stray cats on campus, indicating that the presence of cats does not significantly affect their sense of safety. However, a small minority (5.4%) agreed or strongly agreed with this statement, suggesting that there are some safety concerns among the student population.

DISCUSSION

Balancing Benefits and Risks

The presence of stray cats on campus presents a complex situation where both benefits and risks must be carefully weighed. On one hand, the majority of students appreciate the cats as part of the campus environment, associating them with positive qualities such as companionship and uniqueness. On the other hand, there are legitimate concerns about public health, safety, and potential disturbances caused by cats. Similar findings were recorded in Mexico in which Izaguirre and Montiel (2021) discussed how campus animals, such as stray cats, contribute positively to the university environment, creating a unique atmosphere and fostering a sense of community among students. However, their study also highlighted concerns about public health and safety, emphasizing the need for balanced management strategies. Similarly, Lorden's (2016) study on feral cat management in an academic community in Kentucky illustrates the polarized views within a university community regarding the management of stray cats, emphasizing the need for strategies that balance the benefits and risks associated with these animals on campus. The same situation is evident in New Zealand where a study highlights the divided public opinion on the presence of stray cats, with some valuing their contribution to the environment and others concerned about their impact on public health and wildlife, supporting the need for balanced management strategies (Walker et al., 2017). The mixed perceptions highlight the need for a balanced approach that addresses both the benefits and risks. This could involve enhancing the positive aspects of the cats' presence while mitigating the potential negatives through effective management strategies.

Importance of Humane Management

The strong support for humane management strategies, particularly TNR programs, indicates that students favor non-lethal methods of controlling the stray cat population. TNR is widely recognized as an effective and humane approach to managing stray cats, as it helps stabilize the population and reduces the incidence of behaviors that can cause disturbances, such as fighting and territorial marking. This is proven to be effective in Spehar and Wolf's (2019) study in University of Central Florida that demonstrates the long-term effectiveness of TNR programs in reducing stray cat populations on university campuses, highlighting the program's role in maintaining a healthy and controlled cat population while minimizing risks. Similarly, an Australian research also presented evidence that TNR programs are effective in reducing the size of stray cat colonies and improving the welfare of the cats, supporting the idea that humane management can positively impact both the campus environment and the cats themselves (Tan et al., 2017). Implementing a TNR program, along with providing food and shelter, could help maintain the cats in a healthy and controlled manner, ensuring that they continue to contribute positively to the campus environment without posing significant risks.

Ethical Responsibility and University Values

The survey results underscore the ethical considerations involved in managing stray cats on campus. Students clearly believe that the university has a moral responsibility to care for these animals, reflecting broader societal values around animal welfare. The strong support for ethical treatment and humane management aligns with the university's role as a leader in education and ethical conduct. Wolf and Schaffner's (2019) study explored the ethical considerations surrounding the use of TNR programs, arguing that such humane strategies align with the ethical responsibilities of institutions like universities to manage stray animal populations compassionately. By adopting policies and practices that prioritize the welfare of stray cats, the university can demonstrate its commitment to ethical values and set an example for other institutions. Universities can lead by example in adopting humane and ethical management practices for stray cats, reflecting the institution's commitment to ethical values and animal welfare (Davey & Zhao, 2018). Furthermore, Carrete et al. (2022) argued that universities and other institutions have a moral responsibility to balance animal welfare with broader environmental and public health concerns.

Addressing Public Health and Safety

A study on public opinions for managing stray cats in Brisbane, Australia highlights the public health concerns associated with stray cats and suggests that proper management strategies, including vaccination and health monitoring, are necessary to mitigate these risks (Rand et al., 2019). While the majority of students in this study do not perceive stray cats as a significant health or safety risk, it is important for the university to address these concerns through education and proactive management. This could include regular health checks for the cats, vaccination programs, and ensuring that food sources are managed to prevent the spread of disease. In addition, safety concerns can be mitigated by providing clear guidelines on how to interact with the cats and ensuring that areas frequented by the cats are kept clean and free of hazards. In another Australian university campus study by Swarbrick and Rand (2018), they discuss how implementing TNR programs, along with regular health checks and vaccinations, can effectively address public health concerns related to stray cats on university campuses. Gunther et al. (2021) noted that high-intensity TNR programs, when combined with health monitoring and other preventive measures, can significantly reduce the risks posed by stray cats to public health and safety.

CONCLUSION AND RECOMMENDATIONS

The study on university students' perceptions of stray cats on campus reveals strong support for humane management practices like Trap-Neuter-Return (TNR) programs, but also highlights several research gaps that need addressing. These include conducting longitudinal studies to monitor health impacts, investigating the psychological benefits of stray cats, and exploring opportunities for greater student and staff engagement in managing these animals. Additionally, there is a need to develop educational programs focused on animal welfare and assess the long-term viability of TNR initiatives. Addressing these gaps will enhance the university's approach to managing stray cats, balancing animal welfare with public health and campus harmony.

The presence of stray cats on university campuses is a multifaceted issue that requires a thoughtful and balanced approach. This study has shown that while many students view stray cats positively, there are also concerns about public health and safety that must be addressed. The strong support for humane management strategies, particularly TNR programs, reflects a broader ethical commitment to animal welfare within the university community.

By implementing the recommendations outlined in this study, the university can ensure that the presence of stray cats continues to be a positive aspect of campus life while addressing any potential risks. This approach not only enhances the well-being of the cats but also contributes to a more harmonious and ethically responsible campus environment.

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Evaluating the Impact of the ASSETS 2024 Program on Skill Enhancement in Tahfiz Students

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ABSTRACT
This study explores the effectiveness of the Aiding in Sustainable Skills Empowerment & Transfer (ASSETS) 2024 program in enhancing various skills among participants, including English proficiency, mathematical abilities, and practical skills such as frisbee playing, hair cutting, ice cream making, and body massage. The primary objective is to evaluate the impact of the 3-day knowledge transfer program on these skills and identify areas of improvement. A survey was conducted among 21 tahfiz participants from a maahad in Sungai Petani, Kedah, assessing their proficiency and interest in the targeted skills before and after the program. The survey included questions on English and mathematical proficiency, specific interests in mathematics and practical skills like frisbee playing, hair cutting, ice cream making, and body massage. The results revealed a significant improvement in participants' skills across all areas. Many participants reported enhanced English proficiency. Similarly, mathematical abilities showed notable advancements, with increased interest and proficiency. Practical skills also saw improvement, with participants expressing increased confidence and competence in frisbee playing, hair cutting, ice cream making, and body massage. In conclusion, the ASSETS 2024 program effectively enhanced the participants' skills, meeting its primary objectives. The study highlights the importance of structured programs in skill development and recommends the continuation and expansion of such initiatives to further benefit participants. Future research should focus on long-term impacts and explore additional skills that could be integrated into the program.
Keywords: Skill development, knowledge transfer program, tahfiz students, practical skills improvement

INTRODUCTION
In today's highly competitive environment, the development of both practical and academic skills is crucial for student success. For tahfiz students, who traditionally concentrate on religious studies, acquiring a diverse skill set can open up additional opportunities and increase their adaptability in various life scenarios. The Aiding in Sustainable Skills Empowerment & Transfer (ASSETS) 2024 program was initiated to meet this need, offering a comprehensive approach to skill development that integrates both academic and practical training.

This research seeks to evaluate how effectively the ASSETS 2024 program enhances these skills among tahfiz students. Conducted over three days, the program focused on improving proficiency in English, enhancing mathematical abilities, and teaching practical skills like frisbee playing, hair cutting, ice cream making, and body massage. By comparing the skill levels of participants before and after the program, this study aims to assess its impact and identify areas where further improvements can be made.

LITERATURE REVIEW

The Importance of Skill Development in Tahfiz Education

Tahfiz education traditionally centers on Quranic memorization and understanding, with less focus on secular subjects (Norsalim et al., 2021). However, there is increasing awareness of the need to equip tahfiz students with a broader range of skills to improve their life prospects (Samadi et al., 2022). Research by Jamir et al. (2023) highlights that integrating both practical and academic skills into the tahfiz curriculum significantly enhances students' overall development, better preparing them for diverse career paths and contributing to their personal growth.

Knowledge Transfer Programs and Their Impact

Programs like ASSETS, which are designed to transfer skills and knowledge across different areas, play a critical role in education. Jackson et al. (2019) explored the effectiveness of such programs in facilitating the transfer of knowledge from the classroom to practical settings, emphasizing their value in various educational contexts, especially when tailored to meet specific participant needs. The success of these programs is often linked to the relevance of the skills taught, participant engagement, and the quality of instruction. Norsalim et al. (2021) found that the effectiveness of vocational skill integration in tahfiz education hinges on these factors.

The Role of Practical Skills in Holistic Education

Practical skills, such as those targeted by the ASSETS program, are essential for holistic education. Integrating these skills into the educational framework is crucial for preparing students to tackle real-world challenges (Jamir, 2023). These skills not only foster self-reliance but also boost students' confidence and creativity. Studies have shown that skill development programs in educational settings significantly enhance students' self-sufficiency, confidence, and creativity, contributing to their overall growth (Samadi et al., 2022). Exposing students to a variety of practical skills makes them more adaptable and better equipped to handle real-world challenges (Norsalim et al., 2021), which is particularly important for tahfiz students, who may have limited exposure to such skills otherwise.

METHODOLOGY

The study employed a quantitative research approach, utilizing pre- and post-program surveys to evaluate skill development. The rationale for choosing a quantitative approach was to provide measurable and objective evidence of the program's impact. The study involved 21 tahfiz students aged 9 to 17. This age range was chosen to capture a broad spectrum of developmental stages, ensuring that the findings are applicable across different age groups within the tahfiz educational context. The survey included a mix of Likert-scale questions and open-ended responses. The Likert-scale was selected to quantify the levels of proficiency and interest in various skills, with 1 representing the lowest, and 5 representing the highest, allowing for statistical analysis of changes pre- and post-program. Descriptive statistics were used to analyze the survey data. This method was chosen for its ability to provide clear and concise summaries of the data, highlighting key trends and areas of improvement.

FINDINGS

Table 1 provides a clear and concise overview of the improvements observed in the participants' skills following the ASSETS 2024 program. The mean scores for proficiency before and after the program highlight the program's effectiveness in enhancing the targeted skills. Additionally, the percentage of participants interested in further improvement reflects the program's ability to engage students and stimulate a desire for continued learning.

Table 1 Pre- and Post-Program Proficiency Scores and Interest in Skill Improvement Among ASSETS 2024 Participants

Skill	Pre-Program Proficiency (Mean Score)	Post-Program Proficiency (Mean Score)	Percentage of Participants Interested in Improvement
English Proficiency	2.1	3.5	81%
Mathematical Abilities	2.5	4.0	90%
Frisbee Playing	2.3	4.1	75%
Hair Cutting	1.8	3.6	85%
Ice Cream Making	2.0	4.3	95%
Body Massage	2.4	4.2	80%

Improvement in English Proficiency

One of the key areas of focus in the ASSETS 2024 program was improving English proficiency. The pre-program survey revealed that many students had a basic understanding of English, with proficiency levels ranging from 1 (low) to 3 (moderate) on a 5-point scale. After the program, there was a noticeable improvement in English proficiency, with most participants advancing by at least one point on the scale. Specifically, participants who were initially at level 1 or 2 in English proficiency moved to levels 3 or 4, indicating enhanced language skills. Moreover, 81% of the participants expressed interest in improving their English skills, with a particular focus on reading and listening activities, each chosen by 52.4% of the participants. Writing and speaking were also areas of interest, albeit to a lesser extent, with 33.3% of the participants choosing these activities. This indicates a balanced interest in developing both receptive and productive language skills.

Enhancement of Mathematical Abilities

Mathematics was another critical area addressed by the ASSETS 2024 program. The initial surveys showed that most students had a moderate level of proficiency in mathematics, with scores ranging between 2 and 4 on the proficiency scale. Post-program results indicated that many participants improved their mathematical abilities, with several students moving from level 2 to 4. 90% of the participants indicated an interest in further improving their mathematical skills, with specific interest in algebra (47.6%), calculus (47.6%), and statistics (42.9%). This suggests that the program successfully sparked or reinforced interest in mathematics, particularly in areas that are often considered challenging.

Development of Practical Skills

The ASSETS 2024 program also placed a strong emphasis on developing practical skills. The practical skills targeted included frisbee playing, hair cutting, ice cream making, and body massage. The pre-program surveys revealed varying levels of proficiency in these skills, with most participants starting at lower proficiency levels (1 or 2).

- Frisbee Playing: Frisbee playing saw a significant increase in proficiency, with participants generally moving from levels 2 or 3 to 4 or 5 after the program. This suggests that the program effectively engaged students in physical activities, enhancing their athletic skills and coordination.
- Hair Cutting: Hair cutting skills also showed improvement, with many participants advancing from level 1 to levels 3 or 4. This indicates that students gained confidence and competence in this practical skill, which could be valuable for personal use or as a potential income-generating activity in the future.
- Ice Cream Making: Ice cream making was one of the most popular activities, with 95.2% of participants expressing an interest in improving this skill. Post-program results showed that proficiency in ice cream making improved significantly, with many students moving from level 2 or 3 to level 4 or 5.
- Body Massage: The skill of body massage also saw improvements, with participants generally advancing from levels 2 or 3 to levels 4 or 5. This suggests that the program

effectively taught students this practical skill, which has potential applications in both personal and professional contexts.

DISCUSSION AND RECOMMENDATIONS

Holistic Education's Significance

The findings of this study highlight the importance of a holistic approach to education in the development of tahfiz students. Samadi et al. (2022) underline the importance of integrating both cognitive and practical skills into tahfiz education, aligning with the goals of contemporary tahfiz curricula. By blending academic and practical skills, students are better prepared to face a wide range of challenges and opportunities in their future lives. The ASSETS 2024 program effectively addressed this need by offering a balanced set of activities that supported both cognitive and practical skill development. Similarly, Hidayat et al. (2023) conducted a study in Indonesia that demonstrated the effectiveness of educational programs blending cognitive and practical skills, similar to the ASSETS program, in developing well-rounded students.

Engagement and Interest in Learning

The high levels of engagement and interest reported by participants indicate that the program succeeded in making learning both enjoyable and meaningful. Chan and Yeung (2020) found in their study on student engagement in holistic educational programs in Hong Kong that high levels of engagement often correlate with successful and meaningful learning experiences. The majority of students expressed a desire to continue improving their skills, particularly in mathematics and practical activities, suggesting that the program fostered a positive attitude toward learning. This is especially significant for tahfiz students, who may not have as much exposure to secular subjects and practical skills in their regular curriculum. Yusak et al. (2019) also emphasized the importance of introducing tahfiz students to secular subjects and practical skills to broaden their educational experience and opportunities.

Practical Skills as a Pathway to Economic Empowerment

The practical skills developed through the program, such as hair cutting, ice cream making, and body massage, have the potential to economically empower students. Integrating vocational skills into educational programs has been shown to have a significant impact on students' economic empowerment potential (Norsalim et al., 2021). These skills can be utilized to generate income, either through part-time jobs or entrepreneurial ventures. Yusak et al. (2019) supported the idea that practical skills learned in educational programs can be leveraged by students to generate income through part-time work or entrepreneurship. The observed improvements in these skills among participants suggest that they are now better equipped to pursue such opportunities, should they choose to do so. Widodo et al. (2019) found that students who improve their practical skills are better prepared to pursue income-generating opportunities, highlighting the broader societal impact of the ASSETS 2024 program beyond its immediate educational goals.

Challenges and Areas for Improvement

While the program was largely successful, there are areas that could benefit from refinement. Educational program evaluations often identify areas for improvement despite overall success, highlighting the need for continuous refinement (Norsalim et al., 2021). For instance, although there was significant interest in learning English, the program could have placed more emphasis on developing speaking and writing skills, which are essential for language proficiency (Yusak et al., 2019). Additionally, while the improvement in mathematical skills was notable, future programs could explore more advanced topics or offer differentiated instruction to cater to varying levels of proficiency among participants. Norsalim et al. (2021) recommended the inclusion of advanced topics and differentiated instruction in skill development programs to address varying proficiency levels. Another challenge was the limited duration of the program. While the three-day format effectively introduced new skills, a longer program might provide more opportunities for practice and mastery. Future iterations

of the program could consider extending the duration or offering follow-up sessions to reinforce the skills learned.

Recommendations for Future Programs

Based on the findings, several recommendations can be made for future skill development programs for tahfiz students. Firstly, it would be advantageous to integrate more advanced levels of instruction in both academic and practical skills to cater to students with varying levels of proficiency. Incorporating advanced instruction into educational programs is essential for addressing diverse student needs and enhancing learning outcomes (Widodo et al., 2019). Secondly, the program could be expanded to include a wider range of practical skills that align with students' interests and potential career paths. Expanding educational programs to cover a broader range of practical skills that align with students' interests and career aspirations can increase their relevance and impact (Samadi et al., 2022). Thirdly, incorporating more interactive and participatory learning methods, such as group projects or peer teaching, could further enhance student engagement and learning outcomes. Interactive and participatory learning methods, such as group projects and peer teaching, have been shown to increase student engagement and improve learning outcomes (Chan & Yeung, 2020).

Long-Term Impact and Sustainability

One key area for future research is the long-term impact of the ASSETS 2024 program. Although this study demonstrated significant short-term improvements in skills, it is crucial to assess how these skills are retained and applied over time. Evaluating skill retention and application over time is vital for understanding the long-term effectiveness of educational interventions (Samadi et al., 2022). Longitudinal studies could track participants' progress and determine the sustainability of the skills gained. Longitudinal studies are essential for assessing the long-term impact of educational programs and their sustainability (Hidayat et al., 2023). Additionally, exploring ways to integrate these skills into the regular tahfiz curriculum could ensure that the benefits of the program are sustained and extended to a broader student population (Yusak et al., 2019).

CONCLUSION

The findings from the ASSETS 2024 program have significant implications for the field of education, particularly in the integration of practical skills into religious education. The success of the program highlights the potential for such initiatives to bridge the gap between religious and secular education, providing students with a well-rounded skill set. This approach could serve as a model for similar programs worldwide, especially in regions where religious education is predominant.

The ASSETS 2024 program has proven to be an effective tool for enhancing a wide range of skills among tahfiz students. By focusing on both academic and practical skills, the program provided a holistic approach to education that aligns with the needs and interests of the participants. The improvements observed in English proficiency, mathematical abilities, and practical skills such as frisbee playing, hair cutting, ice cream making, and body massage demonstrate the program's success in achieving its objectives.

However, there are still areas for improvement, particularly in terms of program duration and the breadth of skills covered. Future iterations of the program should consider these factors to further enhance its impact. Additionally, long-term studies are needed to assess the sustainability of the skills gained and to explore the integration of these skills into the regular curriculum.

In conclusion, the ASSETS 2024 program represents a significant step forward in the development of tahfiz students, providing them with the tools they need to succeed both academically and in their practical lives. Continued investment in such programs will be crucial in ensuring that these students are well-equipped to face the challenges and opportunities of the future.

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Boost Your Smile with Geriatrics collaboration with Universitas Airlangga (UNAIR), Indonesia

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ABSTRACT
Developing an extensive benefits program with a specific emphasis on geriatrics has the potential to significantly enhance the overall well-being of elderly individuals. This program can deal with several areas related to health, well-being, and social support. These community service programs provide senior individuals with chances to volunteer, actively participate in their communities, and contribute to the well-being of the elderly population. The objective of this program is to cultivate an affectionate regard for the elderly and foster an attitude of gratitude for them, irrespective of the pupils' gender or age. This curriculum has the potential to cultivate students who possess humanistic qualities and contribute to the development of a generation characterized by noble attributes. Furthermore, this program can evoke feelings of sympathy, empathy, and concern towards students, particularly female students, who are engaged in assisting elderly individuals who are disadvantaged and neglected by their offspring and relatives in attaining PI 039. Furthermore, it enhances the level of participation of both male and female students in volunteer activities (PI 028) and brings happiness and delight to isolated old individuals residing in nursing homes through a range of activities that can uplift and amuse them. The goal of this program is to reach PI 031 by providing a difficult setting for the elderly who have lost their familial relationships, where they can practice two-way communication to express emotions, feelings, and crucial information. Devoting attention to this program can greatly enhance the quality of life for elderly individuals, fostering physical and mental health, autonomy, and overall welfare. Additionally, it enhanced social interaction and diminished sensations of seclusion among the elderly population.
Keywords: Elderly, Geriatrics, Health Education, Community Services, Aging

BACKGROUND
Population aging touches every aspect of individual, community, and country life. The life situation in old age depends on travel and planning to live in the early stages. Malaysia uses the term 60 years and above as the definition of the elderly in Malaysia is in line with the definition by the United Nations World Assembly on Aging in 1982 in Vienna. Health Organization Worldwide (WHO) has estimated that there will be more than one billion elderly people in the whole world by the year 2020 and 700 million the number of elderly people living in a developing country (Doris Padmini Selvaratnam, Nor Aini Haji Idris, Norlaila Abu Bakar, & Norlida Hanim Mohd Salleh, 2008). According to Wan Ibrahim Wan Ahmad and Zainab Ismail (2010a), the world now including Malaysia is dealing with the phenomenon of increasing elderly people which is one population category at the final stage in the human life cycle. Seniors in Malaysia are made up of people aged 60 and over which has increased to 6.2 percent or 1.5 million in 2000 and is expected will reach 10 percent or 3.4 million by the year 2020. According to the report Malaysian Population and Housing Census (Department of Statistics Malaysia, 2010), there are a total of 2,251,216 elderly people in Malaysia which is

8.0 percent of the entire population in Malaysia and this figure is expected to increase and will continue to increase. This demographic change presents both challenges and opportunities for the nation. Understanding the implications and preparing adequate responses are crucial for the well-being of this growing segment of the population.

The Ministry of Women, Family, and Community Development (KPWKM) hopes that more private parties will work on elderly care centers to meet the needs of the community to receive protection and intensive care services. Its minister, Datuk Seri Nancy Shukri said, so far there are 393 elderly care centers nationwide registered under the Care Centers Act 1993. In Malaysia, roughly speaking, these facilities can be divided into 3 types: Long-term or permanent type of care; Short-term care, for example, post-surgery or stroke patients who require short-term rehabilitation; Daily treatment center care- Patient supervision is done at the treatment center in the morning and evening but returns home and is cared for by family members at night. These facilities can be provided by the government, NGOs, or the private sector. However, most facilities that exist today are of the long-term care type. Some of these facilities are staffed by trained nurses, while the rest are staffed with no medical training background. Sometimes, there are also facilities that have the services of a doctor or therapist. Currently, there is a special law to control the working or operation of these care centers in Malaysia. However, there are still many differences in terms of the quality of care and service of these centers.

INTRODUCTION

Elderly care is a multifaceted and essential aspect of healthcare that requires a compassionate and comprehensive approach. Elderly care, often referred to as geriatric care, encompasses a wide range of services and practices tailored to meet the unique needs of older adults. This field is becoming increasingly important due to the aging population, with projections indicating that by 2050, the global population aged 60 and over will reach 2.1 billion, nearly doubling from 1 billion in 2020 (United Nations, 2019). As the population ages, the integration of medical care, mental health support, rehabilitation, social engagement, and end-of-life services will be vital in promoting the well-being of older adults. A commitment to understanding and meeting the unique needs of this population will enhance their quality of life and ensure that they receive the care they deserve. Understanding the physical, psychological, and social changes that accompany aging helps caregivers provide the best possible support to ensure that older adults lead fulfilling and dignified lives. According to the United Nations (2009), the number of senior citizens in the group aged 60 years or more has increased significantly and this number is expected to exceed the number of children for the first time in 2045 at the world level. This growth is a result of increased life expectancy and declining birth rates in many parts of the world. The report projects that by 2045, for the first time in history, the number of people aged 60 and above will surpass the number of children (aged under 15 years) on a global scale. This marks a profound shift in the age structure of the world population, with implications for economies, healthcare systems, and social policies worldwide. This demographic transition underscores the need for societies to adapt to an aging population, ensuring that adequate resources and support systems are in place to meet the needs of older adults. According to the United Nations report titled World Population Ageing 2019 (United Nations, 2019), which discusses the wide-ranging impacts of population aging, population aging thus requires comprehensive strategies at all levels of society to ensure that older adults can age with dignity and that the social and economic systems can sustain these changes. Population aging is a phenomenon that affects various aspects of life at individual, community, and national levels. As the proportion of older adults increases within a population, the implications are widespread and multifaceted.

Individual Level

Aging can bring challenges such as health deterioration, financial insecurity, and the need for long-term care. Older adults may face difficulties in maintaining independence, requiring support from family members or healthcare services.

Community Level

At the community level, aging populations can impact social structures, with an increasing need for age-friendly environments, accessible healthcare, and social services. Communities may need to adapt by providing better transportation options, housing, and public spaces tailored to older adults' needs.

National Level

On a national scale, the aging population can affect the economy, particularly through the increased demand for healthcare services, pensions, and social security systems. As the workforce ages and the number of retirees grows, there can be a strain on public finances. Governments may need to revise policies on retirement, healthcare, and employment to address these demographic changes.

Purpose / Objectives

1. To create a sense of sympathy, empathy, and concern among students and female students who are involved for the elderly who are less fortunate and neglected by their children and families in achieving PI 039.
2. To increase the rate of involvement of male and female students in volunteer activities (PI 028) and provide happiness and joy to the elderly who are lonely in nursing homes for the elderly by doing various activities that can cheer up and comfort their hearts.
3. To practice two-way communication (expressing emotions, feelings, and important information) in a challenging environment to achieve PI 031 where our target group is the elderly who have lost their loving relationship with their families.

Program Impact

1. Giving exposure to students about the daily life of the elderly who are placed in special care centers.
2. Bring the name of Universiti Teknologi MARA to be better known at the global level when it reaches the year 2025 ('Strategic Plan UiTM GRU2025')
3. PI023 (Number of collaborations with agencies, industry, NGOs, HEIs (local and international)

LITERATURE REVIEW

i. Increasing Elderly Population

The elderly population in Malaysia, defined as individuals aged 60 and above, has been steadily increasing. According to the Department of Statistics Malaysia (DOSM), the number of elderly people is projected to rise from 10.3% of the total population in 2020 to 15.3% by 2030 (DOSM, 2020). This trend is driven by declining fertility rates, improved healthcare, and increased life expectancy. According to the United Nations (2019), the increasing elderly population is a global demographic trend characterized by a growing proportion of older adults, typically defined as individuals aged 60 or 65 and above, within the overall population. This trend is largely driven by two factors: declining fertility rates and increased life expectancy.

Declining Fertility Rates: Many countries have experienced significant reductions in birth rates over the past several decades. As a result, younger age groups make up a smaller proportion of the population, while the proportion of older adults increases.

Increased Life Expectancy: Advances in healthcare, nutrition, and living conditions have contributed to people living longer lives. As life expectancy rises, the number of individuals reaching older age continues to grow, further contributing to the aging population.

This demographic shift has significant implications for society, including the need for adjustments in healthcare systems, social security, and employment policies to accommodate the growing number of elderly individuals. Additionally, the increasing elderly population

places a greater demand on pension systems and long-term care services, highlighting the importance of sustainable economic and social strategies.

ii. Health and Well-being

Health Challenges

The elderly population faces various health challenges, including chronic diseases, mobility issues, and mental health concerns. Non-communicable diseases (NCDs) such as hypertension, diabetes, and heart disease are prevalent among the elderly in Malaysia (Institute for Public Health, 2015). Mental health issues, including dementia and depression, are also on the rise. World Health Organization (2011) reported that the elderly population is particularly vulnerable to a range of health challenges, many of which are chronic and can significantly impact their quality of life. Some of the key health issues faced by older adults include:

Chronic Diseases: As people age, the likelihood of developing chronic conditions such as heart disease, diabetes, hypertension, and arthritis increases. These conditions often require long-term management and can lead to complications if not properly addressed. The prevalence of multiple chronic conditions, known as multimorbidity, is also higher among the elderly, which complicates treatment and care.

Mobility Issues: Aging often brings about physical decline, including reduced muscle strength, joint flexibility, and balance, leading to mobility challenges. These issues can result in difficulties performing daily activities and an increased risk of falls, which are a leading cause of injury and loss of independence among the elderly.

Mental Health Concerns: Mental health issues, such as depression, anxiety, and cognitive disorders (including dementia and Alzheimer's disease), are common in the elderly population. These conditions can significantly affect an individual's well-being and ability to interact socially, often leading to isolation and further health deterioration.

Addressing these health challenges requires a comprehensive approach that includes regular health screenings, appropriate medical interventions, physical therapy, mental health support, and creating environments that promote safety and accessibility for older adults.

iii. Access to Healthcare

Access to healthcare services is a critical issue for the elderly. While Malaysia's healthcare system offers a range of services, gaps in accessibility and affordability remain, particularly in rural areas. Enhancing healthcare infrastructure, increasing the availability of geriatric care, and training healthcare professionals in geriatric care are essential steps to meet the growing demand (Mohd Sidik et al., 2018). World Health Organization (2015) reported that Several factors contribute to the challenges older adults face in accessing healthcare:

Geographical Barriers: Elderly individuals, particularly those living in rural or remote areas, may have limited access to healthcare facilities. The distance to hospitals, clinics, or specialists can be a significant barrier, especially for those with mobility issues or without reliable transportation.

Financial Constraints: Healthcare costs can be prohibitive for many elderly people, especially if they are living on fixed incomes or pensions. Even in countries with public healthcare systems, out-of-pocket expenses for medications, treatments, or long-term care can be burdensome.

Complex Healthcare Needs: The elderly often have multiple health conditions requiring coordinated care from various specialists. Navigating the healthcare system can be challenging, leading to delays in receiving appropriate care or fragmented treatment, which can adversely affect health outcomes.

Social and Psychological Barriers: Some older adults may face difficulties in accessing healthcare due to social isolation, lack of family support, or psychological barriers such as fear of hospitals or a reluctance to seek help. Cognitive impairments, such as dementia, can also complicate the process of seeking and receiving care.

Improving access to healthcare for the elderly involves addressing these barriers through policies that enhance the availability of services, reduce costs, and provide support systems that help older adults navigate the healthcare system more effectively.

iv. Social and Economic Implications

Economic Impact

The increasing number of elderly people has significant economic implications. The dependency ratio is expected to rise, putting pressure on social security systems and pension funds. Ensuring sustainable funding for these systems is crucial to prevent financial strain on both the elderly and the nation (United Nations, 2019). This demographic shift leads to several key economic challenges:

1. **Increased Healthcare Costs:** As the population ages, the demand for healthcare services rises significantly. Older adults typically require more medical care, including chronic disease management, long-term care, and specialized treatments. This increased demand can strain public healthcare systems and lead to higher healthcare spending, both at the individual and governmental levels.
2. **Pension and Social Security Pressures:** The expanding elderly population puts pressure on pension systems and social security programs. As more people retire and draw on pension benefits, the financial sustainability of these systems may be challenged, especially if the ratio of working-age individuals to retirees decreases. Governments may need to reform pension schemes, adjust retirement ages, or increase funding to ensure these systems remain viable.
3. **Labour Market Impact:** An aging population can lead to a shrinking workforce, which may slow economic growth. With fewer working-age people, there is a potential for labour shortages, especially in certain industries. This can lead to increased wages, shifts in employment patterns, and the need for policies that encourage older workers to remain in the workforce longer.
4. **Economic Dependency Ratio:** The economic dependency ratio, which compares the number of dependents (young and elderly) to the working-age population, may increase as the population ages. This can place a heavier burden on the working population to support both the elderly and younger dependents, potentially leading to higher taxes and changes in economic policies.
5. **Changes in Consumption Patterns:** The elderly population may have different consumption patterns compared to younger individuals, with increased spending on healthcare, pharmaceuticals, and services rather than goods. This shift can influence the structure of the economy, affecting industries and markets.

Addressing these economic implications requires comprehensive strategies that include pension reform, promoting healthy aging, and encouraging greater labour force participation among older adults.

v. Social Support Systems

Traditional family structures, which have historically provided support for the elderly, are changing due to urbanization and modernization. Developing robust social support systems, including community-based services and elderly care facilities, is necessary. Policies promoting active aging and social inclusion are also important to enhance the quality of life for older adults (Ministry of Women, Family and Community Development, 2011).

vi. Policy Responses

National Policies and Plans

Malaysia has implemented several policies to address the needs of its aging population. The National Policy for Older Persons and the Plan of Action for Older Persons outline strategies for promoting the well-being of the elderly, such as improving healthcare services, enhancing social protection, and encouraging active participation in society (Ministry of Women, Family and Community Development, 2011).

vii. Community-Based Initiatives

Community-based initiatives are crucial in supporting the elderly. Programs such as senior citizen activity centers and volunteer services provide opportunities for social interaction and engagement, reducing the risk of social isolation and improving overall well-being (Tan et al., 2019). World Health Organization (2007) reported that Community-based initiatives play a vital role in supporting the elderly by providing localised, accessible, and personalized care that complements traditional healthcare services. These initiatives are crucial for several reasons:

Promoting Social Engagement: Community-based programs often focus on creating social opportunities for the elderly, which can help reduce feelings of isolation and loneliness. Social engagement is essential for mental and emotional well-being, and initiatives such as senior centers, clubs, and community events can provide spaces for older adults to connect with others.

Providing Accessible Health Services: Many community-based initiatives offer health services tailored to the elderly, such as wellness checks, exercise programs, and health education. These services are often more accessible than traditional healthcare settings, particularly for those with mobility issues or those living in remote areas.

Supporting Independent Living: Programs that provide home-based support, such as meal delivery, transportation services, and home modifications, enable elderly individuals to live independently for longer. These services can prevent the need for institutional care and improve the quality of life for older adults.

Encouraging Preventive Care: Community initiatives often focus on preventive care, which is crucial in managing chronic conditions and maintaining health in older age. Educational workshops on nutrition, exercise, and disease prevention can empower the elderly to take an active role in their health.

Offering Caregiver Support: Community-based programs also provide essential support to caregivers of the elderly. This can include respite care, training, and support groups, which are vital for maintaining the health and well-being of those who care for aging relatives.

Facilitating Access to Resources: These initiatives can help elderly individuals navigate available resources, such as social services, financial aid, and healthcare options. By connecting older adults with the resources they need, community programs play a key role in ensuring that they receive the appropriate care and support.

Community-based initiatives are crucial in creating a supportive environment for the elderly, enabling them to live healthier, more independent lives while remaining connected to their communities.

viii. Challenges and Future Directions

Addressing Healthcare Needs

Ensuring healthcare services are equipped to meet the specific needs of the elderly is a major challenge. This includes increasing the availability of geriatric care facilities, integrating technology to enhance healthcare delivery, and training healthcare professionals in geriatrics (Khoo et al., 2019). Ensuring that healthcare services are adequately equipped to meet the specific needs of the elderly is a significant challenge, influenced by several factors:

Complex Health Needs: The elderly often have multiple chronic conditions, such as cardiovascular diseases, diabetes, arthritis, and cognitive impairments like dementia. These conditions require comprehensive, coordinated care, which can be difficult to provide within traditional healthcare systems that are often more geared towards acute, single-disease treatment models.

Geriatric Specialization: There is a growing need for healthcare professionals specializing in geriatrics—the branch of medicine focusing on the health care of older people. However, many healthcare systems face shortages of geriatric specialists, which can limit the availability of appropriate care for elderly patients.

Long-Term Care Services: As the population ages, the demand for long-term care services, including home care, assisted living, and nursing homes, increases. Ensuring that these services are available, affordable, and of high quality is a challenge, particularly in regions where long-term care infrastructure is underdeveloped.

Healthcare Infrastructure: Adapting healthcare infrastructure to accommodate the elderly requires significant investment. This includes making facilities more accessible, integrating technology that supports aging in place and developing community-based care models that reduce the need for hospitalization.

Training and Education: Healthcare providers need specific training to understand and manage the complex and often interrelated health issues of older adults. This training is essential not only for doctors but also for nurses, caregivers, and other healthcare workers who interact with elderly patients regularly.

Policy and Funding: Governments and healthcare organizations must develop policies that prioritize elderly care, ensuring that adequate funding and resources are allocated to meet the growing demand. This may involve expanding healthcare coverage, increasing funding for geriatric care, and creating incentives for healthcare professionals to specialize in elderly care. Meeting these challenges requires a multi-faceted approach, involving policy reforms, investment in healthcare infrastructure, and enhanced training for healthcare providers to ensure that the needs of the elderly are adequately met.

ix. Enhancing Social Support

Strengthening social support systems to cater to the diverse needs of the elderly is essential. This involves expanding community-based services, promoting intergenerational solidarity, and ensuring that policies are inclusive and responsive to the needs of older adults (Teh et al., 2020). Strengthening social support systems requires collaboration between governments, non-profits, community organizations, and families to create a network of services that are responsive to the needs of the elderly. Such systems are essential for ensuring that older adults can age with dignity and remain integrated into society. United Nations. (2017) reported that the elderly population grows, social support systems must evolve to address the unique challenges and needs of older adults. Here's why this is important:

Addressing Diverse Needs: The elderly population is not homogenous; individuals have varying health conditions, financial situations, living arrangements, and social connections. A robust social support system must be flexible and diverse enough to cater to these different needs. This includes providing access to healthcare, financial assistance, housing, and community engagement opportunities tailored to the elderly.

Enhancing Mental and Emotional Well-being: Social support is critical in combating loneliness, depression, and anxiety, which are common among older adults, particularly those who live alone. Strengthening social networks through family support, community programs, and peer interactions can significantly improve the mental and emotional well-being of the elderly.

Supporting Caregivers: As the primary caregivers for many elderly individuals, family members, and friends often need support themselves. Strengthened social support systems can offer resources such as respite care, counseling, and financial assistance, which are crucial in reducing caregiver burden and preventing burnout.

Promoting Independence: By providing services such as in-home care, transportation, and accessible housing, social support systems can help elderly individuals maintain their independence. This not only enhances their quality of life but also reduces the demand for more intensive and costly forms of care, such as nursing homes.

Improving Access to Services: Strengthened social support systems ensure that elderly individuals can easily access the services they need, whether it's healthcare, legal assistance, or social activities. This can involve simplifying processes, offering guidance through social workers, or using technology to connect older adults with services.

Facilitating Social Inclusion: Social support systems play a vital role in keeping the elderly connected to their communities. Programs that encourage participation in social, cultural, and recreational activities help prevent social isolation and ensure that older adults remain active and engaged members of society.

Strengthening social support systems requires collaboration between governments, non-profits, community organizations, and families to create a network of services that are

responsive to the needs of the elderly. Such systems are essential for ensuring that older adults can age with dignity and remain integrated into society.

x. Economic Sustainability

Ensuring the economic sustainability of social security and pension systems is critical. Policymakers must explore innovative funding mechanisms and consider reforms to ensure these systems remain viable amid demographic changes (World Bank, 2019). International Monetary Fund. (2020) stated that as more individuals reach retirement age and the ratio of workers to retirees decreases, these systems face significant financial pressures. The sustainability of these systems is vital for several reasons:

Increasing Life Expectancy: With people living longer, retirees are drawing benefits for more extended periods. This longevity increases the financial burden on pension and social security systems, requiring more substantial funding over time. Without adjustments, these systems risk becoming underfunded and unable to meet their obligations.

Changing Demographics: The demographic shift towards an older population means that fewer working-age individuals are contributing to social security and pension systems, while more retirees are receiving benefits. This imbalance can lead to deficits, where the payouts exceed the contributions, threatening the sustainability of these programs.

Economic Dependency Ratio: A growing elderly population increases the economic dependency ratio, meaning that a smaller proportion of the population is working and contributing to the economy. This situation can strain public finances and reduce the funds available for social security and pensions.

Need for Reforms: To ensure sustainability, many countries may need to reform their social security and pension systems. Potential reforms could include raising the retirement age, adjusting benefit levels, increasing contributions, or encouraging private savings plans. These changes are necessary to adapt to the new demographic realities and maintain the solvency of these systems.

Impact on Public Finances: Unsustainable social security and pension systems can lead to significant fiscal challenges, including increased government debt and reduced ability to fund other essential services. Maintaining the economic sustainability of these systems is crucial for overall financial stability and economic growth.

Intergenerational Equity: Ensuring sustainability also addresses the issue of intergenerational equity. It is essential to design systems that are fair to both current and future retirees, avoiding placing an undue burden on younger generations who may have to fund the benefits of a growing number of retirees.

METHODOLOGY (ACTIVITIES)

Using feedback form.

A community program with the theme of Boost Your Smile with Geriatrics was organized by Universitas Airlangga (UNAIR), Indonesia on 9 May 2024@9.00-1.00pm. It is located at Damai Permai Care Center, next to the Bertam sports complex, 13200 Kepala Batas, Penang Island. There are 41 residents here, 18 men and 23 women. The founder of the care center is Puan Rohaya Nanyan. This visit program involved 35 students from UiTM, 2 students from Universitas Muhammadiyah Malang, Indonesia (UMM) 37 delegates from UNAIR and 4 accompanying lecturers, and 6 clinical people from the nursing program. This program is one of the agendas in the MoU, encouraging and strengthening the chain of relationships with foreign institutions in further expanding internalism relations. The result of the impact of this program is to be able to give exposure to students about the daily life of the elderly who are placed in special care centers in addition to bringing the name of Universiti Teknologi MARA better known at the global level when it reaches the year 2025 ('Strategic Plan UiTM GRU2025'). Among the activities carried out are aerobics with the elderly, cleaning up the surrounding area tree planting around the area of the Permai Peace Care Center, Raya Potluck, and birthday celebrations with the elderly. In the afternoon session, a Health Education lecture was held by UNAIR representative, Dr Saptandia Wulan Cahyaning Lestari,

who gave a lecture on Balanced Nutrition for the elderly. Dr Mirza gave a talk on Caring for the elderly. While the representative from UiTM, Mr. Haji Bahman Jamaluddin gave a lecture on secondary care for the elderly. The program ends at 1.00 pm on that day after the souvenir presentation ceremony to the representative of the care center. At the end of the activity session, the program feedback form is distributed to the residents of the old people's homes regarding the feedback of the program that was organized. The inclusion criteria for elderly individuals selected for studies or programs in geriatric care are essential to ensure that the target population reflects the specific characteristics and needs of older adults such as having no chronic health status; being an Independent person which is the ability to perform activities of daily living (ADLs) or instrumental activities of daily living (IADLs); Participants may need to be fluent in the language of the study or program to ensure effective communication and understanding of instructions and willingness to participate. The exclusion criteria may include Severe cognitive impairment or dementia that hinders informed consent or participation and terminal illnesses or conditions that significantly limit life expectancy.

RESULT

Total Feedback: 38 People

GENDER	TOTAL NUMBER	PERCENT %
MALE	20	52.6%
FEMALE	18	47.4%

This Feedback Are Answered According to The Scale Below:

1. Very Unsatisfactory
2. Not Satisfactory
3. Satisfactory
4. Moderately Satisfactory
5. Very Satisfactory

Table 1 Programme Filling

1. Are You Satisfied With The Programme Held?

Scale	Total Number	Percent%	Mean
5	5	13.2%	4.026
4	29	76.3%	
3	4	10.5%	
2	0	0	
1	0	0	

2. Does The Program Reach The Objective?

Scale	Total Number	Percent%	Mean
5	5	13.2%	4.078
4	31	81.5%	
3	2	5.3%	
2	0	0	
1	0	0	

3. What Is Your Level Of Satisfaction With The Period Of The Programme?

Scale	Total	Percent%	Mean

	Number		
5	6	15.8%	4.078
4	29	76.3%	
3	3	7.9%	
2	0	0	
1	0	0	

4. What Is The Overall Level Of Effectiveness Of The Programme?

Scale	Total Number	Percent%	Mean
5	5	13.2%	4.052
4	30	78.9%	
3	3	7.9%	
2	0	0	
1	0	0	

5. Would You Like To Recommend This Programme To Others?

Scale	Total Number	Percent%	Mean
5	8	21.1%	4.105
4	26	68.4%	
3	4	10.5%	
2	0	0	
1	0	0	

Overall Mean Programme = 4.068

Table 2 Programme Registration

1. Easy And Fast Registration Process

SCALE	TOTAL NUMBER	PERCENT%	MEAN
5	4	10.5%	4.053
4	32	84.2%	
3	2	5.3%	
2	0	0	
1	0	0	

2. Committee Members Are Friendly And Welcoming

SCALE	TOTAL NUMBER	PERCENT%	MEAN
5	7	18.4%	4.105
4	28	73.7%	
3	3	7.9%	
2	0	0	
1	0	0	

3. Materials Used During The Programme Are Sufficient

SCALE	TOTAL NUMBER	PERCENT%	MEAN
5	8	21.1%	
4	28	73.6%	

3	2	5.3%	4.158
2	0	0	
1	0	0	

Mean Programme Registration = 4.105Table 3 Programme Implementation

1. Programme Duration

Scale	Total Number	Percent%	Mean
5	6	15.8%	4.105
4	30	78.9%	
3	2	5.3%	
2	0	0	
1	0	0	

2. Programme Schedule

Scale	Total Number	Percent%	Mean
5	9	23.7%	4.105
4	24	63.1%	
3	35	13.2%	
2	0	0	
1	0	0	

3. Committee Member Of The Programme

Scale	Total Number	Percent%	Mean
5	3	7.9%	3.947
4	30	78.9%	
3	5	13.2%	
2	0	0	
1	0	0	

4. Smooth Running Of The Programme

Scale	Total Number	Percent%	Mean
5	6	15.8%	4.132
4	31	81.5%	
3	1	2.7%	
2	0	0	
1	0	0	

5. Activity Programme

Scale	Total Number	Percent%	Mean
5	5	13.2%	3.974
4	27	71.0%	
3	6	15.8%	
2	0	0	
1	0	0	

Mean Programme Implementation = 4.053

Table 4 Organizer Assessment

1. Mastery Over Programme Management

Scale	Total Number	Percent%	Mean
5	2	5.3%	3.974
4	33	86.8%	
3	3	7.9%	
2	0	0	
1	0	0	

2. Facilitation Skills

Scale	Total Number	Percent%	Mean
5	3	7.9%	4.026
4	33	86.8%	
3	2	5.3%	
2	0	0	
1	0	0	

3. Appropriate Filling

Scale	Total Number	Percent%	Mean
5	6	15.9%	4.052
4	28	73.6%	
3	4	10.5%	
2	0	0	
1	0	0	

4. Skilled

Scale	Total Number	Percent%	Mean
5	7	18.5%	4.105
4	28	73.6%	
3	3	7.9%	
2	0	0	
1	0	0	

5. Interaction Between Participants And Organizers

Scale	Total Number	Percent%	Mean
5	10	26.3%	4.184
4	25	65.8%	
3	3	7.9%	
2	0	0	
1	0	0	

Mean Organizer Assessment = 4.068



Figure 2 Prayer reading lead by Student (Nik Thaqif Baihaqi Bin Nik Mohd Izani)



Figure 3 Welcome and opening remarks by the head of the program by Dr Rusnani Ab Latif



Figure 4 Aerobic exercise with the elderly



Figure 5 Birthday celebration for all the elderly



DISCUSSION

There are 38 respondents that participated in this study, which is male 20(52.6%) and female 18(47.4 %). The questionnaire is based on 5 Likert Scale: 1: Very Unsatisfactory,2: Not Satisfactory,3: Satisfactory,4: Moderately Satisfactory and 5: Very Satisfactory. Findings of this study mean for program filling = 4.068, mean program registration = 4.105, mean program implementation = 4.053, and mean organizer assessment = 4. 068. Implementing and supporting gerontology visit programs can significantly enhance the well-being of older adults, provide essential support to caregivers, and benefit the broader community and healthcare system. A study by Cacioppo et al. (2010) highlighted that loneliness in older adults is associated with higher rates of depression, anxiety, and cognitive decline. Programs that encourage social interaction can mitigate these effects. Research by Beswick et al. (2008) found that community-based health checks and interventions can significantly improve the physical health outcomes of older adults. According to a report by the National Institute on Aging (NIA) (2021), proactive and preventative healthcare measures for the elderly can lead to substantial cost savings and reduced strain on healthcare resources. A report by the World Health Organization (WHO) (2007) on age-friendly communities underscores the importance of integrating elderly care programs into community planning to promote inclusivity and active aging.

CONCLUSION

The phenomenon of an increasing elderly population in Malaysia presents both challenges and opportunities. The increasing elderly population in Malaysia represents a complex issue

with both challenges and opportunities. While the country will need to address the demands on healthcare, pensions, and social services, there is also significant potential to leverage the experience and contributions of older adults, stimulate economic growth through the silver economy, and promote social cohesion through intergenerational programs. By strategically planning for and adapting to this demographic shift, Malaysia can turn the challenges of an aging population into opportunities for societal and economic advancement. Addressing the health, social, and economic implications requires comprehensive planning and coordinated efforts from various stakeholders. By implementing effective policies and initiatives, Malaysia can ensure that its elderly population enjoys a high quality of life and continues to contribute to society. In conclusion, this program is one of the agendas in the MoU, encouraging and strengthening the chain of relationships with foreign institutions in further expanding internalism relations. The student exchange program is expected to expose the students to the way of life of the community, various cultures, languages, and related social aspects. This can also further expand students' global views on various issues related to society, the environment, keeping peace, and other global issues. This program can also directly establish a cooperative relationship between UiTM Penang Branch, Malaysia with the academia of Universitas Airlangga (UNAIR), Indonesia in strengthening scholarship and strengthening teaching and learning activities.

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SISCO 2.0: Fostering Understanding in Disability Awareness for A More Inclusive Future

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ABSTRACT

The UiTM Kedah Branch implemented Siswa Cakna OKU (SISCO) 2.0 in 2023 as one of its community service programs, with the aim of educating students about disabilities and indirectly promoting empathy and understanding. This program can help reduce stigma and discrimination and create a more inclusive future. On December 7, 2023, the second edition of SISCO took place. This community service program involved participants from various categories, including students from Sekolah Menengah Pendidikan Khas Vokasional Merbok and Kolej Komuniti Sungai Petani, as well as UiTM Kedah Branch students from different study programs. In addition, there was support from Perpustakaan Sultan Badlishah, Jabatan Kebajikan Masyarakat (JKM), Unit Perkhidmatan OKU (UPO) UiTM, and the Student Affairs Division, UiTM Kedah Branch. Students registered for HPD233, one of the co-curriculum courses offered for diploma students in the October 2023 semester, designed activities that addressed the seven recognized types of disabilities in Malaysia. Among other things, education systems must implement positive support systems that cater to the specific challenges faced by students with disabilities and increase disability awareness. A lack of awareness and understanding of the needs of persons with disabilities may result in discrimination and a failure to provide appropriate and reasonable accommodation. Thus, inclusive education policies that address individual learning needs and provide necessary accommodations can foster a supportive learning environment.

Keywords: Community service, disabilities, inclusive, community service, awareness

INTRODUCTION

The Siswa Cakna OKU (SISCO) 2.0 program is a strategic initiative that aims to enhance disability awareness among students, thereby fostering a more inclusive future. Initiated in 2022, SISCO underwent a second edition in 2023. The aim is to increase student awareness of disabilities, which encompass any condition that impairs physical or mental functions, leading to difficulties in performing activities and interacting with the environment. This program was scheduled for December 7, 2023, in line with National OKU Day 2023. The participants are students from Sekolah Menengah Pendidikan Khas Vokasional Merbok, Kolej Komuniti Sungai Petani, and UiTM Kedah Branch from various study programs, as shown in Figure 1.

Figure 1 SISCO 2.0 Participants



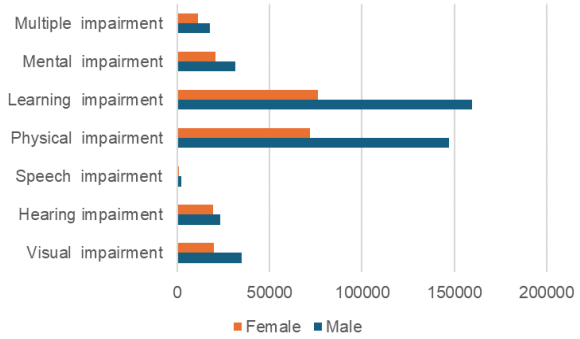
Together with the support from Perpustakaan Sultan Badlishah, Jabatan Kebajikan Masyarakat (JKM), Unit Perkhidmatan OKU (UPO), UiTM, and the Student Affairs Division, UiTM Kedah Branch, the activities designed by the organizer cover the seven recognized types of disabilities in Malaysia, as stated in Figure 2, fostering a comprehensive understanding and promoting inclusivity within educational contexts.

Figure 2 SISCO 2.0 Banner



The demographic composition of individuals with disabilities in Malaysia reveals that learning disabilities are notably prevalent, as referred to in Figure 3. Until January 31, 2023, there were 235,731 out of 637,537 registered persons with disabilities (PwD), as reported by Jabatan Kebajikan Masyarakat (2024). It means 36.98% of the registered persons with disabilities in Malaysia have learning disabilities, making it one of the most common types. This high percentage underscores the need for targeted educational and vocational programs to support this group. Efforts to raise awareness and improve attitudes towards disability are essential.

Figure 3 Statistics of PwD in 2023



Source: Jabatan Kebajikan Masyarakat (2024)

IMPLEMENTATION OF SISCO 2.0

The day starts with chair aerobic exercises specifically designed to cater to individuals with disabilities or limited mobility, providing a feasible way to engage in physical activity. It is also an inclusive and effective way for individuals with disabilities to maintain physical fitness, improve quality of life, and support mental and cardiovascular health. These exercises help bridge the gap in accessibility, ensuring that everyone can benefit from physical activity regardless of their physical limitations. For a one-day program on campus, 40 students from HPD233 and 19 students with disabilities formed eight teams of activity organizers.

Table 1 Distribution of Organizing Committee

Program code	Program name	Number of committee
AC110	Diploma in Accountancy	3
AM110	Diploma in Public Administration	7
BA111	Diploma in Business Studies	3
BA119	Diploma in Banking Studies	13
BA132	Diploma in Office Management and Technology	5
CAAD114	Diploma in Art and Design (Industrial Design)	1
CDCS110	Diploma in Computer Science	1
CDIM110	Diploma in Information Management	7
Students with disabilities		19
Total		59

Table 1 shows the distribution number of the organizing committee for the community service course. The diversity of the committee from various study programs will create synergy toward the success of this event. Students with disabilities who join programs as organizing committee members can experience a range of academic advantages. This is aligned with the recommendation by Chipchase et al. (2023) that students with disabilities needed more support in university. This includes disability support beyond academic work to include extra-curricular activities. The benefits of students' participation are fostering a more inclusive environment that embraces diverse perspectives and abilities enhancing the overall learning experience for all students. By engaging in organizational roles, these students develop critical skills such as leadership, communication, and teamwork, which are both academically and professionally valuable.

Additionally, involvement in such roles can boost their confidence and motivation, potentially leading to better academic performance and a greater sense of belonging within the educational community. Students with disabilities face daily life, and they are exposed to various types of barriers, including physical obstacles, faculty, peers and lack of resources and information. The finding by Moriña and Orozco (2021), what some perceive as barriers, others may interpret as the source of support based on individual unique experiences that

shape their perspectives on barriers and supports encountered by university students with disabilities.

Figure 4 Sign Language Session




The organizer appointed two UiTM students as facilitators for the sign language session. Figure 4 shows two distinct sessions: the first focuses on learning the alphabet and using sign language for daily communication at home, while the second focuses on learning numbers and using sign language for daily communication at home and shopping. Primary sign language is helpful in adding value to participants' communication skills. Besides that, one of the activities related to visual disability is learning to read braille by using a braille learning board, as shown in Figure 5.

Figure 5 Braille Activity

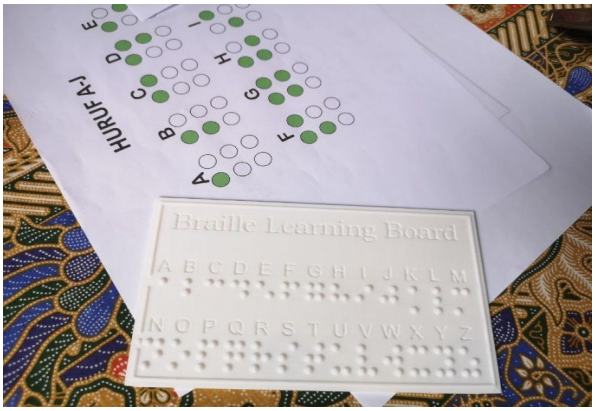



Figure 6 Napkin Folding Tutorials




The additional activity in this event, which was referenced in Figure 6, involved napkin folding tutorials conducted by Kolej Komuniti students. This knowledge-sharing with other students will create an open session to add new skills and experience.

Figure 7 e-View Session at Library



Besides the outdoor activities at the Academic Courtyard, there is also an activity in the library. Students are exposed to the library team's use of e-View projects. The activity in Figure 7 gave students new experience using equipment that caters to one or multiple impairments.

FEEDBACK ANALYSIS

A total of 121 participants filled out the open-ended survey on disability awareness, representing 21.5% feedback from Kolej Komuniti students, followed by 81% feedback from UiTM Kedah Branch students, a total of 31 males and 91 females. Participants' academic level was 19.8% certificate, followed by 61.2% diploma and 19% degree in UiTM. Participants received the open-ended statement, and Table 2 presents the results.

Table 2 SISCO 2.0 Participants Feedback

Statement	True (%)	False (%)
Only people who can't walk use wheelchairs.	60.3	39.7
You have a friend who has a speech impairment and sometimes you're not sure what he said. To make things easier, you should pretend that you understand.	47.9	52.1
When you meet someone who is blind or visually impaired, you should introduce yourself to that person.	89.3	10.7
When communicating with people who are deaf or hard of hearing, it is necessary to speak through an interpreter.	83.5	16.5
I assume that people with disabilities usually need help.	90.1	9.9
It's okay to gossip about people who are deaf hard of hearing because they can't hear you anyway.	16.5	83.5
People with disabilities very much want to be treated just like everyone else.	96.7	3.3
People with disabilities can participate in sports.	94.2	5.8
People with physical disabilities can't live on their own when they grow up.	25.6	74.4
People can become disabled at any time in their lives.	95.0	5.0

According to Table 2, the participants' feedback reveals a range of perceptions and misconceptions about disabilities. A significant portion of participants erroneously believe that only individuals who cannot walk use wheelchairs (60.3%), highlighting a common stereotype. Interestingly, there is a near-even split on whether to pretend to understand a friend with a speech impairment, indicating confusion about appropriate communication skills when dealing with PwD. The majority correctly acknowledges the importance of introducing oneself to

someone who is blind (89.3%). Yet, there is a substantial misconception regarding the necessity of interpreters for communicating with those who are deaf or hard of hearing (83.5%). The assumption that people with disabilities usually need help, held by 90.1% of participants, underscores a pervasive paternalistic attitude in society. Paternalism in this context refers to the belief that individuals with disabilities are inherently less capable and thus require assistance or oversight to manage their lives. Such attitudes can be detrimental, as they may foster dependency and inhibit the autonomy of people with disabilities, reinforcing stereotypes and hindering efforts toward achieving social equality and independence (McDonough & Taylor, 2021).

Interestingly, a significant majority (83.5%) acknowledges the inappropriateness of gossiping about people who are deaf and affirms the desire of people with disabilities to receive the same treatment as everyone else (96.7%). Next, the high percentage of 94.2% acknowledging that people with disabilities can participate in sports reflects a significant shift in societal attitudes towards inclusivity and recognition of the capabilities of individuals with disabilities. In addition, 74.4% disagree with the notion that people with physical disabilities cannot live independently. Finally, 95% of participants understood that disability can occur at any stage of life, suggesting an awareness of disability's dynamic nature.

CONCLUSION

Malaysia has made commendable strides in promoting disability inclusion, yet significant obstacles persist, especially in the realms of education and employment. Despite policy advancements and initiatives aimed at fostering inclusivity, individuals with disabilities continue to face systemic barriers that hinder their full participation in society. Although increasingly inclusive, the education sector still grapples with inadequate infrastructure, a lack of specialized training for educators, and limited access to appropriate learning materials. Similarly, in employment, despite efforts to integrate people with disabilities into the workforce, they frequently encounter discrimination, accessibility issues, and a lack of supportive workplace accommodations. Addressing these challenges necessitates sustained efforts in raising public awareness, rigorous policy implementation, and providing comprehensive support services. The implementation of the Siswa Cakna OKU (SISCO) 2.0 program plays a crucial role in increasing awareness and fostering inclusivity at all societal levels, including students at the school level and those in higher education. Ultimately, such initiatives are vital for creating a more just and equitable society where individuals with disabilities can thrive and contribute to their fullest potential.

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From Costa Rica To Malaysia: Revolutionizing Tourism With Corporate Social Responsibility

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ABSTRACT

The growing importance of sustainable tourism necessitates the integration of Corporate Social Responsibility (CSR) into tourism law framework. However, Malaysia's tourism law focus primarily on economic growth, with CSR practices remaining voluntary and inconsistently adopted. This paper aims to identify how Malaysia can enhance its tourism law framework by imposing mandatory CSR practices, drawing on a comparative analysis with Costa Rica's successful model. Costa Rica's Certification for Sustainable Tourism (CST), rigorous environmental regulations, government incentives, and strong community involvement serve as exemplary practices. To achieve these objectives, this paper adopts a comparative analysis method, collecting data from various sources including Costa Rica's CST framework, Malaysian tourism law, and international CSR guidelines. The paper's key findings reveal that Costa Rica's CST program effectively promotes sustainable practices among tourism businesses, minimizes environmental harm through stringent regulations, encourages CSR adoption via government incentives, and ensures community involvement in the tourism sector. Based on these findings, the paper proposes that Malaysia develop a national certification program for sustainable tourism, enhance environmental regulations, provide government incentives, and promote community-based tourism. Implementing these recommendations will not only foster sustainable tourism development in Malaysia but also ensure long-term environmental protection and community benefits, positioning the country as a regional leader in sustainable tourism.

Keywords: Corporate Social Responsibility, Sustainable Tourism, Environmental Regulations, Community Involvement, Tourism Law

INTRODUCTION

The Malaysian tourism industry, known for its diverse cultural heritage, natural beauty, and vibrant cities, is a significant contributor to the country's economy. As of 2024, the industry is experiencing a phase of recovery and growth following the disruptions caused by the COVID-19 pandemic. Incorporating Corporate Social Responsibility (CSR) into the tourism industry is essential for sustainable growth and the long-term viability of the sector. For tourism key players such as tour operators, hotels, travel agencies, and government bodies, embracing CSR can bring numerous benefits, including enhanced reputation, customer loyalty, and positive community relations.

Strategically located in Southeast Asia, Malaysia has leveraged its geographical advantages to build a strong tourism sector. The industry peaked before the COVID-19 pandemic, which severely affected international tourism. During the pandemic, the government promoted domestic travel to offset these losses (Shamsudin, 2021). Post-pandemic, the tourism industry is rebounding, with tourist arrivals doubling from 10 million in

2022 to over 20 million in 2023. The highest numbers came from Singapore (8.3 million) and Indonesia (3.1 million) (Malaysia Tourism Promotion Board, 2023). As the industry recovers, integrating CSR into tourism is essential for sustainable growth and alignment with global environmental and social goals.

This paper aims to explore how Malaysia can enhance its tourism law framework by incorporating mandatory CSR practices, drawing on the successful example of Costa Rica's Certification for Sustainable Tourism (CST) program. Through a comparative analysis, this study seeks to identify best practices that Malaysia could adopt to promote sustainable tourism, protect the environment, and ensure community involvement in the tourism industry.

Corporate Social Responsibility in Tourism

Corporate Social Responsibility (CSR) is increasingly central to how businesses interact with stakeholders. The European Commission initially defined CSR in 2001 as the voluntary integration of social and environmental concerns into business operations (European Commission, 2001). By 2011, this definition was expanded to emphasize businesses' responsibility for their societal impacts, including social, environmental, ethical, and human rights issues (European Commission, 2011).

In the tourism industry, CSR has shifted from a business strategy to an essential part of ethical and environmentally responsible operations, particularly in hospitality (Abaeian, 2014). Stakeholder theory, which underpins CSR, stresses balancing the interests of all stakeholders, including employees, customers, and the community (Camilleri, 2017). However, challenges like greenwashing, where companies falsely claim environmental responsibility, persist (Poveda-Pareja, 2024).

Kasim (2006) noted that small and medium-sized hotels in Malaysia could collectively impact social and environmental responsibilities more than larger hotels. The Malaysian tourism industry faces challenges in addressing negative environmental and social impacts, necessitating growth that aligns with sustainable development principles.

Sustainable Tourism

The tourism industry significantly influences global economic, social, and cultural aspects, making environmental sustainability crucial. Sustainable tourism, rooted in the concept of sustainable development, aims to meet current tourist and host region needs while protecting future opportunities (WCED, 1987; WTO, 1993). Although sustainable tourism can be applied at all scales, including mass tourism, effective management is key (Butler, 1999; WTO, 2005). Malaysia has been discussing sustainable tourism since the Eighth Malaysia Plan (2001-2005), focusing on preserving tourism destinations (Abd Hamid, 2020). The National Tourism Policy (2020-2030) emphasizes sustainable and responsible tourism but lacks specific guidelines, hindering effective implementation (United Nations, 2023). Kifworo and Dube (2024) highlight a gap in research on tourism policy implementation, suggesting that broader governance issues contribute to the lack of detailed guidelines.

CSR Practices in Sustainable Tourism

Managing sustainable tourism effectively requires proactive policies and strong management practices. Malaysia faces challenges due to its diverse tourism landscape and the complexity of catering to varied tourists (Thomas, 2013). To promote sustainable tourism, Malaysia has adopted plans like the Global Sustainable Tourism Criteria and the National Ecotourism Plan (Global Sustainable Tourism Council, 2023).

Dynamic tourism is emerging as a solution to global travel complexities, ensuring resilience and growth. Malaysia could benefit from Costa Rica's Certification for Sustainable Tourism (CST) program, which has successfully measured sustainability and encouraged better practices among businesses (United Nations, 2023).

The CST, established by the Costa Rican Tourism Institute, is recognized for transforming tourism practices (UNEP, 2020). The certification process includes self-evaluation, auditor reviews, and a government-funded initiative to support certification (Harris, 2004). This

approach not only improves business efficiency but also addresses greenwashing by distinguishing genuinely sustainable businesses from others (Okot, 2022).

The above literature highlights the importance of CSR and sustainable tourism in the tourism industry, comparing Malaysia's efforts with Costa Rica's successful CST program. Despite progress, Malaysia faces significant gaps in implementing structured guidelines and policies, limiting the adoption of sustainable practices. To achieve global standards, Malaysia needs more robust frameworks and incentives.

METHODOLOGY

Research Design

This study uses a comparative analysis to explore how Malaysia can improve its tourism law framework by integrating mandatory CSR practices. By comparing Malaysia's current tourism law framework with Costa Rica's successful CST framework, the study identifies gaps and proposes enhancements for Malaysia's tourism law framework regarding CSR.

Data Collection

Data was gathered from both primary and secondary sources. Primary data included Malaysia's tourism law and Costa Rica's CST framework, analyzed through government reports, policy papers, and environmental regulations. Secondary data was sourced from academic journals, books, and international CSR guidelines, such as those from the UNWTO, offering insights into best practices in sustainable tourism and CSR.

Comparative Analysis

The comparative analysis, centered on Costa Rica as a case study, examines four key areas: national certification programs, environmental regulations, government incentives for CSR, and community involvement in tourism. This analysis assesses the effectiveness of CSR integration in tourism law framework, focusing on environmental sustainability, economic impact, and social equity.

RESULTS AND DISCUSSION

The analysis of Costa Rica's Certification for Sustainable Tourism (CST) program highlights key themes that are crucial for promoting sustainable tourism. When compared to Malaysia's current framework, these themes underscore the potential benefits and challenges of adopting similar strategies. The discussion focuses on four main areas: the effectiveness of national certification programs, the strictness of environmental regulations, the role of government incentives in promoting CSR, and the level of community involvement in tourism development.

Main Theme 1: National Certification Programs for Sustainable Tourism

The analysis shows key differences between Malaysia and Costa Rica in their national certification programs for sustainable tourism. Costa Rica's CST program is a comprehensive system that evaluates tourism businesses based on environmental management, cultural preservation, and community involvement. This program has helped Costa Rica leverage its natural resources for nature-based tourism, contributing to economic and social benefits (Araya et al., 2023). CST-certified businesses are recognized for their commitment to sustainability, attracting environmentally conscious tourists (Vindas & Pinel, 2024).

In contrast, Malaysia lacks a standardized certification program, leading to inconsistent sustainable practices. Research by M. Kumar indicates that Malaysian eco-tourism ventures often implement ad hoc sustainable practices without a holistic approach, emphasizing the need for a structured national framework (M. Kumar, 2023). Without such a program, sustainable practices in Malaysia are inconsistent, driven by individual motivations rather than a unified framework (Chan, 2023). Therefore, establishing a standardized certification program in Malaysia could enhance and unify sustainable tourism practices.

Main Theme 2: Environmental Regulations

Costa Rica's stringent environmental regulations are key to minimizing tourism's environmental impact. The country mandates environmental impact assessments (EIAs) for all tourism projects, ensuring potential negative impacts are addressed before projects proceed (Solano & Picado, 2024). With over 25% of its land protected, Costa Rica effectively mitigates the adverse effects of tourism (Bonilla et al., 2022). Malaysia's environmental regulations, however, are less stringent, with gaps in enforcement and coverage. The Companies Act 2016 and the Malaysian Code on Corporate Governance (MCCG) promote sustainability reporting, but their voluntary nature leads to inconsistent implementation, undermining the effectiveness of sustainability practices (Mustafa Khan & Mohd Ali, 2023). Malaysia's current regulatory frameworks do not fully address environmental issues like climate change adaptation and pollution prevention, indicating a need for stronger policies (Tang, 2023). Strengthening Malaysia's environmental regulations to align more closely with Costa Rica's could significantly reduce tourism's environmental impact.

Main Theme 3: Government Incentives for CSR Practices

Government incentives are crucial for fostering CSR in Costa Rica, particularly in tourism and agriculture. The Costa Rican government offers tax incentives and subsidies, making it financially viable for businesses to adopt sustainable practices (Valenciano-Salazar, 2022). Strong legislative frameworks and public-private partnerships further enhance CSR adoption (Bernal-Conesa, 2023). In contrast, Malaysia's government incentives for CSR are less comprehensive, leading to slower adoption of sustainable practices. Malaysia promotes CSR through regulations like the Silver Book and mandatory sustainability reporting by Bursa Malaysia. However, these efforts rely more on corporate accountability than direct government incentives, which may limit adoption among smaller businesses (Ariani et al., 2024). Malaysian MSMEs struggle with environmental sustainability due to a lack of government support and information, suggesting that existing incentives may not effectively reach these smaller entities (Wei, 2024). Introducing similar financial incentives and partnerships in Malaysia could boost CSR adoption in the tourism sector.

Main Theme 4: Community Involvement in Tourism Development

Community involvement is crucial for ensuring tourism benefits are shared with local populations. Costa Rica’s community-based tourism initiatives integrate local communities into the tourism value chain, allowing them to manage and benefit directly from tourism activities (Tiwari et al., 2024). This participatory approach empowers communities, creating authentic and sustainable tourism experiences (Rico & Peterek, 2024).

In contrast, Malaysia's community involvement in tourism development is less structured and more fragmented. Malaysian community-based tourism (CBT) initiatives, like homestay programs, are mostly driven by top-down government efforts, leading to over-reliance on external support and limited community autonomy (Murniati et al., 2024). While Malaysia has made progress in promoting CBT, involvement remains fragmented due to over-reliance on government initiatives and varying levels of community engagement (Azmi & Ahmad, 2022). Addressing these challenges through capacity-building programs and stronger partnerships could help Malaysia replicate Costa Rica's success in equitable and sustainable tourism development.

CONCLUSION

The findings of this study underscore the potential for Malaysia to enhance its tourism law framework by incorporating mandatory CSR practices. Costa Rica's CST program serves as a model for how CSR can be effectively integrated into national tourism policies to promote sustainable tourism, protect the environment, and involve local communities in the tourism value chain. By adopting similar strategies, Malaysia could significantly enhance the sustainability of its tourism sector and position itself as a leader in sustainable tourism within Southeast Asia.

The recommendations for Malaysia include establishing a national certification program for sustainable tourism, strengthening environmental regulations, providing government incentives for CSR practices, and promoting community-based tourism. These measures would not only enhance the sustainability of Malaysia's tourism industry but also contribute to the long-term well-being of the environment and local communities.

Future research should explore the adaptability of Costa Rica's CST program to the Malaysian context, considering the socio-political and economic differences between the two countries. Quantitative studies could also be conducted to assess the potential economic and environmental benefits of adopting a national certification program for sustainable tourism in Malaysia. By continuing to explore and refine these strategies, Malaysia could ensure that its tourism industry remains competitive, sustainable, and beneficial for all stakeholders.

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Synergizing for Social Impact: Collaborative Communities Strategies

Enhancing Reading Interest Among Down Syndrome Children Through a Reading Aloud Programme

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ABSTRACT

Individuals with Down syndrome commonly face challenges in developing literacy skills. Previous studies supported the view that being read to from an early age can assist children with Down syndrome develop their spoken language and memory skills. Hence, early intervention programs that are structured and interactive are needed to foster a positive attitude towards reading. This study explores the impact of a reading aloud programme to enhance reading interest among children with Down syndrome. The reading aloud programme involved Down syndrome children at ORKIDS (Persatuan Kebajikan Anak-anak Istimewa Selangor), a learning centre that supports children with Down syndrome. The programme was implemented over a period of three months where the children were read to by trained volunteers who are lecturers and students at Akademi Pengajian Bahasa, Universiti Teknologi MARA. Eight sessions were conducted using carefully selected story books. Two ORKIDS teachers were interviewed to gather feedback related to the children's reading interests. Findings indicate that the reading aloud sessions improved the children's interest in reading. Through the interviews conducted, the teachers observed increased interest in reading activities, and increased frequency of voluntary reading activities at ORKIDS. This study highlights the potential of reading aloud programmes which function as an effective intervention to enhance literacy interest and skills among children with Down syndrome. The findings suggest that such a programme can be a valuable addition to the special education syllabus for literacy development. Further research is recommended to explore long-term effects and the applicability of such activities across diverse educational settings.

Keywords: Down syndrome, Reading Interest, Special Needs Children, Special Education

INTRODUCTION

The genetic condition of Down Syndrome occurs when there is an extra chromosome number 21 in a child's cells (Ministry of Health Malaysia, 2022). A child with Down syndrome typically has several common physical features and is also more likely to have health problems. The milestone achievements during childhood for Down Syndrome children typically are delayed, and they also often have learning disabilities (Ministry of Health Malaysia, 2022). In Malaysia, there are several learning institutions that focus on helping these children to develop and grow such as Kiwanis Down Syndrome Foundation, Malaysian Down Syndrome Society (*Persatuan Down Sindrom Malaysia*), and ORKIDS (*Persatuan Kebajikan Anak Anak Istimewa Selangor*). Such institutions have supported the growth of Down syndrome children to ensure they are not left out in education.

In the case of education for special needs individuals, public perceptions in Malaysia about education for special needs children are mixed. Some think that there should be a

special education centre for these children, while some others have the opinion that they should be given opportunities to be included in mainstream education (UNICEF Malaysia, 2017). These differing perspectives could be attributed to the lack of awareness and knowledge regarding the special needs community among the citizens in Malaysia. Despite that, the importance of providing good education to the special needs children is acknowledged by the government of Malaysia. The special education program in public schools, namely Special Education Integration Programme (SEIP) or *Program Pendidikan Khas Integrasi* (PPKI) was introduced in 1962 (Ministry of Education Malaysia). In this program, special needs children are taught according to their capability and pace, with the help of trained teachers.

However, even though a special education program is provided in public schools, there are opinions that the education received by the special needs children is not sufficient. Therefore, community-based education centres are established to further help these children to navigate their lives better. ORKIDS is one of the educational resource centres that provides early intervention programs for special needs children, specifically for Down syndrome children. Various efforts are made by this organisation to support the growth and development of these special needs children, such as offering educational programs and providing a support group for parents (ORKIDS, 2024).

One of the most common issues that Down syndrome children face is learning disability (Ministry of Health Malaysia, 2022), whereby they have difficulties in their literacy development. Children with Down syndrome are commonly not expected to have high proficiency in reading skills, hence they are usually only taught common or simple words (Lettington & Herwegen, 2024). Having such a low expectation towards these children should not be normalised, as they should be given a fair chance and opportunities to learn like other children. They should be encouraged and taught to read like other children, in order to give them a higher chance of survival in the real world. Hence, the present study proposes a reading aloud programme to be conducted at ORKIDS to explore the impact of a reading aloud programme in enhancing reading interest among children with Down syndrome.

LITERATURE REVIEW

In the existing literature, there is a scarcity of research related to literacy development among children with Down syndrome. However, while studies in this area may be lacking, the trend of research is progressing, aligned with the development of education in the 21st century. Some scholars studied the use of technology to develop literacy among Down syndrome children (Holyfield et al., 2023; Silva et al., 2023; Écalle et al., 2021). Other research focused on the importance of home literacy environment in literacy development (Lettington & Herwegen, 2024; Dulin et al., 2023), and also the involvement of parents in developing the children's literacy skills (Burgoyne et al., 2023; Barton-Hulsey et al., 2020). These studies showed that while technology plays a role in encouraging literacy skills, the involvement of parents at home is very crucial as a first step towards getting these children to develop.

As important as parents' role is in early literacy, their time with their children might be limited, especially when the children start to go to school. During this time, most of the children's time is spent at school with their friends and teachers. Hence, activities conducted at school are just as important as parents' roles in their early literacy. Among the activities that could be conducted is reading aloud. Doing the reading aloud activity with children will not only help to develop their literacy skills, but will also encourage them to communicate with their teachers and friends (Watts & Gandy, 2024). In this sense, reading aloud activity is seen as beneficial in training students to be more social. Schilhab et al. (2024) asserted that it is a cultural and social activity, in which the participants are not only improving their vocabulary and comprehension, but also participating and interacting with their environment. Hence, reading aloud could be said to be a 'kill two birds with a stone' activity for these children.

Aside from reading aloud, interactive reading programmes also have a lot to offer to participants, especially children. These kinds of activities like shared reading and reading corner as reported by Gabriel and Mpofu (2024) were used by instructors to engage students in reading activities and encourage them to learn from one another. In addition, Dias-Broens

and van Steensel (2023) conducted volunteer home visits to houses of families with low socioeconomic background or ethnic minority in which they did Reading Express with the parents and children. Through these reading sessions, it was found that there were promising outcomes in story comprehension among children and frequency of shared readings among the parents. Not only do these sessions improve the children's reading comprehension, they also provide opportunities for parents to bond with their children.

Among the studies conducted above, most of the reading activities or programmes were conducted among typically developing children. There are not a lot of studies involving reading programmes that involve special needs children, specifically children with Down syndrome. Other than that, a lot of the previous studies highlighted the importance of home literacy programmes or the roles of parents in children's early literacy development. There is a scarcity of studies in the roles that teachers play in the children's literacy development, especially among teachers who teach Down syndrome students. More research needs to be conducted to investigate the roles that teachers can play, and the outcomes that reading programmes could give to Down syndrome children. Hence, this study aims to focus on addressing this gap, starting by enhancing reading interest among children with Down syndrome.

METHODOLOGY

This study employs a qualitative approach to explore the impact of a reading aloud programme to enhance reading interest among children with Down syndrome. The reading aloud programme, also known as 'Starlit Stories' was designed to be interactive and engaging, with the aim of fostering reading activities among children with Down syndrome. The programme was conducted over three months, with each session lasting one hour each. The sessions took place at ORKIDS (Persatuan Anak-anak Istimewa Selangor), Petaling Jaya, a learning centre that supports children with Down syndrome. The storybooks used in the sessions were carefully selected, ensuring that they fulfil the criteria set. In terms of content, the story books have to be engaging and relatable for the children. The story books should have colourful illustrations and large fonts, using simple and clear language with short sentences and familiar vocabulary. For the reading sessions, the facilitators involved comprised of student and lecturer volunteers from a faculty. The students and lecturers involved volunteered to be involved with this programme and once selected, they were trained accordingly, to ensure they were ready to communicate and interact with ORKIDS students. The training involved their ability to read storybooks in a slower pace, but in an interesting and cheerful manner. In this training as well, the volunteers were briefed about the conditions of ORKIDS students. However, during the reading sessions, they were closely monitored by the teachers at ORKIDS, therefore, in case there were any situations that required interventions, the teachers would be there to help and interfere.

The children involved in the reading programme are students at ORKIDS, aged between 9 and 19 years old. They are grouped based on their age range, between 7-13 and 14-19 years old. The total number of participants of the reading aloud programme is 21 students. Each session began with a warm-up activity and this routine is repeated to ensure consistency. This is important to familiarise the children with the structure of the reading programme. Next, the facilitators proceeded with the reading aloud activity. The facilitators would pause and ask questions, at the same time encouraging the children to express their thoughts about the story. Such steps were needed to keep the children engaged and interested.

`After the eight reading sessions were concluded, semi-structured interviews were conducted with two teachers at ORKIDS. The interviews explored the changes in the children's reading behaviours, perceptions on the reading aloud programme, and suggestions for improving the programme. The interviews were transcribed and analysed thematically to identify the key themes and patterns that emerged based on their observation of the children and their experiences. The research was submitted to the Research Ethics Committee of Universiti Teknologi MARA (REC, UiTM) and complied with the requirements and ethical aspects (Reference number: REC/08/2023 (ST/MR/210)).

FINDINGS

The interviews with the special education teachers (i.e. 'Teacher A' and 'Teacher B') at ORKIDS revealed that the reading aloud programme generally enhanced the children's reading interest. A detailed explanation of the findings are presented in the following subsections.

Reduced reluctance towards reading activities

The teachers' feedback highlighted that certain students demonstrated reduced reluctance towards reading activities after participating in the reading aloud programme. Teacher A mentioned that "*some students became more interested with books. They will sit in the carpet area and read the books*". Some children were initially hesitant to be involved in reading activities, although they are cooperative with the teachers during one-on-one reading sessions. As they become more comfortable with the reading sessions, some begin to show willingness to engage with books. This study supported the findings from Dias-Broens and van Steensel (2023), whereby they found increased participation and exposure among children to read books.

The reading aloud programme was designed to be structured so that the children can easily adapt to the routine and get familiar with the programme structure. This was found to be helpful, since people with Down syndrome have difficulties in understanding when a lot of information is presented quickly. As the facilitators read to the children, they ensured that the delivery was slow-paced and plenty of time was given to the children to respond. Additionally, a lot of body language and facial expressions were used to convey the information and keep the children engaged. These efforts have shown to help the children feel more comfortable and positive towards reading activities.

Increased interest in books

According to Hughes (2006), children who are read to 'know that books are fun and provide entertainment' (p.63). The findings revealed that the children at ORKIDS have displayed increased interest in books. At ORKIDS, there is a dedicated 'reading corner' for the children. Teacher B mentioned that "*they will sit at the carpet area and read"*, sometimes voluntarily. They can also independently look through the books, not necessarily reading them, but looking at the pictures or illustrations. This behaviour is commendable, especially for students who previously showed little to no interest in reading. As they consistently receive the exposure to books and reading sessions, they manage to develop a more positive attitude towards books in general.

DISCUSSION

This study explored the impact of a reading aloud programme to improve reading interest among children with Down syndrome. Based on the teachers' interviews and their observations of the children, the students generally developed an increased interest in reading after participating in the reading programme. The children were found to show reduced reluctance towards reading activities. This resonated with the findings of Ricci (2011) in that children who are exposed to literacy practices in the long term will develop better reading skills.

Additionally, they also demonstrated increased interest in books. Previous studies such as Buckley (2001) have reported that reading can be a source of shared pleasure and an opportunity to build on one's imagination and communicate with others. Additionally, Cologon (2013) mentioned that 'reading can be a source not only of participation, choice and opportunity, but also of personal and shared enjoyment and engagement through reading for pleasure' (p.133). Realising this opportunity, a reading programme would not necessarily confirm the children's comprehension in reading, but can be a starting point for the learners to develop interest in the reading materials before actually starting to read.

The teachers also provided feedback on the sessions that were conducted. Teacher A suggested that more hands-on activities were included in the reading sessions. De la Iglesia et al. (2005) found that after individuals with Down syndrome were asked to listen to stories, the best way to get them to recall the information is when they see pictures representing the

main points of the story. Recall was also found to be significantly better when participants were given short training periods in the formation of mental images in order to learn a story compared to when they only listened to the stories. Hence, the module is looked into again and adjusted accordingly.

It is suggested that after the reading aloud sessions, the children can express their creativity through drawing illustrations or characters from the story books. The facilitators could recap the contents of the selected storybooks first before proceeding with this step. This is followed by asking the children to share and discuss their illustrations. For more advanced learners, this step can be done in the form of communication games where the students show their illustrations and the group members guess which illustrations are from which book/ story. This addition to the module is related to one type of strategy training, which is the mental imagery techniques. Previous studies such as Oakhill and Patel (1991) discovered that teaching children to picture stories in their minds would help them answer comprehension questions related to the story.

For practical and ethical reasons, only the special education teachers were involved in identifying the impact of the reading aloud programme on Down syndrome children's reading interest. As a consequence, this study only involved a relatively small number of participants, thus replication with a larger sample size would be a fruitful next step to further investigate the role of reading aloud programmes to increase reading interest among children with Down syndrome. Additionally, the study was conducted in one special education school, and therefore the findings cannot be generalised. However, the findings indicated that there are implications for practice. It is important to consider decisions regarding the contents of the reading programme carefully, to ensure meaningful reading experiences and effective communication so that the children are able to maintain their interest in reading activities.

CONCLUSION

In conclusion, this study demonstrates the potential of reading aloud programmes which serves as a useful intervention to improve the interest of children with Down syndrome in literacy skills. It is also implied that such a programme can be a valuable addition to the special education syllabus for literacy development. This study is only a first step to fully exploring the potential of a reading aloud programme among children with Down syndrome. This shows that with the right support, Down syndrome children can be encouraged to be more interested in reading activities, and eventually help them to learn to read. Since this study was purely qualitative, and the data of the study depended on the ORKIDS teachers' observation, future research should explore a quantitative approach to the study. Although the findings of the current study are encouraging and support earlier discussions that mentioned the benefits of reading to children with Down syndrome, further research is recommended to explore long-term effects and the applicability of such activities across diverse educational settings.

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Synergizing for Social Impact: Collaborative Communities Strategies

Unsur Eufemisme dalam Peribahasa Orang Asli: Satu Penelitian Awal

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ABSTRAK

Masyarakat orang Asli bukan sahaja mempunyai sistem bahasa yang tersendiri malah, bidang-bidang lain termasuk bidang sastera seperti cerita dongeng, cerita rakyat, pantun dan peribahasa juga sangat sinonim dengan masyarakat tersebut. Kehidupan orang Asli yang agak jauh dari kawasan penempatan masyarakat lain menyebabkan pengamatan mereka terhadap keadaan sekeliling terbatas sekali gus menyukarkan mereka mencipta perlambangan berdasarkan objek yang wujud dengan tujuan berkias dalam menyampaikan nasihat dengan unsur seperti eufemisme. Unsur-unsur eufemisme merupakan unsur yang berkait dengan suatu ungkapan atau kata yang lebih lembut, sopan, dan manis didengar untuk menggantikan ungkapan atau kata yang lebih kasar. Oleh itu, kajian ini dilakukan untuk mengenal pasti dan menganalisis makna peribahasa yang mengandungi unsur-unsur eufemisme. Dalam kajian berkaita eufemisme masih terdapat unsur-unsur yang belum lazim dalam kalangan masyarakat Orang Asli. Justeru, 13 peribahasa telah dikenal pasti melalui analisis dokumen iaitu buku teks mata pelajaran Bahasa Semai sekolah rendah dan sekolah menengah. Namun, hanya tiga peribahasa yang dianalisis melalui Pendekatan Semantik kognitif dengan menggunakan kerangka konsep Logik Simbolik dalam menganalisis data kajian. Hasil kajian mendapati bahawa peribahasa berunsurkan eufemisme yang digunakan dalam kalangan masyarakat orang Asli sangat sinonim dengan kelakuan dan budaya masyarakat Melayu. Malah, kiasan yang digunakan dalam peribahasa tersebut juga jelas menggambarkan ketajaman fikiran dan kekayaan bahasa melalui unsur-unsur alam yang terdapat di sekitar mereka. Dapatan kajian ini juga mampu menghuraikan makna tersirat dan tersurat yang menjadi sebahagian daripada akal budi manusia tanpa mengira latar belakangnya termasuklah masyarakat orang Asli.
Kata kunci: *eufemisme, peribahasa, orang Asli, penelitian awal*

PENDAHULUAN

Asmah Omar (2004), menjelaskan bahasa merupakan lambang untuk mengaitkan maksud atau fikiran manusia dengan perkara-perkara konkrit atau abstrak dan teradun dengan pengertian makna yang disampaikan melalui ungkapan. Peribahasa merupakan rakaman dalam kehidupan oleh setiap lapisan masyarakat termasuklah masyarakat Orang Asli. Peribahasa juga mengandungi pengajaran dan makna tersirat disebalik ungkapan yang dizahirkan oleh masyarakat dahulu kala. Selain daripada masyarakat Melayu, kelompok masyarakat Orang Asli juga mempunyai peribahasa tersendiri yang digunakan dalam kehidupan seharian mereka sama ada sebagai teguran kepada anak-anak, atau digunakan untuk menggambarkan sesuatu keadaan yang berlaku di persekitaran hidup mereka.

Aspek kesantunan bahasa atau eufemisme bukan sahaja sinonim dengan masyarakat Melayu malah, hampir semua bahasa di dunia mempunyai unsur yang sama (Nasimah & Lubna, 2019). Pernyataan tersebut selari dengan Asmah Omar (2004), bahawa asas kesantunan dalam berbahasa mampu dicapai ketika pengguna bahasa patuh kepada tiga peraturan iaitu linguistik, sosiolinguistik dan pragmatik. Manakala Awang Sariyan (2007) pula menjelaskan kesantunan bahasa diukur melalui penggunaan bahasa yang akur terhadap peraturan-peraturan yang telah ditetapkan dalam sesebuah masyarakat bahasa. Maka, kesantunan atau eufemisme merangkumi aspek penguasaan tentang amalan penggunaan bahasa yang diterima dalam sesebuah masyarakat dan budaya.

Pada tahun 1996, ketika mata pelajaran Bahasa Semai mula diperkenalkan di sekolah-sekolah murid Orang Asli di sekitar Pahang dan Perak, aspek seni bahasa seperti peribahasa, pantun dan lain-lain yang terdapat dalam kehidupan masyarakat Orang Asli turut diperkenalkan dalam dalam buku berkenaan. Tujuannya adalah untuk kelestarian bahasa orang Asli itu sendiri serta memastikan aspek seni bahasa seperti peribahasa, pantun atau sajak Orang Asli dapat diterapkan dalam diri anak-anak muda dalam kalangan masyarakat Orang Asli. Sejajar dengan 17 misi pembangunan mampan oleh *United Nation* iaitu misi keempat untuk memastikan pendidikan berkualiti inklusif dan saksama serta menggalakan peluang pembelajaran sepanjang hayat kepada setiap lapisan masyarakat tanpa diskriminasi. Walau bagaimanapun, sejak mata pelajaran tersebut diperkenalkan masih tidak banyak kajian-kajian yang dilakukan bagi meneliti aspek-aspek tertentu termasuklah aspek eufemisme seperti kajian yang dilakukan ini.

Justeru, kajian yang berfokus kepada aspek seni bahasa iaitu peribahasa yang terkandung dalam buku teks Bahasa Semai sekolah rendah dan sekolah menengah perlu dilakukan bagi merungkai dan membuktikan wujudnya unsur-unsur tertentu seperti eufemisme dalam peribahasa masyarakat Orang Asli. Secara umumnya, kajian yang dilakukan ini bertujuan untuk (i) mengenal pasti peribahasa yang terdapat dalam Buku Teks Bahasa Semai sekolah rendah dan sekolah menengah yang mengandungi unsur eufemisme dan (ii) menganalisis makna peribahasa-peribahasa tersebut. Walaupun kajian ini adalah satu penelitian awal, dapatan yang diperoleh kelak akan membantu pengkaji akan datang merungkai dengan lebih mendalam unsur-unsur eufemisme dengan lebih mendalam dan berfokus serta unsur lain seperti disfemisme yang bertentangan dengan eufemisme.

KONSEP EUFEMISME

Kiasan telah lama wujud dalam kelompok masyarakat yang bukan sahaja sinonim dengan masyarakat Melayu, malah kiasan juga digunakan oleh masyarakat lain di Malaysia termasuklah dalam bahasa Orang Asli, Melanau, Iban, Kadazan, Dusun dan sebagainya. Menurut Siti Norashikin dan Ernawita (2017), kiasan adalah sejenis gaya kiasan halus dalam bentuk ungkapan mahupun simpulan bahasa yang digunakan untuk menyampaikan pemaknaan yang kurang sesuai untuk dilafaz secara literal. Manakala Muhammad Luqman dan Zulazhan (2021) menyatakan eufemisme sebagai bahasa berlapik sama ada dalam lisan atau teks yang digunakan dalam sesuatu komunikasi kerana penggunaan kata yang terlalu berterus terang akan menyebabkan berlakunya komunikasi tidak santun dan menyinggung perasaan.

Secara etimologis, eufemisme berasal daripada bahasa Yunani yang membawa makna bagus (eu) dan berbicara (phemeoo). Gory Keraf (2005) pula menyatakan ia adalah gaya bahasa yang mempamerkan ungkapan yang halus dan sopan untuk menggantikan ungkapan yang mungkin dirasakan menyinggung perasaan, menghina mahupun tidak menyenangkan. Manakala Ahmad Mahmood dan Abrak Othman (2010) pula menjelaskan eufesmisme perlakuan bahasa yang digunakan untuk mengelak penyampaian secara langsung dan dikiaskan dengan perkataan lain yang lebih halus, sopan ataupun lemah lembut. Manakala Munirah, Norazilah dan Nor Azlili (2019) menyatakan eufemisme merujuk kepada bahasa yang menggantikan kata-kata yang agak kasar dalam pertuturan kerana ia sinonim denan amalan masyarakat Malaysia yang bukan sahaja sopan-santun, berbudi bahasa dan mempunyai pekerti yang halus.

Maka, eufemisme merujuk kepada aspek kesantunan dalam berbahasa yang memerlukan seseorang menonjolkan atau mempamerkan ungkapan-ungkapan yang lebih bermakna dan tidak menyinggung perasaan orang lain melalui pemilihan perkataan atau ujaran yang sopan, lemah lembut mahupun halus dalam pelbagai situasi perlakuan bahasa sama ada situasi aman atau sebaliknya iaitu pertelingkahan, marah, perselisihan dan sebagainya. Oleh itu, penggunaan unsur eufemisme bukan sahaja untuk mempamerkan sisi nilai-nilai kesantunan dalam diri seseorang penutur malah ia, juga cerminan kepada ketamadunan sesuatu bangsa dalam menjaga tatasusila perlakuan bahasa lebih-lebih lagi zaman kini kelompok masyarakat semakin terdedah dengan ledakan teknologi yang kian menghakis sensitiviti masyarakat terhadap kesan tabu dan cara percakapan yang tidak menitikberatkan perasaan pihak-pihak yang terlibat dalam sesuatu perlakuan bahasa.

Bahasa yang digunakan dalam sesuatu perlakuan bahasa adalah lambang yang digunakan untuk menyampaikan maksud dan fikiran penutur tentang sesuatu perkara yang abstrak mahupun konkrit agar dapat difahami perkara yang dibicarakan (Asmah Omar, 2002). Maka, pemilihan perkataan atau ayat yang diujar dan diungkap perlulah bervariasi dan menekankan ciri-ciri bahasa yang beradab, sopan dan etika agar isi pertuturan bukan sahaja difahami, malah disenangi dan tidak menimbulkan pertelingkahan antara ahli-ahli dalam sesuatu perlakuan bahasa sekali gus menjadi budaya dan cerminan identiti ketamadunan sesuatu kelompok masyarakat yang mengamalkan aspek eufemisme dalam berbahasa.

Unsur eufemisme dalam peribahasa Melayu diaplikasikan secara meluas terutama dalam menyampaikan nasihat melalui perlambangan berdasarkan objek yang wujud. Menurut Julaina Nopiah dan Fikratul Jahriyyah (2023) peribahasa berunsurkan eufemisme digynakan sejak dahulu berkait rapat dengan kelakuan dan budaya masyarakat Melayu malah, ia juga mencerminkan ketajaman fikiran dan keayaan bahasa orang Melayu. Senada dengan itu, kajian oleh Harishon Radzi dan Phylisia (2012) turut membincangkan unsur eufemisme dalam teks hikayat masyarakat Iban yang digunakan secara meluas oleh masyarakat tersebut sebagai salah satu strategi komunikasi. Begitu juga halnya dengan dapatan kajian Sherilyne (2020) yang membincangkan penggunaan unsur eufemisme oleh masyarakat Melanau Dalat dalam komunikasi harian dengan mempamerkan penggunaan eufemisme yang dekat dengan persekitaran mereka seperti kucing, ulat mulong dan sebagainya. Maka, jelaslah bahawa unsur eufemisme wujud dalam semua kelompok masyarakat termasuklah kaum minoriti seperti kaum Melanau dan Orang Asli.

KAJIAN LITERAUR

Kajian berkaitan unsur eufemisme di Malaysia merupakan topik menarik yang bukan sahaja wujud dalam sesutau budaya dan bahasa masyarakat di Malaysia malah, termasuklah dalam bidang politk, laras bahasa iklan dan sebagainya. Unsur eufemisme sering digunakan untuk mengekspresikan sesuatu perkara yang sensitif dengan cara yang lebih lembut melalui pemilihan perkataan yang dapat mengelak sebarang konflik kesalahfahaman akibat daripada penggunaan perkataan yang kasar, kesat dan sebagainya. Perbincangan seterusnya akan membincangkan beberapa kajian lepas berkaitan unsur eufemisme yang telah dilakukan oleh pengkaji terdahulu di Malaysia. Oleh kerana kurangnya kajian berkaitan unsur eufemisme dalam budaya dan bahasa Orang Asli, maka perbincangan bagi sub topik ini hanya akan merangkumi unsur eufemisme secara umum sama ada dalam aspek budaya, konteks sosial, politik, persepsi dan penggunaan dalam bahasa seharian.

Kajian oleh Jamaluddin, M. (2015) mendapati wujudnya hubungan antara bahasa dan budaya dalam konteks penggunaan eufemisme. Menurut beliau, unsur eufemisme sangat releven dalam budaya sesuatu masyarakat dan dizahirkan melalui bahasa. Tujuannya adalah untk memastikan keharmonian kekal terpelihara dan mendidik masyarakat dengan cara halus melalui penggunaan unsur eufemisme dalam konteks tertentu. Malah, kajian oleh Aziz, S. (2016) berkaitan unsur eufemisme dalam bahasa Melayu mendapati dalam komunikasi harian masyarakat Melayu tidak lekang daripada wujudnya unsur penggunaan eufemisme mengukuhkan lagi fakta bahawa unsur eufemisme sangat releven tanpa sempadan masa kerana penggunaan unsur tersebut memberi impak yang besar terutama dalam mewujudkan

hubungan yang sejagat dalam kalangan masyarakat lebih-lebih lagi Malaysia yang terkenal berlatarbelakangkan pelbagai bangsa, agama dan bahasa.

Begitu juga halnya dengan kajian oleh Rahman, A. (2019) yang mendapati penggunaan unsur eufemisme bukan sahaja wujud dalam peribahasa malah, dalam bidang politik juga wujudnya unsur tersebut sehingga memberi kesan terutama terhadap persepsi awam termasuklah penggunaan unsur-unsur sebaliknya sehingga memberi kesan terhadap personaliti seseorang ahli politik. Justeru, dapatan kajian mendapati unsur eufemisme mempengaruhi persepsi orang awam terhadap imej dan kredibiliti seseorang ahli politik dan mampu mempengaruhi pemilihan ketika pilihan raya. Jelas sekali bahawa unsur eufemisme memberi kesan positif bukan sahaja dalam sesuatu budaya malah merangkumi aspek bahasa sehingga mampu mempengaruhi persepsi seseorang. Manakala kajian oleh Zainal, A., dan Hamid, A. (2020) pula mendapati wujudnya unsur eufemisme dalam laras bahasa iklan yang bertujuan untuk menarik perhatan pelanggan dalam mendapatkan produk atau perkhidmatan yang ditawarkan. Penggunaan perkataan berlapik, sopan dan lembut mampu mempengaruhi pelanggan memilih produk yang diiklankan walaupun terdapat pelbagai produk lain yang mempunai fungsi yang sama namun, akibat daripada penggunaan unsur eufemisme dalam sesuatu iklan mampu mempengaruhi pembeli atau pengguna untuk mendapatkan produk yang dtawarkan.

Maka, jelaslah bahawa unsur eufemisme wujud dalam pelbagai aspek yang tidak hanya terbatas dalam sesuatu budaya malah rentas bahasa dan kelompok masyarakat. Kajian eufemisme di Malaysia bukan sahaja membincangkan tentang bahasa tetapi juga mencerminkan nilai dan norma masyarakat termasuklah masyarakat minoriti seperti masyarakat Orang Asli. Kajian yang dilakukan ini juga mampu memberi manfaat kepada seluruh rakyat Malaysia untuk lebih menghargai nuansa bahasa dan budaya yang wujud dalam setiap lapisan masyarakat di Malaysia amnya dan dunia khususnya.

METODOLOGI

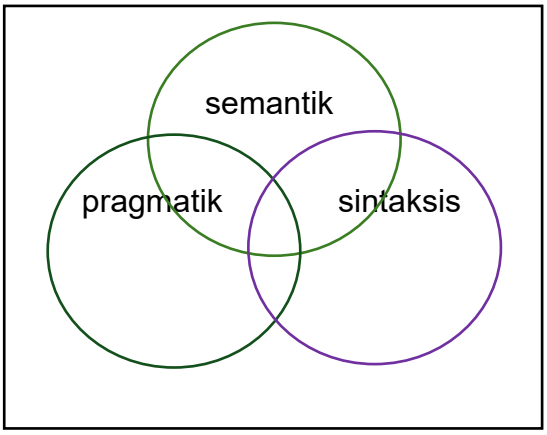
Kajian kualitatif berbentuk deskriptif digunakan dalam kajian yang dilakukan kali ini. Pengkaji memilih kaedah analisis kandungan teks, iaitu mengkaji buku teks Bahasa Semai sekolah rendah dan menengah yang mengandungi unsur seni bahasa iaitu peribahasa. Unsur-unsur seni bahasa lain tidak dianalisis kerana fokus kajian yang dilakukan ini hanya merujuk kepada peribahasa yang digunakan dalam buku berkenaan untuk diajar kepada murid-murid Orang Asli di sekolah. Pendekatan konsep Logik Simbolik digunakan untuk menganalisis dapatan kajian bagi tujuan untuk menghuraikan makna peribahasa tersebut dan makna yang dirungkai dalam kajian ini bukan sahaja pada perkataan tetapi pada keseluruhan frasa yang terdapat dalam peribahasa tersebut.

Konsep Logik Simbolik merupakan sebuah teori bersepadu yang bukan sahaja berfokus kepada makna sesuatu perkataan, malah ia merangkumi ayat termasuklah reaksi manusia terhadap sesuatu ungkapan tersebut. Dalam erti lain, konsep ini merupakan sebuah teori yang menilai seluruh rangkuman yang terdapat pada sesuatu pernyataan seperti peribahasa dengan mengaitkan seluruh simbol yang wujud iaitu perkataan-perkataan yang digunakan dalam sesuatu peribahasa termasuklah penerimaan iaitu persepsi orang lain yang mendengar atau menerima ungkapan yang diujarkan. Makna yang dizahirkan melalui sesuatu simbol iaitu perkataan juga mungkin membawa makna berlawanan dan perlu dinilai dari aspek unsur yang digunakan melalui tiga unsur seperti yang ditekankan dalam konsep Logik Simbolik. Konsep Logik simbolik adalah penting untuk proses memahami fungsi simbol dan ungkapan dalam sesuatu pernyataan iaitu hubungan antara simbol-simbol dan makna yang hendak disampaikan dengan memakna konteks ayat.

Konsep Logik Simbolik juga mengandungi tiga bahagian kajian, iaitu semantik, sintaktik dan pragmatik seperti dalam rajah 1. Semantik ialah kajian yang berkaitan hubungan simbol dengan rujukan atau hubungan antara perkataan dengan benda. Rujukan atau benda adalah tidak terhad dalam sesuatu bahasa kerana lambang-lambang yang digunakan mewakili sekumpulan benda atau persitiwa yang saling bertautan antara satu sama lain. Malah, begitu juga dengan simbol yang digunakan adalah daripada kumpulan yang mempunyai persamaan.

Manakala, sintaksis pula ialah kajian hubungan antara perkataan dengan perkataan lain yang boleh menentukan makna yang ingin disampaikan. Dalam pada itu, makna ayat juga bergantung kepada susunan setiap konsituen dalam ayat. Pragmatik pula adalah kajian berhubung antara simbol dengan perkataan dan perlakuan yang ditonjolkan oleh seseorang sebagai reaksi terhadap perkataan yang digunakan atau ditonjolkan dalm sesuatu komunikasi sama ada makna yang ingin disampikan difahami sehingga menimbulkan tindak balas melalui tingkah laku. Namun begitu, reaksi adalah bergantung kepada cara seseorang membuat tanggapan atau memproses makna. Tanggapan berlainan oleh setiap individu perlu diproses melalui teori ini sebagaimana pendapat Raminah dan Rahim (1985) bahawa makna yang dihubungkan dengan konteks biasanya lebih dominan dan tepat kerana konteks adalah aspek terpenting dalam mentafsirkan makan sesuatu ujaran.

Rajah 1 Konsep Logik Simbolik



Oleh itu, pendekatan konsep Logik Simbolik dapat dirumuskan seperti jadual 1 bagi memudahkan pemahaman dan perbincangan analisis data dalam sub topik seterusnya.

Jadual 1 Rumus Konsep Logik Simbolik

Aspek	Huraian
semantik	hubungan antara perkataan dan benda
sintaksis	hubungan perkataan dengan perkataan
pragmatik	hubungan simbol dengan tingkah laku

Berdasarkan jadual 1, peribahasa yang dikenal pasti dalam kajian ini akan dianalisis dengan tiga aspek seperti yang ditekankan dalam konsep Logik Simbolik bagi menjawab objektif kajian ini iaitu mengenal pasti dan menganalisis makna peribahasa-peribahasa yang mengandungi unsur-unsur eufemisme. Peribahasa yang telah dikenal pasti mempunyi unsur eufemisme akan diteliti dari segi semantik terlebih dahulu dengan meneliti hubungan antara perkataan dan benda yang mempunyai unsur-unsur bahasa halus atau berlapik dalam sesuatu peribahasa. Kemudian, dinilai pula dari aspek sintaksis dengan membincangkan hubungan antara perkatan dengan perkataan yang terkandung dalam sesuatu peribahasa yang mempunyai unsur eufemisme dan seterusnya dari aspek pragmatik iaitu simbol dengan tingkah laku yang wujud dalam sesuatu peribahasa. Ketiga-tiga aspek tersebut perlu diperincikan dengan memberi pengertian makna makan termasuklah makna literal untuk memudahkan pemahaman pembaca berkaitan unsur eufemisme yang wujud dalam sesuatu peribahasa yang sangat releven dengan penggunaan perkataan berlapik, sopan dan lembut.

DAPATAN DAN PERBINCANGAN

Perbincangan seterusnya memperincikan hasil analisis kajian dengan membincangkan dapatan berdasarkan persoalan kajian berkaitan (i) pengenalpastian peribahasa yang

terdapat dalam Buku Teks Bahasa Semai sekolah rendah dan menengah yang mengandungi unsur eufemisme dan (ii) penganalisisan makna peribahasa-peribahasa tersebut. Terdapat 13 peribahasa yang terkandung dalam buku teks Bahasa Semai dan hanya tiga yang dianalisis sebagai satu penelitian awal bagi membuktikan wujudnya unsur eufemisme dalam peribahasa masyarakat Orang Asli seperti dalam jadual 2.

Berdasarkan jadual 2, peribahasa yang terdapat dalam buku teks Bahasa Semai sama ada sekolah rendah mahupun sekolah menengah adalah terhad. Hanya terdapat 13 keseluruhan peribahasa yang didedahkan dalam buku teks untuk tujuan pengajaran dan pembelajaran malah, ia tidak merangkumi semua tahun atau tingkatan pembelajaran. Jika diamati, peribahasa di peringkat sekolah rendah hanya didedahkan kepada murid-murid tahun 4 manakala bagi sekolah menengah pula terhad dengan tiga peribahasa dalam tingkatan 4 dan masing-masing satu peribahasa dalam tingkatan 1, 2 dan 3.

Jadual 2 Senarai peribahasa dalam Buku Teks Bahasa Semai

Bil.	Peribahasa	Muka surat	Tingkatan/Tahun
1.	Begei awat ru terikbes	51	Tingkatan 1
2.	Rah Isik Hubik	51	Tingkatan 2
3.	Nyeh samak higelgol, hanyok samak hitajag	80	Tingkatan 3
4.	Rah tijik de bipet	26	Tingkatan 4
5.	Cak pinui	26	Tingkatan 4
6.	Ku belok mong heknod, ku pajeh mong inong	26	Tingkatan 4
7.	begei nulernur bakou	69	Tahun 4
8.	Berayot	69	Tahun 4
9.	begei entag sameu	69	Tahun 4
10.	cungkag kalag	69	Tahun 4
11.	begei ceos sot	69	Tahun 4
12.	pet poi	69	Tahun 4
13.	begei caknak pug	69	Tahun 4

Jadual 3 pula menunjukkan tiga peribahasa yang telah dikenal pasti dan dianalisis mengandungi unsur eufemisme untuk dibincangkan dalam dapatan kajian ini.

Jadual 3 Senarai Peribahasa dalam Buku Teks Bahasa Semai

Bil.	**Peribahasa**	**Makna dalam Bahasa Semai**	**Makna dalam Bahasa Melayu**
1.	pet poi	nunanek bende de biperdij lei tok besisak	sesuatu benda yang dihabiskan tanpa meninggalkan saki baki
2.	cungkag kalag	jenim de renyah ya bengwal mai jengoi	suasana bingit
3.	begei entag sameu	numom de tok kicerngai engrok atao bengwal mai	tidak mendengar nasihat

Berdasarkan jadual 3, peribahasa (1) *pet poi* membawa maksud *nunanek bende de biperdij lei tok besisak* atau makna dalam bahasa Melayu standard ialah sesuatu benda yang dihabiskan tanpa meninggalkan saki baki digambarkan dengan perkataan *pet poi* yang secara literalnya bermaksud pukulan angin. Perkataan *pet* merupakan rujukan bersifat kata kerja iaitu memukul, manakala *poi* merupakan rujukan simbol kepada angin bersifatkan alam semula jadi. Aspek sintaksis menjelaskan peribahasa *pet poi* merujuk perlakuan seseorang menghabiskan makanan tanpa meninggalkan saki baki. Pemaknaan tersebut digambarkan dengan peribahasa yang berunsur eufemisme atau bahasa berlapik bagi mengelak berlakunya salah faham dalam menggambarkan keadaan tersebut sama ada menghabiskan semua makanan tanpa memikirkan orang lain atau dalam keadaan sebaliknya iaitu tidak membazir. Justeru, hubungan dari aspek pragmatiknya, simbol *poi* iaitu angin yang berkait dengan unsur alam dikaitkan dengan pukulan atau tiupan angin yang boleh berlaku di sesuatu kawasan akan menyebabkan sesuatu kawasan tersebut lapang bagai padang jarak padang

terkukur iaitu padang atau tanah luas yang kosong. Jadi, dapatlah dikatakan peribahasa *pet poi* yang terdapat dalam buku teks Bahasa Semai Tingkatan 4 pada muka surat 69 merupakan peribahasa yang mempunyai unsur eufemisme kerana sifatnya menepati ciri-ciri eufemisme seperti bahasa berlapik, sopan dan tidak menyinggung perasaan orang yang dimaksudkan sebagaimana kajian Julaina Nopiah dan Fikratul Jahriyyah (2023) yang menjelaskan bahawa sesuatu ungkapan mempamerkan hubungan yang erat antara bahasa dan kelakuan, sikap dan pemikiran bangsa yang dipaparkan melalui bahasa dalam kehidupan seharian mereka.

Manakala bagi peribahasa (2) *cungkag kalag* membawa maksud *jenim de renyah ya bengwal mai jengoi* atau suasana bising atau bingit dalam Bahasa Melayu standard yang digambarkan dengan perkataan hingar-bingar atau riuh-rendah. *Cungkag* bermaksud bunyi yang dihasilkan oleh seseorang melalui suara dan sebagainya sehingga boleh menyebabkan orang yang mendengarnya berasa tidak selesa atau terganggu manakala *kalag* bermaksud kepelbagaian bunyi yang kedengaran daripada sesuatu suasana yang riuh. Gambaran bagi keadaan tersebut tidak dinyatakan secara jelas dengan perkataan yang lebih sinonim seperti bising atau gempar berbanding dengan pemilihan perkataan *cungkag kalagn* kerana menerapkan unsur eufemisme iaitu bahasa yang halus, berlapik dan sopan bagi memastikan orang yang digambarkan tidak berasa hati mahupun marah. Maka, jelaslah bahawa masyarakat Orang Asli juga bijak dalam menentukan bentuk atau jenis perkataan yang sesuai untuk digunakan dalam sesuatu peribahasa agar ia tidak menyinggung orang yang ditujukan peribahasa tersebut sebagaimana pendapat Muhammad Zaid (2020), pemilihan leksikal dalam memaknakan sesuatu peribahasa oleh sesuatu kelompok masyarakat adalah berdasarkan kognitif dan falsafah kehidupan mereka dengan mengambil kira akal budi dan tahap keintelektualan pemikiran.

Begitu juga dengan peribahasa (3) *begei entag sameu* membawa maksud *numom de tok kicerngai engkrok atao bengwal mai* iaitu tidak mendengar nasihat dalam Bahasa Melayu Standard digambarkan dengan menggunakan frasa seperti telinga beruang. Penggunaan perkataan telinga beruang digunakan oleh masyarakat Orang Asli untuk memberi gambaran sikap seseorang yang degil, ingkar dan tidak mendengar nasihat kerana persekitaran mereka yang tinggal di kawasan hutan dan menggunakan istilah tersebut bagi menggantikan perkataan degil atau tidak mendengar nasihat. Berdasarkan aspek pragmatik, *entag* merupakan rujukan yang mempunyai persamaan iaitu sifat yang tidak mendengar kata manakala *sameu* simbol kepada kumpulan peristiwa yang mempunyai persamaan dari aspek perbuatan tidak mendengar kata kerana sifat haiwan yang tidak memahami perkara yang disampaikan oleh manusia. Aspek sintaksis pula makna tautan antara perkataan dengan perkataan dalam peribahasa *begei entag sameu* membawa makna yang jelas iaitu sifat haiwan yang tidak mendengar arahan dikaitkan dengan sikap segelinitr manusia yang degil atau tidak mendengar nasihat. Begitu juga dengan aspek pragmatiknya, lambang *sameu* digunakan untuk menggambarkan tingkah laku dan ia difahami oleh kelompok masyarakat Orang Asli kerana secara naturalnya mereka tinggal di kawasan hutan tebal dan mengenali sifat-sifat haiwan yang hidup di sekitar mereka. Maka, peribahasa *begei entag sameu* mempunyai unsur eufimisme yang menepati ciri-ciri bahasa yang halus, sopan dan berlapik untuk menegur atau menggambarkan sikap seseorang yang tidak mendengar nasihat atau degil.

Maka, pernyataan Munirah Zulkifli, Norazilah Buhari dan Nor Azlili (2019) berkaitan bahawa unsur eufemisme merupakan cerminan nilai sosiabudaya masyarakat di Malaysia walau berbeza etnik dengan mempamerkan nilai budi bahasa dan menghormati orang lain melalui ungkapan-ungkapan peribahasa seperti ini adalah sangat berteapatan dengan dapatan kajian yang telah dibincangkan tadi. Malah, peribahasa yang diterapkan dalam mata pelajaran Bahasa Semai ini juga membuktikan bahawa identiti dan bahasa sukuan masyarakat Orang Asli kekal terpelihara dan terus menjadi alat atau wadah penyatuan dalam kelompok masyarakat mereka sebagaimana peribahasa Melayu yang menyatukan seluruh masyarakat Malaysia walau berbeza latar belakang dan sosiobudaya masyarakatnya.

KESIMPULAN

Kesimpulannya, peribahasa masyarakat Orang Asli juga mempunyai unsur-unsur eufemisme seperti peribahasa Melayu yang lazim dengan penggunaan perkataan atau ayat yang halus, sopan, berlapik dan tidak menyinggung perasaan orang lain. Walau bagaimanapun, unsur eufemisme yang diterapkan dalam peribahasa Orang Asli sedikit berbeza daripada peribahasa Melayu sama ada dari aspek perlambangan, simbol atau rujukan yang mana elemen-elemen tersebut adalah elemen yang wujud di persekitaran penempatan mereka. Dalam pada itu, pemerkasaan peribahasa Orang Asli dalam pengajaran dan pembelajaran Bahasa Semai perlu dinilai semula dengan memfokuskan jumlah peribahasa yang perlu diterapkan dalam mata pelajaran tersebut. Berdasarkan jadual 2, jumlah yang terhad serta tidak menyeluruh bagi setiap tahun persekolahan menyebabkan usaha melestarikan peribahasa Orang Asli sukar mencapai sasarannya. Justeru, pelestarian aspek seni bahasa seperti peribahasa perlu diterapkan secara bersepadu dan konsisten agar generasi masyarakat Orang Asli khususnya dapat menerap ilmu berkenaan dalam kehidupan seharian mereka walaupun gaya hidup semakin moden namun, tetap mengekalkan latar identiti yang melambangkan jiwa bangsa mereka.

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Unpacking University Students' Perceptions of Teamwork in Community Engagement Project

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ABSTRACT
In the context of community engagement projects, understanding students' perceptions of teamwork is crucial for enhancing collaborative learning experiences. This qualitative study investigates how university students describe their learning encounters with teamwork during the planning and execution of a community engagement project. This research aims to unravel the nuances of teamwork experiences within real-world community contexts. Samples of their self-reflection on their teamwork-related experience were collected from 5 final-semester undergraduates of a local university to capture their narratives about teamwork. These students were tasked to conduct a community engagement project as a team as part of their subject fulfilment at a local government secondary school. Thematic analysis was employed to identify recurring themes related to teamwork perceptions. Results show some insights into positive aspects of teamwork, challenges dealing with other teammates and learning aspects they have achieved. This research sheds light on the intricate interplay between students' perceptions of teamwork and community engagement experiences. By unpacking these perceptions, educators and practitioners can create more meaningful and impactful community-based learning opportunities. Studying students' teamwork experiences enriches community engagement practices, promotes strategic partnerships between universities and local organisations, and empowers both students and the communities they serve. In due course, this study contributes to the broader goal of nurturing socially responsible and collaborative citizens.
Keywords: Teamwork, Community Engagement, Students' Perceptions, Thematic Analysis

INTRODUCTION
Involvement in university-community engagement projects is vital for students' knowledge enrichment as it exposes them to real-life fieldwork (Mohd Nasir & Mohamad Diah, 2016). The experiences that they acquire will assist them in preparing for future employment and show them a more holistic view of the community's expectations for university graduates. Working on a community engagement project requires the students to work in a team due to the complexity of planning, managing, and executing it. It demands a diverse skill set and expertise besides a collective effort in resource management. The significance of teamwork among university students has gained increasing recognition, particularly within the context of planning, managing, and executing community engagement projects. The collaboration and interactions throughout the project contribute remarkably to the students' life skills and personal development (Mohd Zahidi et al., 2022). Often incorporated into service-learning and community-based learning frameworks, these projects offer students invaluable opportunities to apply theoretical knowledge to real-world challenges. More importantly, they foster personal and professional growth, a critical aspect that cannot be overlooked. The collaborative nature

inherent in these projects underscores the necessity of effective teamwork to achieve desired outcomes and ensure the sustainability of community initiatives.

In community engagement projects, teamwork encompasses a range of skills and competencies, including communication, leadership, problem-solving, and conflict resolution. University students must navigate diverse perspectives and leverage their collective strengths to address complex social issues. This collaborative process not only enhances academic learning but also cultivates a sense of civic responsibility and social awareness. Combining teamwork with learning helps to experience real-life cooperative learning enhancement (Zainuri & Huda, 2023) . Engaging with community members and stakeholders allows students to gain a deeper understanding of societal needs and the significance of contributing to the common good.

Beyond the immediate project outcomes, teamwork in community engagement projects offers students essential skills valued in the professional realm (De Prada et al., 2022). It fosters critical thinking, creativity, and innovation as students learn to approach problems from multiple perspectives and develop practical solutions. Additionally, collaboration enhances interpersonal skills such as empathy, active listening, and cultural competence, which are crucial for building strong relationships and working effectively in diverse teams.

Furthermore, teamwork contributes to personal growth and development (De Prada et al., 2021). Working together on real-world challenges provides students with a sense of accomplishment and fulfilment, bolstering their self-efficacy and confidence. The collaborative nature of these projects also fosters a sense of belonging and community among students as they work towards shared goals and support each other's efforts.

In conclusion, teamwork is a fundamental element of successful community engagement projects. Through effective collaboration, students can plan, manage, and execute projects that address community needs and contribute to the common good. The skills and competencies gained through teamwork are invaluable for academic and professional growth, as well as personal development. Teamwork skills are positively related to socio-academic factors (De Prada et al., 2022). As universities continue to emphasise community engagement, fostering teamwork among students will be crucial for achieving meaningful and sustainable outcomes.

Many previous studies (Angu, 2019; de Prada et al., 2022; Dinca et al., 2023; Ramdeo et al., 2022) have already been done on teamwork among university students. However, the studies focused on teamwork within formal academic settings but less attention to teamwork in community engagement projects. Thus, this qualitative study aims to discover university undergraduates' perceptions of teamwork in community engagement projects.

LITERATURE REVIEW

A university community engagement project involves involvement and participation in volunteering activities for university students. The projects would often relate to what they have learnt in the classroom. In other words, this type of activity requires university students to transfer their knowledge back to the community and gain exposure to real-life fieldwork.

Being involved in community engagement projects is one of the best ways to foster teamwork among university students. Although it can be realised through classroom learning, they should not be limited to acquiring and developing their soft skills only in an academic context (de Prada et al., 2021). Hence, participating in community engagement projects is highly encouraged, and in some higher learning institutions, it has become compulsory as part of a course requirement. Teamwork is deemed vital for personal, academic and professional achievement (de Prada Creo et al., 2021). That is why higher learning institutions globally actively integrate community engagement projects into their syllabus.

In a study conducted by Mohd Zahidi et al., (2022), university students from a pre-university program showed substantial improvement in their knowledge and soft skills such as problem-solving, conflict resolution, empathy, and social responsibility, after their involvement in a service-learning volunteer project. This shows that working as a team brings many advantages to these students. Similarly, Mohd Nasir and Mohamad Diah (2016) stated that their participants learnt about leadership and teamwork, improving their interaction skills,

conflict management, and overcoming miscommunication among team members. This shows that working as a team could occasionally pose challenges for various reasons. Learning how to overcome the challenges as a team would help university students establish team cohesion and uplift their morale as encouragement.

METHODOLOGY

Data presented in this study were gathered through self-reflection from the participants about their experience working in a team for their community engagement project. The team chose to conduct a community engagement project at a secondary school in the southern district of a state in Malaysia. They organised a one-day program focusing on basic English communication skills among lower secondary students.

A purposive sampling (n=15) was used among these final-year students at a local public university in Malaysia enrolled in community engagement for a professional development course over 14 weeks of a semester. The data collected were analysed using a thematic analysis where themes with a pattern in meanings throughout the data set were identified.

Thematic analysis is a widely utilised method for examining qualitative data across various fields, such as psychology (Braun & Clarke, 2006), healthcare (Braun & Clarke, 2014), and sports and exercise (Braun et al., 2016), among others (Boyatzis, 1998). According to Braun and Clarke (2006), this method involves six key stages: data familiarisation, coding, theme development, theme refinement, theme definition and naming, and report writing. The initial stage requires an in-depth understanding of the data through transcription, reading, and re-reading, alongside noting preliminary codes. Subsequently, the data is systematically coded to highlight significant elements across the dataset, followed by the organisation of these codes into themes. This involves retrieving and collating relevant data for each theme and then developing a thematic map that reflects the relationships between the coded data and the overall dataset. The next stage focuses on refining and defining themes, which entails narrowing down and naming each theme based on specific criteria. Throughout this process, continuous analysis of the data is essential. The final stage involves composing a report that encapsulates the findings, including selecting significant excerpts, discussing the study, and aligning with the research objectives. This final analysis culminates in a comprehensive report integrating the thematic insights with the research goals.

RESULTS AND DISCUSSION

The thematic analysis of students' self-reflections on their experience working as a team in a community engagement project uncovers three major recurring themes: (i) positive aspects, (ii) learning moments, and (iii) challenges.

Positive Aspects

The first theme is the positive aspects of teamwork. The participants revealed that they were becoming aware of the value of collaborative work. Collaboration enables them to be well aware of each other's responsibilities, creating mutual respect and a feeling of gratefulness as they work together.

> *"In terms of teamwork, I am grateful to have these people in my group. All of us understand each of our roles and we will complete our tasks respectfully and will help each other when anyone has problems. (Student 1, 2024)*
>
> *"A mutual respect was formed when we all were working together which allowed us to brainstorm ideas freely and creatively as everyone managed to give an input regarding a topic" (Student 4, 2024)*

Another positive aspect that these students mentioned was the discovery of effective communication. Constant communication is essential, especially when updating progress, brainstorming for ideas, sharing opinions and dealing with any possible issues, which really helped them tremendously.

> *"What I think is important is communication; without communication, I think this program would not go as smoothly as planned" (Student 4, 2024)*

"We discussed together about our activities for the students and made sure to ask for opinions among ourselves before finalizing it." (Student 8, 2024)

In addition, being able to bond with the team members throughout the community engagement project was the other positive aspect of teamwork. One participant discovered that working together enabled her to get bonded with her other team members.

"It's also through this project I was able to strengthen my teamwork with my group members, even with those I rarely talk to and those whom I had personal conflicts with." (Student 13, 2024)

Finally, the students revealed they realised the joy of shared responsibilities while working on the project. This increased their empathy while helping each other.

"I learned how important teamwork was in handling any programme or project…We also managed to divide our work for everyone to work on during the programme." (Student 2, 2024)

"We divided our responsibilities which I think was the right choice where it helped us flow with the project smoothly." (Student 3, 2024)

Learning Moments

The second theme is the learning moments experienced by the participants. Firstly, the data revealed several instances of personal growth based on the participants' written responses. One participant stated that she has become more confident and vocal when expressing herself and learned to be committed. Another participant mentioned that teamwork has taught her to be more responsible.

"I have improved a lot and has demonstrated my commitment into working in a group and completing this assignment. Moreover, I am quite vocal with my self-involvement with the project as well as working with my group members in a sense where I always voice out my opinions and give out ideas whenever they are needed." (Student 9, 2024)

"Teamwork had also taught us to become responsible of the tasks given to us so that we can proceed to work together in finishing the projects." (Student 5, 2024)

Next, two students reported that they were able to develop some skills, such as leadership skills. Being a group leader has helped one participant be more assertive in team management. Another participant mentioned that he acquired skills in visual and creative content.

"I tried my best to lead my group in organizing activities for the second day of the project. It was nervous, but with hope and trust, I carried on my tasks." (Student 8, 2024)

"Being the leader of the creative team has allowed me to know how and when to take charge of certain situations. This is because, it requires one to be vocal and be assertive in dividing tasks." (Student 9, 2024)

. "Not only that, since being in the creative team requires one to always create visual and creative content, it has helped me a lot especially in brainstorming ideas. For instance, for every book sharing session, each member will be assigned on the making of the poster for each representative week." (Student 10, 2023)

Challenges

The final theme is the challenges faced by the participants throughout the completion of the community engagement project. There was only one problem similarly faced by several participants. They all stated that they were experiencing unequal participation. Three participants reported that some team members did not contribute, especially during discussion sessions, and were submissive and dependent on others. The said team members were less cooperative and lack of initiative.

"Throughout this project, there is one of the group members that slacked more that the rest. The said person rarely gave her views and her participation in any of the brainstorming session" (Student 7, 2023)

. "Honestly, there were times where a few of my group members did not really participate during our discussion and the day of conducting the activities." (Student 8, 2024)

"When asking for opinions from my teammates, it was either they really have no thoughts and opinions on matters or are too hesitant to disagree with my ideas which could be infuriating at times because it was hard to tell whether the idea was fit for the program" (Student 14, 2024)

CONCLUSION

This study emphasises the significant role of teamwork in enriching the collaborative learning experiences of university students involved in community engagement projects. By examining students' perceptions and reflections on teamwork, the research provides valuable insights into collaborative efforts dynamics during the planning and execution phases of community engagement initiatives. Collaboration enabled them to draw on diverse perspectives and skills, resulting in innovative solutions and a deeper understanding of community needs.

The findings indicated that while students acknowledged the benefits of teamwork, such as enhanced communication and recognition of the value of collaboration, they also experienced unequal participation as their shared problem. They achieved some learning aspects, such as being confident, responsible and as a leader. These insights are crucial for educators and practitioners who seek to design more effective and impactful community-based learning opportunities besides guiding students in overcoming their challenges.

This research aims to foster socially responsible and collaborative citizens by advocating for strategic partnerships between universities and local organisations. Understanding the nuances of teamwork experiences equips educators to better prepare students for real-world challenges, cultivating civic responsibility and social awareness. The findings align with one Sustainable Development Goal (SDG), specifically SDG 4 (Quality Education). SDG4 emphasises that everyone, regardless of gender, status, religion, culture and age, has the right to receive quality primary education and adult education with the necessary technological equipment (Zeb-Obipi & Okeah, 2023). SDG 4 also underscores the importance of inclusive, equitable, quality education and lifelong learning opportunities for all (SDG Youth Summer Camp – SDG Resource Document (SDGs), 2015). Integrating community engagement projects into the curriculum is vital as it provides students with experiential learning that enhances their academic and personal development.

This research illuminates the complex relationship between students' perceptions of teamwork and community engagement experiences. By exploring these perceptions, educators and practitioners can design more meaningful and impactful community-based learning opportunities, contributing to developing socially responsible and collaborative citizens and aligning with key Sustainable Development Goals. However, several limitations should be acknowledged. It only used a small number of samples; thus, it is recommended to use a larger sample to gain more insights regarding teamwork in community engagement projects by university students for future research. Next, the study also did not include other possible contributing factors that are likely able to gain more information in this research setting, such as gender, academic background and age, due to its small sample size. Another limitation is that this study only focused on students' self-reflection written entries; hence, it is recommended that future studies include a face-to-face interview for deeper understanding.

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"WE CARE, WE SHARE, WE CONCERN": A Qualitative Study of a Youth Leadership Development Program

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ABSTRACT
This paper aims at providing a qualitative study of the "WE CARE, WE SHARE, WE CONCERN" program, which is a leadership development program for primary school's students in Malaysia. This research uses Participatory Action Research and Contextual Inquiry methods to assess the facilitators' views from the Bachelor in Sports Management program in UiTM. The sources of data used in this study include observations made by the facilitators, ongoing discussions and analysis, and reflective journals. Implications of the study include the identification of the program's findings, positive changes in behavioral patterns among participants, and barriers encountered in the field. Therefore, the outcomes of the present study indicate that this approach is beneficial for advancing knowledge on the effects of leadership programmes for youths as well as for designing and evaluating such programmes.
Keywords: Community Social Responsibility, Leadership Development Program, Youth Programs Evaluation

INTRODUCTION
The "WE CARE, WE SHARE, WE CONCERN" program was developed out of realizing leadership theories as discussed in the advanced course in sponsorship at the Universiti Teknologi MARA (UiTM), denoted as SRB503 (Sponsorship in Sports). It was hoped that leadership competencies in primary school students can be developed besides exposing UiTM students in program implementation and sponsorship search. In this study, it is employed a qualitative research approach based on the exploration of the facilitators' points of view. Specifically, the research strategy of choice for this proposal would be Participatory Action Research and Contextual Inquiry in the aim to have a more profound insight into the program's execution and productivity (Dancis et al, 2023).

The primary objectives of this study are to:

1. Analyze facilitator observations of participant engagement and leadership skill development throughout the program.
2. Identify key challenges and successes in program implementation from the facilitators' perspective.
3. Explore how facilitator insights can inform future improvements to youth leadership development programs.

LITERATURE REVIEW

Youth Leadership Development Programs

It thus pretty much describes a notion of youth leadership development as essential to equip the upcoming generation with competencies they will need to face the growing global uncertainty. Asamani (2021) underscored that any youth leadership programs must be directed towards endowing skills in the youths like interpersonal communication, problem solving and decision making. Such principles include the “WE CARE, WE SHARE, WE CONCERN” program that encompasses activities that nurture this significant characteristic.

Johnson and Ettekal (2023) propose that successful youth development programs should promote the "Five Cs": Competence is a unique value because when clients choose whom to hire among several professionals with comparable expertise, they are likely to hire a person they feel confident in; Connection is an important value given for the same reason; Character and Caring are crucial for a similar reason, and Confidence is a final essential value. These elements are present in the following objectives drawn from the program: The program should assist the people to come up with better ways of addressing their issues and challenges and promote an active and healthy community involvement.

Sports and Recreation in Leadership Development

According to prior literature, the integration of sport and recreation activities like senamrobik in the planned program bears merit. In Gould and Voelker’s study conducted in 2012, the authors affirm that sports-related activities can be potent motivators of leadership skills among young persons. These provide practical exercises where students can have leadership experiences, teamwork and or communication in group activities (Pierce et al., 2020).

Community Engagement and Service Learning

The element about the community service is in accordance with the studies on the impact of the service learning. In a study carried out by Astin et al (2000), it was concluded that service activities, if undertaken in college years, will help enhance ones academic and life gains as well as the civic responsibility. These findings indicate the possibility of positive impacts on both the late adolescents and young adults within the context of secondary school students of the program and university students as facilitators.

Inclusive Leadership Development

Some of the features of the program involve the participation of students from the mainstream school and special needs centers (PPDK Mawaddah) that has shifted to the development of leadership inclusions. According to Ferdman and Deane (2014) there is need to practice inclusionary culture in present day organization and its prescription for practice from childhood.

Participatory Action Research in Program Evaluation

The PAR approach applied in our study can be underlined by methodological analysis that indicates feasibility and efficiency of the utilization of PAR in program evaluation. Stated by Miedijensky and Sasson (2022) that is the way that PAR can contribute to more profound understanding and concrete changes of practice in education. This aspect of implementation of PAR also entails the use of facilitators in as a both implementers and researchers as per the PAR principles of participatory research and inquiry in to one’s practice.

Contextual Inquiry in Understanding Program Dynamics

Contextual Inquiry is one of the well-known approaches in the human-centered design research that is based on how facilitators watch the participant’s actions and explain them in details. Creswell (2014) shows how this method can yield thick descriptions of users’ experiences, which, in this work, corresponds to how participants engage with the program’s processes.

Sponsorship in Youth Programs

The sponsorship part of the program is connected to the literature outlining the use of corporate social responsibility in youths' development. Lu (2024) has also pointed out on how sport-based youth development programs can be supported by corporate funding while at the same time presenting corporate firms with vital opportunities for social responsivity.

Thus, the present literature review presents the base upon which is built the multifaceted approach of the ''WE CARE, WE SHARE, WE CONCERN'' program. This part of the report illustrates how the program is designed to include norms and practices of effective youth leadership development with application of new approaches in community engagement and inclusive of learning by experience. The intention to conduct the study using PAR and Contextual Inquiry renders this study to offer significant data to the growing body of knowledge involving youth leadership development and programs' assessment.

METHODS

Research Design: This research adopted an explorative research design based on the use of Participatory Action Research and Contextual Inquiry methods to collect and analyze data from the program facilitators.

Participants: The research engaged 20 students from third semester of the UiTM Bachelor in Sports Management students who acted as facilitators for the ''WE CARE, WE SHARE, WE CONCERN'' program. These facilitators manage 10 groups of the primary school's students from Sekolah Kebangsaan Kayu Ara, Rembau and PPDK Mawaddah.

Table 1 Facilitator Questionnaire for "WE CARE, WE SHARE, WE CONCERN" Program Evaluation

Category	Question	Response Type
Participant Engagement	• How would you rate the improvement in participants' communication skills from the beginning to the end of the program? • How would you rate the change in participants' initiative-taking from the start to the end of the program? • How would you rate the improvement in teamwork among participants throughout the program? • How would you rate the increase in participants' confidence in taking on leadership roles?	1-5 Likert Scale
Program Effectiveness	• On a scale of 1-5, how effective were the Senamrobik activities in achieving the program's objectives? • On a scale of 1-5, how effective were the Community service activities in achieving the program's objectives? • On a scale of 1-5, how effective were the Group problem-solving tasks in achieving the program's objectives? • On a scale of 1-5, how effective were the Reflection sessions in achieving the program's objectives? • What was your key observation about the effectiveness of [each program element]?	1-5 Likert Scale Open-ended
Implementation Challenges	• Did you experience challenges with time management during the program? • If yes, please describe the time management challenges you faced. • Did you face challenges in addressing the diverse needs of participants? • If yes, please describe the challenges in addressing diverse participant needs.	Yes/No Open-ended Yes/No Open-ended Yes/No Open-ended

	• Did you encounter difficulties in securing sponsorship for the program? • If yes, please describe the challenges in sponsorship acquisition.	
Facilitator Growth	• In which areas do you feel you've experienced personal or professional growth through this program? • How has this program improved your skills in program management? • How has this program enhanced your ability to work with diverse populations?	Open-ended

To obtain data regarding the "WE CARE, WE SHARE, WE CONCERN "program, it could be expected that the administrators of the 20 facilitators received a written questionnaire as listed in the Table 1 above. That means, this questionnaire was likely to comprise different questions' types. Regarding participant engagement and program effects, given in Table 6, the facilitators were asked to give one of the five ratings that ranged from 1 indicating 'not effective at all', to 5 and 'extremely' effective. They were also instructed to give remarks explaining the ratings they gave. Yes/no questions were posed to the facilitators regarding implementation difficulties and additional queries were posed if the facilitators' response was yes, whereby the facilitators were required to provide a description of these difficulties in their own words. Last, but not the least the facilitators were asked questions about one's own self and practice based on the program. This way, the incorporation of numerical ratings into the study and written comments provided the researchers with both quantitative and qualitative information about the function of the program, positive and negative aspects, and suggestions for improvement. The responses that are seen in the tables and discussion below are derived from summing up all these responses.

Data Collection:

1. Contextual Inquiry: Throughout the program, facilitators observed and documented participant behaviors, interactions, and demonstrations of leadership skills. They also engaged in real-time discussions about their observations.
2. Participatory Action Research: Facilitators participated in regular debrief sessions where they shared insights, discussed challenges, and collaborated on potential program improvements.
3. Reflective Journals: Facilitators maintained reflective journals documenting their observations, thoughts, and experiences throughout the program.

Data Analysis:

The qualitative data collected was analyzed using thematic coding. Key themes and patterns were identified across facilitator observations and reflections.

RESULTS

The analysis of facilitator observations and reflections revealed several key themes:

1. Participant Engagement and Skill Development

Table 2 Observed Changes in Participant Behavior

ASPECT	BEGINNING OF PROGRAM	END OF PROGRAM
COMMUNICATION	Hesitant, particularly among PPDK Mawaddah participants	Improved articulation of ideas, increased interaction between all participants
INITIATIVE	Wait for instructions	Proactively engage in activities and take on responsibilities
TEAMWORK	Limited interaction between different groups	Improved collaboration across schools and abilities

CONFIDENCE	Reluctant to take on leadership roles	Increased willingness to lead activities and present to larger groups

Table 2 shows significant improvements in participant engagement across communication, initiative, teamwork, and confidence. At the beginning of the "WE CARE WE SHARE WE CONCERN" program, participants, particularly those from SK Kayu Ara and PPDK Mawaddah, were hesitant to communicate and interacted minimally with peers. However, by the end of the program, they were more articulate, actively engaged in discussions, and willing to lead activities. Mid-program observations revealed a crucial transitional phase where participants began to break out of their initial reluctance, showing gradual improvements in communication and initiative, though confidence was still building. Participants also demonstrated greater initiative, transitioning from waiting for instructions to proactively suggesting new activities and taking on responsibilities. Teamwork improved significantly, with participants from different schools and abilities collaborating more effectively. Additionally, confidence levels increased, as participants showed a greater willingness to step into leadership roles and present to larger groups. These changes suggest that the program effectively fostered an inclusive environment that encouraged active participation, collaboration, and leadership development throughout its duration.

2. Program Elements

Table 3 Effectiveness of Program Elements

PROGRAM ELEMENT	MEAN EFFECTIVENESS SCORE (1-5)	KEY FACILITATOR OBSERVATIONS
SENAMROBIK ACTIVITIES	4.8	"Broke down barriers and fostered inclusivity"
COMMUNITY SERVICE ACTIVITIES	4.7	"Developed empathy and social responsibility"
GROUP PROBLEM-SOLVING TASKS	4.5	“Encouraged collaboration and creative thinking"
REFLECTION SESSIONS	4.3	"Helped students internalize lessons and articulate growth"

The effectiveness scores for the various program elements in Table 3 demonstrate that the "WE CARE WE SHARE WE CONCERN" program was successful in fostering key leadership skills among participants. The high scores for senamrobik activities and community service activities (4.8/5 and 4.7/5, respectively) indicate their significant impact on breaking down social barriers, promoting inclusivity, and developing empathy and social responsibility. These results suggest that physical and community-based activities are powerful tools in leadership development, encouraging participants to work together and engage with their communities. The slightly lower, yet still positive, scores for group problem-solving tasks (4.5/5) and Reflection sessions (4.3/5) reflect their effectiveness in enhancing teamwork, creative thinking, and self-reflection. These findings highlight the program's overall success in creating a comprehensive environment for youth leadership development, with each activity playing a crucial role in achieving the program’s objectives.

Table 4 Implementation Challenges

CHALLENGE	FREQUENCY MENTIONED	REPRESENTATIVE QUOTE
TIME MANAGEMENT	14/20 facilitators	"Coordinating activities across two different venues (SK Kayu Ara and PPDK Mawaddah) was challenging."
DIVERSE PARTICIPANT NEEDS	16/20 facilitators	"Ensuring activities were engaging and accessible for both mainstream students

		and those with special needs required careful planning."
SPONSORSHIP ACQUISITION	10/20 facilitators	"Securing adequate sponsorship to cover program costs was a significant challenge."

Table 4 highlights the significant challenges faced during the implementation of the "WE CARE WE SHARE WE CONCERN" program, emphasizing areas for potential improvement. Time management was identified as a major issue by 14 out of 20 facilitators, with the coordination of activities across multiple venues proving particularly challenging. This suggests the need for more streamlined logistical planning in future iterations of the program. The challenge of addressing diverse participant needs, noted by 16 facilitators, underscores the importance of designing inclusive activities that cater to both mainstream students and those with special needs. Additionally, sponsorship acquisition was a notable difficulty for half of the facilitators, pointing to the necessity of developing more effective strategies for securing funding. These challenges, while significant, provide valuable insights for refining the program to ensure it meets the needs of all participants and operates more smoothly in future implementations

DISCUSSION

This is made possible by the qualitative understanding by the facilitators of the 'WE CARE, WE SHARE, WE CONCERN' program and their observation of the leadership training for youths. These behavioral alterations in the activity of the participants in communication and teamwork accord with the set goals and outcomes of the program in leadership and community service.

As seen with senamrobik activities and the community service, the identification of effective program elements is useful knowledge for future program planning. These activities seem to foster the organizational leadership practice and skill enhancement and at the same time increase inclusiveness and social accountability.

These issues described by the facilitators especially concerning the management of the diversity of participants and the search for sponsorship are some of the areas that should be enhanced in the future implementation of the program. This paper shows the effectiveness of the Participatory Action Research approach since the facilitators could assess and solve the problems in the course of implementing the interventions.

The combination of leadership training and sponsorship seeking make the program very interesting for the participants as well as for the ones leading the program. This correlates with the program objectives of offering the application of concepts learned in the SRB503 course.

CONCLUSION

The participants of this qualitative research on the "WE CARE, WE SHARE, WE CONCERN" program show the importance of observing youth leadership development programs with the help of the officials implementing it. Participatory Action Research and Contextual Inquiry methodologies offered the qualitative data which enriched the results of the quantitative assessments. Thus, the analysis reveals that the program has a positive impact on leadership skills, teamwork, and community involvement of the participants with various backgrounds. They also specify the directions for development, which can be made concerning the aspects of the program's organization, including logistics and sponsorship search. However, the study also highlighted limitations, such as challenges in time management, addressing diverse participant needs, and securing sufficient sponsorship. Hence, this research aims at adding to the body of knowledge and literature on youth leadership development and providing useful recommendations to educators and program implementers. It underscores the need to consider target population involvement in designing the programs and the incorporation of such skills as sponsorship in leadership development, while also addressing the identified limitations to enhance program effectiveness. Future studies also may be conducted in a mixed method approach combining survey and observation to enhance the study's findings.

This can be concluded that youth leadership development program could empower future leaders.

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Menyemai Minat Bahasa Jepun dalam Komuniti Sekolah

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ABSTRAK
Bahasa dan budaya Jepun mula diperkenalkan dalam pendidikan Malaysia melalui Dasar Pandang ke Timur (DPT) oleh Tun Dr. Mahathir Mohamad, yang bertujuan untuk mengadaptasi budaya kerja negara-negara timur yang maju seperti Jepun. Salah satu langkah yang diambil adalah mendidik pelajar Malaysia di institusi pengajian tinggi terpilih dan melatih mereka di syarikat milik negara tersebut. Namun, murid sekolah rendah di Malaysia kurang diberi pendedahan mengenai bahasa dan budaya Jepun. Justeru, Akademi Pengajian Bahasa (APB), Universiti Teknologi MARA Shah Alam telah mengadakan Program Kebestarian Bahasa Jepun (PKBJ) dengan kerjasama dua (2) buah sekolah angkat di Lembah Klang. Program ini bertujuan untuk mendedahkan komuniti sekolah rendah kepada bahasa dan budaya Jepun. Ini merupakan program pertama seumpamanya yang dilaksanakan oleh pensyarah APB bersama komuniti sekolah melalui sesi pengajaran dan pembelajaran dalam talian menggunakan platform *Google Meet*. Objektif kajian ini adalah untuk menilai keberkesanan PKBJ dalam memperkenalkan bahasa Jepun kepada komuniti sekolah rendah. Seramai 61 orang responden terlibat dalam kajian ini. Kajian keberkesanan program dilakukan dengan menggunakan tinjauan sebelum (pre) dan selepas (post) melalui *Google Form*. Kaji selidik ini terdiri daripada empat (4) bahagian, iaitu Bahagian A (tahap kepuasan dan minat murid terhadap program), serta Bahagian B, C dan D yang menilai pengetahuan, kemahiran dan sikap terhadap bahasa Jepun. Dapatan kajian menunjukkan peningkatan ketara dalam minat mempelajari bahasa Jepun serta kemahiran berbahasa Jepun murid selepas program tersebut. Inisiatif sebegini dapat menangani jurang pendidikan dan menyediakan platform formal untuk murid mempelajari bahasa Jepun, berfungsi sebagai platform bermanfaat untuk semua pihak dan menjadi pemangkin aktiviti kesukarelawanan di peringkat UiTM.
Kata Kunci: Bahasa Jepun, Tanggungjawab Sosial Universiti, Penglibatan Komuniti

PENDAHULUAN

Latar Belakang Kajian

Bahasa dan budaya Jepun diperkenalkan ke dalam pendidikan Malaysia melalui Dasar Pandang ke Timur (DPT) yang dimulakan pada tahun 1982 oleh Tun Dr. Mahathir Mohamad. Dasar ini bertujuan mengadaptasi budaya kerja negara-negara timur yang maju seperti Jepun untuk meningkatkan pengetahuan, kemahiran dan pembangunan di Malaysia (Jabatan Perkhidmatan Awam, 2022). Dalam tempoh 42 tahun pelaksanaannya, DPT telah menyumbang kepada pembangunan modal insan, memperkukuh hubungan perdagangan dan pelaburan antara Malaysia dan Jepun serta memperkuat hubungan strategik antara kedua-dua negara. Pengaruh bahasa dan budaya Jepun melalui DPT membawa nilai-nilai seperti penghargaan, kebersihan, persahabatan, kejujuran dan etika kerja yang tinggi yang sangat bermanfaat untuk pembangunan negara (Hanim Ismail, 2022).

Pada tahun 2018, tinjauan oleh Japan Foundation menunjukkan terdapat kira-kira 39,000 pelajar di Malaysia yang mempelajari bahasa Jepun menjadikan Malaysia antara 10 negara teratas di dunia dalam jumlah pelajar bahasa Jepun (Sato & Kondo, 2021). Hampir semua 19 universiti awam dan institusi swasta di Malaysia menawarkan kursus bahasa Jepun (Rashid et al., 2022). Di peringkat sekolah menengah, Bahagian Pengurusan Sekolah Berasrama Penuh menjadikan pengajaran bahasa Jepun sebagai salah satu objektif mereka untuk meningkatkan kemahiran berbahasa pelajar sekolah menengah. Di sekolah rendah, Pelan Pembangunan Pendidikan Malaysia 2013-2025 mencadangkan pengajaran bahasa ketiga termasuk bahasa Jepun bergantung kepada ketersediaan guru dan permintaan. Namun, pendedahan bahasa Jepun di peringkat sekolah rendah masih kurang berbanding dengan universiti dan sekolah menengah. Jurang tersebut boleh diisi melalui pelaksanaan Program Tanggungjawab Sosial Universiti (USR) yang merupakan sebahagian daripada agenda pendidikan tinggi negara untuk memberikan manfaat yang besar kepada komuniti setempat. Inisiatif sebegini membolehkan universiti berkongsi ilmu dan kepakaran dengan masyarakat yang bertujuan untuk berinteraksi dengan komuniti di luar kampus, seterusnya membolehkan kedua-dua pihak mendapat manfaat melalui pelbagai aktiviti. Selain itu, program USR dapat membantu universiti memainkan peranan aktif dalam pembangunan sosial, ekonomi dan pendidikan dengan menyediakan perkhidmatan kepada komuniti sekitar.

Mulai tahun 2018, Akademi Pengajian Bahasa (APB), Universiti Teknologi MARA (UiTM) kampus Shah Alam telah melaksanakan Program Kebestarian Bahasa Jepun (PKBJ) dengan beberapa sekolah di sekitar Shah Alam dan kawasan berhampiran. PKBJ merupakan program di mana pensyarah dari Unit Bahasa Jepun, Jabatan Bahasa Asia dan Eropah, APB, UiTM Shah Alam berkongsi kepakaran dalam bahasa Jepun dengan komuniti sekolah secara percuma. Pendekatan Tanggungjawab Sosial Universiti (USR) diterapkan dalam usaha melibatkan universiti secara proaktif dalam tanggungjawab sosial terhadap masyarakat. Program ini bertujuan untuk memenuhi tanggung jawab UiTM sebagai institusi pengajian tinggi yang peka terhadap keperluan komuniti, meningkatkan kesedaran dan tanggungjawab sosial staf dalam membantu masyarakat secara sukarela, membina imej UiTM yang dinamik dan prihatin serta memberi sumbangan kepada kumpulan sasaran.

Pada tahun 2023, APB, UiTM Shah Alam telah mengadakan Program Kebestarian Bahasa Jepun (PKBJ) dengan dua (2) buah sekolah angkat di Lembah Klang, iaitu Sekolah Kebangsaan Seafield 3, Subang Jaya (SKS3) dan Sekolah Kebangsaan Kampung Jawa 2, Klang (SKKJ2). Semua kelas dijalankan secara dalam talian pada setiap Sabtu, melibatkan lapan (8) sesi. Program ini bertujuan memperkenalkan bahasa dan budaya Jepun kepada murid sekolah rendah berkenaan. Melalui sesi Pengajaran dan Pembelajaran (PdP), murid diharapkan dapat berkomunikasi dalam bahasa Jepun dengan tepat, memahami karakter tulisan Jepun serta mengenali budaya dan adat Jepun. Para pensyarah APB mengajar secara sukarela dengan kos percetakan bahan pengajaran sekiranya ada, ditanggung oleh pihak sekolah.

Objektif Kajian

Objektif kajian ini adalah untuk menilai keberkesanan program dalam meningkatkan penguasaan murid sekolah rendah dan pemahaman mereka terhadap bahasa Jepun. Kajian ini bertujuan untuk menjawab empat (4) persoalan kajian berikut:

1. Sejauh manakah program ini berkesan dalam meningkatkan penguasaan bahasa Jepun dalam kalangan murid sekolah rendah?
2. Apakah perubahan yang dapat dilihat dalam kemahiran bahasa Jepun murid selepas menyertai program ini?
3. Bagaimana program ini mempengaruhi persepsi murid terhadap bahasa Jepun?
4. Apakah cabaran utama yang dihadapi dalam usaha meningkatkan penguasaan dan pemahaman bahasa Jepun dalam kalangan murid?

KAJIAN LAMPAU

Corporate Social Responsibility (CSR) atau Tanggungjawab Sosial Korporat telah meraih kepentingan dalam kalangan komuniti akademik dan perniagaan disebabkan oleh peningkatan kesedaran organisasi perniagaan terhadap peranan mereka dalam masyarakat selain usaha memperoleh keuntungan (Su & Jie, 2015). Walau bagaimanapun, CSR tidak terhad kepada organisasi perniagaan sahaja. Kini, banyak universiti turut melibatkan diri dalam aktiviti-aktiviti CSR seperti yang dapat dilihat melalui pelbagai literatur berkaitan.

Tanggungjawab Sosial Universiti Terhadap Komuniti

Dalam hebahan secara dalam talian ataupun bercetak, tanggungjawab sosial sering kali dilihat dijalankan oleh syarikat-syarikat perniagaan swasta. Namun, universiti-universiti juga tidak terkecuali dalam memainkan peranan penting dalam tanggungjawab sosial terhadap komuniti. Alzyoud dan Bani-Hani (2015) menjelaskan bahawa kini, universiti-universiti telah mula beralih ke arah pengkorporatan dengan mengubah suai pendekatan mereka terhadap tanggungjawab sosial. Universiti dapat menyokong isu-isu penting dalam masyarakat dengan menggunakan sumber-sumber mereka. Sebagai contoh, universiti boleh meningkatkan tahap pendidikan dalam komuniti, menjalankan kajian untuk memajukan sosio-ekonomi serta memberikan garis panduan bagi perkembangan dan kelestarian masyarakat. Thanasi-Boçe dan Kurtishi-Kastrati (2020) dalam kajian mereka yang meneliti tahap dan pelaksanaan tanggungjawab sosial universiti di negara-negara membangun mendapati bahawa model tanggungjawab sosial universiti yang digunakan oleh 14 universiti di Albania dan Macedonia Utara adalah terhad kepada pendidikan pelajar dan pentadbiran organisasi. Kajian tersebut turut menekankan kepentingan memasukkan elemen tanggungjawab sosial dalam pendekatan pelaksanaan keseluruhan aktiviti di universiti.

Penglibatan Universiti dalam Memperkasakan Komuniti (Sekolah)

Dalam konteks tanggungjawab sosial, universiti memainkan peranan penting dalam memperkasakan komuniti terutama sekolah. Rogers (2012) menyatakan bahawa penglibatan kolej dalam komuniti luar bandar adalah satu bentuk ekspresi yang logikal dan praktikal terhadap misi dan peranan kolej komuniti. Dalam kajiannya terhadap tiga kes penglibatan kolej dalam perkembangan komuniti luar bandar di timur, barat dan utara Kanada, beliau mendapati bahawa kolej-kolej ini terlibat dalam pelbagai pendekatan perkembangan komuniti, sama ada melalui operasi kolej biasa atau operasi khas dengan objektif tertentu. Walaupun penglibatan kampus-kampus berkaitan biasanya memberi tumpuan kepada penyesuaian program latihan kolej terhadap keperluan masyarakat tempatan dengan objektif perkembangan ekonomi, kampus-kampus ini juga berminat untuk melibatkan diri dalam isu-isu sosial. Satu contoh program yang melibatkan universiti dan komuniti ialah Program Kampus Mengajar yang dijalankan di SD Negeri 127/II Sungai Arang, Kecamatan Bungo Dani, Kabupaten Bungo, Provinsi Jambi. Fauzi et al. (2021) melaporkan bahawa program ini bertujuan membantu guru mengajar, membantu adaptasi teknologi oleh siswa, guru dan sekolah serta membantu pentadbiran sekolah dan guru. Program tersebut melibatkan mahasiswa-mahasiswa di seluruh Indonesia dan telah membantu pelajar sekolah yang ketinggalan pembelajaran akibat pandemik COVID-19.

Pendedahan Bahasa dan Budaya Jepun dalam Komuniti (Sekolah)

Pendedahan bahasa dan budaya Jepun dalam sekolah telah lama bertapak di Malaysia sejak Dasar Pandang ke Timur diperkenalkan. Pendedahan ini telah melahirkan pelbagai program berasaskan Jepun yang dimasukkan ke dalam pendidikan formal di Malaysia. Kasim (2017), dalam *Jurnal Bahasa dan Budaya Jepun*, membincangkan dua program yang dilaksanakan pada tahun 2017, iaitu Program Motivasi Gambare bersama 217 pelajar Tingkatan Enam di Kolej Tingkatan Enam Desa Mahkota, Kuala Lumpur (KTEDM) dan Program Pemantapan Pembelajaran *Isshoni Gambarou-Rika* dan *Bunka* bersama 180 orang pelajar Tingkatan Enam di Kolej Tingkatan Enam Petaling Jaya (KTEPJ). Program-program ini dijalankan dengan tujuan meningkatkan motivasi pelajar prauniversiti, terutamanya dalam menghadapi

cabaran pembelajaran dan peperiksaan dengan mengadaptasi identiti dan budaya Jepun. Kasim (2017) menyatakan bahawa objektif program-program ini telah berjaya dicapai melalui pendedahan terhadap sains dan teknologi Jepun serta budaya dan amalan harian masyarakat Jepun. Mohd et al. (2017) pula menyelidiki isu dalam penulisan dan penggunaan buku teks bahasa Jepun untuk pelajar Tingkatan Lima. Buku teks tersebut mengandungi informasi mengenai bahasa Jepun dan fakta mengenai Jepun. Mereka mendapati bahawa buku teks bahasa Jepun menerima maklum balas yang positif. Namun, terdapat ketidakseimbangan antara jumlah jam kelas dan kandungan buku teks tersebut kerana para guru bahasa Jepun tidak mahir menggunakan buku teks ini. Hal ini menyebabkan buku teks tersebut tidak digunakan sepenuhnya. Untuk memastikan buku teks ini digunakan sepenuhnya, pelbagai pihak perlu proaktif menyelesaikan isu-isu yang dinyatakan.

METODOLOGI

Kajian ini menggunakan kaedah kuantitatif dengan mengedarkan soal selidik melalui *Google Form*. Responden yang terlibat dalam program ini terdiri daripada 31 orang murid dari SKS3 dan 30 orang murid dari SKKJ2. Mereka merupakan murid darjah 5 (11 tahun) dan darjah 4 (10 tahun) yang ditentukan oleh pihak sekolah masing-masing. *Google Form* diedarkan pada kelas minggu pertama dan minggu kelapan atau minggu terakhir program. Sebelum kelas bermula, murid-murid diberikan borang soal selidik (pre-survey) untuk memahami dan menilai pendedahan mereka terhadap bahasa Jepun. Borang soal selidik ini terdiri daripada empat (4) bahagian: Bahagian A mengenai tahap kepuasan dan minat murid terhadap program, Bahagian B menilai pengetahuan tentang bahasa Jepun, Bahagian C menilai kemahiran bahasa Jepun dan Bahagian D mengukur sikap terhadap bahasa Jepun. Bahagian A mengandungi lima (5) soalan, Bahagian B merangkumi dua (2) soalan, Bahagian C mempunyai empat (4) soalan, dan Bahagian D memiliki tiga (3) soalan (lihat Jadual 1).

Jadual 1 Pemboleh Ubah dan Taburan Item dalam Tinjauan

Bahagian	Pemboleh Ubah	Bilangan Item
Bahagian A	Tahap kepuasan dan minat murid terhadap program	5
Bahagian B	Pengetahuan	2
Bahagian C	Kemahiran	4
Bahagian D	Sikap	3

Soal selidik ini menggunakan pilihan Skala Dikotomi ("Ya" atau "Tidak") untuk memudahkan murid memberikan respons. Terdapat tiga (3) jenis skala respons yang perlu dipertimbangkan semasa mereka bentuk tinjauan, iaitu skala dwi-tompok (dichotomous scales), skala penilaian (rating scales), dan skala pembezaan semantik (semantic differential scales). Skala dwi-tompok memberikan dua (2) pilihan yang bertentangan, seperti "Ya" atau "Tidak", "Benar" atau "Salah", "Adil" atau "Tidak Adil" serta "Setuju" atau "Tidak Setuju". Skala ini menawarkan jawapan yang jelas dan binari serta memudahkan analisis. Walau bagaimanapun, skala ini juga boleh menyebabkan murid cenderung memilih pilihan positif secara konsisten (Birkett, 2022). Pada kelas terakhir, murid diberikan borang soal selidik yang sama (post-survey) untuk menilai keberkesanan program tersebut dan mengamati sebarang perubahan penting selepas program. Akhir sekali, laporan dan analisis telah dilakukan untuk mendokumentasikan hasil program. Data dipersembahkan dalam jadual yang menunjukkan perbezaan peratusan sebelum dan selepas penyertaan PKBJ serta dianalisis secara deskriptif.

DAPATAN KAJIAN

Dalam bahagian ini, hasil kaji selidik mengenai Bahagian A (tahap kepuasan dan minat murid terhadap program) dibentangkan. Soal selidik untuk bahagian ini hanya dijalankan selepas program berakhir. Analisis kaji selidik sebelum (pre) dan selepas (post) program bagi data

Bahagian B (pengetahuan), Bahagian C (kemahiran), dan Bahagian D (sikap) turut dikemukakan dan dipersembahkan dalam bentuk jadual.
Bahagian A - Tahap kepuasan dan minat murid terhadap program:

Jadual 2 Tahap Kepuasan dan Minat Murid Terhadap Program

Item		Ya (%)	Tidak (%)
1.1	Saya gembira kelas bahasa Jepun menggunakan *Google Meet.*	94.7	5.3
1.2	Saya suka cara guru bahasa Jepun mengajar.	100	0
1.3	Saya rasa 1 jam cukup untuk mempelajari bahasa Jepun.	47.4	52.6
1.4	Saya suka tajuk-tajuk yang diajar dalam kelas bahasa Jepun.	100	0
1.5	Saya suka aktiviti-aktiviti dalam kelas bahasa Jepun.	100	0

Jadual 2 di atas mendedahkan hasil soal selidik mengenai tahap kepuasan murid terhadap program yang telah dijalankan. Semua murid menunjukkan tahap kepuasan yang tinggi terhadap cara guru mengajar, tajuk-tajuk yang diajar dan aktiviti-aktiviti yang dijalankan semasa kelas bahasa Jepun berlangsung dengan peratusan sebanyak 100%. Sebanyak 94.7% murid gembira dengan pelaksanaan kelas melalui platform *Google Meet* dan lebih daripada separuh atau 52.6% murid merasakan bahawa masa 1 jam tidak mencukupi untuk mempelajari bahasa Jepun.

Bahagian B - Pengetahuan tentang bahasa Jepun:

Jadual 3 Suka Belajar Bahasa Jepun

Item 2.1: Saya suka belajar bahasa Jepun.		
	Ya (%)	Tidak (%)
Sebelum PKBJ	100	0
Selepas PKBJ	100	0

Jadual 3 di atas menunjukkan peratusan murid yang berminat untuk belajar bahasa Jepun sebelum dan selepas program. Untuk item "Saya suka belajar bahasa Jepun", dapatan kajian menunjukkan bahawa 100% murid mengekalkan minat mereka terhadap bahasa tersebut sebelum dan selepas PKBJ.

Jadual 4 Tahu Perkataan dalam Bahasa Jepun

Item 2.2: Saya tahu banyak perkataan dalam bahasa Jepun.		
	Ya (%)	Tidak (%)
Sebelum PKBJ	13.9	86.1
Selepas PKBJ	68.4	31.6

Jadual 4 di atas merupakan peratusan murid yang mempunyai pengetahuan tentang kosa kata bahasa Jepun. Untuk item "Saya tahu banyak perkataan dalam bahasa Jepun", dapatan sebelum program menunjukkan hanya 13.9% murid ang mengetahui banyak perkataan bahasa Jepun, manakala majoriti 86.1% murid menyatakan sebaliknya. Walau bagaimanapun, soal selidik selepas program menunjukkan peningkatan yang signifikan sebanyak 54.5% dengan 68.4% murid mempunyai pengetahuan tentang kosa kata bahasa Jepun berbanding 31.6% yang menyatakan “Tidak”.

Bahagian C - Kemahiran asas bahasa Jepun:

Jadual 5 Kemahiran Bertutur dalam Bahasa Jepun

Item 3.1: Saya boleh menyebut beberapa perkataan dalam bahasa Jepun.		
	Ya (%)	Tidak (%)
Sebelum PKBJ	63.9	36.1
Selepas PKBJ	94.7	5.3

Jadual 5 di atas menggambarkan peratusan murid yang mempunyai kemahiran bertutur dalam bahasa Jepun. Bagi item "Saya boleh menyebut beberapa perkataan dalam bahasa Jepun", hasil soal selidik sebelum program menunjukkan bahawa sebahagian besar murid iaitu 63.9% mempunyai kebolehan bertutur dalam bahasa Jepun, manakala 36.1% tidak. Selepas program, dapatan menunjukkan peningkatan ketara di mana majoriti murid iaitu 94.7% boleh bertutur dalam bahasa Jepun, sementara 5.3% masih belum mampu melakukannya.

Jadual 6 Kemahiran Membaca dalam Bahasa Jepun

Item 3.2: Saya boleh membaca beberapa perkataan dalam bahasa Jepun.		
	Ya (%)	Tidak (%)
Sebelum PKBJ	36.1	63.9
Selepas PKBJ	68.4	31.6

Jadual 6 di atas memaparkan peratusan murid yang mempunyai kemahiran membaca dalam bahasa Jepun berdasarkan item "Saya boleh membaca beberapa perkataan dalam bahasa Jepun". Sebelum program dijalankan, hanya lebih sepertiga kelas iaitu 36.1% murid boleh membaca beberapa perkataan dalam bahasa Jepun, manakala 63.9% murid lagi tidak mempunyai kemahiran tersebut. Selepas program, peratusan murid yang boleh membaca dalam bahasa Jepun meningkat kepada 68.4%, manakala 31.6% menyatakan “Tidak”.

Jadual 7 Kemahiran Mendengar dalam Bahasa Jepun

Item 3.3: Saya boleh faham apabila mendengar beberapa perkataan dalam bahasa Jepun.		
	Ya (%)	Tidak (%)
Sebelum PKBJ	36.1	63.9
Selepas PKBJ	89.5	10.5

Jadual 7 di atas ialah data peratusan murid yang mempunyai kemahiran mendengar dalam bahasa Jepun berdasarkan item "Saya boleh faham apabila mendengar beberapa perkataan dalam bahasa Jepun". Sebelum program, hanya 36.1% murid memahami beberapa perkataan dalam bahasa Jepun apabila mendengarnya, manakala 63.9% murid tidak mempunyai kemahiran tersebut. Selepas menyertai program, peratusan murid yang mempunyai kemampuan mendengar dalam bahasa Jepun meningkat kepada 89.5%, manakala yang memberikan respons “Tidak” menurun kepada 10.5%.

Jadual 8 Kemahiran Menulis dalam Bahasa Jepun

Item 3.4: Saya boleh menulis beberapa perkataan dalam bahasa Jepun.		
	Ya (%)	Tidak (%)
Sebelum PKBJ	22.2	77.8
Selepas PKBJ	47.4	52.6

Jadual 8 di atas mewakili peratusan murid yang mempunyai kemahiran menulis dalam bahasa Jepun. Berdasarkan item "Saya boleh menulis beberapa perkataan dalam bahasa Jepun", dapatan sebelum program menunjukkan bahawa 22.2% murid mempunyai kemahiran menulis beberapa perkataan dalam bahasa Jepun, manakala 77.8% murid menyatakan sebaliknya. Selepas program, peratusan yang menjawab “Ya” meningkat kepada 47.4%. Walaupun terdapat peningkatan sebanyak 25.2%, peratusan ini masih rendah berbanding bilangan murid yang tidak dapat menulis dalam bahasa Jepun selepas program iaitu sebanyak 52.6%.

Bahagian D - Sikap murid terhadap bahasa Jepun:

Jadual 9 Bahasa Jepun Susah untuk Dipelajari

Item 4.1: Saya rasa bahasa Jepun susah untuk dipelajari.		
	Ya (%)	Tidak (%)
Sebelum PKBJ	33.3	66.7
Selepas PKBJ	5.3	94.7

Jadual 9 di atas menjelaskan dapatan berdasarkan item "Saya rasa bahasa Jepun susah untuk dipelajari". Sebelum program, 66.7% murid merasakan bahasa Jepun sukar, manakala 33.3% mempunyai pandangan sebaliknya. Selepas program, peratusan murid yang berpendapat bahasa Jepun mudah untuk dipelajari meningkat kepada 94.7%, sementara hanya 5.3% yang masih menganggapnya sukar.

Jadual 10 Minat untuk Belajar Bahasa Jepun

Item 4.2: Saya minat belajar bahasa Jepun.		
	Ya (%)	Tidak (%)
Sebelum PKBJ	100	0
Selepas PKBJ	100	0

Jadual 10 di atas mempamerkan peratusan mengenai minat mempelajari bahasa Jepun. Merujuk kepada item "Saya minat belajar bahasa Jepun", hasil kajian sebelum dan selepas PKBJ menunjukkan bahawa semua murid menunjukkan minat yang sangat tinggi untuk belajar bahasa Jepun.

Jadual 11 Gembira Menyertai Kelas Bahasa Jepun

Item 4.3: Saya gembira dapat menyertai kelas bahasa Jepun.		
	Ya (%)	Tidak (%)
Sebelum PKBJ	100	0
Selepas PKBJ	100	0

Jadual 11 di atas mencatatkan peratusan murid yang menyatakan kegembiraan mereka kerana menyertai kelas bahasa Jepun dalam program ini. Berdasarkan item "Saya gembira dapat menyertai kelas bahasa Jepun", 100% murid melaporkan kegembiraan mereka untuk menyertai kelas-kelas tersebut sebelum program dimulakan dan peratusan ini kekal pada 100% selepas program berakhir.

PERBINCANGAN

Kajian ini menunjukkan bahawa PKBJ memberikan impak positif dalam meningkatkan penguasaan dan pemahaman bahasa Jepun dalam kalangan komuniti sekolah rendah. Soalan Kajian 1 menilai keberkesanan program dan data menunjukkan bahawa PKBJ adalah inisiatif yang berkesan untuk memperkenalkan bahasa Jepun kepada murid sekolah rendah. Ini dibuktikan dengan pencapaian skor 100% bagi tiga (3) item dalam Bahagian A (Tahap kepuasan dan minat murid terhadap program), satu (1) skor melebihi 90% dan satu (1) skor melebihi 50%. Selain itu, daripada sembilan (9) item, terdapat peningkatan skor bagi enam (6) item: Bahagian B (Item Pengetahuan) menunjukkan satu (1) item dengan peningkatan skor sebanyak 54.5%, Bahagian C (Item Kemahiran) menunjukkan peningkatan bagi semua item dengan peningkatan skor sebanyak 30.8%, 32.3%, 53.4%, dan 25.2% dan Bahagian D (Item Sikap) menunjukkan satu (1) item dengan peningkatan skor sebanyak 28%. Tiga (3) lagi item mengekalkan skor 100% iaitu satu (1) daripada Item Pengetahuan dan dua (2) daripada Item Sikap. Dapatan ini disokong oleh Baker (2018) yang menekankan keberkesanan pembelajaran berasaskan komuniti dalam meningkatkan penguasaan bahasa.

Bagi menjawab Soalan Kajian 2 mengenai perubahan dalam kemahiran bahasa Jepun murid selepas menyertai program ini, data menunjukkan peningkatan yang signifikan dalam pelbagai aspek kemahiran bahasa. Selepas program dijalankan, majoriti murid (94.7%) mampu menyebut beberapa perkataan dalam bahasa Jepun dengan baik, berbanding hanya 63.9% sebelum program bermula. Kemahiran membaca perkataan Jepun juga meningkat kepada 68.4%, berbanding 36.1% sebelum program. Sebelum mengikuti kelas, hanya 36.1% murid dapat memahami beberapa perkataan Jepun yang didengar, namun peratusan ini meningkat ketara kepada 89.5% selepas program. Tambahan pula, kemahiran menulis beberapa perkataan Jepun meningkat daripada 22.2% sebelum program kepada 47.4% selepasnya. Keseluruhan hasil kajian ini menunjukkan bahawa murid sekolah rendah yang menyertai program ini mengalami peningkatan dalam kemahiran bercakap, menulis, membaca dan mendengar bahasa Jepun asas. Hasil kajian ini selari dengan dapatan Kasim

(2017) yang turut menunjukkan hasil positif selepas program berunsurkan bahasa dan budaya Jepun.

Berkenaan dengan Soalan Kajian 3 yang mengkaji persepsi murid terhadap bahasa Jepun, didapati peningkatan yang signifikan dalam pengetahuan bahasa Jepun serta minat murid terhadap subjek tersebut. Dapatan kajian menunjukkan bahawa hanya 13.9% murid melaporkan mereka mengetahui banyak perkataan bahasa Jepun sebelum program, namun peratusan ini meningkat kepada 68.4% selepas program. Dari segi tahap kepuasan, murid menunjukkan kepuasan yang sangat tinggi terhadap kelas dengan 100% daripada mereka menyatakan kepuasan terhadap cara pengajaran guru, aktiviti dalam kelas serta kelas yang dijalankan melalui *Google Meet* dengan 94.7% murid juga menganggap kelas dalam talian sebagai positif. Perubahan sikap murid terhadap bahasa Jepun dapat dilihat melalui penurunan peratusan murid yang menganggap bahasa Jepun sukar, dari 33.3% sebelum kelas kepada 5.3% selepasnya. Selain itu, 100% murid menyatakan minat mereka untuk mempelajari bahasa Jepun tetap kekal selepas program. Kesemua murid juga menunjukkan kepuasan yang konsisten terhadap penyertaan dalam kelas bahasa Jepun sebelum dan selepas program. Perasaan yakin dalam komuniti dapat meningkatkan motivasi akademik dan kemahiran sosial pelajar (Solomon et al., 2000). Kajian ini mendapati bahawa jaminan komuniti yang tinggi menyokong pencapaian dalam bahasa Jepun, dengan sokongan guru dan suasana kelas yang positif memainkan peranan penting dalam memotivasi murid. Kejayaan program ini menunjukkan bagaimana semangat komuniti yang kukuh dapat memperbaiki hasil pembelajaran dan sikap positif terhadap subjek baharu.

Dalam menilai aspek impak sosial dan daya tahan (social impact and resilience) program ini serta untuk menjawab Soalan Kajian 4 mengenai cabaran utama yang dihadapi dalam meningkatkan penguasaan dan pemahaman bahasa Jepun dalam kalangan murid, beberapa kekangan telah dikenal pasti. Pertama, perubahan jadual kelas kerap kali diperlukan kerana aktiviti *ad-hoc* yang tidak dapat dielakkan oleh murid atau pihak sekolah pada hari yang dijadualkan. Kedua, kehadiran murid dalam sesi pembelajaran turut terjejas apabila cuti umum atau cuti peristiwa jatuh pada hari Jumaat atau Isnin. Cabaran ini selari dengan apa yang dibincangkan oleh Liu et. al. (2011) di mana para pelajar yang menyertai program bahasa warisan komuniti di Amerika Syarikat sibuk dengan aktiviti kurikular tambahan menyebabkan kehadiran mereka ke program tersebut rendah. Tambah Liu (2011) lagi, jadual program terpaksa dihadkan disebabkan jadual pelajar dan ibubapa yang padat. Ketiga, gangguan internet dan keterbatasan fungsi peranti sering mengganggu sesi pembelajaran. Tambahan pula, terdapat sebilangan murid yang membuat bising dan bercakap kuat semasa sesi pembelajaran yang mengganggu murid lain. Walaupun berhadapan dengan cabaran-cabaran ini, tahap kepuasan murid terhadap program kekal tinggi. Ini menunjukkan bahawa isu-isu tersebut tidak menjejaskan impak keseluruhan program.

Melalui PKBJ, empat (4) Matlamat Pembangunan Mampan (Sustainable Development Goals) dapat dicapai, iaitu Matlamat 4 (Pendidikan Berkualiti), Matlamat 10 (Mengurangkan Ketidaksamaan), Matlamat 17 (Kerjasama untuk Matlamat) dan Matlamat 5 (Kesetaraan Jantina). Program ini mempromosikan kerjasama antara institusi pendidikan dan komuniti serta kesetaraan jantina dalam akses pendidikan. PKBJ memperkenalkan bahasa dan budaya Jepun kepada murid sekolah rendah, memperluas kurikulum dan mengurangkan jurang pendidikan. Ia juga mengukuhkan kerjasama global melalui kolaborasi dengan APB, UiTM Shah Alam dan sekolah-sekolah Lembah Klang.

KESIMPULAN

Kesimpulannya, kajian ini menunjukkan bahawa PKBJ berjaya meningkatkan minat dan kemahiran bahasa Jepun dalam kalangan murid sekolah rendah, seterusnya memenuhi objektif utama program. Program ini juga berjaya mengubah persepsi murid, meningkatkan minat mereka terhadap bahasa Jepun dan mendalamkan pemahaman mereka tentang bahasa dan budaya Jepun selari dengan Dasar Pandang ke Timur. Walaupun menghadapi cabaran seperti kekangan sumber dan masa, inisiatif ini tetap menjadi platform pembelajaran yang berkesan dan memperkuat kerjasama antara sekolah dan institusi pengajian tinggi seperti UiTM, menjadikannya model bagi program masa depan.

Untuk meningkatkan keberkesanan PKBJ, beberapa cadangan boleh dipertimbangkan. Pertama, adalah penting untuk meningkatkan kualiti dan kestabilan sumber pembelajaran dengan menyediakan bahan yang lebih pelbagai dan interaktif untuk menarik minat murid. Kedua, memperbaiki pengurusan jadual dengan menyesuaikan waktu kelas agar tidak bertembung dengan aktiviti lain atau cuti umum untuk memastikan kehadiran murid lebih konsisten. Ketiga, memanfaatkan teknologi untuk memantau kemajuan murid secara berterusan dan menyediakan sokongan tambahan secara dalam talian jika diperlukan. Akhir sekali, melakukan penilaian berkala terhadap program untuk mengenal pasti dan menyelesaikan cabaran yang dihadapi serta memastikan program sentiasa relevan dengan keperluan murid dan matlamat pendidikan yang lebih luas. Langkah-langkah ini boleh membantu meningkatkan pencapaian program dan menyokong penguasaan bahasa Jepun dalam kalangan murid sekolah rendah dengan lebih berkesan.

PENGHARGAAN

Penghargaan ini ditujukan kepada semua pihak yang terlibat dalam PKBJ, sama ada secara langsung atau tidak langsung, terutamanya Akademi Pengajian Bahasa, UiTM Shah Alam, Sekolah Kebangsaan Seafield 3, Subang Jaya, Sekolah Kebangsaan Kg. Jawa 2, Klang serta para responden kajian.

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Fascinating Sungai Petani: The Influence of Youth and Social Media

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ABSTRACT
This article aims to examine youth's participation in promoting local tourism activities using social media. The preference for using social media as a digital platform to promote local tourism activities has a significant impact on the economic, social, and cultural. The main aim of this study is to understand how social media is effective in reaching and communicating with potential audiences and examine whether the social media platforms used by youth to promote local tourism activities are successful or not. We used a quantitative method over 30 days to track the number of times viewers watched, liked, shared, and commented on an advertising video. The main findings show a high level of viewer involvement, as seen by the quantity of views, likes, shares, and comments. The findings also indicate that youth roles are important in using social media to promote local tourism activities and participation. By improving the visibility of local communities, this study aims to increase the number of tourists to Sungai Petani and concurrently improve the standard of living of local communities. We concluded that youth, using social media, play important roles as social agents in promoting local tourism activities in local communities.
Keywords: Local communities, Social media, Social agents, Sungai Petani, Youth

INTRODUCTION
In ensuring sustainable development, economic stability, and social integration, the participation of local communities is crucial. It is because communities are considered an active agent in promoting tourism development (Godfrey and Clarke, 2000). Their roles in local tourism activities include the provision of lodging, food, and transportation, and the particular local features, such as natural environments, are important as a central point to attract tourists. Eventually, the rise and growth of the tourism industry has a direct impact on communities, regardless of whether they are located in small towns or major towns. Local communities may feel a greater sense of ownership and honour when they actively participate in their own development, which subsequently leads to better solutions tailored to the challenges they face. In this sense, youth serve as key social agents in the promotion of their local communities. By engaging in a variety of activities that foster an interesting and active community setting, they make a substantial contribution to the growth of local communities (Schwartz et al., 2016). One of the best approaches used by youths to promote local communities is by employing social media platforms to publicise information related to the local areas and the unique stories to a wider audience.

In understanding more on youth participation in promoting local communities, Sungai Petani, one of the biggest towns in Kedah, has been chosen as a crucial place in developing the state's economy because of its location near Penang. Due to its potential, the Kedah Development Framework has placed a strong emphasis on fostering archaeotourism, geotourism, and ecotourism as key components of the state's broader economic activities. Specifically, two development strategies have been developed in relation to Sungai Petani (1)

the Gunung Jerai – Lembah Bujang Eco-Archaeo Tourism Zone and (2) the Kuala Muda Biodiversity Zone (NCER Malaysia, 2009-2024). Thus, the aim of this paper is to examine the effectiveness of social media platforms employed by youth in promoting their local communities in Sungai Petani. The findings enhance our comprehension of how digital participation may stimulate community exposure, tourism, and economic expansion at the local level.

LITERATURE REVIEW

The influence of social agents on local communities

Youth who act as social agents play an important role in promoting their local community. Their participation includes various activities such as social activism and cultural development. By harnessing their innovative thinking in digital technologies, they may connect the disparities between traditional practices and contemporary advancements, cultivating a feeling of responsibility within their local communities. Due to their active participation, youth are acclaimed as a crucial social change for the economic development of a country. Their active participation empowers them to develop their local communities because their participation actually acknowledges their expertise in their lived realities (Tyrrell, 2023). Youth are therefore very important in becoming drivers of innovation, motivating others to participate in group projects, and supporting environmentally friendly living. Their different points of view and enthusiasm can result in innovative ideas that appeal to many people, therefore giving community members' sense of belonging and accountability.

Social media as a tool for promoting and marketing

The 21st century has seen a significant shift in potential tourists' preferences towards innovative e-services, with social media emerging as a dominant tool. Social media platforms, such as blogs, social networks, and media-sharing sites, have become integral to the tourism industry (Ong, Sutawijaya, & Saluy, 2020). The ease of use and cost-effectiveness of social media have made it an attractive tool for promoting local tourism (Putri, 2020). The use of social media takes the form of sharing photos or videos and posting comments, which fosters a sense of community and engagement beyond immediate family and friends (Radojević, Nguyen, Bajec, & Ferra, 2020).

Further, using social media to promote local destinations can shape people’s perceptions (Silaban et al. 2022) because when tourists find the destination attractive, it may give a positive image of the destination. Destination marketing uses digital marketing, social media, and traditional advertising to reach a wider audience and boost the destination's exposure in a competitive market (Pike & Page, 2014). These tactics attract tourists, involve communities, and support local businesses in creating a sustainable tourism environment. According to Alshehri (2024), social media helps with destination marketing, branding, and image development. This dynamic experience not only influences public perceptions but also drives tourist mobility, making social media an indispensable asset in tourism promotion (Zhang et al., 2023).

As such, the interplay between social media and tourist destinations is crucial, as it allows for real-time engagement and feedback, enabling destinations to adapt their strategies based on audience reactions and preferences. This dynamic connection not only helps tourists feel like they are part of a community, but it also gets locals involved in promoting their own culture and history.

Young people as digital natives

In 2024, internet penetration in Malaysia reached 97.4%, with 33.59 million internet users. Of these, 28.68 million individuals, accounting for 83.1% of the total population, were active on social media platforms. Kemp (2024) claims that among social media users aged 18 and above, there were Facebook (22.35 million), YouTube (24.10 million), Instagram (15.70 million), TikTok (28.68 million), Facebook Messenger (11.85 million), LinkedIn (7.80 million), Snapchat (1.46 million), and X (formerly Twitter) (57.1 million). These statistics underscore the

pervasive presence of social media in the daily lives of young Malaysians, positioning them as digital natives.

Research consistently identifies youth as avid and skilled users of social media across the globe (Lenhart, Anderson, & Smith, 2015; Mahadi, 2013; Raco, 2014). Social media offers diverse functionalities, including communication, socialisation, education, information seeking, entertainment, platform for sharing knowledge and creative content such as images, videos and written works (Mesch, 2009; Shewmaker, 2012).

As highlighted by Joo, Seok, and Nam (2020), the ability to discern credible information from misinformation is crucial for shaping individuals' attitudes, beliefs, and behaviours, ultimately influencing society at large. Educational initiatives that promote digital literacy are essential in equipping youth with the skills to navigate the complexities of online interactions, ensuring they consume content responsibly and contribute positively to the digital ecosystem (Eleni et al., 2023).

Sustainable communities

The promotion of local tourism through social media by youth plays a vital role in advancing SDG 11, which focuses on creating sustainable cities and communities. This study aligns with SDG 11 by demonstrating how youth-driven digital initiatives can enhance local visibility and foster socio-economic development in Sungai Petani. The strategic use of social media not only promotes cultural heritage and local attractions but also supports sustainable urban development by attracting tourism and fostering community engagement.

According to Eleni, Kilipiri, Papaioannou, and Kotzaivazoglou (2023), social media and influencer marketing are critical tools for promoting sustainable tourism destinations. Similarly, Joo, Seok, and Nam (2020) highlight the moderating effect of social media on sustainable rural tourism, emphasising its role in shaping tourist behaviour and encouraging sustainable practices.

RESEARCH METHODOLOGY

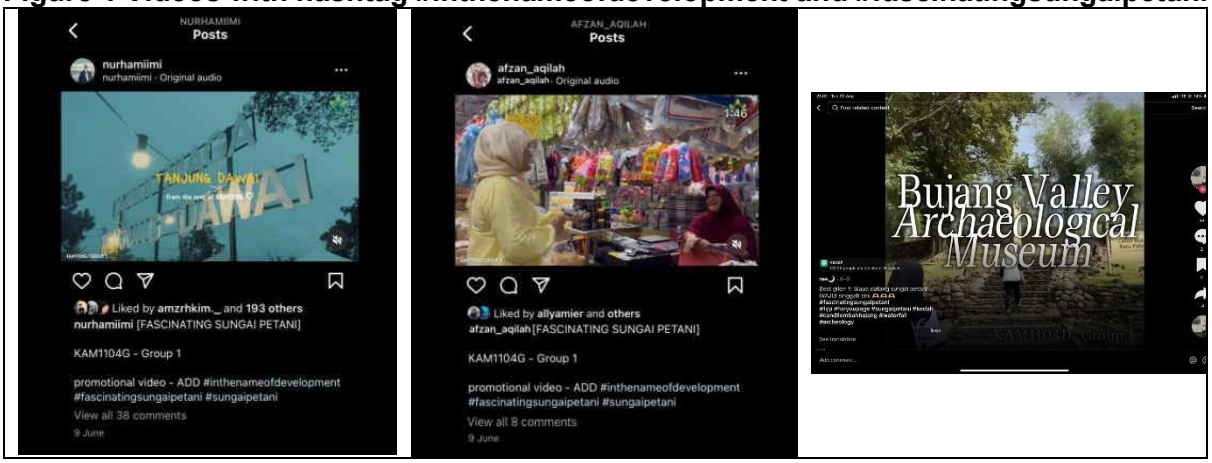
This study employed in-depth analysis on youth involvement and social media usage as a tool in promoting local tourism in Sungai Petani. The study specifically focuses on the participation of 240 students from the Development Administration course at UiTM Kedah Branch. The duration of the study was one month, starting from June 9, 2024, to July 9, 2024. Through the "Fascinating Sungai Petani" programme, these students were entrusted with using social media channels to engage a worldwide audience and draw potential tourists to Sungai Petani. Among the tasks were gathering visual materials that highlighted different facets of Sungai Petani, such as images and movies. After that, this content was shared on a number of well-known social media sites, including Facebook, Instagram, and TikTok. The important metrics like the quantity of views, likes, shares, and comments were monitored to gauge the success of their efforts. The objective was to evaluate social media's efficacy in advancing regional travel and to gauge the level of interaction sparked by the students' posts.

FINDINGS

Strategies Employed by Young Social Agents

The findings indicated that the usage of social media by young social agents, who were proficient in digital media, efficiently assists in promoting Sungai Petani's local attractions, events, and businesses (Figure 2). As content creators, these students determined two main areas for development in relation to Sungai Petani: (1) the Gunung Jerai – Lembah Bujang Eco-Archaeo Tourism Zone, which encompasses the Lembah Bujang/Sungai Batu Archaeological Site, Jerai Geopark, Kuala Muda Mangrove, and Tanjung Dawai – Pantai Merdeka Ecotourism, as well as adventure sports tourism; and (2) the Kuala Muda Biodiversity Zone.

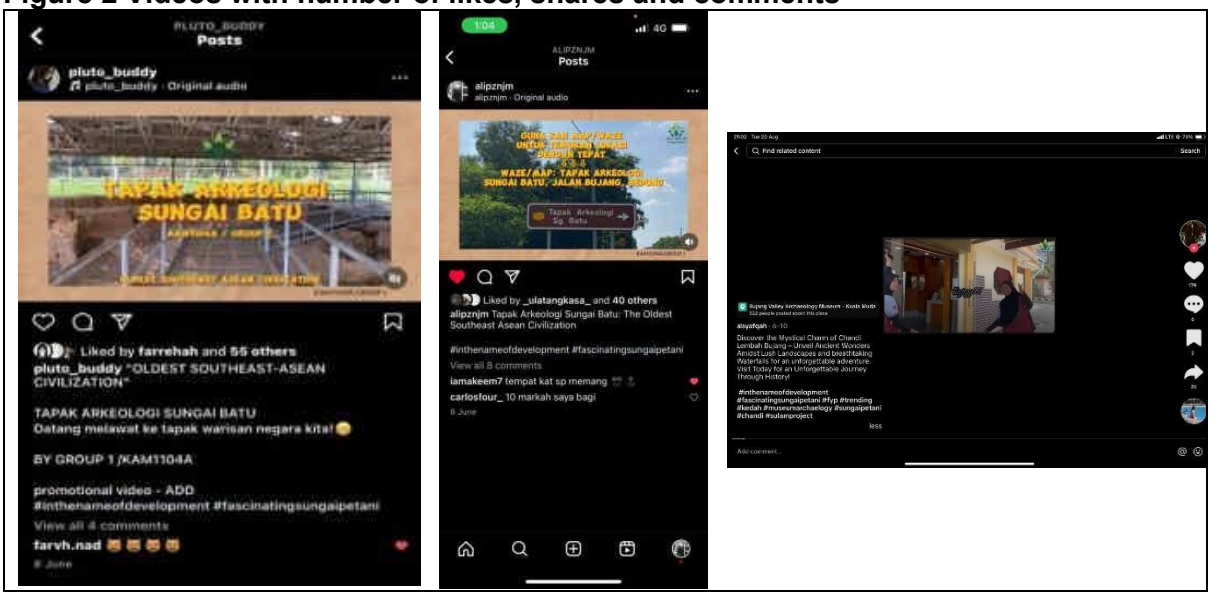
Figure 1 Videos with hashtag #inthenameofdevelopment and #fascinatingsungaipetani



The selected location was carefully highlighted, emphasizing its most interesting features. For example, the video on Jerai Geopark highlighted the site's scenic beauty and geological significance, while those on Lembah Bujang/Sungai Batu Archaeological Site highlighted its rich historical heritage. Furthermore, the students also provided practical information on how to access these locations and made the content even more user-friendly by using hashtags, a vital technique in digital marketing. The hashtags used were #inthenameofdevelopment and #fascinatingsungaipetani. This strategy applied was successfully effective in encouraging a feeling of community pride and involvement.

Effectiveness of Social Media Promotion

Figure 2 Videos with number of likes, shares and comments



A thorough examination of social media analytics, including likes, shares, comments, and follower engagement, proved the efficacy of social media promotion in the Fascinating Sungai Petani campaign. The study comprised 240 social media accounts, run by youths, who posted videos showcasing different Sungai Petani events and local landmarks (Figure 2).

Table 1 Summary of Engagement Metrics (Average Likes, Shares, Comments per Post)

No.	Content Type (areas for promotion)	Average Likes	Average Shares	Average Comments
1.	The Gunung Jerai – Lembah Bujang Eco-Archaeo Tourism Zone			
	Lembah Bujang/Sungai Batu Archaeological Site	65	18	32
	Jerai Geopark	54	47	47
	Kuala Muda Mangrove	52	51	39
	Tanjung Dawai	51	65	50
	Pantai Merdeka Ecotourism	40	60	62
2.	The Kuala Muda Biodiversity Zone.	60	40	45

As reflected in Table 1, each content type, including sites like Lembah Bujang, Jerai Geopark, and Pantai Merdeka, averaged around 50 engagements per post—balancing likes, shares, and comments. These consistent engagement metrics indicate that the campaign's content was well-received, with users showing a strong interest in the material. The strategic use of hashtags further increased visibility, allowing the content to reach beyond the immediate followers and engage a broader audience.

The feedback and comments provided valuable insights into public opinion, highlighting the effectiveness of visual storytelling in promoting local tourism. This positive response highlights the potential of social media as a powerful tool for community promotion, capable of driving socio-economic benefits through increased tourism when leveraged by young, tech-savvy individuals.

DISCUSSION

The approaches employed in the study by the young social agents are in line with the broader trends in digital tourism promotion. A potent element in destination marketing is visual storytelling, which entails the use of eye-catching photos and films. Eleni, Papaioannou, and Kotzaivazoglou (2023) assert that social media platforms like Instagram are important venues for the promotion of sustainable tourism destinations and for influencing consumer decisions about where to vacation. In the case of Sungai Petani, the students' concentration on emphasising historical details, accessible amenities, and forthcoming events not only gave prospective tourists useful information but also helped to preserve and promote the local heritage.

The smart use of hashtags for this promotion, such as #inthenameofdevelopment and #fascinatingsungaipetani, was seen as a successful strategy in students' contents to reach wider engagement. Content can be more easily found by a wider audience by using hashtags to categorise it. Alshehri (2024) points out that on Twitter (X), hashtags such as #Alula played a crucial role in forming a social graph that linked individuals with similar interests in travel, thereby raising the destination's awareness. Similar to this, the students of Sungai Petani promoted community pride and involvement by using hashtags with local themes. This in turn encouraged user-generated contents, which further helped to promote the place.

The effectiveness of social media as a promotional tool is well documented in the literature. According to Kamaluddin et al. (2023), youth destination brand awareness is greatly influenced by the quality of tourism-related content published on social media. The high levels of interaction in this study—shown by likes, shares, comments, and follower growth—indicate that Sungai Petani's social media promotion was effective in connecting with and appealing to the intended demographic. The average number of shares, likes, and comments per post is fifty, suggesting that viewers were not only drawn in but also encouraged to participate in the content. The finding is consistent with Silaban et al. (2022), which discovered that users' intention to visit destinations is greatly impacted by destination promotion on social media platforms, especially Instagram.

CONCLUSION

The "Fascinating Sungai Petani" programme's success serves as evidence of the youth's potential to act as social change agents and propel local development. Through the application of their creativity and digital literacy, these youth were able to support the cultural and economic life of their community.

Social media's enhanced exposure of Sungai Petani's tourist attractions facilitate the attraction process of potential tourists and thus could result in enhancing the socio-economic well-being of the area. Besides, the results of the study have wider ramifications for social media's function in sustainable tourism. Social media's role in promoting lesser-known travel locations, like Sungai Petani, will only increase as it develops further. This study adds to the body of knowledge by illuminating the critical role that young people with digital tools may play in determining the direction of local tourism and community development.

To sum up, the strategies utilized by youths in Sungai Petani, along with the influence of social media advertising, highlight the revolutionary possibilities of digital platforms for regional growth. Future research should explore the long-term impact of such inventiveness on tourism sustainability and community engagement and reproduce these strategies in other regions.

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e-Proceedings of International Symposium On Community Social Responsibility 2024(i-CSR2024)
Synergizing for Social Impact: Collaborative Communities Strategies

Empowering Communities Through Waste Management Education: A Case Study of Private Islamic Boarding School An-Nusyur In Sumenep Regency, Madura Island

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ABSTRACT

Effective waste management is essential for preserving environmental sustainability and protecting public health, especially in rural areas. This study examines the implementation and outcomes of a waste management educational program at Private Islamic Boarding School An-Nusyur in Sumenep Regency, Madura Island. The initiative seeks to tackle local waste management difficulties through education and the active involvement of the community. The curriculum encompasses waste segregation, the 4R waste principles (reduce, reuse, recycle, and replace), and the ecological consequences of inappropriate trash disposal. We have a total of 38 people enrolled in our program. The pre-test average was 69.29, while the post-test average was 87.71, showing an 18.42% increase. The results demonstrate substantial enhancements in participants' understanding of trash management. Heightened consciousness and engagement in sustainable practices were noted both inside the educational institution and in the neighboring community. The initiative fostered a culture of environmental responsibility, empowering children to champion sustainable waste practices. Collaborative endeavors with local government and environmental organizations improved the program's reach and efficacy. This program showcases the capacity of educational programs to assist communities in addressing waste management challenges. Private Islamic Boarding School An-Nusyur effectively addresses both immediate environmental concerns and long-term community development and environmental protection in Sumenep Regency by incorporating trash management education into the school curriculum. The findings suggest that other rural environments can replicate similar educational initiatives to foster sustainable waste management practices and foster community engagement. Efficient waste management is crucial for the preservation of the environment and the promotion of public health, particularly in rural regions. This study investigates the implementation and effects of a waste management teaching program at Private Islamic Boarding School An-Nusyur in Sumenep Regency, Madura Island.

Keywords: Health Education, Level of Knowledge, School, Waste Management

INTRODUCTION

Each year, over two billion tonnes of municipal solid waste (MSW) are produced worldwide. If this waste were packed into standard shipping containers and lined up end-to-end, it would circle the Earth's equator 25 times or cover a distance greater than a round trip to the moon (UNEP, 2024). World Bank also reported that the world produces yearly 2.01 billion tonnes of MSW, with at least 33% of it being improperly managed in terms of environmental safety. On average, every person generates 0.74 kg of waste daily, although this figure varies significantly from 0.11 to 4.54 kg (Kaza et al., 2018). Globally, it can be estimated that in 2050, there will be 3.40 billion tonnes of waste. East Asia and Pacific region are the most producing waste countries in the world with the contribution around 23% or 468 million of tonnes per years (Kaza et al., 2018; UNEP, 2024).

Indonesia as one of the most populated countries in Asia generates around 194,002 tonnes of waste per day in a total area of 1,910,931 km^2 (Aprilia, 2021). According to Ministry of Environment Republic of Indonesia, by 2023 the total waste generation in Indonesia reached 27,905,953,81 tonnes per year (KLHK, 2023). The phenomenon of urbanization and population growth has increased the volume of waste, posing a significant concern for the government. However, solid waste (SMW) management has not been a primary concern for most local governments in Indonesia. The majority of individuals believe that regular rubbish collection from their homes resolves the problem. Solid waste in Indonesia is mostly collected in open dumping without any treatment. Other than that, most of the people will burn their waste. Open dumping and burning of waste contribute to air, water, and soil pollution, which can cause respiratory issues, waterborne diseases, and other health problems (Al-Delaimy et al., 2014; Mataloni et al., 2016; Rizvi et al., 2014; Siddiqua et al., 2022; Singh et al., 2021; SMI, 2018). Landfills are the primary contributor of methane, a greenhouse gas that is accountable for approximately 20% of the current escalation in global warming (Siddiqua et al., 2022). Additionally, landfills are a significant contributor of carbon dioxide gas, which, along with methane, are both classified as 'greenhouse gases' (SMI, 2018). The trash industry account for approximately 11.4% of Indonesia's overall greenhouse gas emissions (SMI, 2018). The emissions of gases such as NO_2 and SO_2 from landfills have detrimental impacts on both the environment and human health. Exposure to these gases may cause irritation in the throat and nose, potentially leading to the development of asthma (Astuti et al., 2021; Cucchiella et al., 2017; Mallongi et al., 2021; A. U. Rauf et al., 2020; M. A. Rauf et al., 2002). Various factors, including the amount of garbage, the duration of operation, and meteorological conditions influence the emission of landfill by-products.

Sumenep Regency, like many others in Indonesia, confronts substantial waste management difficulties. In 2023, this regency generated 114,116.66 tonnes of rubbish each year, with each individual in Sumenep Regency producing 367.44 tonnes of waste (KLHK, 2023). Inadequate infrastructure, low public knowledge, and a lack of systematic trash sorting methods all contribute to environmental deterioration and public health risks. Rural areas, such as Sumenep Regency, have additional obstacles due to a lack of resources and educational opportunities. To solve these concerns, a complete solution must be developed that includes education, community engagement, and the installation of sustainable waste management systems.

Health education programs known able to significantly increase community awareness and participation in waste management activities (Varela-Candamio et al., 2018). Moreover, environmental education should be applied at school in order to raise attitude and practice on implementing waste management (Dalu et al., 2020; Debrah et al., 2021). This health education aims to increase ability of the community, especially students and teachers, to manage the waste in Madura Island. Health education held at Pondok Pesantren An-Nusyur, a private Islamic boarding school located in Sumenep Regency on Madura Island. The community was educated about the types of waste, waste disposal sites, organic waste management, anorganic waste management, 4R (reduce, reuse, recycle) waste, prevention of environmental pollution. The health education is part of the community development program with the title of ECOHAP: Enhancing Coastal Health Through Ecological Approach

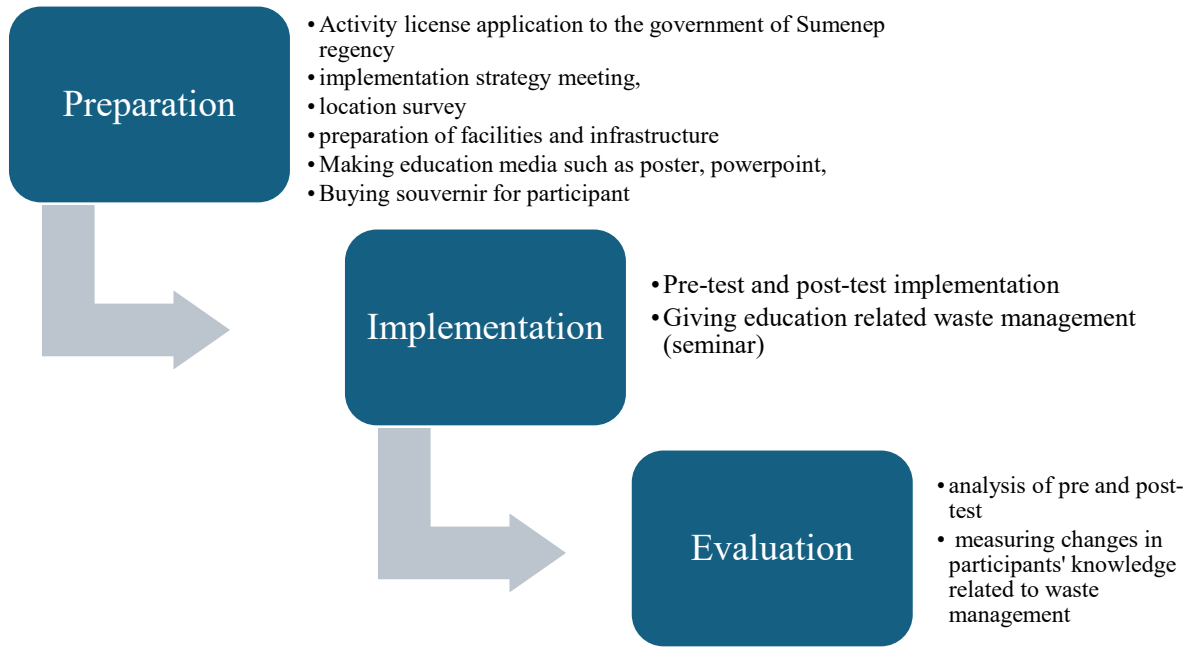
in collaboration between Faculty of Public Health Universitas Airlangga, University Teknologi Mara, Universiti Sains Malaysia, Universiti Malaysia Terengganu, Islamic International University Malaysia, and Universiti Tunku Abduh Rahman Malaysia. The curriculum has instilled a sense of environmental responsibility in students and lecturers, who are now advocates for sustainable practices. The program has also helped the greater community by raising awareness and engagement in trash management activities, resulting in cleaner, healthier settings.

METHODS

Health education program was held in Islamic boarding school An-Nusyur in Aeng Panas village, Sumenep Regency, Madura Island. This program was conducted during ECOHAP program which is collaborated with University Teknologi Mara, Universiti Sains Malaysia, Universiti Malaysia Terengganu, Islamic International University Malaysia, and Universiti Tunku Abduh Rahman Malaysia. The time of implementation of community service was held on February 20-24, 2024. The method of implementing Community Service includes Preparation, Implementation and Evaluation (Figure 1).

We created educational material, such as posters focusing on waste management, during the initial planning phase of this community service project. Subsequently, we also organized pre- and post-tests, along with souvenirs for the participants. During the preparatory stage, we have been collaborating with several stakeholders, including the head of Aeng Panas village and the administration of Sumenep Regency. We have conducted coordination meetings, examined the place, and made arrangements for the necessary facilities and infrastructure for this community service project. Prior to the lecture and student presentation on waste management, participants are required to complete a pre-test form during the implementation stage. After collecting the pre-test, the lecturers and students delivered a presentation on waste management to the participants, along with an educational poster on the same topic. Subsequently, the participants are required to complete the post-test form. In the final stage, we evaluated our program to measure the difference in participants' level of knowledge before and after health education program.

Figure 1 Flowchart of Community Service Implementation at An-Nusyur Islamic Boarding School



Source: Primary Data

RESULT AND DISCUSSION

Community service activities at An-Nusyur Islamic Boarding School include 3 stages, namely:

Preparation Stage

The initial phase of this community service initiative involves creating teaching materials, specifically PowerPoint presentations and posters, focused on household waste management. Additionally, during this phase of preparation, the community service team is also coordinating with lecturer and student from UNAIR, UiTM, UMT, IIUM, and USM to conduct community service activities at Pondok An-Nusyur, Aengpanas Village, Pragaan District, Sumenep Regency. There are 38 participants in our program. Other than, giving a lecture using powerpoint slides, we also created educational poster related waste management (Figure 2).

Figure 2 Educational Poster of Waste Management



Source: Primary Data

Implementation Stage

There are two main activities in this stages:

- Household Waste Management Education
  During the education implementation phase, we used educational poster as media to educate communities. The target audience for the counseling sessions is the community

residing in Pondok An-Nusyur, Aengpanas Village, Pragaan District, Sumenep Regency. The educational activities consist of a series of events, including : 1) the distribution of a pre-test form to participants. The purpose of this pre-test is to assess the participants' level of knowledge on household trash management prior to receiving a lecture from the team. There are four presenter, including Dr. Lilis Sulistyorini, Ir., M.Kes. Prof. H.J Mukono MS.,MPH Novi Dian Arfiani, S.KM., M.KL dan Dr. Ratna Dwi Puji Astuti S,KM. The total participants are 38 persons. 2) discussion session. The participants allow to ask to presenters about the household waste management. There is a quiz session which the presenters team will ask the question and the participants will answer the question. If the answer is right, they will get the souvenir, 3) Following the discussion and quiz session, it is necessary for the participants to complete the post-test form. We use pre-tests and post-tests to evaluate the participants' knowledge, as individuals acquire information after observing specific items. Figures 3 and 4 provide documentation of the education implementation process.

Figure 3 Discussion and Quiz Session During Health Education Program at An-Nusyur Islamic Boarding School



Source: Primary Data

Figure 4 Group Photo Session After Health Education Program at An-Nusyur Islamic Boarding School



Source: Primary Data

- Planting family medicinal plants (TOGA) with the community
  Family Medicinal Plants (TOGA) or live pharmacy is a type of selected medicinal plants used for first aid. TOGA is also known as light medicines to treat several kinds of diseases, such as fever and cough. TOGA is one of the plants that can be used as a learning media to recognize various kinds of medicinal plants. TOGA education can be a source of educational learning in character building and the principle of independence in family medicine efforts. Parts of the plant that can be used as medicine are the leaves, bark, fruit, seeds, and roots. In general, TOGA is used as a fitness drink, a potion for mild health problems, and to maintain health, and improve nutrition. Benefits of TOGA including:
  1) Health aspects: TOGA as traditional medicine is widely used in disease prevention efforts, TOGA has benefits in reducing morbidity and mortality, increase family nutritional status
  2) Environmental aspects: preserving biodiversity, The planting of medicinal plants is closely related to reforestation. Medicinal plants that are planted and arranged properly can provide beauty to the environment.
  3) Economic aspects: TOGA can be used as a commodity that is traded so as to increase income.
  4) Socio-cultural aspects: Planting TOGA is an effort to preserve ancestral culture

Planting TOGA was conducted by UNAIR team, UiTM team, and USM team. Figure 5. Presented the process of planting TOGA.

Figure 5 Planting Medicinal Plants at An-Nusyur Islamic Boarding School, Aeng Panas Village, Sumenep Regency, Indonesia.



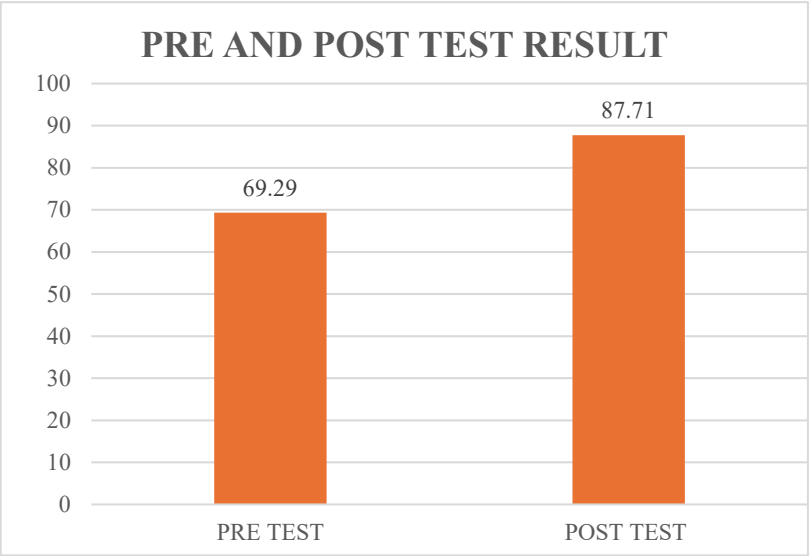
Source: Primary Data

Evaluation Stage

We conduct assessments throughout the educational process to evaluate the changes in participants' knowledge prior to and during the program. Based on our assessment, the participants' level of knowledge increased after completing our program. The average result before the test was 69.29, whereas the average value after the test was 87.71, indicating an

increase of 18.42% (as shown in Figure 6). Based on this result, we can conclude that our program was succeed because it can increase the knowledge of participants related waste management process.

Figure 6 Mean Value of Pre-Test and Post-Test of Participant at An-Nusyur Islamic Boarding School



Source: Primary Data

The Pondok An-Nusyur Islamic Boarding School's community service programs are organized and focused on enhancing domestic waste management techniques. The study's findings demonstrate the value of a cooperative learning environment that integrates planning, implementation, and evaluation for the benefit of facilitators and participants alike. The involvement of multiple universities not only enriches the content of environment education, but also brings diverse perspectives on environmental sustainability practices from different regions. The structured process ensured active engagement from the participants, as they were encouraged to ask questions and participate in quizzes. Community's active participation is the key that determined the sustainability of a program (Qomariyah & Hamid, 2023).

A critical observation from this stage is the role of pre-tests and post-tests, which were used to assess the knowledge acquisition of the participants. This method helps measure the immediate impact of the educational sessions, allowing the service team to quantitatively assess knowledge improvements. Meanwhile, at the end of the session, the community and the experts also participated in TOGA plantation activities to enhance the community's knowledge and practice of preserving the biodiversity of medicinal plants. A study found that building self-initiatives through informal education, such as campaigns and community actions focused on environmental awareness and good habits, significantly improves behavior toward environment protection (Brotosusilo et al., 2022).

CONCLUSION

Community service in Pondok Pesantren An-Nusyur, located in the Pragaan District of Sumenep Regency, is dedicated to enhancing understanding of waste management and implementing the 4R principle (Reduce, Reuse, Recycle, Replace) at the household level. This activity offers multiple advantages, specifically fostering comprehension of the 4R concept, enhancing community consciousness in minimizing household waste production, augmenting participants' understanding of identifying, categorizing, and diminishing organic and non-organic waste, and expanding knowledge in waste management. Our program can increase the level of communities' knowledge from 69.29 to 87.71.

Recommendations for the community surrounding the An-Nusyur Islamic boarding school include consistently upholding environmental hygiene and actively engaging in

educational activities that are highly beneficial for enhancing knowledge. Additionally, community service implementers should consistently cultivate empathy towards the subjects of their work. It is important to consistently uphold effective contact with individuals who have directly or indirectly contributed to the execution of community service.

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Enhancing School Communities via Program 'Dr to Be' and 'Scientist to Be': A Case Study of a Private Islamic Tahfiz School in Penang, in Collaboration with Universiti Teknologi MARA, Universitas Airlangga and Universitas Muhamadiyah Malang, Indonesia

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ABSTRACT

This study explores the implementation and impact of the "Dr to Be" and "Scientist to Be" programs at a private Islamic tahfiz school in Penang, Malaysia. In collaboration with Universitas Airlangga (UNAIR) and Universitas Muhamdiyah Malang(UMM) in Indonesia, these programs aim to inspire and educate students about careers in medicine and science starting from primary to secondary school. Through a series of structured activities including talks, hands-on medical workshops, shadowing opportunities, and mentorship initiatives between University students and school students. The programs seek to engage students in practical learning experiences. The case study examines the strategies employed to integrate these programs into the school curriculum, highlighting the involvement of external experts and educators from Universitas Airlangga and Universiti Teknologi MARA(UiTM). It explores the outcomes of these initiatives, including increased student interest in pursuing careers in medicine and science, enhanced educational outcomes, and strengthened community partnerships between the school and the university. By fostering a supportive learning environment and providing exposure to real-world applications of medical and scientific principles, the programs aim to empower school communities, equip students with essential skills, and cultivate a passion for lifelong learning and professional development in the fields of medicine and science.

Keywords: Dr to be, Scientist to be, school, community, knowledge

INTRODUCTION

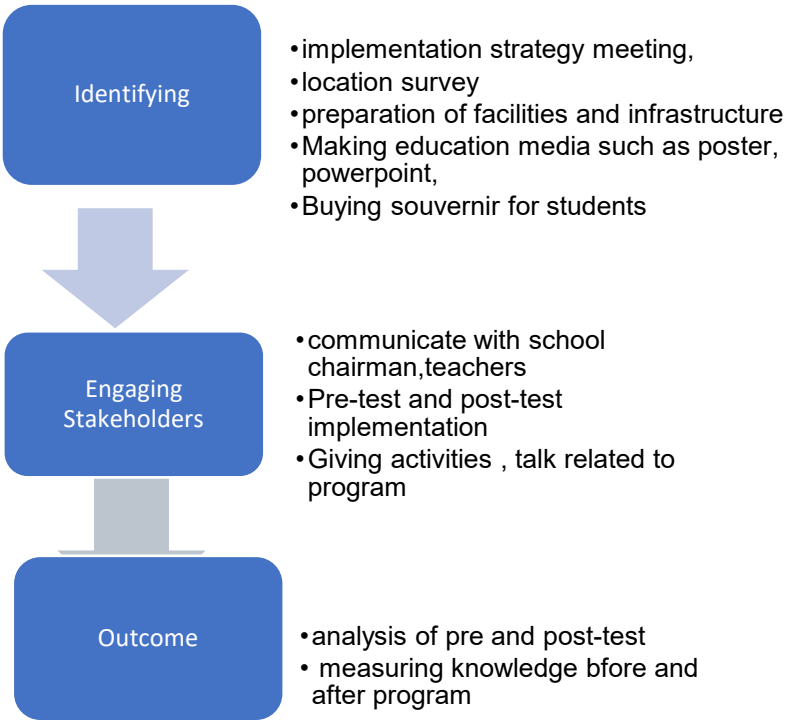
Introducing science and technology early in primary school is essential to develop skills through the integration of STEM (Science, Technology, Engineering, and Mathematics). From Year One, all students begin learning science and mathematics, but it is our responsibility to engage them and nurture a passion for these subjects. These disciplines are vital for the future generation and their roles in shaping the future. Both Malaysia and the global community, aiming to lead in the scientific and technological race, place great importance on science and mathematics education. The objective is to understand how educators at these institutions are effectively fostering and advancing skills among their students and educators (Stehle & Peters-Burton, 2019). An important aspect of Corporate Social Responsibility (CSR) involves collaboration between universities, industries, and schools, as schools play a crucial role in shaping future generations. A science-related program that could be implemented in schools is a partnership between corporations and schools to enhance science education. This initiative aims to improve science education and foster interest in STEM (Science, Technology, Engineering, Mathematics) among students through social support and community service activities. These initiatives not only benefit the community by addressing local challenges and promoting scientific awareness but also enhance students' scientific skills, critical thinking abilities, and enthusiasm for STEM disciplines. They help build a scientifically literate and engaged community that values evidence-based decision-making and innovation. Additionally, they provide students with opportunities to apply their academic knowledge and skills in real-world contexts. This hands-on experience enriches their learning, promotes critical thinking, and deepens their understanding of societal issues through community involvement. Programs like "Dr. to Be" and "Scientist to Be" engage school students, allowing universities to showcase the richness and relevance of higher education opportunities, and encouraging students to explore higher education as a pathway to their future aspirations. This program is continuously supported through an international collaboration between Indonesia's Universitas Airlangga Public Health, Universitas Muhammadiyah Malang, and the Faculty of Health Science at Universiti Teknologi MARA, Pulau Pinang, Kampus Bertam.

METHOD

On 7 Mei 2024, the Faculty of Health Sciences, UiTM at Bertam Campus arranged a visit to the Thafiz Private School Centre At Kepala Batas. This is a collaborative effort including UiTM, Universitas Airlangga (UNAIR), and University Muhamadiyah Malang (UMM) in Indonesia, with participation from an international community. The program was attended by a total of 10 lecturers from UiTM, 22 participants from UNAIR including lectures and postgraduate students, 15 clinical instructors, 9 students from UMM, and 80 students from UiTM. Prof. Assoc. Ts. Dr. Wan Ismahanisa Ismail has been appointed as the head of the program in this community service program. The program also includes the chairman of Private Tahfiz School Associate Professor Ir Dr Zakaria and all teachers from secondary and primary school. The "Dr to Be and Scientist to Be" program was held in a Private Islamic Tahfiz school in Kepala Batas, Penang, Malaysia. This program involves 403 students from Tahfiz Private School. The method of implementing Community Service includes Preparation, Implementation, and Evaluation (Figure 1).

We created educational material, such as posters focusing on science activities related to medical-related activities, during the initial planning phase of this community service project. Subsequently, we also organized pre-and post-tests, along with souvenirs for the participants. During the preparatory stage, we have been collaborating with several stakeholders, including the chairman and teachers of the Private Tahfiz School. We have conducted coordination meetings, examined the place, and planned for the necessary facilities and infrastructure for this community service project. Prior to the lecture and student presentation give health education to the students on Thalassemia, how to brush a tooth, food hygiene, and how to prevent parasitic infection from animals. The respondents can enhance their cognitive and physical abilities by confronting diverse circumstances that will test their problem-solving skills and are required to complete a pre-test form during the implementation stage.

Figure 1 Flowchart Activities "Dr To Be And Scientist To Be"



RESULT AND DISCUSSION

International community services in Tahfiz Private School involved Primary school and secondary school students. It involves students from age ten to seventeen years old. The program "Dr to Be and Scientist to Be" involved three phases.

Phase 1: Identifying

To identify the goals and outcomes to be achieved, we are laying the groundwork with teaching materials and determining how the program can address the needs of school students interested in sciences and aspiring to become doctors. Additionally, during this preparation phase, the community service team is coordinating with lecturers and students from UNAIR, UiTM, and UMM to conduct community service activities at Tahfiz Private School. Our program includes 403 school student participants. The specific teaching materials being prepared for the program include interactive science kits with hands-on and guest lectures and workshop sessions led by experts from UNAIR, UiTM, and UMM to provide insights into scientific careers and real-world applications. This allows students to conduct experiments and explore scientific concepts. These community service projects were plans and materials for activities that involve students in real-world problem-solving and community engagement. These materials were designed to engage students, foster a love for science, and provide them with the skills and knowledge needed for future success in STEM fields.

Phase 2: Engaging Stakeholders

Engaging stakeholders is crucial to ensure the activities are realized and to gain support and approval from the school. Once approval is obtained, the program design includes logistics, activities, and scheduling. This step is important to ensure all necessary materials, funding, and support from the universities are secured. The final phase involves the implementation of the program. Pre- and post-activity questionnaires are given to the school students to assess the impact. The activities begin with educational talks delivered by postgraduate students from

UNAIR and lecturers from the Faculty of Health Science, UiTM. The educational talks begin with a nursing lecture on Basic Emergency Response to save lives. Learning these skills in school is crucial as it equips students with the ability to potentially save lives in critical situations. Teaching basic emergency response skills not only prepares students for unforeseen emergencies but also instills values of compassion, responsibility, and preparedness, benefiting both individuals and communities. For example, learning how to respond to choking incidents is vital, as choking is the fourth leading cause of unintentional injury deaths (Tse et al., 2024).

A previous study by Wafik & Tork (2014) has shown that preparatory school children can effectively improve their knowledge and practice of emergency response skills. This activity empowers students by enhancing their knowledge of emergency response, enabling them to act confidently in critical situations. It also fosters a sense of responsibility and readiness to help others in emergencies, encouraging students to save lives and contribute positively to their communities. The discussion continues on the risk of diseases from pets, emphasizing the importance of raising awareness about zoonotic diseases—those that can be transmitted from animals to humans. This is crucial for helping students understand the significance of preventive measures. The relevance of these diseases is growing due to increased interactions between humans and animal habitats. Prompt diagnosis and treatment are essential to avoid the high morbidity and mortality associated with these diseases (Wafik & Tork, 2014). This knowledge raises awareness and fosters responsibility among pet owners for regular veterinary care and proper pet hygiene. Students learn how diseases spread from animals to humans and the importance of preventive measures. These measures include practicing good hygiene, avoiding contact with wild or sick animals, and vaccinating pets and livestock. Additionally, students learn the importance of early detection of zoonotic diseases. Recognizing symptoms and seeking medical attention promptly can prevent further transmission and improve treatment outcomes. Increasing awareness of zoonotic diseases enhances public health, promotes sustainable practices, supports global health efforts, and empowers individuals to protect themselves and their communities from potentially devastating health threats.

The final topic of the health education talks focuses on Clean and Healthy Living behaviors. This is crucial for improving overall health, reducing the likelihood of illness, boosting learning enthusiasm, and decreasing absenteeism due to sickness. Educating students about hygiene practices, such as handwashing, proper sanitation, and personal hygiene habits, helps prevent the spread of infectious diseases like colds, flu, and gastrointestinal illnesses. The sharing also teaches students about healthy living behaviors such as balanced nutrition, regular exercise, and adequate sleep to promote overall physical health. These habits can reduce the risk of obesity, diabetes, heart disease, and other chronic conditions. Clean and healthy living behaviors also contribute to improved mental health. Adequate sleep, regular exercise, and a nutritious diet are known to support cognitive function, emotional resilience, and overall well-being. Schools play a pivotal role in promoting these behaviors within the broader community. When students learn these habits, they often share their knowledge and practices with their families and communities, creating a ripple effect of positive health outcomes (Tamanal & Kim, 2020; Wang et al., 2009).

The educational talks with sharing sessions are important to introduce students to various career paths in science and medicine and help them make decisions about their future and improve their health. This also provides role models from university students to school students. This provides opportunities for students to interact with professionals in the field that offer inspiration. Moreover, this activity raises awareness about health, wellness, and disease prevention, promoting healthier lifestyle choices. The health educational talk enriches students' learning experiences and inspires a new generation of scientists and healthcare professionals. Creating awareness among school students about clean and healthy living behaviors is essential for promoting physical and mental health, developing lifelong habits, enhancing academic performance, and fostering a sense of responsibility towards oneself and others. These efforts contribute to building healthier, more resilient communities both now and in the future.

Figure 2 Health Education to Private Islamic Tahfiz School



The activities continue with exposing the school students to science related to the medical area. This offers numerous activities including enhancing understanding through hands-on learning experiences that deepen understanding of scientific and medical practices. These activities give inspiration to the students that spark interest in STEM careers, potentially inspiring future scientists, doctors, and healthcare professionals. This activity teaches practical laboratory skills such as using a microscope, and medical devices and following safety protocols. Hands-on labs allow students to actively engage with concepts and principles taught in theoretical lessons. This hands-on experience helps reinforce understanding and retention of knowledge (Iyamuremye et al., 2023). This activity provides opportunities for students to apply theoretical knowledge in real-world contexts. This application bridges the gap between theory and practice, enhancing understanding of scientific concepts. The students are exposed to the real-world application of knowledge and learning more relevant and engaging with the students. The lab activities create teamwork by lab activities require students to work in teams, promoting collaboration, communication, and interpersonal skills. Students learn to share responsibilities, brainstorm ideas, and solve problems collectively. Overall, hands-on lab activities play a crucial role in science education by promoting active learning, skill development, critical thinking, and preparation for future academic and career pursuits. They enrich the learning experience, make science more accessible and enjoyable, and empower students to become informed, scientifically literate individuals. The activities of students' well-being could reduce the prevalence of measurable unhealthy outcomes and improve their academic achievements(Pulimeno et al., 2020).

Figure 3 Discussion between University students and Secondary school students



Figure 4 Group photo session after education program Scientist to Be and Dr to Be



Phase 3: Outcome

Then the last is the outcome or implementation of the program. Pre and post-questionnaires were given to the school students before and after activities. The evaluation is conducted before and after the program. This is to evaluate the changes before and after the program. Based on the assessment of the participants the knowledge and interest in science and medicine increase after the program. The average results were 91.2% compared to 71.0%. This shows the successful and increased knowledge of students of the program Scientist to Be and Dr to Be. These outcomes demonstrate the broad impact that a well-implemented health and well-being program can have on students, their families, and the school community as a whole. By prioritizing the physical, mental, and emotional health of young people, schools can contribute significantly to their overall development and future success.

Engagement between university students provides numerous benefits, including serving as role models. They can act as relatable figures for their generation, demonstrating to school students the possibilities that higher education offers. These activities can inspire school students to aim for higher education and take their studies seriously. Schools are an ideal setting to promote health and well-being among young people due to their structured environment, which can include dedicated time for physical activity, nutritious meals, and mental health breaks. Educational and awareness activities in schools are vital for teaching students about health-related topics such as nutrition, exercise, mental health, and substance abuse prevention. This knowledge empowers young people to make informed decisions about their health and can also provide them with insights into potential future careers. The schools can provide opportunities for social interaction, collaboration, and emotional support through friendships, peer networks, and mentoring relationships with teachers. Positive social connections contribute significantly to overall well-being and good exposure to university when having early exposure with university members including lecturers and students. In the 21st century, young people face several health challenges. These activities are one of the gear up to and essential for children's global growth and a key factor in improving young people's health(UNSDG | TOGETHER POSSIBLE: Gearing Up For The 2030 Agenda, 2019.) Implementing standardized and widely accepted strategies for health education in schools, and determining the responsible parties and timing, remains a persistent challenge. While the basics of health literacy are vital for all educational environments, effectively integrating these principles into various existing systems is crucial for successful health education among children and young adults. Continuous engagement between universities and schools (Allen et al., 2017; Auld et al., 2020) is necessary to raise students' awareness, interest, and knowledge. Integrating these health principles effectively into diverse educational systems is essential for successful health education among children and young adults.

CONCLUSION

In conclusion, enhancing a school-community program between schools and universities can bring about numerous benefits for both institutions and expose the student's career readiness through university partnerships and preparing them for higher education and future careers in various fields. The long-term impact of university and school partnerships can expose students to career pathways and academic opportunities they may not have otherwise considered, preparing them for higher education and future careers in various fields. This activity enhances school-community programs between schools and universities that create a mutually beneficial ecosystem that supports educational achievement, professional growth, community engagement, and innovation in education. These partnerships play a crucial role in shaping a vibrant and supportive educational environment that prepares students for success in a rapidly changing world for the future. Programs like "Dr. to Be" and "Scientist to Be" inspire students to pursue higher education and careers in science and technology.

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Collaborative International Orphanage Community Project: APartnership between UiTM and University Muhamadiyah Malang (UMM), Indonesia

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ABSTRACT
In Malaysia, institutions providing care and support for orphans and needy children are commonly known as "children's homes" or "shelters." These facilities offer assistance and support to children who are orphans, have been abandoned, or come from disadvantaged circumstances. The initiative aims to provide orphans assistance, education, and community service. It is also designed to allow students to acquire practical skills and develop affectionate relationships with orphans while raising their consciousness. Furthermore, this can facilitate students in acquiring novel knowledge through exposure to the external environment. Kids can enhance their cognitive and physical abilities by encountering diverse circumstances that test their problem-solving skills. This program involves implementing many activities in collaboration with orphaned children, including group health and mental education programs, birthday celebrations with the orphans, and joint burger preparation activities. The health education provided by the two institutions aims to acquaint orphans with the principles of maintaining a healthy lifestyle, encompassing aspects such as personal hygiene and the importance of a well-balanced diet. The lectures are tailored to suit the youngsters' specific needs and comprehension levels, ensuring they can easily apply the knowledge gained in their everyday lives. UITM and UMM aim to enhance the community's knowledge and health and foster mutually advantageous collaborations. This collaboration would serve as a model for other universities to contribute to the promotion of community well-being actively. This activity aims to catalyze the establishment of a transnational collaboration network to advance social development and community health. The partnership between the Faculty of Health Sciences, UiTM, and UMM is anticipated to motivate other educational institutions to implement community service initiatives that provide favorable outcomes.
Keywords: Orphans, International community projects, health education

BACKGROUND
Orphanage organizations serve an important function in society by offering essential care, shelter, and emotional support to children who are without parental care, whether due toloss or abandonment. These institutions aim to provide a safe environment for children, helping them develop physically, emotionally, and socially. Beyond addressing immediate needs such as food, clothing, and housing, orphanages often focus on education andpsychological care, enabling children to integrate into society successfully. Studies indicate that orphanages provide a sense of stability for children, which is critical for their development,

particularly in societies where family-based care might not be available (Wolff & Fesseha, 1999). However, experts recommend a shift toward community-based family care where possible, to promote healthier long-term outcomes (Browne, 2009). In this case study, the Az-Zahra orphanage organization is selected as our community project, it started operating in January 2023. The Az Zahra orphanage organization provides protection and education for orphans free of charge, whose address is no 33, Persiaran BLM 4, Bandar Laguna Merbok, Sungai Petani, Kedah. The orphanage's founder, Puan Zaharah, welcomes the arrival of the UiTM and UMM people to make the orphanage livelier here.

A total of 28 sons live in this house. Most of them do not have a father, and a few,do not have a mother and a father. They are also from low-income families. To help these children finish their schooling, Puan Zaharah, as the owner of this orphanage, opened the Az-Zahrah Orphanage Organization to manage the schooling of the children here until they can work. The organization of the Az-Zahra Orphanage depends entirely on donations, zakat, and donations from the public. Donations received to cover all costs, significant ones such as house rent, utility bills, and supporting the children's schooling here. However, the donations received are still insufficient to cover the cost of other uses such as house and vehicle maintenance. The organization is only able to do maintenance little by little. Vehicle maintenance costs are also paid in installments. If repairs are not made, the movement of children here will be affected.

INTRODUCTION

Orphanage organizations play a crucial role in society by providing care, shelter, and support to children who have lost their parents or have been abandoned. These organizationsoffer a safe environment where children can grow, learn, and develop emotionally and physically. By addressing the basic needs of these children, orphanages help preventhomelessness and exploitation, and they contribute to the well-being and future success of vulnerable children. Additionally, orphanages often provide educational opportunities, healthcare, and emotional support, which are essential for the holistic development of a child.Orphanages provide a secure environment where children can live without fear of harm. Thisstability is crucial for their mental and physical health. Many orphanages offer educational programs or facilitate access to local schools, ensuring that children receive the education necessary for personal and professional development. Orphanages typically provide regular health check-ups, vaccinations, and nutritious meals, which are vital for the growth and well- being of children.

PURPOSE / OBJECTIVES

1. To establish and strengthen the cooperative relationship between UiTM Penang Branch, Bertam Campus, and Universitas Muhammadiyah Malang through the signed MoU.
2. To achieve the KPI of UiTM Penang Branch, Bertam Campus for international community services.
3. To find out the level of knowledge of orphanage residents related to health.

Program Impact

1. Achieve PI084 strategic planning of UiTM 2022 (number of internationalization activities because of the Memorandum of Understanding for the current year- joint conference)
2. MyRA (internationalization activities resulting from the Memorandum of Understanding)
3. Bring the name of Universiti Teknologi MARA to be better known at the global level when it reaches the year 2025 ('Strategic Plan UiTM GRU2025')
4. PI023 (Number of collaborations with agencies, industry, NGOs, HEIs (local and international).

PROBLEM STATEMENT

Accordingly, the nations with the most significant percentages of orphans are also themost underdeveloped and economically impoverished (Thielman et al., 2012). These nationsdo not meet the social, educational, and medical needs of orphans, including proper housing, schooling, sustenance, and emotional support. According to Sameena et al. (2016), a significant number of children residing in orphanages experience frequent neglect, abuse, and terror, making them one of the most susceptible groups of children in society. The orphans will suffer from a multitude of detrimental consequences because of this scenario, including painful bereavement, impaired cognitive and emotional development, and denial of access toschooling (Whetten et al., 2009). The orphans in Malaysia have gotten a lot of attention. Thissituation will lead to numerous adverse effects on the orphans, for example, traumatic grief, compromised cognitive and emotional development and denied access to education (Whettenet al., 2009). In the Malaysian context, orphans have received significant attention from the government, Non-Governmental Organizations (NGOs), and private agencies, where they areprovided with certain assistance and training. The Malaysian government has implemented policies to improve the welfare of orphans and vulnerable children. These policies focus on providing access to education, healthcare, and social services. The government also monitorsorphanages and childcare institutions to ensure they meet certain care standards. Malaysia has laws in place to protect children's rights, including orphans. The Child Act 2001 provides a legal framework for protecting, caring, and rehabilitating children in need, including those without parental care. This legal protection is crucial in safeguarding the rights of orphans andensuring they are not exploited or neglected.

LITERATURE REVIEW

The number of children admitted to orphanages can vary significantly based on the country and region. According to UNICEF, there are an estimated 140 million orphans worldwide. This includes children who have lost one or both parents. However, not all these children live in orphanages; many are cared for by extended family members. In many developing countries, economic hardship, HIV/AIDS, and conflicts are major contributing factors to the number of children in orphanages. In the United States, there are around 443,000 children in the foster care system, with many awaiting adoption. The number of children in institutional care (orphanages) is significantly lower due to a preference for family-based care systems. An orphan is a child under the age of eighteen who has lost one or bothparents to any cause of death, according to the United Nations Children's Fund (UNICEF) anditsinternational partners. According to Govender et al. (2014) and Cheng (2003), there are two categories of orphans: (i) real orphans, which are children who are both children whose parents are still alive but who are not living with them because of poverty, desertion, or incarceration; and (ii) form orphans, which refers to children whose parents have died away or have been gone for more than four years.

In Malaysia, orphanages and child welfare institutions are often referred to as "children's homes" or "shelters." These facilities cater to orphans, abandoned children, and those from underprivileged backgrounds. The exact number of orphans in Malaysia is not consistently documented, but various reports estimate that there are thousands of children ininstitutional care. Factors contributing to the number of orphans include abandonment, poverty, abuse, neglect, and parental death. Orphanages in Malaysia are operated by government bodies, non-governmental organizations (NGOs), and religious organizations. Government-run institutions include Rumah Kanak-Kanak (Children's Homes) managed by the Social Welfare Department (Jabatan Kebajikan Masyarakat - JKM). Some reports indicate that children in orphanages face challenges such as lack of personal attention, limited educational opportunities, and psychological issues. Efforts are being made to improve the quality of care and promote family-based care options such as fostering and adoption. UNICEF Malaysia provides data and reports on children in need of care and protection, including those in institutional care (UNICEF Malaysia, "Children Without Parental Care in Malaysia).

The establishment of orphanages in Malaysia dates to the colonial era, with early initiatives primarily driven by religious organizations and missionaries. Over time, the

Malaysian government and non-governmental organizations (NGOs) have taken a more active role in providing for the needs of orphans and vulnerable children. According to the Department of Social Welfare Malaysia, there are numerous registered orphanages, each striving to offer comprehensive care to children in need. Orphanage organizations in Malaysia are essential in providing care and support to vulnerable children. Despite facing challenges such as funding shortages, staffing issues, and social stigma, these institutions continue to strive for the well-being and development of orphans. Government policies and community support play a significant role in enhancing the effectiveness of orphanages. Future efforts should focus on sustainable funding, training for caregivers, and reducing social stigma to ensure that all children in Malaysia can thrive.

Types of Orphanages:

1. Government-Run Orphanages: These are funded and managed by the Malaysian government, ensuring that children have access to necessities and education.
2. NGO-Run Orphanages: Non-governmental organizations, both local and international, operate many orphanages, often focusing on specific areas such as education, health,or vocational training.
3. Religiously Affiliated Orphanages: Various religious groups manage orphanages, providing care in line with their religious teachings and values.

Challenges Faced by Orphanages

i. Despite the noble efforts, orphanages in Malaysia face several challenges:

Funding:

Many orphanages rely heavily on donations and government grants, which can be inconsistent and insufficient to meet all the needs of the children. A study by Ibrahim et al. (2015) highlighted the financial struggles faced by many orphanages, emphasizing the need for sustainable funding sources. Meanwhile, according to Bernama (2018a), there are still many orphanages that have received fewer donations, which affects their economic situation. This may be due to the limited budget allocation for the welfare of orphans, poor and neglected children, and the increase in the number of permanent and temporary orphanages.

Staffing and Training:

There is often a shortage of adequately trained staff, leading to challenges in providinghigh-quality care and support. Research by Aziz et al. (2017) pointed out that caregivers in Malaysian orphanages frequently lack proper training in child development and psychological support. In the Malaysian context, orphans have received great attention from the government, Non-Governmental Organizations (NGOs), and private agencies, where they are provided with certain assistance and training (Mohammadzadeh, Awang, Ismail, et al., 2018).

Overcrowding:

Some orphanages are overcrowded, which can affect the quality of care and the physical and emotional well-being of the children. The Department of Social Welfare Malaysiahas reported on the need to improve infrastructure and resources to accommodate the increasing number of orphans.

Social Stigma:

Children from orphanages often face social stigma and discrimination, impacting theirself-esteem and opportunities for integration into society. According to UNICEF (2017), this stigma and discrimination stem from various factors, including societal perceptions, misunderstandings about orphanages, and the lack of familial support that many of these children face.

ii. Impact on Self-Esteem

Internalized Stigma: Children growing up in orphanages may internalize the negative attitudes and perceptions they encounter from society. This internalized stigma can lead to feelings of shame, low self-worth, and a diminished sense of identity. Without the emotional support typically provided by a family, these children may struggle to build a positive self-image, affecting their mental health and development.

Peer Relationships: Orphaned children may face bullying or exclusion from peers due to the stigma associated with their background. This can result in social isolation, makingit difficult for them to form healthy relationships with others. The lack of social connections further exacerbates feelings of loneliness and reinforces the negative self-perception.

iii. Impact on Opportunities for Integration

Educational and Career Opportunities: Stigma and discrimination can also limit the educational and career opportunities available to children from orphanages. They may face biases from educators, employers, and even peers, who may hold misconceptions about their abilities or background. This can hinder their academic performance, reduce their access to quality education, and limit their job prospects in the future.

Social Integration: The social stigma attached to being raised in an orphanage can create barriers to integration into broader society. These children may find it difficult to participate in community activities or to be accepted by others, further marginalizing them andmaking it harder for them to transition into independent adulthood.

Legal and Social Services: In some cases, children from orphanages may face discrimination in accessing legal rights and social services. This can include difficulties in obtaining identity documents, accessing healthcare, or receiving social benefits, which are crucial for their successful integration into society.

iv. Overcoming Stigma and Discrimination

Addressing the stigma and discrimination faced by children from orphanages requiresa multifaceted approach:

Public Awareness: Raising awareness about the challenges faced by orphaned children and educating the public to reduce stigma is essential. Positive media representationsand public campaigns can help change perceptions.

Supportive Policies: Governments and organizations can implement policies that promote the rights and well-being of orphaned children, ensuring they have access to education, healthcare, and social services.

Community Engagement: Engaging communities in supporting orphaned children through mentorship programs, fostering, and inclusive activities can help these children buildsocial connections and improve their self-esteem.

Studies, such as one by Nor et al. (2018), have explored the social challenges faced by orphans in Malaysia, advocating for greater societal awareness and support.

Government and Policy Support

The Malaysian government has implemented various policies and programs to support orphanages and the children they care for. These include:

Financial Aid and Grants:

The government provides financial assistance to registered orphanages to help cover operational costs and improve facilities.

Regulatory Framework:
The establishment and operation of orphanages are regulated by the Department of Social Welfare, ensuring that minimum standards of care are met. Guidelines and policies arein place to protect the rights and well-being of orphans, as outlined in the Child Act 2001.

Collaborations and Partnerships:
The government encourages collaborations between public, private, and non-profit sectors to enhance the quality of care provided in orphanages. Initiatives such as the National Adoption and Foster Care Program aim to provide alternative care options for orphans.

METHODOLOGY (ACTIVITIES)

Using feedback form.
On 30 April 2024 at the same time as Tuesday, UiTM Penang Branch Nursing Diploma Program Bertam Campus organized a visit program to the Az Zahra orphanage in Bandar Laguna Merbok, Sungai Petani, Kedah. It is an international community project activity with UiTM and University Muhamadiyah Malang (UMM), Indonesia. This program was attended by 5 lecturers from UiTM, 31 lecturers from UMM, 7 clinical instructors and 9 students from UMM and 4 from UiTM. This program is led by Dr. Rusnani Ab Latif, as coordinator of the nursing program. It was made official by Prof. Assoc. Ts. Dr. Wan Ismahanisa Ismail as the head of the study center, Faculty of Health Sciences. Also present in this program is the PM. Dr. Yoyok as Dean of FKM UMM, Dr. Hernie as deputy dean I, Dr. Rachmand as deputy dean II and Dr. Syifa as deputy dean III. The Az Zahra orphanage organization provides protection and education for orphans free of charge, whose address is no 33, Persiaran BLM 4, Bandar Laguna Merbok, Sungai Petani, Kedah. The founder of the orphanage, Puan Zaharah, welcomes the arrival of UiTM and UMM people to make the orphanage here livelier. The purpose of the program is to aid, education and community service to orphans. It is also intended to give space to students to gain experience and cultivate love with orphans while giving them awareness. This can also help students to learn something new when exposed tothe outside environment. The students can also mature their thinking in facing various situations that will challenge them mentally and physically in dealing with various problems. In this program, several activities are carried out together with orphans such as group health and mind education programs, birthday activities with orphans, and burger cooking activities are carried out together. At the end of the program session, a group photo session, and gift giving event, and a donation of kitchen items were presented by UiTM, and money was donated by UMM as a token of remembrance.

RESULT

Feedback On the Effectiveness of The Visit Program to The Az-Zahra OrphanageTotal Feedback: 15 People
Gender

Gender	Number	Percentages
Male	15	100 %
Women		-

Scale	1	2	3	4	5
	Very Unsatisfied	Not Satisfied	Satisfied	Moderately Satisfied	Very Satisfied

Table 1 Program Filling

ITEM \ SCALE	5		4		3		2		1		MEAN
	NO	%	NO	%	NO	%	NO	%	NO	%	
1. Are you satisfied with theprogram?	4	26.7%	5	33.3%	6	40.0%	0	0%	0	0	**3.87**
2. Does the filling of theprogram achieve the objective?	2	13.3%	4	26.7%	8	53.3%	1	6.70%	0	0	**3.46**
3. How satisfied are you withthe duration of the program?designated?	5	33.3%	5	33.3%	4	26.7%	1	6.70%	0	0	**3.93**
4. What is the level of effectiveness of the programas a whole?	1	6.70%	8	53.3%	5	33.3%	1	6.70%	0	0	**3.60**
5. Would you like to recommend this program toothers?	3	20.0%	4	26.7%	6	40.0%	2	13.3%	0	0	**3.53**

Mean score:3.68

Table 2 Program Registration

ITEM \ SCALE	5		4		3		2		1		MEAN
	NO	%	NO	%	NO	%	NO	%	NO	%	
1. The registration process iseasy and fast	1	6.70 %	7	46.7 %	5	33.3 %	2	13.3 %	0	0	**3.46**
2. Friendly and welcomingcommittee members	5	33.3 %	2	13.3 %	8	53.3 %	0	0	0	0	**3.80**
3. The materials used duringthe program are sufficient	3	20.0 %	5	33.3 %	6	40.0 %	1	6.70 %	0	0	**3.66**

Mean score: 3.64

Table 3 Course Implementation

ITEM \ SCALE	5		4		3		2		1		MEAN
	NO	%	NO	%	NO	%	NO	%	NO	%	
1. Program duration	3	20.0 %	4	26.6 %	7	46.7 %	1	6.70 %	0	0	**3.60**
2. Program schedule	1	6.70 %	6	40.0 %	6	40.0 %	2	13.3 %	0	0	**3.40**
3. Program secretariat	4	26.7%	3	20.0 %	8	53.3 %	0	0	0	0	**3.73**
4. Program smoothness	3	20.0 %	5	33.3 %	7	46.7 %	0	0	0	0	**3.73**
5. Program Activities	4	26.7%	6	40.0 %	4	26.7%	1	6.60 %	0	0	**3.86**

Mean score:3.66

Table 4 Organizer Rating

ITEM \ SCALE	5		4		3		2		1		MEAN
	NO	%	NO	%	NO	%	NO	%	NO	%	
1. Mastery of program management	3	20.0 %	5	33.3 %	7	46.7 %	0	0	0	0	**3.93**
2. Facilitation skills	3	20.0 %	7	46.7 %	5	33.3 %	0	0	0	0	**3.86**
3. Useful and appropriate filling	6	40.0 %	4	26.7%	5	33.3 %	0	0	0	0	**4.06**
4. Good personality	3	20.0 %	5	33.3 %	6	40.0 %	1	6.70 %	0	0	**3.66**
5. Interaction between organizers and participants	3	20.0 %	7	46.7 %	5	33.3 %	0	0	0	0	**3.86**

Mean score:3.87

Figure 1 Photo session of all UITM staffs UMM staff, students and orphans



Figure 2 Birthday celebration with orphans

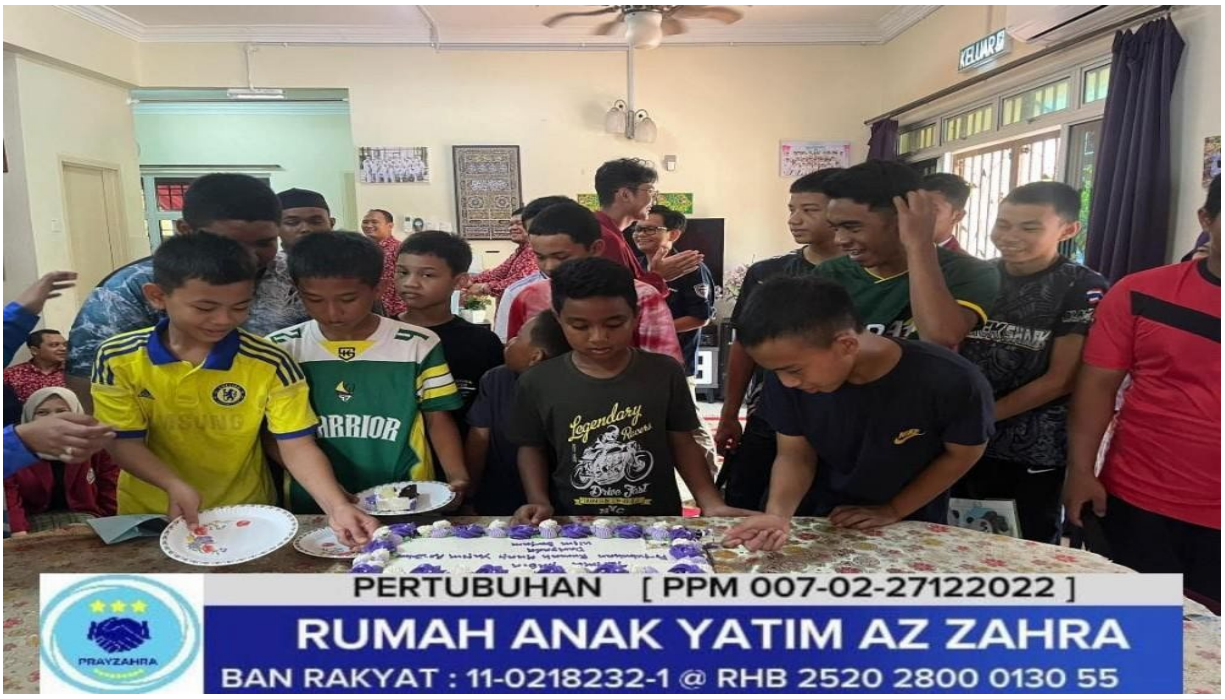


Figure 3 Health education by UMM staff



Figure 4 The souvenir was presented by Prof. Associate Professor Ts. Dr. Wan Ismahanisalsmail as Head of the Center of Studies to the founder of the orphanage, Mrs. Zaharah



Figure 5 Gift giving and Raya money by Dr Rusnani and PM Dr Wan Ismahanisa



Figure 6 Presentation of gifts by PM Dr Yoyok as dean of UMM



DISCUSSION

There are 15 respondents that participated in this study, which is all male 15(100%) The questionnaire is based on a 5 Likert Scale: 1: Very Unsatisfactory,2: Not Satisfactory,3: Satisfactory,4: Moderately Satisfactory and 5: Very Satisfactory. Findings of this study mean for program filling = 3.68, mean program registration = 3.64, mean program implementation =3.66, and mean organizer assessment =3.87 Orphanage organizations in Malaysia are essential in providing care and support to vulnerable children. Despite facing challenges such as funding shortages, staffing issues, and social stigma, these institutions strive to ensure the well-being and development of orphans. Government policies and community support play a significant role in enhancing the effectiveness of orphanages, and ongoing efforts are needed to address the challenges and ensure that all children in Malaysia can thrive.

CONCLUSION

The increased attention to orphans in Malaysia reflects a growing awareness of the challenges these children face and the need for comprehensive support systems. Government initiatives, combined with the efforts of NGOs and community groups, have made significant strides in improving the lives of orphaned children. However, ongoing challenges such as stigma, resource constraints, and the need for holistic care highlight the importance of continued efforts to ensure that every orphan in Malaysia has the opportunity to lead a fulfilling and successful life. This program is expected to foster the spirit of carrying out research and scientific studies in addition to being able to develop knowledge on the world stage while collaborating with educational institutions in the Asian region to create a close bond of understanding and strengthen regional academic relations. This program can also directly establish a cooperative relationship between the UiTM Penang Branch, Malaysia with the academia of Universitas Muhammadiyah Malang, Indonesia in strengthening scholarship and strengthening teaching and learning activities.

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Synergizing for Social Impact: Collaborative Communities Strategies

Sumbangan Dana Prihatin : Implikasi Terhadap Pelajar di UiTM Cawangan Kedah

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ABSTRAK
CSR atau tanggungjawab sosial korporat menjadi salah satu agenda di dalam pembangunan negara masa kini, dan ianya hangat dibicarakan di pelbagai peringkat organisasi dan industri. CSR sangat penting dan pelbagai usaha digerakkan oleh kerajaan dalam memastikan aktiviti dan tanggungjawab sosial ini disebarluaskan kepada semua lapisan masyarakat. Kertas kerja ini menerangkan pelaksanaan program CSR melalui pendekatan “Program Dana Prihatin” yang merupakan inisiatif utama yang telah diusahakan oleh Bahagian Hal Ehwal Akademik (BHEA) UiTM Cawangan Kedah dengan kerjasama Pejabat Bendahari. Inisiatif ini dilaksanakan atas kapasiti isu dan trend peningkatan pelajar yang memohon penangguhan bayaran yuran pengajian bagi semester 20234 dan 20242. Antara faktor yang menjadi penyebab pelajar gagal membuat bayaran yuran pengajian kerana jumlah tajaan kewangan yang diperolehi setiap semester tidak mencukupi untuk menampung kehidupan para pelajar di kampus secara keseluruhan. Isu ini menjadi pemangkin kepada BHEA untuk mencari langkah penyelesaian. Antara langkah drastik yang diambil adalah dengan mendekati beberapa institusi kewangan untuk menjayakan program ini. Inisiatif ini disambut baik oleh Bank Rakyat yang merupakan salah satu institusi kewangan yang terkemuka di Malaysia. Bank Rakyat menjadi pendana utama kepada program rintis ini, dengan memberikan sejumlah RM30,000.00 sebagai langkah awal sumbangan kewangan bagi menampung yuran pelajar bagi tahun 2024. Tidak cukup dengan itu, sumbangan bernilai RM 25 000.00 turut diberikan bagi menjayakan program Cahaya Aidiladha. Ini membuktikan bahawa usaha menyemarakkan budaya CSR adalah relevan dan sangat signifikan dalam membantu kelangsungan hidup para mahasiswa di UiTM Cawangan Kedah
Kata kunci: BHEA, Tanggungjawab Sosial Korporat (CSR), isu bayaran yuran, mahasiswa, sumbangan kepada komuniti

PENDAHULUAN

Masalah kekurangan dana untuk membayar yuran pengajian merupakan isu yang serius bagi ramai pelajar di institusi pengajian tinggi awam (IPTA) di Malaysia. Situasi ini semakin memburuk akibat tekanan ekonomi yang ditimbulkan oleh pandemik COVID-19, yang menjejaskan sumber kewangan keluarga dan mengakibatkan peningkatan kos sara hidup (Kumar et al., 2021).

Masalah ini boleh memberi kesan yang mendalam terhadap pelajar terutama bagi pelajar yang berasal dari latar belakang berpendapatan rendah atau dibawah kategori miskin. Masalah ketidakmampuan membayar yuran boleh mengakibatkan pelajar terpaksa menangguhkan pengajian atau terpaksa berhenti belajar sepenuhnya. Keadaan ini bukan

sahaja menjejaskan kemajuan akademik mereka tetapi juga membatasi peluang mereka untuk mencapai kejayaan dalam kerjaya masa depan.

Menyedari masalah ini, Bahagian Hal Ehwal Akademik dengan kerjasama Pejabat Bendahari UiTM Cawangan Kedah telah mengorak langkah mencari dana bagi menjayakan projek ini. Bank Rakyat adalah salah satu institusi kewangan terkemuka di Malaysia yang memainkan peranan penting dalam membiayai inisiatif sumbangan dana kepada institusi pengajian tinggi (Bank Rakyat, 2023). Bank Rakyat telah mengambil pelbagai langkah untuk menyokong komuniti, termasuk menyediakan bantuan kewangan kepada pelajar di IPTA melalui Dana Prihatin.

TINJAUAN LITERATUR/SOROTAN KAJIAN

Tanggungjawab Sosial Korporat (CSR)

Tanggungjawab Sosial Korporat (CSR) telah menjadi komponen penting amalan korporat kontemporari pada masa kini. Syarikat mengambil bahagian dalam Tanggungjawab Sosial Korporat (CSR) untuk memenuhi tanggung jawab etika dan sosial mereka, meningkatkan imej, serta memberikan pengaruh yang baik pada masyarakat. Adhikariparajuli et al. (2021) menjalankan analisis komprehensif mengenai implikasi dan tanggungjawab sosial korporat (CSR) di Institusi Pendidikan Tinggi dan mendapati terdapat peningkatan yang ketara dalam aktiviti CSR di Institusi Pengajian Tinggi.

Fusheini dan Salia (2021) menyatakan bahawa inisiatif tanggungjawab sosial korporat (CSR) mempunyai kesan positif terhadap pencapaian akademik dan kadar pengekalan pelajar di organisasi pendidikan yang menerima faedah tersebut. Pendekatan CSR ini berfungsi untuk mengurangkan defisit kewangan dalam pendidikan, disamping menonjolkan peranan penting agensi yang berkemampuan untuk menyumbang dalam bidang pendidikan Riano & Yakovleva (2022).

Amalan CSR bertujuan menggalakkan syarikat untuk menjalankan operasi perniagaan dengan cara yang tidak hanya meminimakan kesan negatif tetapi juga memperbaiki keadaan sosial, masyarakat dan alam sekitar. CSR terbukti menyumbang kepada peningkatan imej syarikat dan ia juga turut menyumbang kepada pembangunan mampan dan kesejahteraan komuniti secara keseluruhan. (Sari et al., 2020).

Isu Kewangan Pelajar

Pelajar institusi pengajian tinggi sering berhadapan dengan masalah kewangan yang berpunca daripada pelbagai faktor, antaranya keadaan kewangan keluarga dan kegagalan menguruskan kewangan dengan baik (Chuah et al,.2020). Di UiTM Cawangan Kedah, seramai 4601 daripada jumlah keseluruhan 7989 pelajar , merupakan pelajar yang berpendapatan keluarga kurang RM 4000.00. Ia mewakili 57.59% daripada jumlah keseluruhan pelajar berdaftar (SIMS, 2024).

Masalah kekurangan dana untuk membayar yuran pengajian adalah cabaran serius yang dihadapi oleh pelajar di IPTA (Husin, 2021) . Walaupun terdapat pelbagai inisiatif sokongan, usaha yang berterusan diperlukan untuk memastikan semua pelajar mempunyai akses kepada pendidikan tinggi tanpa dibebani oleh masalah kewangan. Dengan penambahbaikan dalam sistem sokongan kewangan dan proses bantuan, lebih ramai pelajar akan dapat meneruskan pengajian mereka dan mencapai kejayaan akademik dan profesional.

Akibat masalah kewangan, tekanan untuk mencari sumber pendapatan tambahan juga boleh mempengaruhi prestasi akademik kerana pelajar terpaksa bekerja sambilan untuk menampung kos pengajian. Perbuatan ini menyebabkan kurangnya masa yang boleh mereka luangkan untuk belajar dan menghadiri kuliah seterusnya menyumbang kepada penurunan dalam prestasi akademik dan kualiti pembelajaran mereka (Usman & Banu, 2019).

Menurut Norazlan et al. (2020) masalah kewangan memainkan peranan penting dalam prestasi akademik pelajar, ia merupakan isu serius yang perlu ditangani kerana ia menjadi punca kepada pelbagai masalah lain seperti kesihatan dan prestasi akademik. Semakan di Sistem Permohonan Penangguhan Bayaran Yuran Pengajian mendapati, bilangan pelajar

yang memohon penangguhan bayaran yuran pengajian bagi semester 20234 dan 20242 di UiTM Cawangan Kedah menunjukkan peningkatan yang ketara.

PTPTN merupakan salah satu organisasi terbesar yang menawarkan pinjaman pendidikan kepada pelajar di Malaysia. Ditubuhkan dengan tujuan untuk memastikan pelajar yang layak mempunyai akses kepada pembiayaan yang mencukupi, PTPTN membantu mereka yang ingin melanjutkan pengajian ke institusi pengajian tinggi (IPT). Ini selaras dengan hasrat kerajaan untuk memastikan tiada pelajar yang tercicir daripada peluang melanjutkan pelajaran hanya kerana kekangan kewangan.

Selain PTPTN, terdapat juga agensi lain yang menyediakan bantuan kewangan, seperti Jabatan Perkhidmatan Awam (JPA), Majlis Amanah Rakyat (MARA), Yayasan Tunku Abdul Rahman (YTAR), serta syarikat-syarikat besar seperti Petronas, Telekom Malaysia, Tenaga Nasional, dan Khazanah Nasional, termasuk yayasan dan kerajaan negeri. Namun begitu, PTPTN kekal sebagai sumber utama pembiayaan bagi kebanyakan pelajar yang melanjutkan pengajian ke peringkat universiti.

PELAKSANAAN PROGRAM DANA PRIHATIN

Menyedari masalah yang dihadapi oleh pelajar UiTM Cawangan Kedah, program Dana Prihatin ini dijalankan bermula pada tahun 2024 hasil inisiatif awal oleh Bahagian Hal Ehwal Akademik, UiTM Cawangan Kedah. Perbincangan, kutipan idea dan penyediaan kertas kerja dijalankan bersama dengan pihak pengurusan universiti. Pada 06 Februari 2024 kunjungan pertama dilaksanakan dengan diketuai oleh Timbalan Rektor Bahagian Hal Ehwal Akademik ke Bank Rakyat Cawangan Sungai Petani bertujuan menyatakan hasrat dan menjalinkan hubungan kerjasama.

Kunjungan ini mendapat maklumbalas positif daripada pihak Bank Rakyat yang sememangnya prihatin dan bergiat aktif menjalankan CSR bersama masyarakat yang memerlukan.

Gambar 1 Kunjungan Pertama ke Bank Rakyat Cawangan Sungai Petani pada 06 Februari 2024



Kunjungan ini telah menjadi pemangkin kepada jalinan kerjasama antara Universiti Teknologi MARA Cawangan Kedah dan Bank Rakyat Cawangan Sungai Petani. Pada 05 April 2024, Bank Rakyat telah menyerahkan sumbangan sebanyak RM 30 000.00 bagi kegunaan pelajar yang kurang berkemampuan membayar yuran pengajian.

Gambar 2 Serahan sumbangan oleh Bank Rakyat kepada UiTM Cawangan Kedah pada 05 April 2024



Gambar 3 Perbincangan berkaitan jalinan kerjasama seterusnya diadakan pada 30 April 2024 di Pejabat Timbalan Rektor Bahagian Hal Ehwal Akademik bersama En Ezri Romel, Penolong Pengurus Cawangan Bank Rakyat





Pada 02 Julai 2024, jalinan kerjasama ini dieratkan lagi dengan penganjuran Program Cahaya Aidiladha, Setulus Pengorbanan, Seikhlas Pemberian oleh Pejabat Bendahari, Unit Hal Ehwal Islam dan Perpustakaan Sultan Badlishah UiTM Cawangan Kedah. Sebanyak 433kg daging korban dan barangan keperluan diserahkan kepada penerima terdiri daripada kakitangan dan pelajar kampus oleh Bank Rakyat. Pada majlis ini juga, Bank Rakyat yang diwakili oleh Yang Berusaha Encik Muhammad Zaki bin Abd Rahman, Pemangku Ketua Wilayah Kedah, Perlis & Pulau Pinang serta pengurus-pengurus cawangan telah sudi berkongsi rezeki dengan menyumbangkan RM25,000.00 bagi dimanfaatkan untuk kebajikan warga kampus.

Gambar 4 Serahan sumbangan oleh Bank Rakyat kepada UiTM Cawangan Kedah sempena program Cahaya Aidiladha pada 02 Julai 2024



Program Dana Prihatin oleh UiTM Cawangan Kedah adalah inisiatif penting yang melibatkan komitmen pelbagai pihak untuk membantu pelajar yang kurang berkemampuan. Usaha berterusan oleh pihak pengurusan universiti, sokongan daripada bank melalui program CSR serta sumbangan daripada pelbagai pihak memainkan peranan yang besar dalam memastikan kejayaan program ini.

Sumbangan CSR yang dilaksanakan oleh Bank Rakyat ini memberikan impak positif kepada UiTM Cawangan Kedah secara umumnya dan penerima bantuan, iaitu pelajar secara khususnya. Ia membantu mereka memerlukan agar dapat meneruskan pengajian mereka dengan lebih tenang dan berjaya dalam akademik serta kehidupan akan datang.

PERBINCANGAN: IMPLIKASI TANGGUNGJAWAB SOSIAL KORPORAT (CSR)

Sumbangan Tanggungjawab Sosial Korporat (CSR) ini memberikan implikasi terhadap pelajar IPTA yang terlibat terutama dalam perkara berikut:

Mengurangkan Beban Kewangan Pelajar

Antara implikasi utama CSR kepada pelajar IPTA ialah pengurangan beban kewangan. Pelajar khususnya mereka yang berasal daripada keluarga berpendapatan rendah sering kali menghadapi masalah untuk membayar yuran pengajian, pembelian buku, dan menampung kos hidup harian. Melalui inisiatif CSR, syarikat-syarikat korporat dapat menyediakan bantuan kewangan sama ada dalam bentuk biasiswa, pinjaman tanpa faedah, atau subsidi yuran pengajian. Ini membantu meringankan tekanan kewangan yang dihadapi oleh pelajar serta membolehkan mereka menumpukan perhatian sepenuhnya kepada pengajian tanpa gangguan kewangan.

Meningkatkan Keselamatan Makanan dan Kesihatan Pelajar

Bantuan CSR juga boleh disalurkan dalam bentuk program makanan percuma atau bersubsidi di kampus. Inisiatif ini penting bagi memastikan pelajar tidak menghadapi masalah kekurangan makanan yang boleh menjejaskan kesihatan mereka. Makanan yang berkhasiat merupakan faktor penting yang mempengaruhi kesejahteraan pelajar dan kemampuan mereka untuk belajar dengan berkesan. Program seperti ini bukan sahaja menjamin akses kepada makanan berkhasiat tetapi juga membantu mengurangkan kos hidup pelajar.

Memperkukuhkan Kecemerlangan Akademik

CSR juga boleh memberi kesan positif terhadap kecemerlangan akademik pelajar kerana dengan adanya sokongan kewangan, pelajar dapat meluangkan lebih banyak masa untuk belajar dan menyertai aktiviti akademik seperti lawatan akademik, penyelidikan, dan bengkel tanpa perlu bekerja sambilan untuk menampung kos sara hidup. Syarikat yang terlibat dalam CSR boleh menawarkan bantuan tambahan dalam bentuk penyediaan bahan pembelajaran, akses kepada teknologi canggih, dan penyertaan dalam program latihan industri yang relevan dengan bidang pengajian mereka. Semua sumbangan ini menyumbang kepada peningkatan prestasi akademik pelajar.

Meningkatkan Peluang Pembangunan Peribadi dan Profesional

Selain daripada sokongan kewangan, CSR juga boleh membuka peluang untuk pembangunan peribadi dan profesional pelajar. Melalui program latihan industri, bengkel, seminar, dan projek-projek komuniti yang dianjurkan di bawah inisiatif CSR, pelajar IPTA dapat mengembangkan kemahiran insaniah (soft skills) yang penting untuk kerjaya mereka pada masa hadapan. Ini termasuk kemahiran komunikasi, kepimpinan, pengurusan masa, dan keupayaan bekerja dalam pasukan. Program sebegini juga boleh memberi peluang kepada pelajar untuk membina rangkaian (networking) dengan profesional dalam industri yang berkaitan, meningkatkan kebolehpasaran mereka selepas tamat pengajian.

Mengurangkan Kesenjangan Sosioekonomi
Salah satu kesan jangka panjang CSR terhadap pelajar IPTA ialah pengurangan kesenjangan sosio ekonomi. Pelajar dari latar belakang ekonomi yang kurang berkemampuan sering kali ketinggalan dalam pendidikan tinggi disebabkan oleh kekurangan sumber. Dengan pelaksanaan program CSR yang inklusif, syarikat korporat dapat membantu mengurangkan jurang ini dengan memastikan semua pelajar, tanpa mengira latar belakang kewangan mereka mempunyai akses yang sama kepada pendidikan berkualiti. Ini dapat membantu membina masyarakat yang lebih adil dan seimbang di mana setiap individu mempunyai peluang yang sama untuk berjaya.

Menyemai Kesedaran Sosial dan Etika Dalam Kalangan Pelajar
Pelaksanaan CSR juga boleh menyemai kesedaran sosial dan etika dalam kalangan pelajar. Melalui penglibatan dalam program-program yang dianjurkan di bawah inisiatif CSR, pelajar dapat mempelajari nilai-nilai seperti tanggungjawab sosial, keprihatinan terhadap komuniti dan alam sekitar. Pengalaman ini boleh membentuk sikap dan tingkah laku pelajar dengan menjadikan mereka lebih peka terhadap isu-isu sosial serta lebih bertanggungjawab dalam kehidupan peribadi dan profesional mereka pada masa hadapan.

Meningkatkan Hubungan Antara IPTA dan Industri
CSR juga dapat meningkatkan hubungan antara IPTA dan industri dimana kerjasama antara universiti dan syarikat korporat melalui program CSR membolehkan kedua-dua pihak saling berinteraksi dan berkongsi sumber. Universiti dapat menyesuaikan kurikulum mereka agar lebih relevan dengan keperluan industri semasa, manakala syarikat korporat dapat mengenal pasti dan melatih bakat muda yang berpotensi untuk masa depan organisasi mereka. Hubungan yang erat ini juga boleh membuka peluang untuk lebih banyak penyelidikan bersama dan inovasi yang dapat memberi manfaat kepada kedua-dua pihak.

Implikasi Terhadap Penglibatan Pelajar di Kampus
CSR juga memberi impak terhadap kehidupan kampus secara keseluruhan dimana program-program yang dibiayai oleh CSR, seperti aktiviti kebajikan, kesenian, dan sukan dapat meningkatkan kualiti hidup pelajar di kampus. Kehidupan kampus yang aktif dan menyeluruh ini menyumbang kepada pengalaman pendidikan yang lebih baik dan memuaskan bagi pelajar. Ia juga membentuk jati diri dan semangat cintakan institusi pengajian yang tinggi.

CADANGAN PENAMBAHBAIKAN
Bagi memastikan sumbangan tanggungjawab sosial korporat (CSR) oleh syarikat-syarikat korporat lebih berkesan dalam membantu pelajar di Institusi Pengajian Tinggi Awam (IPTA), beberapa cadangan boleh diambil kira untuk mempertingkatkan pelaksanaan dan impak inisiatif ini. Cadangan-cadangan berikut bertujuan untuk memperkukuh kerjasama antara pihak korporat dan institusi pengajian tinggi serta memastikan bantuan yang disalurkan dapat memberi manfaat maksimum kepada pelajar.

Pembentukan Rangka Kerjasama yang Lebih Terancang
Satu cadangan utama adalah pembentukan rangka kerjasama yang lebih terancang antara syarikat korporat dan IPTA. Universiti boleh membangunkan satu pelan tindakan yang jelas mengenai keperluan pelajar yang perlu diberi perhatian melalui program CSR. Pelan ini boleh merangkumi aspek kewangan, kesihatan, pembangunan profesional, dan kesejahteraan sosial. Dengan adanya pelan yang terperinci, syarikat korporat boleh menyesuaikan sumbangan mereka mengikut keperluan yang dikenal pasti, sekaligus memastikan bantuan disalurkan dengan lebih berkesan.

Penglibatan Pelajar dalam Merancang dan Melaksanakan Program CSR
Pelajar yang menjadi penerima manfaat CSR seharusnya dilibatkan dalam proses perancangan dan pelaksanaan program tersebut. Penglibatan ini penting untuk memastikan

program yang dibangunkan benar-benar memenuhi keperluan sebenar pelajar. Sebagai contoh, sesi dialog atau forum antara pihak universiti, pelajar, dan wakil syarikat korporat boleh diadakan untuk mendapatkan pandangan dan maklum balas mengenai jenis bantuan yang paling diperlukan. Ini juga memberi peluang kepada pelajar untuk memahami lebih lanjut tentang CSR dan bagaimana ia boleh mempengaruhi kehidupan mereka.

Penubuhan Dana CSR Khusus untuk Pendidikan
Syarikat korporat boleh mempertimbangkan untuk menubuhkan dana CSR yang khusus untuk pendidikan, dengan fokus utama kepada membantu pelajar IPTA. Dana ini boleh digunakan untuk pelbagai tujuan seperti memberikan biasiswa kepada pelajar yang kurang berkemampuan, menyediakan makanan percuma atau bersubsidi di kampus, dan menyokong projek-projek yang bertujuan meningkatkan kesejahteraan pelajar. Dengan adanya dana khusus ini, pengurusan sumbangan CSR dapat dilakukan dengan lebih teratur dan berterusan.

Kerjasama dengan Organisasi Non-Governmental (NGO)
Bagi meningkatkan impak program CSR, syarikat korporat boleh bekerjasama dengan organisasi bukan kerajaan (NGO) yang mempunyai kepakaran dalam bidang pendidikan dan kebajikan pelajar. NGO sering kali mempunyai jaringan dan pengalaman yang luas dalam mengendalikan program bantuan kepada pelajar. Kerjasama ini boleh memastikan bantuan yang disalurkan lebih efektif dan sampai kepada kumpulan sasar yang memerlukan.

Pemantauan dan Penilaian Berterusan
Bagi memastikan keberkesanan program CSR, pemantauan dan penilaian berterusan perlu dijalankan. Universiti dan syarikat korporat boleh menubuhkan jawatankuasa bersama yang bertanggungjawab untuk memantau pelaksanaan program, mengukur impak, dan membuat penambahbaikan jika perlu. Penilaian ini juga boleh membantu dalam mengenal pasti kelemahan atau cabaran yang dihadapi semasa pelaksanaan, serta mencari penyelesaian yang lebih baik untuk masa hadapan.

Promosi Kesedaran tentang CSR dalam Kalangan Pelajar
Adalah penting untuk meningkatkan kesedaran tentang CSR dalam kalangan pelajar supaya mereka lebih memahami peranan yang dimainkan oleh sektor korporat dalam menyokong pendidikan mereka. Universiti boleh mengadakan kempen kesedaran melalui seminar, bengkel, dan aktiviti kampus yang memperkenalkan konsep CSR dan bagaimana ia memberi manfaat kepada pelajar. Ini juga boleh menggalakkan pelajar untuk menyumbang kembali kepada masyarakat dan terlibat dalam aktiviti CSR pada masa akan datang.

Penyediaan Program Latihan dan Pembangunan
Selain bantuan kewangan, syarikat korporat boleh menyediakan program latihan dan pembangunan yang boleh membantu meningkatkan kemahiran pelajar. Program seperti latihan amali, bengkel pembangunan kemahiran insaniah, dan program mentor-mentee dengan kakitangan syarikat adalah antara inisiatif yang boleh memberi manfaat besar kepada pelajar. Program sebegini membantu pelajar untuk bersedia memasuki pasaran kerja dan meningkatkan kebolehpasaran mereka setelah tamat pengajian.

Pengiktirafan dan Anugerah kepada Syarikat Korporat yang Aktif dalam CSR
Bagi menggalakkan lebih banyak syarikat korporat terlibat dalam CSR, pengiktirafan dan anugerah boleh diberikan kepada syarikat yang menunjukkan komitmen tinggi dalam menyokong pelajar IPTA. Pengiktirafan ini boleh diberikan oleh pihak universiti atau kementerian yang berkaitan sebagai satu bentuk penghargaan terhadap usaha syarikat dalam meningkatkan kesejahteraan pelajar. Anugerah ini juga boleh menjadi motivasi kepada syarikat-syarikat lain untuk turut serta dalam inisiatif CSR.

KESIMPULAN

Kesimpulannya, pelaksanaan program Tanggungjawab Sosial Korporat (CSR) yang disasarkan kepada pelajar di Institusi Pengajian Tinggi Awam (IPTA) mempunyai kesan positif yang signifikan terhadap kesejahteraan dan perkembangan pelajar. Tambahan pula, CSR bukan sahaja boleh membantu meringankan beban kewangan pelajar tetapi juga berperanan dalam menyokong kelangsungan hidup pelajar, menyumbang kepada kesihatan mental dan emosi pelajar serta meningkatkan fokus kepada akademik dan kokurikulum. Ini adalah satu inisiatif penting dalam memastikan setiap pelajar tanpa mengira latar belakang kewangan mempunyai peluang yang sama untuk berjaya di universiti.

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Program Khidmat Masyarakat: Kem Kepimpinan Khalifah Muda

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ABSTRAK
Kajian ini tertumpu kepada pelaksanaan Program Kem Kepimpinan Khalifah Muda 2023 yang diadakan di UiTM Cawangan Pahang (UCPh) Kampus Jengka. Program ini dianjurkan oleh UCPh dengan kerjasama Perbadanan Kemajuan Negeri Pahang (PKNP) Agro-Tech dan melibatkan penyertaan 192 orang pelajar daripada 16 buah sekolah luar bandar sebagai peserta program. Selain itu, 36 orang guru pengiring, 42 orang fasilitator dan 107 orang pensyarah dari pelbagai fakulti turut terlibat bagi menjayakan program ini. Malah, program ini turut mendapat sokongan dan bantuan daripada staf UCPh dan PKNP Agro-Tech. Tujuan utama program ini diadakan adalah untuk memupuk kemahiran kepimpinan di kalangan pelajar serta memberi pendedahan awal kepada suasana pengajian tinggi. Program ini berjaya mencapai objektifnya dengan mendapat maklum balas positif dari semua pihak yang terlibat. Aktiviti yang dijalankan termasuk ceramah, aktiviti riadah, latihan dalam kumpulan (LDK), dan aktiviti membina jati diri yang lain. Program ini memberi impak yang signifikan dalam mengembangkan kemahiran memimpin, pengurusan masa, dan aspek pengurusan diri peserta. Keseluruhannya, program ini memberikan manfaat yang besar kepada peserta dengan meningkatkan motivasi, membina semangat kerjasama, dan memperkukuhkan hubungan antara pelajar, fasilitator, dan warga UCPh. Di samping itu, program ini juga menyumbang kepada pencapaian Matlamat Pembangunan Mampan (SDG) 4 iaitu Pendidikan Berkualiti (Global Rewilding Initiatives, 2020). Hasil analisa keberkesanan program dan tahap kepuasan peserta menunjukkan bahawa program ini perlu diteruskan dan diperluaskan di masa hadapan untuk memberi peluang yang sama kepada lebih ramai pelajar.
Kata Kunci: Kepimpinan, Khalifah Muda, PKNP Agro-Tech, SDG4

PENGENALAN
Kemahiran memimpin, bekerjasama amat ditekankan di dalam sesebuah organisasi. Ia boleh dipertingkatkan dengan disiplin diri dan latihan dari masa ke semasa. Latihan kepimpinan hendaklah dilatih sejak dari sekolah lagi supaya dapat memberikan keyakinan dan kebolehan pada setiap murid untuk membina sahsiah diri untuk menjadi seorang yang cemerlang (Nurrohana et. al., 2023). Program seperti ini dapat memperkasakan jati diri, menaikkan keyakinan dan memberi motivasi kepada semua murid dan membentuk pemimpin masa hadapan yang berdisiplin, berdedikasi dan berkualiti tinggi (Mohamad Naqiuddin et. al. 2012).

Pelajar yang terlibat merupakan pelajar luar bandar, dan dengan program yang telah dijalankan ia memberi impak kepada pelajar dari segi kepimpinan dan juga membuka mata mereka untuk melanjutkan pengajian ke menara gading. Program ini juga telah memberikan pelajar-pelajar luar bandar ini merasai pengalaman bersama dengan pelajar UiTM (fasilitator)

dalam setiap aktiviti yang dijalankan dan menggunakan fasiliti yang ada di UiTM Cawangan Pahang Kampus Jengka.

Pelaksanaan program adalah selaras dengan keperluan Sustainable Development Goals (SDG) seperti SDG 3 (memastikan kehidupan sihat dan menggalakkan kesejahteraan pada semua peringkat umur), SDG 4 (memastikan pendidikan berkualiti, menyeluruh dan saksama serta menggalakkan peluang pembelajaran sepanjang hayat untuk semua) dan SDG 11 (menjadikan bandar dan penempatan manusia sebagai menyeluruh, selamat, berdaya tahan dan mampan).

Program ini telah dilaksanakan pada 8 September sehingga 11 September 2023 selama 4 hari 3 malam. Seramai 36 orang guru pengiring dari 16 buah sekolah, 192 org pelajar, 8 orang wakil Perbadanan Kemajuan Negeri Pahang (PKNP) Agro-tech, seramai 42 orang fasilitator, 30 orang Ahli Jawatan Kuasa (AJK) pelaksana program dan 77 orang AJK dari fakulti dan unit di UiTM Cawangan Pahang. Program yang dijalankan di luar bilik darjah dapat membantu pelajar dari segi tingkah laku, keperibadian dan sahsiah dalam aktiviti yang dijalankan (Nor Anisa et. al., 2022).

Objektif kem ini adalah untuk menerapkan dalam diri pemimpin-peminpin muda ini sifat bertanggungjawab, memperkasakan sifat kepimpinan dan sifat kerjasama antara murid. Ia juga bertujuan untuk menerapkan dalam diri pemimpin-peminpin muda ini sifat bertanggungjawab, memperkasakan sifat kepimpinan dan sifat kerjasama antara pelajar.

KAWASAN KAJIAN

Program ini telah dijalankan di UiTM Cawangan Pahang Kampus Jengka, Pahang. Antara Lokasi di dalam UiTM Jengka yang terlibat antaranya Kolej Tok Gajah, Kem Sri Gading, Makmal Kejuruteraan, Al-Biruni 1, Uwais Al-Qarni, Padang bagi aktiviti berkuda, dan Lapang Sasar Memanah. Pelajar yang terlibat adalah seramai 192 orang, di mana sebanyak 16 buah sekolah terlibat. Peserta yang hadir adalah pelajar darjah 6 yang telah menjayakan program ini.

KAEDAH PERLAKSANAAN PROGRAM

Pelbagai pengisian kerohanian, motivasi, latihan dalam kumpulan (LDK) dan beberapa aktiviti “outdoor” juga disediakan seperti menunggang kuda, memanah, senamrobik, sukaneka dan “jungle trekking”. Aktiviti-aktiviti ini dibantu oleh 42 orang Fasilitator yang terdiri daripada Pelajar UiTM Cawangan Pahang yang diketuai oleh En Mohamad Azrai Arif Bin Amli Mahfuz yang mana beliau merupakan Majlis Perwakilan Pelajar UiTM Pahang (Biro Kesukarelawan) bersama-sama dengan AJK fakulti yang terlibat dalam program berasingan.

HASIL DAPATAN DAN PERBINCANGAN

Bagi menilai keberkesanan program serta impak program kepada pengetahuan dan kemahiran pelajar, set soal selidik telah dibangunkan dan menjadi instrumen penting untuk mendapatkan maklumat. Menurut Md Bidi dan Burhaumudin (2022), penilaian keberkesanan sesebuah program sangat penting bagi mengenalpasti prestasi program yang dijalankan serta dapat mengenalpasti aspek penambahbaikan yang perlu diambil untuk program yang akan datang.

Soal selidik ini mempunyai lima bahagian yang terdiri daripada bahagian demografik, penilaian terhadap pengurusan program, penilaian terhadap pelaksanaan, keberkesanan aktiviti dan penceramah,perubahan terhadap pengetahuan serta penilaian keseluruhan program. Data yang diperolehi daripada semua peserta dianalisis menggunakan analisis deskriptif menggunakan *Statistical Package for Sosial Science (SPSS),* versi 29.0 bagi menjana hasil dapatan kajian program ini. Secara umumnya, program ini disertai oleh 192 orang pelajar yang terdiri daripada 16 buah sekolah luar bandar Negeri Pahang. Peserta juga terdiri daripada 95 orang lelaki dan 97 orang perempuan. Hasil dapatan adalah seperti yang ditunjukkan dalam Jadual 1.

Jadual 1 Pecahan Jumlah Peserta Mengikut Sekolah

Bil.	Sekolah	Bilangan
1.	SK Pasir Durian	6
2.	SK Cherok Paloh	12
3.	SK Ganchong	14
4.	SK Gusai	8
5.	SK Kampung Pagi	7
6.	SK Kuala Sat	7
7.	SK Kuala Tahan	31
8.	SK Leban Chondong	28
9.	SK Mat Daling	7
10.	SK Merchong Jaya	29
11.	SK Merting	13
12.	SK Pasir Durian	7
13.	SK Pulau Manis	6
14.	SK Pulau Rusa	4
15.	SK Ubai	7
16.	SK Ulu Tembeling	6
	Jumlah	192

Bagi aspek pengurusan program, penilaian tertumpu kepada proses pendaftaran, tarikh program, penginapan, makanan, lokasi aktiviti dijalankan dan bahan aktiviti. Berdasarkan hasil dapatan, majoriti pelajar sangat berpuas hati dengan proses pendaftaran (51.6%), tarikh program (59.4%), penginapan (72.9%), makanan (71.4%), lokasi aktiviti dijalankan (76.6%) dan bahan aktiviti (64.6%). Dapatan ini menunjukkan para peserta sangat berpuashati dengan pegurusan program yang dijalankan. Menurut Tamsah, Ilyas dan Yusriadi (2021), program yang diurus dan dirancang dengan baik amat memberi kesan terhadap keberkesanan dan kejayaan program yang dijalankan. Aspek ini mampu memberi impak yang positif terhadap peserta dan meningkatkan kefahaman terhadap kandungan program yang dihadiri. Hasil dapatan bagi aspek pengurusan program ditunjukkan dalam Jadual 2 di bawah.

Jadual 2 Pengurusan Program

Bil	Item	Sangat tidak berpuas hati	Tidak berpuas hati	Tidak pasti	Berpuas hati	Sangat berpuas hati
1	Proses Pendaftaran	2	1	17	73	99
		(1.04%)	(0.5%)	(8.9%)	(38%)	(51.6%)
2	Tarikh Program	0	0	11	67	114
		(0%)	(0%)	(5.7%)	(34.9%)	(59.4%)
3	Penginapan	0	0	11	41	140
		(0%)	(0%)	(5.7%)	(21.4%)	(72.9%)
4	Makanan	0	1	8	46	137
		(0%)	(0.5%)	(4.2%)	(24%)	(71.4%)
5	Lokasi aktiviti dijalankan	1	1	4	39	147
		(0.5%)	(0.5%)	(2.1%)	(20.3%)	(76.6%)
6	Nota/Bahan Aktiviti	0	1	7	60	124
		(0%)	(0.5%)	(3.7%)	(31.3%)	(64.6%)

Aspek perlaksanaan program terdiri daripada objektif program, pemahaman pembelajaran yang diperolehi, faedah yang diperolehi daripada program, bimbingan fasilitator serta peningkatan kemahiran dan pengetahuan. Hasil dapatan seperti yang ditunjukkan dalam Jadual 3, mendapati bahawa tahap kepuasan hati peserta terhadap kesemua item

pengurusan program adalah pada tahap yang tinggi dengan nilai skor min bagi pencapaian objektif (4.5026), pemahaman pembelajaran (4.5550), faedah yang diperolehi daripada program (4.5812), bimbingan fasilitator (4.5707) dan peningkatan kemahiran dan pengetahuan (4.5759). Dapatan ini menunjukkan majoriti peserta sangat berpuas hati dengan pelaksanaan program ini.

Jadual 3 Pelaksanaan Program

Bil	Item	Min
1	Objektif program tercapai	4.5026
2	Pemahaman pembelajaran yang diperolehi	4.5550
3	Faedah yang diperolehi daripada program ini	4.5812
4	Bimbingan fasilitator	4.5707
5	Peningkatan kemahiran dan pengetahuan	4.5759

Jadual 4 Keberkesanan Aktiviti dan Penceramah

Bil	Item	Min
1.	Hari pertama: *Ice breaking*	4.6283
2.	Hari pertama: Slot Bendera Kumpulan	4.6859
3.	Hari kedua: *Jungle Tracking*	4.6283
4.	Hari kedua: LDK dan Sukaneka	4.7368
5.	Hari kedua: LDK Slot Kenali Diri	4.4712
6.	Hari ketiga: Aktiviti Berkuda dan Memanah	4.7539
7.	Hari ketiga: Slot Young Engineer	4.6859
8.	Hari ketiga: LDK Slot Muhasabah Diri - Kepimpinan Khalifah Cemerlang	4.6158
9.	Hari keempat: LDK Slot Ibrah Pemimpin Agung	4.7684
10.	Penceramah : Kenali Diri dan Personaliti	4.6440
11.	Penceramah : Kepimpinan Khalifah Cemerlang	4.7801
12.	Penceramah : Ibrah Pemimpin Agung	4.7277

Penilaian terhadap aspek keberkesanan aktiviti dan penceramah juga menunjukkan nilai skor min pada tahap yang tinggi . Skor tertinggi adalah bagi slot Ibrah Pemimpin Agung (4.7684), diikuti slot aktiviti berkuda dan memanah (4.7539) dan slot LDK dan sukaneka (4.7368). Bagi penilaian terhadap keberkesanan penceramah pula, nilai skor min tertinggi adalah bagi penceramah Kepimpinan Khalifah Cemerlang. Hasil dapatan ini menunjukkan majoriti peserta sangat berpuashati dengan kesemua slot aktiviti yang dijalankan sepanjang program ini berlangsung. Jadual 4 di bawah menunjukkan perincian nilai skor min bagi setiap item.

Penilaian aspek kompetensi terhadap pengetahuan pula terdiri daripada elemen pengetahuan dan kemahiran serta aspek kepimpinan pelajar. Hasil dapatan ini ditunjukkan dengan lebih terperinci berdasarkan peratusan bagi setiap tahap kepuasan hati peserta. Sejumlah 52.61% pelajar sangat berpuas hati dan berpuas hati dengan minat dalam pengetahuan/kemahiran yang disampaikan (52.61%). Seterusnya, majoriti pelajar sangat berpuas hati dan berpuashati dengan elemen mempunyai pengetahuan/kemahiran dalam bidang berkenaan (49.5%). 54% peserta sangat berpuas hati dan berpuas hati dengan aspek penggunaan pengetahuan/kemahiran yang dipelajari dalam kehidupan seharian. Rata-rata pelajar juga sangat berpuas hati dan berpuas hati dengan berkongsi pengetahuan/kemahiran

yang dipelajari dengan rakan atau orang lain (57%). Seterusnya, aspek mengajar pengetahuan/kemahiran yang dipelajari kepada rakan atau orang lain, sejumlah 57.6% pelajar sangat berpuas hati dan berpuashati. Bagi aspek mengenalpasti kelemahan dan kekuatan diri sendiri pula, sejumlah 51.2% sangat berpuas hati dan berpuas hati. Majoriti pelajar juga mempunyai keinginan yang tinggi untuk menjadi pemimpin dengan sejumlah 8.33% sangat berpuas hati dan 49.2% berpuas hati. Manakala bagi aspek yang terakhir iaitu mempunyai kemahiran kepimpinan yang baik, 4.7% pelajar sangat berpuas hati dan 45.6% berpuas hati.

Jadual 5 Perubahan Terhadap Pengetahuan

Bil	Item	Sangat tidak berpuas hati	Tidak berpuas hati	Tidak pasti	Berpuas hati	Sangat berpuas hati
1	Saya berminat dalam pengetahuan/ kemahiran yang disampaikan	13	23	55	91	10
		(6.77%)	(12%)	(26%)	(47.4%)	(5.21%)
2	Saya mempunyai pengetahuan/ kemahiran dalam bidang berkenaan.	21	26	50	86	9
		(10.9%)	(13.5%)	(5.7%)	(44.8%)	(4.7%)
3	Saya boleh menggunakan pengetahuan/kemahiran yang dipelajari dalam kehidupan seharian.	14	19	55	92	11
		(7.3%)	(10%)	(28.8%)	(48.2%)	(5.8%)
4	Saya dapat berkongsi pengetahuan/kemahiran yang dipelajari dengan rakan atau orang lain.	13	24	6	95	14
		(6.8%)	(12.6%)	(24.1%)	(49.7%)	(7.3%)
5	Saya boleh mengajar pengetahuan/kemahiran yang dipelajari kepada rakan atau orang lain.	10	23	49	97	13
		(5.2%)	(12%)	(25.7%)	(50.8%)	(6.8%)
6	Saya dapat mengenalpasti kelemahan dan kekuatan diri sendiri.	17	21	56	84	14
		(8.9%)	(10.9%)	(29.3%)	(43.9%)	(7.3%)
7	Saya mempunyai keinginan yang tinggi untuk menjadi pemimpin.	10	27	45	94	16
		(5.2%)	(14.1%)	(23.6%)	(49.2%)	(8.33%)
8	Saya mempunyai keinginan yang tinggi untuk menjadi pemimpin.	20	29	47	87	9
		(10.3%)	(15.2%)	(24.6%)	(45.6%)	(4.7%)

Jadual 6 Penilaian Keseluruhan Program

Item	Min
Saya berminat dalam pengetahuan/ kemahiran yang disampaikan	4.6963

Secara keseluruhannya, majoriti pelajar sangat berpuas hati dengan program ini dengan nilai min sebanyak 4.6963. Majoriti pelajar menyatakan yang mereka ingin program seperti ini dijalankan lagi pada masa akan datang kerana mereka sangat berpuas hati dengan aktiviti-aktiviti yang dianjurkan semasa program ini berlangsung. Tambahan lagi, dengan layanan yang baik oleh pihak penganjur dan fasilitator yang sangat membantu, mereka ingin

menyertainya lagi sekiranya ianya dianjurkan di masa hadapan. Selain itu, majoriti pelajar berharap agar pihak penganjur dapat menambah bilangan hari untuk aktiviti berkuda.

KESIMPULAN & CADANGAN

Program Kem Kepimpinan Khalifah Muda 2023 yang telah berlangsung di UiTM Cawangan Pahang Kampus Jengka telah berjaya mencapai objektif yang telah ditetapkan iaitu merangkumi kepada memperkasakan kedalam diri para pemimpin muda ini akan sifat seorang pemimpin seperti tanggungjawab dan kerjasama antara satu sama lain. Dengan kehadiran seramai 192 orang pelajar terdiri daripada 16 buah sekolah luar bandar di sekitar kawasan Pahang serta dikuatkan lagi dengan 42 orang fasilitator yang terdiri daripada badan kepimpinan UiTM Cawangan Pahang Kampus Jengka seperti Majlis Perwakilan Pelajar,Jawatankuasa Perwakilan Kolej serta Dewan Eksekutif Mahasiswa. Program ini yang telah diketuai oleh Saudara Mohamad Azrai Arif bin Amli Mahfuz sebagai ketua fasilitator telah memberikan pendedahan yang positif serta mencetuskan impak yang besar akan perkembangan kemahiran insaniah dan rohaniah sebagai seorang pemimpin seperti pengurusan masa, kemahiran pengucapan awam, kerjasama didalam kumpulan, jati diri dan keyakinan kedalam diri pelajar. Selain itu, program ini juga telah menyumbang kepada pelarasan nilai SDG 3 dan SDG 4 yang memberikan penekanan kepada kemandirian hidup yang sihat dan menggalakkan kesejahteraan pada semua peringkat umur serta memastikan pendidikan berkualiti,menyeluruh dan saksama dalam menggalakkan peluang pembelajaran yang berterusan kepada pelajar yang diangkat sebagai khalifah muda dalam mewarisi alur kepimpinan dunia modenisasi kini.

Antara cadangan kepada penambahbaikkan permasalahan yang berlaku sepanjang program Kem Kepimpinan Khalifah Muda dijalankan ialah kelancaran proses pendaftaran sebelum program bermula. Hal ini disokong dengan kelewatan masa yang telah disebabkan oleh proses pendaftaran yang memakan masa yang lama serta mengganggu alur perjalanan program. Oleh itu, sistem pendaftaran yang lebih cepat dan efektif perlu diketengahkan dan dikaji bagi memastikan hal kelewatan masa pendaftaran tidak lagi berlaku. Selain itu, nota atau bahan aktiviti yang digunakan dilihat kurang merangkum akan sifat kepimpinan yang perlu diterapkan kedalam diri pelajar. Oleh hal sedemikian, pelarasan dan penelitian modul yang lebih efektif serta mendatangkan nilai impak yang tinggi kepada para pelajar perlu dilaksanakan yang bukan sahaja memfokuskan akan nilai tanggunggjawab dan kerjasama, namun turut menekankan kemahiran intrapersonal iaitu kemahiran berkomunikasi, kemahiran menyelesaikan masalah serta pengurusan diri yang turut membantu dalam membina jiwa kepimpinan yang utuh serta berkualiti dalam diri pelajar.

PENGHARGAAN

Penghargaan terima kasih kepada pihak UiTM Cawangan Pahang atas kelulusan untuk menjalankan program ini. Jutaan terima kasih diucapkan kepada PKNP Agro-Tech diatas pembiayaan dan sumbangan sepanjang program ini berlangsung. Syabas diucapkan kepada semua pensyarah, staf dan pelajar yang terlibat secara langsung dan tidak lansung sepanjang program ini berlangsung. Selain itu juga ucapan terima kasih kepada 16 buah sekolah terpilih yang menghantar seramai 192 orang peserta dan memberi kerjasama penuh sepanjang perlaksanaan program.

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Menjana Pendapatan Dalam Kalangan Usahawan Miskin Tegar Di Negeri Kelantan.

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ABSTRAK

Pemasaran digital dianggap relevan dan signifikan dalam mempengaruhi perniagaan pada masa kini. Kebarangkalian perniagaan yang tidak mengaplikasikan pemasaran digital tidak mampu bertahan lama seperti perniagaan yang lain pada abad ini kerana wujudnya perniagaan atas talian. Usahawan B40 merupakan golongan yang harus diberikan perhatian bagi membantu memperkasakan perniagaan melalui capaian internet. Ini merangkumi kelompok belia, wanita, ibu tunggal dan suri rumah. Pihak kerajaan telah banyak menyediakan dan melaksanakan pelbagai inisiatif dalam usaha membantu usahawan dalam kalangan usahawan miskin tegar agar terus berkembang maju. Perlaksanaan program penghapusan miskin tegar melalui geran di bawah Jabatan Pembangunan Negeri Kelantan (ICU,JPM) negeri Kelantan, dilakukan untuk memperkasakan ilmu pemasaran digital terhadap usahawan B40 bagi membantu mereka keluar daripada kategori miskin tegar. Para penyelidik daripada UiTM Kelantan yang terdiri daripada 20 orang pensyarah dan 5 pelajar ijazah diberi peluang menjelajah 6 daerah utama di Kelantan untuk menyampaikan ilmu pemasaran digital secara berkesan kepada usahawan B40. Program selama sehari membantu usahawan mempelajari ilmu pemasaran digital berdasarkan modul DiME 2024 yang dihasilkan. Setelah pemantauan dan temu bual dilakukan terhadap usahawan di dua daerah iaitu Bachok dan Kota Bharu mendapati terdapat peningkatan dalam pendapatan usahawan. Peningkatan pendapatan usahawan di daerah Bachok meningkat sebanyak 60.6% manakala 52 % untuk daerah Kota Bharu. Usaha yang dilakukan ini adalah sejajar dengan hasrat kerajaan dalam memperkasakan ekonomi digital seterusnya mengatasi masalah miskin tegar sepertimana objektif di dalam indikator SDG adalah untuk menghapuskan miskin tegar dan tiada kelaparan.
Kata kunci: pemasaran digital, usahawan B40, miskin tegar, perniagaan atas talian.

PENDAHULUAN

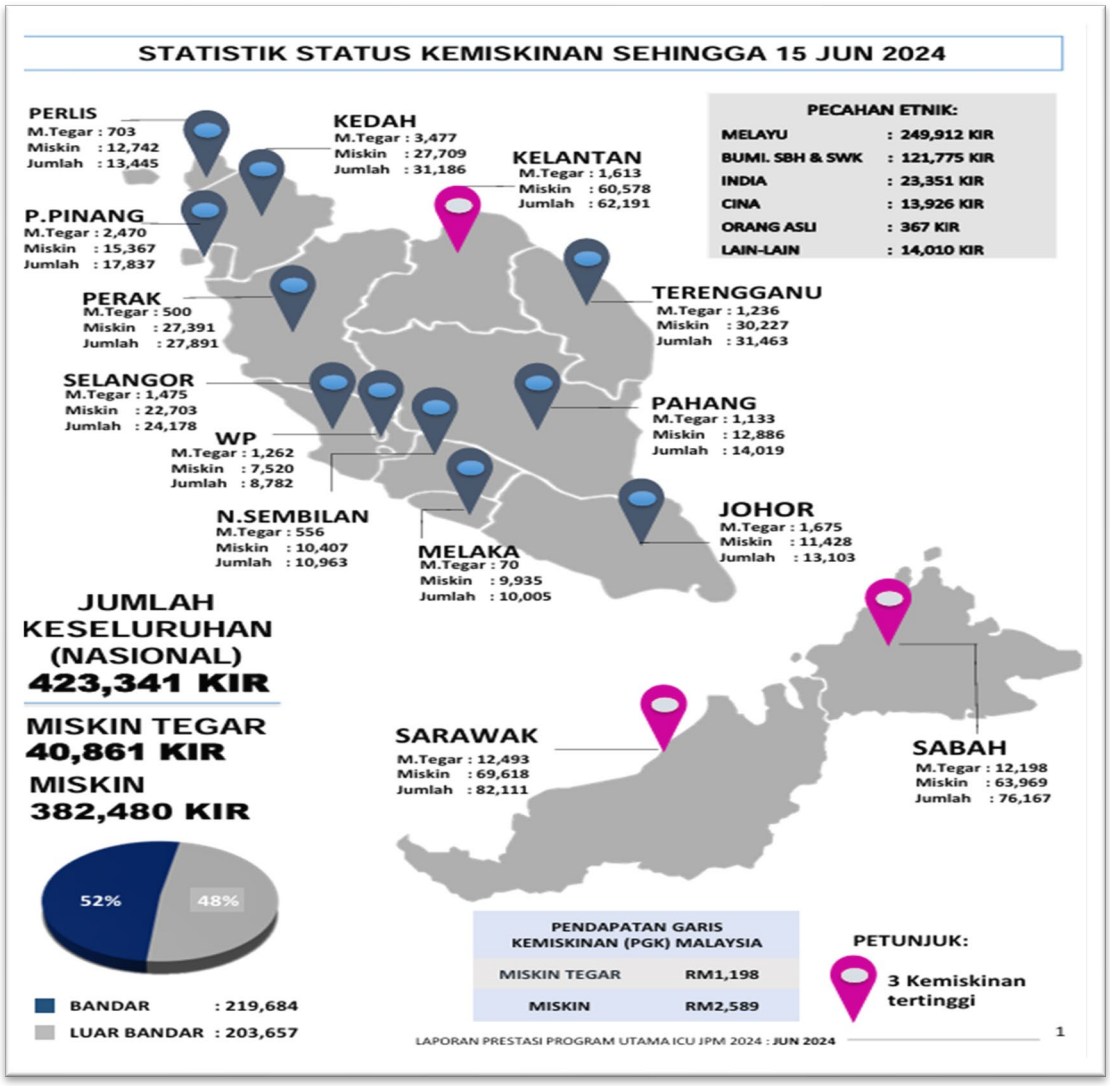
Pemasaran digital merujuk kepada penggunaan teknologi dan platform dalam talian untuk mempromosikan dan menjual produk atau perkhidmatan. Ini termasuk teknik seperti pemasaran melalui media sosial, e-mel, enjin carian, dan iklan dalam talian. Berbanding dengan pemasaran tradisional, pemasaran digital menawarkan kelebihan seperti kos yang lebih rendah, capaian yang lebih luas, dan kemampuan untuk menilai keberkesanan kempen secara langsung melalui data analitik. Kajian ini bertujuan untuk meneroka bagaimana pengaplikasian ilmu pemasaran digital dapat membantu usahawan B40 di Kelantan dalam meningkatkan pendapatan mereka, dengan memberi tumpuan kepada penggunaan strategi digital yang efektif untuk memperluas capaian pasaran dan meningkatkan keupayaan bersaing dalam ekonomi moden. Secara umumnya, pemasaran digital membantu usahawan B40 untuk bersaing dengan lebih efektif dalam persekitaran perniagaan yang semakin kompetitif dan dinamik.

Sejajar dengan kehendak semasa perniagaan yang menggunakan pemasaran digital, Program Pemerkasaan Pemasaran Digital (DiME 2024) yang dijalankan atas usahasama antara Unit Penyelarasan Pelaksanaan, Jabatan Perdana Menteri (ICU, JPM) negeri Kelantan dan para pensyarah daripada UiTM Cawangan Kelantan. Objektif perlaksanaan program ini adalah bagi memperkasakan pemasaran digital dan meningkatkan pendapatan dalam kalangan usahawan miskin tegar di negeri Kelantan. DiME 2024 ini telah berlangsung dengan jayanya untuk siri pertama sehingga siri kelima. Peserta yang terlibat merupakan usahawan B40 di beberapa daerah yang terlibat seperti Kota Bharu, Bachok, Gua Musang, Tanah Merah, Tumpat dan Jeli. Program sehari itu merangkumi 7 modul, ceramah dan latihan dalam kumpulan yang dibantu oleh fasilitator dalam kalangan pensyarah UiTM Cawangan Kelantan daripada pelbagai bidang dan dipantau oleh pegawai ICU,JPM negeri Kelantan.

PERMASALAHAN KAJIAN

Dalam konteks usaha memperbaiki taraf hidup usahawan B40 di Kelantan, penggunaan ilmu pemasaran digital memainkan peranan yang penting. Ramai usahawan pada masa ini menghadapi cabaran dalam memasarkan produk mereka secara efektif, kerana keterbatasan dalam akses kepada pasaran yang lebih luas dan kurangnya pengetahuan tentang teknik pemasaran moden.

Rajah 1.1 Statistik Status Kemiskinan di Malaysia Jun 2024



Apabila menyentuh tentang perniagaan dan pemasaran digital, negeri Kelantan adalah negeri yang sangat sinonim dengan minat suka menjalankan perniagaan. Namun,

Rajah 1.1 menunjukkan data negeri Kelantan adalah antara 3 negeri yang tersenarai sebagai negeri yang mencatatkan kadar kemiskinan tertinggi di Malaysia. Data ini berdasarkan kepada laporan prestasi program utama di bawah ICU, JPM pada Jun 2024.

Petikan dalam Sinar Harian bertarikh 06 Februari 2024, menurut Pengarah Jabatan Pembangunan Negeri Kelantan Unit Penyelarasan Pelaksanaan (ICU) Jabatan Perdana Menteri (JPM), Jasri Kasim berkata, “Kelantan mencatat peningkatan golongan Ketua Isi Rumah (KIR) miskin dan miskin tegar kepada lebih 78,000 sehingga 31 Januari 2024 lalu berbanding 68,000 sebelumnya”. Menurutnya lagi, “Jumlah tersebut meliputi KIR miskin tegar yang meningkat daripada 9,000 kepada 14,000 dalam tempoh sama”.

Rajah 1.2 *Sustainable Development Goals (SDG)*



Dalam usaha untuk mengurangkan masalah miskin tegar, kerajaan perlu melaksanakan strategi yang selari dengan matlamat *Sustainable Development Goals* (SDG), khususnya SDG 1 yang bertujuan untuk menghapuskan kemiskinan dalam apa jua bentuk. Saranan kerajaan termasuklah memperkenal dan memperkukuhkan program bantuan sosial yang lebih menyeluruh dan berkesan, seperti bantuan kewangan langsung kepada keluarga berpendapatan rendah serta penyediaan peluang pekerjaan yang berkualiti dan mampan. Di samping itu, kerajaan harus meningkatkan akses kepada pendidikan dan latihan kemahiran yang relevan untuk golongan miskin tegar, agar dapat memperbaiki taraf hidup mereka melalui peningkatan kebolehan dan peluang pekerjaan. Dengan pendekatan yang holistik dan inklusif ini, kerajaan dapat memastikan pencapaian matlamat SDG 1 secara berkesan, dan dengan itu, menyumbang kepada pengurangan ketara dalam kadar kemiskinan tegar di negara ini.

Melalui peningkatan akses pendidikan dan ilmu, ilmu tentang pemasaran digital menawarkan peluang untuk memperluas capaian pasaran melalui platform dalam talian seperti media sosial, e-dagang, dan pemasaran digital, yang dapat membantu mereka menarik pelanggan dari luar kawasan mereka dan meningkatkan hasil jualan. Walau bagaimanapun, tanpa pengetahuan dan kemahiran yang mencukupi dalam pemasaran digital, usaha ini mungkin tidak memberikan impak yang diharapkan. Oleh itu, kajian ini menumpukan kepada bagaimana pemahaman dan penerapan ilmu pemasaran digital boleh menjadi alat yang berkesan dalam meningkatkan pendapatan usahawan B40 di Kelantan, dengan harapan untuk membekalkan mereka dengan kemahiran yang diperlukan untuk bersaing dalam ekonomi digital dan mencapai pertumbuhan perniagaan yang mampan sekaligus mencapai matlamat utama iaitu mengeluarkan mereka dari kemiskinan tegar.

SOROTAN LITERATUR

Omar & Nor Hasim (2021) meneliti kajian-kajian lepas mengenai kepentingan dan penggunaan internet dalam kalangan usahawan B40, termasuk pengetahuan, pola penggunaan, kekangan, dan pengaruhnya terhadap perniagaan mereka. Hasil kajian menunjukkan bahawa perluasan penggunaan internet dalam kalangan usahawan B40 adalah penting, memandangkan banyak kajian telah menunjukkan bahawa terdapat hubungan yang signifikan antara teknologi dan kejayaan perniagaan. Kajian oleh Radzi, Nazri, dan Nor (2017) mendapati bahawa kecekapan teknologi dalam penggunaan internet merupakan salah satu faktor kejayaan utama bagi perniagaan luar bandar yang bergantung kepada teknologi. Dengan ini, usaha untuk memperkasa usahawan B40 dapat menyokong wawasan negara. Kecekapan dalam penggunaan internet membolehkan pengusaha kecil yang bergantung kepada teknologi untuk memasarkan produk dan perkhidmatan mereka secara dalam talian, seterusnya menarik lebih ramai pelanggan dan meningkatkan kejayaan serta kelestarian perniagaan mereka.

Semasa pandemik COVID-19, teknologi digital menjadi penting untuk memulihkan perniagaan yang merosot, khususnya bagi usahawan luar bandar yang dapat memanfaatkan teknologi untuk mencapai pasaran bandar yang lebih luas. Kajian oleh Idris et al. (2023) mengeksplorasi faktor yang mempengaruhi penggunaan teknologi digital oleh usahawan luar bandar di Malaysia melalui kaedah kualitatif, termasuk temu bual dengan 30 usahawan dari lima sektor perniagaan. Data dianalisis menggunakan analisis tematik dengan bantuan perisian Atlas.ti. Hasil kajian menunjukkan bahawa jenis perniagaan mempengaruhi penggunaan teknologi digital, sementara umur mempengaruhi kadar penggunaannya. Penemuan ini bertujuan membantu usahawan luar bandar memanfaatkan teknologi digital untuk meningkatkan keuntungan dan mampu bersaing dalam ekonomi digital, dan menyediakan panduan bagi agensi kerajaan dalam merancang latihan dan infrastruktur yang sesuai.

Berdasarkan kajian yang dilakukan oleh Omar et al. (2022) tentang penggunaan teknologi maklumat dan komunikasi (ICT) adalah merupakan medium komunikasi perniagaan dalam kalangan usahawan B40. Kajian ini bertujuan untuk menilai pola penggunaan ICT dan tahap kebolehpercayaan item. Data diperoleh melalui soal selidik kepada 30 usahawan B40 di Semenyih menggunakan kaedah kuantitatif. Hasil kajian menunjukkan responden sering menggunakan ICT untuk berkongsi sumber, menguruskan pesanan pelanggan, dan meningkatkan kecekapan perniagaan. Kajian ini menyarankan agar usahawan B40 mengoptimumkan penggunaan ICT untuk komunikasi dan pemasaran perniagaan yang lebih kompetitif.

Kajian oleh Omar & Nor Hasim (2021) mengkaji kesan penggunaan digital ICT terhadap usahawan B40 semasa pandemik COVID-19 memandangkan teknologi komunikasi telah mengubah banyak aspek kehidupan. Kajian rintis ini bertujuan untuk membina alat ukur, meningkatkan kemahiran penyelidik, dan menilai kebolehpercayaan instrumen kajian. Menggunakan kaedah kuantitatif melalui soal selidik dalam talian kepada 30 usahawan B40 di Lembah Klang, hasil kajian menunjukkan majoriti responden percaya bahawa maklum balas pelanggan, pengurusan perniagaan yang baik, inovasi produk, dan pemasaran digital meningkatkan hasil perniagaan mereka. Kajian ini mencadangkan analisis lanjut dengan sampel yang lebih besar untuk mendapatkan dapatan yang lebih menyeluruh mengenai impak digitalisasi terhadap usahawan B40.

METODOLOGI KAJIAN

Program DiME 2024 ini merupakan siri jelajah 6 daerah di Kelantan bagi memperkasakan pemasaran digital dalam kalangan usahawan miskin B40 di Kelantan. Memandangkan pemasaran digital adalah satu strategi pemasaran yang memanfaatkan saluran digital untuk mencapai dan berinteraksi dengan pelanggan maka melalui penggunaan internet dan teknologi digital, pemasaran digital dapat membantu bisnis untuk mempromosikan produk atau menyampaikan maklumat secara lebih efisien dan efektif.

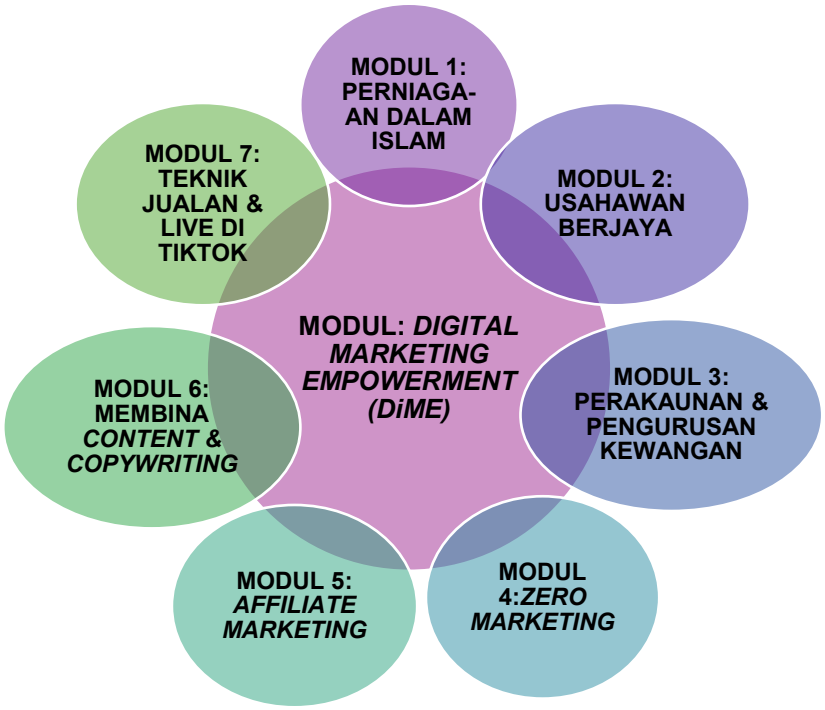
Jadual 1.1 Siri Jelajah DiME 2024 Mengikut Daerah

Siri	Daerah	Tarikh Perlaksanaan Program	Bilangan Peserta
Siri 1	Kota Bharu	5 Mac 2024	25 orang peserta
Siri 2	Bachok	6 Mei 2024	27 orang peserta
Siri 3	Gua Musang	27 Mei 2024	33 orang peserta
Siri 4	Tanah Merah	10 Jun 2024	30 orang peserta
Siri 5	Tumpat	9 Julai 2024	32 orang peserta
Siri 6	Jeli	20 Ogos 2024	30 orang peserta

Peserta DiME 2024 ini adalah dalam kalangan usahawan kecil yang menerima bantuan e-kasih daripada pihak ICU,JPM negeri Kelantan. Mereka ini selayaknya menghadiri program DiME 2024 memandangkan kebanyakan sumber pencarian pendapatan mereka adalah dalam bidang perniagaan dan mereka masih dalam kategori miskin tegar. Setiap siri jelajah DiME 2024, bilangan peserta adalah ditentukan dan disenaraikan oleh pihak ICU,JPM negeri Kelantan. Peserta yang terpilih melibatkan usahawan kecil daripada pelbagai kategori perniagaan. Antaranya peniaga kuih-muih, usahawan makanan sejuk beku, usahawan khidmat gunting rambut dan sebagainya.

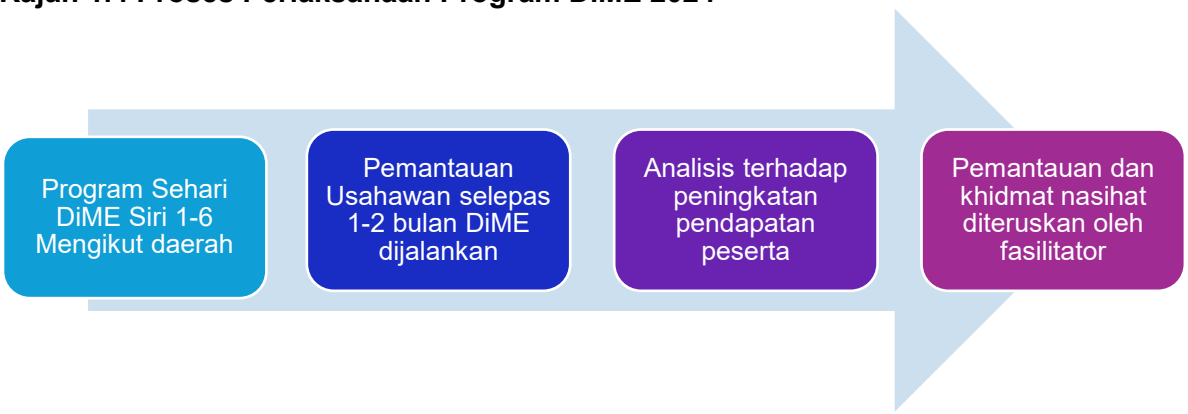
Program selama sehari ini merangkumi tujuh modul komprehensif yang direka untuk merangkumi pelbagai aspek pemasaran digital dan keusahawanan seperti dalam Rajah 1.3. Selain daripada modul-modul tersebut, peserta juga amat bertuah kerana diberi tunjuk ajar tentang cara-cara yang tepat dan menarik untuk mengambil foto dan video bagi tujuan pengiklanan dan pemasaran. Malah ada juga fasilitator yang berkongsi pengalaman mereka apabila melibatkan diri dalam perniagaan.

Rajah 1.3 Modul DiME 2024



Fasilitator yang dilantik untuk program ini adalah pensyarah yang terdiri daripada pelbagai bidang, antaranya bidang ekonomi, pemasaran, perakaunan, pengurusan maklumat serta seni reka. Ini bagi memastikan peserta mendapat bimbingan menyeluruh mengenai aspek pemasaran digital, termasuk kemahiran teknikal, strategi pemasaran, pengurusan kewangan dan pengurusan perniagaan. Dengan adanya kepelbagaian dalam bidang ini sedikit sebanyak membantu menyampaikan ilmu yang lebih berkesan kepada usahawan. Selain daripada 20 orang fasilitator yang dilantik dalam kalangan pensyarah dalam pelbagai bidang, terdapat 5 orang pelajar peringkat ijazah dalam bidang Ijazah Pemasaran dan Ijazah Ekonomi Perniagaan daripada UiTM Kampus Kota Bharu turut dilantik sebagai fasilitator bagi membantu menyampaikan ilmu pemasaran digital. Mereka ini adalah pelajar yang terlatih dan sentiasa mengikuti kursus-kursus atau program yang melibatkan keusahawanan terutamanya di bawah unit MASMED UiTM Kelantan.

Rajah 1.4 Proses Perlaksanaan Program DiME 2024



Rajah 1.4 menjelaskan mengenai pemantauan terhadap usahawan dilakukan setelah sebulan atau dua bulan selepas DiME dijalankan. Setiap pemantau iaitu fasilitator dalam kalangan pensyarah perlu memantau antara 2 ke 3 orang peserta bagi setiap daerah. Pemantau perlu berjumpa, melawat kedai atau lokasi perniagaan dijalankan seterusnya usahawan akan ditemu bual berkenaan peningkatan pendapatan yang diperoleh, hasil daripada mempelajari ilmu pemasaran digital dalam program DiME yang dihadiri. Peserta atau usahawan juga akan diberi khidmat nasihat dan cadangan tentang keperluan mereka memohon bantuan yang disediakan oleh pihak ICU berdasarkan perniagaan yang mereka jalankan. Antaranya memohon bantuan alatan bantuan perniagaan mengikut kategori perniagaan yang dijalankan.

Setelah selesai proses pemantauan, analisis data akan dilakukan untuk setiap daerah bagi melihat sejauh mana peningkatan pendapatan yang diperoleh setelah menghadiri program DiME 2024 seperti digambarkan dalam Rajah 1.5. Di samping itu, fasilitator juga boleh menyenaraikan beberapa usahawan pilihan yang boleh menjadi usahawan contoh atau ikon usahawan berjaya kepada usahawan-usahawan yang lain. Data yang telah dianalisis akan dibentangkan dan dilaporkan kepada pihak ICU untuk memastikan objektif yang ingin dicapai melalui program DiME adalah terlaksana dan seperti mana yang diinginkan oeh pihak ICU.

Rajah 1.5 Infografik Perlaksanaan DiME 2024



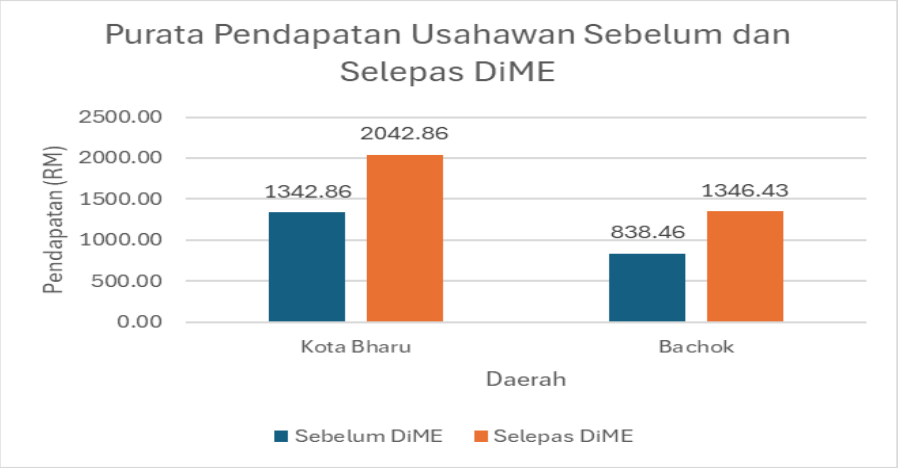
HASIL KAJIAN

Kajian ini memfokuskan hasil kajian yang dianalisis secara diskriptif bagi melihat sejauh mana berlakunya peningkatan pendapatan para usahawan B40 di dua daerah iaitu daerah Bachok dan Kota Bharu. Analisis peningkatan pendapatan hanya sempat memfokuskan di dua daerah

sahaja memandangkan daerah lain masih dalam proses pemantauan dan terdapat sedikit masalah dari segi kekangan masa.

Bagi Siri 1 DiME 2024 iaitu daerah Kota Bharu, analisis peningkatan pendapatan dilakukan ke atas 14 orang peserta sahaja memandangkan terdapat peserta yang tidak hadir program, tidak memberi kerjasama dan tidak dapat dihubungi. Jumlah keseluruhan peserta daerah Kota Bharu yang disenaraikan oleh pihak ICU,JPM negeri Kelantan adalah seramai 25 orang. Manakala bagi daerah Bachok pula yang merupakan Siri 2 program DiME 2024, menyenaraikan seramai 27 orang peserta di mana hanya 14 orang sahaja analislis peningkatan pendapatan dilakukan. Ini disebabkan oleh faktor tidak memberi kerjasama, tidak hadir program dan tidak dapat dihubungi semasa pemantauan oleh fasilitator dilakukan.

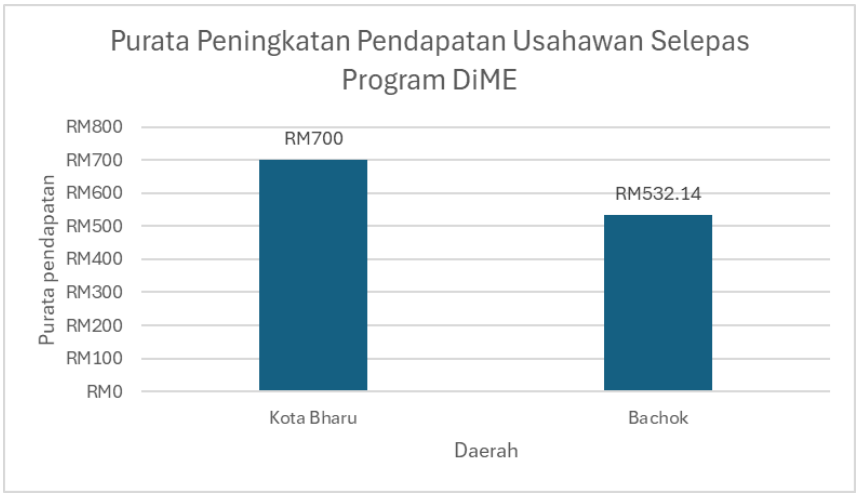
Rajah 1.6 Purata Pendapatan Usahawan Sebelum dan Selepas DiME 2024



Berdasarkan Rajah 1.6, berlakunya peningkatan dalam pendapatan usahawan daerah Kota Bharu selepas menghadiri program DiME 2024 iaitu secara puratanya meningkat kepada RM 2042.86 berbanding sebelumnya hanya RM 1342.86 atau bersamaan dengan 52%. Begitu juga bagi daerah Bachok purata pendapatan meningkat kepada RM 1346.43 berbanding asalnya hanya RM 838.46 sebulan. Jika dilihat dalam peratusan, peningkatan adalah sebanyak 60.6%.

Seterusnya, Rajah 1.7 pula menunjukkan keseluruhan purata peningkatan pendapatan usahawan selepas program DiME 2024 di mana bagi daerah Kota Bharu menyaksikan purata pendapatan meningkat sebanyak RM 700. Manakala bagi daerah Bachok, juga berlakunya peningkatan purata pendapatan iaitu sebanyak RM 532.14.

Rajah 1.7: Purata Peningkatan Pendapatan Usahawan bagi Dua Daerah iaitu Bachok dan Kota Bharu.



Hasil kajian ini menunjukkan ianya konsisten dengan kebanyakan kajian antaranya kajian yang dibuat oleh Omar et al (2020) menyatakan pemasaran digital mempunyai kesan positif terhadap pendapatan perusahaan kecil hingga sederhana ini kerana strategi pemasaran digital dapat meningkatkan daya saing mereka dan meningkatkan pendapatan mereka. Begitu juga kajian oleh Veseli-Kurtishi (2024) membuktikan bahawa pemasaran digital telah muncul sebagai alat yang berkuasa untuk perniagaan bukan sahaja meningkatkan kesedaran usahawan malah meningkatkan hasil jualan sekaligus menaikkan pendapatan para usahawan kecil.

Jika dilihat secara puratanya pendapatan yang meningkat masih berada di bawah Purata Garis Kemiskinan (PGK) 2024, namun usaha yang berterusan dalam menyampaikan ilmu pemasaran digital ini mampu meningkatkan lagi pendapatan usahawan B40 ini ke tahap yang lebih tinggi. Sejajar dengan keperluan semasa yang memerlukan usahawan untuk lebih agresif dalam memasarkan barangan mereka secara atas talian, melalui pendedahan ilmu teori dan praktikal yang disusun khas bagi memahami teknik dan kaedah mengintegrasikan semua saluran pemasaran digital dengan lebih cepat dan berkesan akhirnya mampu membantu usahawan meningkatkan penguasaan dalam strategi pemasaran terkini dan berkemahiran dalam mengaplikasikan teknik setiap platform digital dan media sosial. Ini seterusnya dapat membantu usahawan B40 untuk menjual kepada lebih ramai orang dengan kos yang rendah dan sekali gus meningkatkan jualan dan pendapatan mereka.

KESIMPULAN

Ternyata, pemasaran digital menjadi elemen yang sangat penting terutama dalam strategi pemasaran perniagaan moden. Melalui penggunaan teknologi dan internet, pemasaran digital menawarkan pelbagai manfaat yang signifikan dibandingkan dengan metod pemasaran tradisional. Ianya tidak terbatas menjangkau setiap pelanggan secara global dan membuka peluang yang lebih besar dan luas kepada perkembangan sesuatu perniagaan di samping dapat meningkatkan hasil jualan dan pendapatan usahawan B40. Dengan adanya program-program seperti ini, diharapkan para usahawan B40 dapat memanfaatkan segala ilmu dan pengetahuan yang diperoleh untuk memperkembangkan daya saing perniagaan dan memaksimumkan hasil pendapatan sekali gus membawa mereka keluar daripada data miskin tegar di negeri Kelantan.

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Impact of UiTM Sarawak's Community Engagement Program on Rural Secondary School Students' Higher Education Aspirations

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ABSTRACT

This study analyzes the outcomes of the "LAI QU UiTM" community engagement program conducted by Universiti Teknologi MARA (UiTM) Cawangan Sarawak at SMK Senibong, a rural secondary school. It was designed to enable students acquire knowledge on the existence of higher education institutions and the desire to pursue their education in these institutions. As part of the current study, both quantitative and qualitative methods were employed with 62 participating students completing questionnaires and conducting observational assessments. Stakeholder analysis shows a marked improvement in perceived importance of higher learning and overall attitudes towards university education. This research reveals outreach programs as a responsive measure to the information deficit among the students in rural areas thus compliments the government's education delivery policy.

Keywords: Social interactions, Universities, Rural learners, Recruitment activities, Polices

INTRODUCTION

Educational attainment, particularly university attendance, remains a challenge for rural learners in Malaysia due to limited access to information about higher education options (Abdullah et al., 2019). To address this issue, universities are implementing community outreach programs designed to bring services directly to underserved groups. This research focuses on one such initiative, the "LAI QU UiTM" program, conducted by the UiTM Sarawak Representative Committee of Seri Mulu College for selected students at SMK Senibong, a rural secondary school in Lundu.

The program, held from June 28-30, 2024, had the following objectives:

I. Familiarize rural students with higher education, especially UiTM.
II. Motivate students to pursue quality education at the tertiary level.
III. Provide details on various fields of specialization offered at the university level.
IV. Promote leadership and communication skills among UiTM student organizers.

This study aims to explore the effectiveness of the "LAI QU UiTM" program and its contribution towards achieving the institution's goals of admitting marginalized students. The findings are expected to contribute to existing knowledge on community engagement strategies for minority students and disadvantaged groups in higher education.

LITERATURE REVIEW

Community engagement activities are gaining increasing attention in higher learning institutions as a means of contributing to society and narrowing the education provision gap. These initiatives typically target less privileged groups of students to address the information deficit regarding higher education and ignite their passion for pursuing further education (Brown, 2021).

Rural students face specific challenges in their pursuit of higher education. Inequality factors contributing to poor enrollment rates in tertiary institutions include geographical factors, resource constraints, and a lack of role models (Lee et al., 2020). However, targeted efforts addressing minority concerns have shown promising results in overcoming these barriers. Wong and Tan (2023) reported impressive outcomes from university-led workshops and mentoring sessions with rural students, which enhanced the perceived relevance of higher education and boosted students' confidence in their educational futures.

The utility of such programs lies in providing realistic information and clarification about the university process, as well as facilitating friendly interactions between current learners and potential applicants (Garcia & Rodriguez, 2021). Moreover, these initiatives offer valuable leadership and community service experience for the university students involved in planning and executing the programs (Thompson, 2022).

In the Malaysian context, several studies have emphasized the significance of community participation in achieving educational equality. Ahmad and Ismail (2021) noted that outreach programs focusing on awareness creation, mobility, and advocacy have increased enrollment levels in rural Sarawak schools participating in these initiatives. However, there is a gap in mapping out the specific descriptors of these programs that lead to such outcomes and in assessing the long-term impact on students' educational paths.

This study aims to address this research gap by exploring the initial effects of the "LAI QU UiTM" program on fostering brand awareness and influencing rural secondary school students' attitudes towards and aspirations for tertiary education.

METHOD

This study employed a mixed-methods approach, combining quantitative data from participant questionnaires with qualitative observational data.

Participants:

The study included 62 students from SMK Senibong who participated in the "LAI QU UiTM" program. Participants ranged from Form 1 to Form 5 (ages 13-17), with a mix of male and female students.

Data Collection

Questionnaires:

Participants completed a post-program questionnaire that included several types of questions:

a) Demographic Information:
- I. Age
- II. Form/Year
- III. Gender

b) Program Evaluation (6 items, 5-point Likert scale):
- I. Suitability of program objectives
- II. Program content
- III. Speaker expertise
- IV. Facilitator efficiency
- V. Activity effectiveness
- VI. Overall program evaluation

c) Pre-Program Knowledge/Skills (6 items, 5-point Likert scale):
Participants were asked to retrospectively rate their knowledge and skills before the program.
d) Post-Program Knowledge/Skills (6 items, 5-point Likert scale): Participants rated their knowledge and skills after completing the program.
e) Open-ended Question:

Participants were given the opportunity to provide comments or suggestions.
The questionnaire design is summarized in the following TABLE 1

Section	Number of Item	Question Type	Scale
Demographic Information	3	Multiple Choice	N/A
Program Evaluation	6	Likert Scale	1(Poor) to 5 (Excellent)
Pre-Program Knowledge/Skills	6	Likert Scale	1 (Strongly Disagree) to 5 (Strongly Agree)
Post-Program Knowledge/Skills	6	Likert Scale	1 (Strongly Disagree) to 5 (Strongly Agree)
Comments/Suggestions	1	Open-ended	N/A

Observational Data: Program organizers recorded observational notes throughout the threeday event. These notes focused on:
I. Student engagement levels during different activities
II. Verbal and non-verbal reactions to program content
III. Interactions between participants and UiTM student facilitators
IV. Questions asked by participants during Q&A sessions
V. Notable comments or feedback provided by participants during informal conversations

DATA ANALYSIS

Quantitative data from the questionnaires were analyzed using descriptive statistics. Qualitative data from observational notes were coded and analyzed for emerging themes related to student engagement and program impact.

RESULTS

The results of the study are presented in the following table, which summarizes the key findings from the participant questionnaires:

Aspect Evaluated	**Average Rating (1-5 scale)**
Program Objectives Suitability	4.44
Program Content	4.35
Speaker Expertise	4.39
Facilitator Efficiency	4.66
Activity Effectiveness	4.66
Overall Program Evaluation	4.71

Pre-Program Knowledge/Skills:

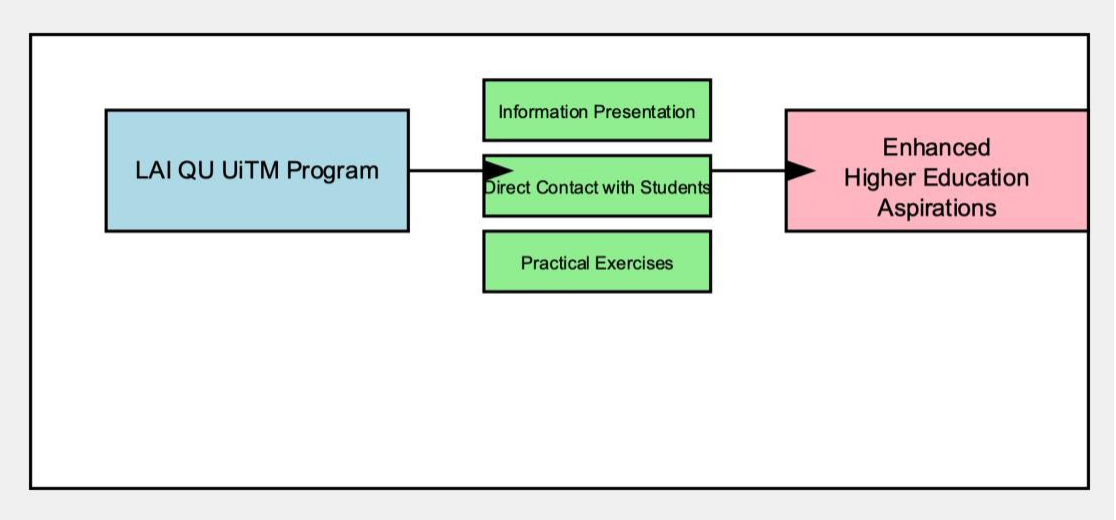
Aspect	**Average Rating (1-5 scale)**
Interest in the field	1.98
Existing knowledge/skills	1.63
Ability to use knowledge in daily life	1.76
Ability to share knowledge with others	1.66
Ability to teach others	1.63
Ability to spread knowledge continuously	1.63

Post-Program Knowledge/Skills:

Aspect	Average Rating (1-5 scale)
Interest in the field	4.45
Existing knowledge/skills	4.23
Ability to use knowledge in daily life	4.24
Ability to share knowledge with others	4.31
Ability to teach others	4.23
Ability to spread knowledge continuously	4.19

To further validate our findings, we conducted paired t-tests to compare pre- and post-program scores. The results showed a statistically significant increase in all measured aspects ($p < 0.001$). The most substantial improvement was observed in students' interest in higher education ($t(61) = 15.32$, $p < 0.001$, $d = 1.94$), indicating a large effect size. These statistical analyses reinforce the effectiveness of the LAI QU UiTM program in enhancing rural students' higher education aspirations. These results indicate a significant increase in students' interest, knowledge, and perceived ability to apply and share information about higher education following the program.

Figure 1 Conceptual Framework of LAI QU UiTM Program's Impact on Rural Students' Higher Education Aspirations



As shown in Figure 1, the LAI QU UiTM program comprises three main components: information presentation, direct contact with current university students, and practical exercises. These components work together to enhance rural secondary school students' aspirations for higher education.

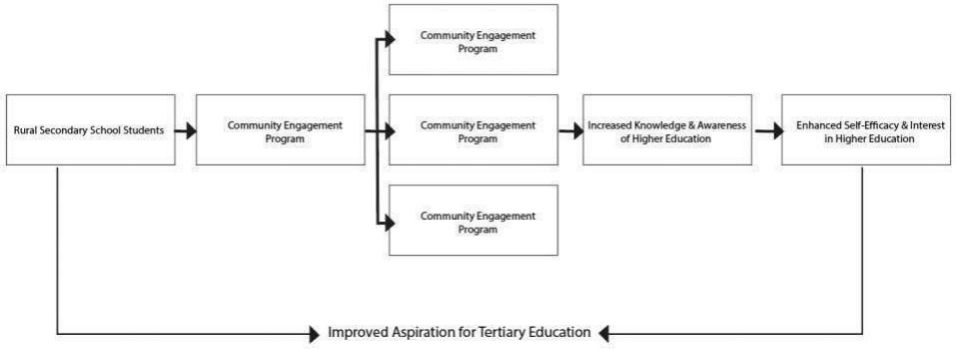
DISCUSSION

Figure 2 presents a conceptual framework explaining the process and effect of the "LAI QU UiTM" community engagement program on rural secondary school students' intentions of pursuing higher education. The program aims to reach rural clients who may not easily access information and publicity on higher education. The components of information presentation, direct contact with current university students, and practical exercises are expected to enhance students' knowledge about existing opportunities in higher education.

The framework suggests that this combination of enhanced knowledge, self-efficacy, and interest leads to increased aspirations for tertiary education among rural secondary school students. This conceptual framework aligns with the study's findings, which revealed a significant positive change in students' interest, self-efficacy, and knowledge regarding

university education after participating in the program.

Figure 2 Rural Student Higher Education Aspiration Enhancement Model



According to the results, the "LAI QU UiTM" program positively influenced participants' perceptions of and goals for higher education studies. High scores were given for comprehensiveness, appropriateness of programs, and overall assessment, substantiating the students' reactions that the initiative was both interesting and useful.

Of particular note are the changes concerning increased student interest in various fields of study, as well as their level of knowledge and preparation for university studies. The average rating for interest improved from 1.98 before the program to 4.45 after, implying that the program effectively influenced participants' curiosity and motivation to learn new information.

This type of learning not only passed on information but also equipped students with tools and knowledge to act as agents of change in promoting access to higher education within their respective communities. Thus, the reach of such programs extends beyond the immediate participants.

These findings are consistent with existing literature that has demonstrated the success of targeted public awareness campaigns in enhancing rural students' awareness and interest in higher learning (Ahmad & Ismail, 2021; Wong & Tan, 2023). The success of the "LAI QU UiTM" program can be attributed to several factors:

1. Relevant content: The program helped participants clarify courses and self-organized learning opportunities available at UiTM, making the concept of pursuing higher education more concrete for the participants.
2. Peer interaction: The involvement of current UiTM students as facilitators provided relatable role models for the secondary school students.
3. Engaging activities: The high ratings for activity effectiveness imply that the interactive components of the program were successful in maintaining student interest while facilitating learning.
4. Comprehensive approach: By addressing issues of student life and future academic choices, the program presented a comprehensive insight into university education.

The findings of this study can be interpreted through the lens of Social Cognitive Career Theory (SCCT) (Lent et al., 1994). SCCT posits that career interests and choices are influenced by self-efficacy beliefs, outcome expectations, and personal goals. The LAI QU UiTM program appears to have positively impacted all these factors. By providing information about higher education opportunities and facilitating interactions with current university students, the program enhanced participants' self-efficacy beliefs about their ability to pursue tertiary education. This, in turn, likely improved their outcome expectations regarding the benefits of higher education, ultimately influencing their personal goals and aspirations.

LIMITATION

While this study provides valuable insights into the effectiveness of the LAI QU UiTM program, several limitations should be acknowledged. First, the study relied on self-reported data, which may be subject to social desirability bias. Second, the lack of a control group limits our ability to attribute changes solely to the program intervention. Finally, the study's short-term nature does not allow us to assess the long-term impact of the program on actual enrollment rates or academic performance in higher education institutions. Future research should address these limitations to provide more robust evidence of the program's effectiveness.

CONCLUSION

The "LAI QU UiTM" community engagement program demonstrated positive changes in rural secondary school students' perceptions of and intentions towards higher education. By offering information, facilitating peer relationships, and inviting students to participate in interactive programs, the initiative not only minimized the information deficit but also encouraged educational aspirations among the participants.

Based on our findings, we propose several practical recommendations for educators and policymakers. First, universities should consider expanding outreach programs like LAI QU UiTM to reach more rural secondary schools, potentially through partnerships with local education authorities. Second, the content of such programs should be regularly updated to reflect current higher education landscapes and career opportunities. Third, involving current university students from rural backgrounds as program facilitators could further enhance the relatability and effectiveness of these initiatives. Lastly, policymakers should consider allocating dedicated funding for sustained outreach efforts to rural communities, recognizing their potential to address educational inequalities.

These findings highlight the necessity of conducting outreach actions directed at excluded societies, especially in rural areas where awareness of postsecondary education options may be limited. Authorities and university management should encourage and increase funding for such programs to reach as many needy populations as possible.

Future studies could examine the long-term effects of these programs on general enrolment rates in universities and subsequent academic achievements. Moreover, understanding which aspects of the program are most effective at altering students' perceptions and intentions to participate in continuing education could prove useful in refining and enhancing specific components of future campaigns.

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Synergizing for Social Impact: Collaborative Communities Strategies

Promoting Competent Credit Score among B40 Female Entrepreneurs: A Case Study of Dapur Mawar

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ABSTRACT

Financial management plays a significant role for every individual, as well as for an entrepreneur. Financial management will affect the credit score, which is one of the determinants of loan approval by financial institutions. This will hurt businesses since entrepreneurs who want to expand their businesses need additional capital injection. Entrepreneurs need capital for store improvement, increased workforce, increased production of goods, and others. Most B40 entrepreneurs are not eligible for a bank loan. They are too dependent on competitive sources such as TEKUN National, People's Trust Council (MARA), Perbadanan Usahawan Nasional Berhad (PUNB), and others. A strong business can be formed through training and learning. This study aims to determine the main reason for and issue related to low credit scores among B40 female entrepreneurs and to implement training strategies for these groups. This study involved 20 B40 female entrepreneurs in PPR Kerinchi, Kuala Lumpur. The findings have revealed that most informants have poor financial management, affecting their credit score and bankability. Thus, financial literacy programs are crucial to better understand entrepreneurship and finance in a more structured and systematic way. Dapur Mawar was held under the guidance of experienced speakers from public universities and the private sector to provide practical knowledge about financial management. Participants will be exposed to theoretical and practical knowledge for six months through five structured training modules.

Keywords: B40, female entrepreneurs, credit score, training, financial management

INTRODUCTION

Financial literacy is a person's knowledge and skills to manage finances and make decisions wisely (Goyal & Kumar, 2021). Poor financial literacy occurs due to a lack of knowledge on saving money, managing debt, or investing wisely (Hasan et al., 2021). Previously, a Bank Negara Malaysia (BNM) survey reported that 75 percent of Malaysians do not have savings of at least RM1,000, and most still need an emergency fund of at least three to six months of income (Kuek Ser, 2023). Many people are burdened with credit card debt and need help to repay their loan payments, especially personal loans, housing, and car rentals. Failure to manage debt can drag them to bankruptcy. Businesswomen also need better financial management (Baporikar & Akino, 2020; Malik et al., 2024). For instance, if there is a receipt

as a document proof of expenses, it will make it easier for the entrepreneurs to apply and get the tax exemption. A handful of entrepreneurs still use a personal savings account because it is a place to save business money (Andriamahery & Qamruzzaman, 2022). Thus, it is easier to differentiate between these transactions for business or not for business when there is bookkeeping. The transaction record will depend on what is written in the Bank statement. If entrepreneurs use a current account, they can make more banking transactions than a savings account (Salamah, 2023). In addition, putting money into it is tricky (Baporikar & Akino, 2020). The bank will ask where this money comes from, and if the entrepreneur deposits more than RM10,000, the bank must provide a declaration form to the state. Most banks recognize businesses if they use a business or current bank account, leading to high trust in giving a loan (Salamah, 2023). Thus, this study aims to examine financial literacy among B40 female entrepreneurs, evaluate the credit score level, and formulate training programs for these groups. The training program is developed based on the ADDIE model. The program provides support in equipment and courses so that participants are involved in equipping themselves to become women entrepreneurs with appropriate knowledge, skills, and characteristics and moving along with the latest technological developments.

LITERATURE REVIEW

Entrepreneurship

There is no absolute definition of an entrepreneur because many different types exist worldwide. Roughly, an entrepreneur is a person who solves community and social problems by offering products or services to achieve business objectives (Ratten, 2023). The company's size usually measures an entrepreneur's success and performance with the number of staff, profit, financial strength, and dominance in the market. People who work alone without employing others are called solopreneurs, and they have the mindset of entrepreneurs but have yet to reach the level of true entrepreneurs. Like any other human being, an entrepreneur will face difficulties in life and the same problems as everyone else. Entrepreneurs see existing problems as opportunities to make money; the more significant the problem, the bigger the payment the community will pay to solve it (Diandra & Azmy, 2020).

Financial Management

Entrepreneurs need to have financial skills, which include the ability to analyze current markets, understand the benefits and risks of investments, budget effectively, and identify anything that negatively impacts financial health (Ahmad et al., 2024; Kinyanjui & Ocholla, 2024). Women entrepreneurs often need help in obtaining capital financing, whether Islamic or conventional. This happened because of the strict banking act regarding financing procedures (Baporikar & Akino, 2020). They also need to get the trust of financial institutions to get financial assistance because there is no guarantee of repayment). In addition, the difficulty in obtaining capital financing is also due to the weakness of the micro-credit institutions. These weaknesses include red tape, strict loan conditions, high loan interest rates, the need for high-value collateral (e.g., land and house), the need for guarantors as well as the difficulty in making loan repayments due to complicated payment methods (Singla & Mallik, 2021). The difficulty in obtaining capital financing causes some small entrepreneurs to turn to high-risk, unlicensed loans with high interest.

Loans for Small and Medium Enterprises (SMEs) provide essential funds for business growth and operational needs. Understanding the benefits and options available in development, purchasing inventory, or working capital is essential (Fadzlyn & Muhammad, 2024). It enables expanding business operations, opening new locations, or investing in new projects. Paying on time can improve the business's credit profile, making it easier to get financing in the future. A credit score is a method or system the bank uses based on the financial history to determine whether the individual is eligible to receive a loan (Djeundje et al., 2021). Having a high credit score will make the dealings with the bank easier because the bank will be more confident in approving the financial loan application. Therefore, the entrepreneur must maintain a good credit score. However, some entrepreneurs are not

recording their sales results. Because of this, the business cannot function correctly and faces the possibility of loss or being declared bankrupt due to a lack of income sources and failure to pay debts (Singla & Mallik, 2021). If transaction records are not managed well, the risk of financial leakage is very high (Salamah, 2023). The business may face huge losses due to this. Expenses that are not recorded, for example, cause the business's money to lose track. By keeping business records consistently, entrepreneurs can study business profit and loss and make it easier for them to grow the business in the future (Salamah, 2023).

METHODOLOGY

This study aims to assess the credit score, sometimes known as bankability level, among B40 female entrepreneurs and implement training strategies for these groups. This study involved 20 B40 female entrepreneurs in PPR Kerinchi, Kuala Lumpur. This study's data collection method is semi-structured interviews. Study respondents were selected purposefully, with the researchers determining the criteria-based period involved in business (i.e., more than three years). Data analysis is using the thematic analysis method. Data saturation in this research is determined when all information needed from the informant has been represented. Moreover, to ensure the validity of research data, the inter-rater method is used to measure the compatibility or accuracy between two assessments independently by different researchers. This ensures that the assessment is not biased to one side or even subjective. Table 1 shows the information on the study's key informants.

Table 1 Key Informants Information

No.	Key Informant Code	Age	Business Product	Business Orientation
1	A1	40	Chocolate Lollipop	Full-time
2	A2	45	Rempeyek	Full-time
3	A3	39	Maruku	Full-time
4	A4	35	Dessert (Tart and Pudding)	Full-time
5	A5	42	Batik cake	Full-time
6	A6	40	Popia and Popcorn	Part-time
7	A7	37	Chicken rice	Full-time
8	A8	38	Takoyaki and Lunch set	Full-time
9	A9	40	Cookies and Fried Spring Roll	Full-time
10	B1	41	Kerepek	Full-time
11	B2	45	Popcorn	Full-time
12	B3	35	Baby pancake	Full-time
13	B4	33	Chocolate muffin	Full-time
14	B5	31	Fruit Cocktail	Full-time
15	B6	40	Pudding caramel	Full-time
16	B7	44	Packed food	Part-time
17	B8	42	Cake and desserts	Full-time
18	B9	38	Pudding and desserts	Full-time
19	C1	40	Lunch set	Full-time
20	C2	42	Cookies	Full-time

FINDINGS AND DISCUSSION

The financial factor in business is one of the parts that should be given the best emphasis; it is to ensure that the calculations made are accurate so that there are no shortages in terms of cost or profit (Andriamahery & Qamruzzaman, 2022). Profit is the simplest unit of business measurement to determine whether the business is in good condition (Oggero et al., 2020). However, the interviews have revealed that many informants need clarification or support to calculate and estimate the price of their products. The verbatim quote is as follows:

"I know the cost of raw materials is increasing. However, I do not want to sell expensively. Later, my customer ran away. My customers are all B40 group. Later, someone will complain. I want to change the packaging. I bear the cost of the packaging. I used to use plastic seals for my fried spring rolls. However, customer complaints it will break. I changed to a jar. However, I still maintain the same price of RM15 per packet. If in the market, all fried spring rolls are now RM20-25" (A9).

Most of our entrepreneurs fail because they do not understand or lack the knowledge to understand how important it is to manage finances. Some gave the following reasons: 1) not having time to plan because they were too busy with other daily affairs, 2) not having enough money to spend, and 3) there is always a lack of capital to turn around. This is an early sign that there is a flaw in the business. The verbatim quote is as follows:

"I am not eligible for bank savings. I have never done any loans. I do not have a car. My husband's car was towed because my husband is diabetic and paralyzed. I do not have a credit card. I only expect courtesy and help from NGOs and cooperative companies to support business resources" (B7).

"I used to save rarely. I started my business with capital from my siblings and parents. Over time, I started looking for help, and finally, I received business help from Tekun and Amanah Ikhtiar Malaysia (AIM). For example, help to buy business raw material resources. Then, I started saving. Now, I am good at managing finances and got a business loan from Agrobank. The point is to control yourself from not using business results for personal matters" (A7).

Opening a small business requires careful preparation, including correctly managing business accounts. With systematic records, evaluating profitability and managing finances are easier. Some informants admitted they did not have their business accounts and were still using them. The verbatim quote is as follows:

"I am not very good at managing business finances. I do not have a company or business account. I have a street business and use a personal account for payments. I do not record income and outgoings. So, sometimes I generate no profit in the business" (C2).

A complete accounting system can be simple in collecting and providing enough information to entrepreneurs about their financial position (Oggero et al., 2020). Most entrepreneurs fail to use systematic business documentation. The verbatim quote is as follows:

"I am a small business only. When there is an order, my business is running. I only use the WhatsApp platform to manage orders and do not even have a receipt. Enough as far as messages. This causes me additional dizziness when orders increase during the festive season. Sometimes, I give the wrong price to the customer due to the wrong order and the customer" (B1).

"I never issued a receipt. When doing business at the night market, where do you have time to manage receipts? I only counted the number of cakes sold. For example, I sell ten cakes today, RM2 each, which means I am earning RM20 a day. For cakes that are not sold, I will give them to the neighbors. I do not care and calculate my loss" (A5).

"I didn't register my business because I wanted to avoid paying taxes. Therefore, I do not qualify for business assistance. If you want to apply for a personal loan, you are not eligible because you do not have a good income record. Sometimes my account is empty with no money" (B3).

Therefore, based on the interviews, we can observe that most informants have poor financial management in their business, affecting their credit score and bankability. Bankability will help business expansion and growth. As a result, they remain within B40 groups even though they are doing business. Small entrepreneurs should focus on financial management to ensure strong market competitiveness. Most informants fail to get financing simply because of their poor record-keeping. The findings discovered that most entrepreneurs must update sales transaction records and use auditor services. Businesses that go bankrupt are due to failing to manage their finances well, and some cannot differentiate between personal and business

finances, causing the business capital to disappear. Entrepreneurs need to conduct financial analyses to enable control and help the bank decide about the credit facility they apply for. More accurate financial management will prevent the business from experiencing bankruptcy or loss (Malik et al., 2024). Thus, entrepreneurs need to know related aspects of financial management to reduce the risk of failure. Sound financial management will help ensure that all existing business resources are used efficiently and effectively and provide optimal returns (Fadzlyn & Muhammad, 2024).

Thus, various parties need to play their respective roles to help raise awareness among female entrepreneurs about good financial management. This concept of financial literacy needs to be applied in the education system. In this regard, the concept of finance needs to be simplified so that individuals who do not have a background in the field can understand it easily (Andriamahery & Qamruzzaman, 2022). Current technological developments also need to be used as best as possible by increasing public access to information, financial tools, and resources related to financial management (Lusardi et al., 2021). Information to increase financial awareness must be disseminated through simple and concise messages through various channels, including social media, digital platforms, and face-to-face (Koskelainen et al., 2023). In the meantime, entrepreneurs are strongly encouraged to seek financial advice from certified experts to help them make appropriate plans. With time, dealing with finances is no longer accessible because financial needs will change according to the current situation. To improve credit scores, female entrepreneurs must make payments on time, on or before the due date (Salamah, 2023). It reflects the credibility of a prudent payer. On the other hand, credit card or financing payments that are two months or more in arrears will lower the score. Moreover, they must pay all outstanding debts, even if the value is small. This helps look more profitable for creditors and banks (Oggero et al., 2020). The ability to manage finances wisely is a skill that every individual should have to achieve their desired financial goals. Based on the study outcomes, we have formulated the financial training workshop known as Dapur Mawar. It has been funded by the Ungku Aziz Centre for Development Studies, Universiti Malaya, and the facilitators and expertise are among academicians from Universiti Teknologi MARA (UiTM), Universiti Kebangsaan Malaysia (UKM), and Universiti Malaya (UM). Figure 1 shows a sample poster of the Dapur Mawar workshop.

Figure 1 Dapur Mawar Financial Literacy Workshops



CONCLUSION

Empowering female entrepreneurs is crucial since they often face many challenges, such as marketing problems, management and administration problems, social problems (e.g., prejudice and mistrust), lack of knowledge, work pressure, and no support from family. Improve financial literacy among female entrepreneurs needs a systematic and sustainable approach aligned with the focus on creating long-term habit change. Process to improve understanding, developing skills, and confidence are necessary. A joint responsibility between the parties interested in improving the financial literacy of malaysians allows for addressing gaps of weakness in financial management as well as optimizing resources and achieving synergy (koskelainen et al., 2023).

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Synergizing for Social Impact: Collaborative Communities Strategies

Unveiling Young Learners' Perceptions in Learning English using a Learning Module in a Community Engagement Project

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ABSTRACT

A concern has been raised on poor academic performance in English subject among school pupils in Malaysia. The number of class periods in current school timetable is viewed as insufficient to produce proficient English speakers. Thus, activities that encourage learners' participation in English language activities and enhance interests among the learners should be actively conducted. This research explores young learners' perceptions towards their participation in an English learning module that emphasises on the aspects of speaking, spelling and writing. The one-day activity involved six facilitators from the Academy of Language Studies, UiTM Cawangan Johor took place at a primary school located in Johor. The research involved 27 standard one learners. A set of questionnaires was shared to all the students and the data were recorded and statistically analysed for frequencies. An interview was conducted to gather the learners' feedbacks on their experiences learning the English module. The data were then analysed using thematic analysis. The findings suggest that this academic-based module offers positive learning experiences to the participants and is viewed as a supportive and dynamic learning environment for the learners. This study highlights the important role of community engagement in language education. Future research is recommended to explore the effects of such models on learners' English proficiency and performance.

Keywords: ESL, English learning module, community engagement activity

INTRODUCTION

The growing demand for English proficiency as a global lingua franca has led to increased emphasis on early language acquisition.This is because, younger learners benefit from a greater accumulation of linguistic knowledge over time, which can lead to higher levels of fluency and a more native-like command of the language, particularly in terms of pronunciation and grammatical intuition (Prosic-Santovac & Savic, 2021).

Nevertheless, the approaches that are used in formal education settings often overlook the different needs and experiences of the young learners who come from various backgrounds, particularly in a community with limited resources (Prosic-Santovac & Savic, 2021). Some learners may have sufficient exposure in terms of the environment and learning resources, while others may find difficulties or issues in those aspects (Feldman, 2019). In response to these situations, community engagement projects can play their parts in instilling a strong and healthy fundamental for the learners who are in need. These projects help establish strong foundations in language skills and contribute to a more inclusive and supportive educational environment (Joseph & Said, 2020).

The gap can be addressed by offering innovative and contextually relevant methods to cater to the learners' need. If they lack motivation and interests, various activities that encourage these aspects could be implemented and organised. Besides that, the support from

outside parties such as the community project organisers may help to address any underlying issues or problems by offering their expertise and energy needed as solutions.

This study aims to unveil the perceptions of young learners engaged in a community-driven English learning module. By exploring their attitudes and motivations, the research seeks to provide insights into how such modules can be tailored to enhance learning outcomes. Understanding the learners' perspectives is crucial in refining pedagogical approaches that align with their needs, thereby maximizing the effectiveness of community-based educational interventions. Through this investigation, the study contributes to the important role of community engagement in language education.

LITERATURE REVIEW

Speaking Proficiency in ESL

Improving speaking skills is an important aspect of ESL education since effective verbal communication is vital for the success of academics, careers and social interactions. Researchers have explored multiple teaching methods to enhance ESL learners speaking abilities, such as role-playing activities (Young, 2022), exercises-based learning approaches (Rahimi, 2022) and providing effective feedback (Lyster, 2024). Additionally, studies have indicated that engaging in community-based activities, for instance; language exchanges with diverse speakers can offer opportunities for ESL learners to practice communicating in authentic settings platform (Jin, 2024).

Spelling Challenges in ESL

Studies have revealed that appropriate methods could be established to help ESL learners to improve their spelling competency which include spelling instruction (Petersen- Brown et al., 2023) which can also be accomplished through creative activities.

Writing Proficiency in ESL

A recent study conducted by Kessler (2023) illustrates that incorporating activities such as peer reviews and collaborative writing tasks have been proven effective in enhancing the writing skills of ESL learners by providing feedbacks and constantly promoting revisions.

Community Engagement in ESL Learning Modules

Participation via community engagement, trains students to acquire hands-on experience that deepens their understanding of the cultural target language and enriches their overall language learning experience (Camacho-Minuche et al., 2021).

Incorporating modules that cover speaking, spelling, writing and engagement with the community has offered a rounded approach in teaching and learning English as a Second Language (ESL). The activities involved have been shown to enhance engagement and promote a more dynamic learning experience by tapping into students' personal interests and encouraging active participation (Jaramillo-Mediavilla et al., 2024).

METHODOLOGY

The study uses a mixed-method sequential explanatory study involving quantitative; a guided questionnaire involving 22 respondents, and qualitative; a guided interview involving five respondents. The guided questionnaire was composed to identify the pattern in respondents' preferences over the learning activities and the involvement of six facilitators from a tertiary institution (UiTM Johor). Concurrently, the guided interview was conducted to have an in-depth understanding of the pattern identified. Throughout this process, no teacher was present at the scene.

The sample chosen for the study were 27 standard 1 primary school students from SK Tenang, Segamat, Johor.

A purposive sampling method was used in identifying the respondents from a rural primary school with an average English proficiency as certified by their English teachers. These respondents are supposed to be in their first year of mandatory school in Malaysia.

The study was carried out on the same day as the module was exercised. The respondents were supposed to complete all module activities for the three main skills (speaking, spelling, writing) before the data collection began.
The data collected through the questionnaire were then analysed using SPSS for frequencies while the data from the interview were transcribed and thematic analysis was carried out. The data were tabulated in respective tables.

FINDINGS

This section highlights the results of the study based on the research questions.

RQ1 : What are the young learners' perceptions towards learning English through a module of English class activities?

To address RQ1, 10 questions (preferences on learning English through English activities; speaking, spelling, writing) of the questionnaire were computed using descriptive statistics for frequencies.

Table 1 Young Learners' Preference on Learning English; Books vs Activities

Books vs Activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	9.1	9.1	9.1
	Neutral	4	18.2	18.2	27.3
	Agree	16	72.7	72.7	100.0
	Total	22	100.0	100.0	

Figure 1 Young Learners' Preference on Learning English; Books vs Activities

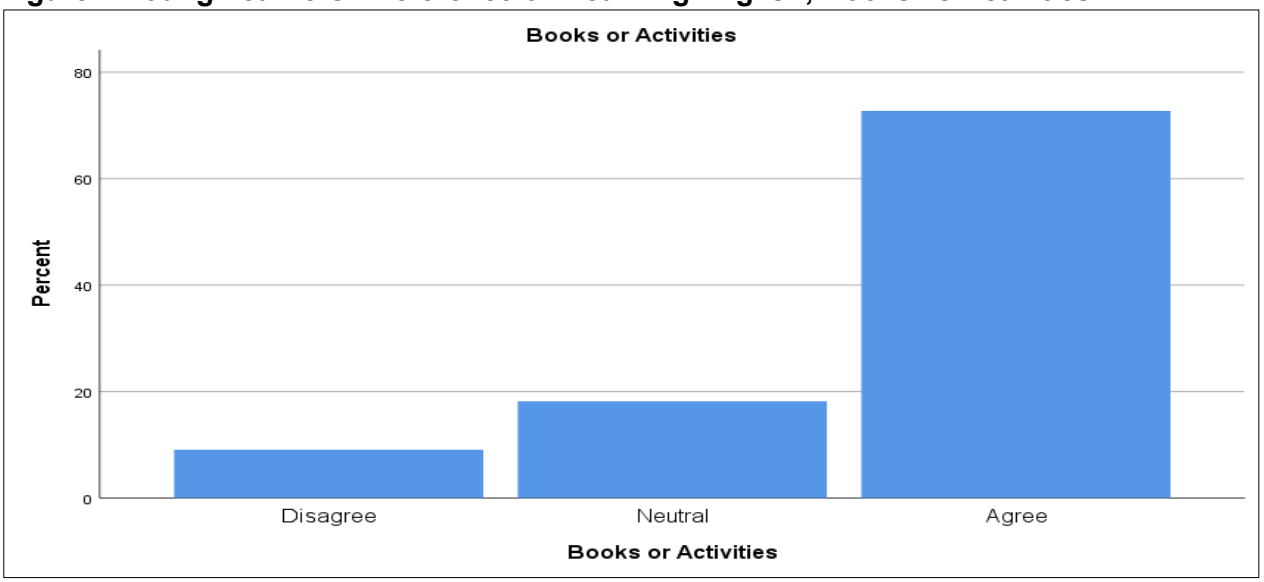
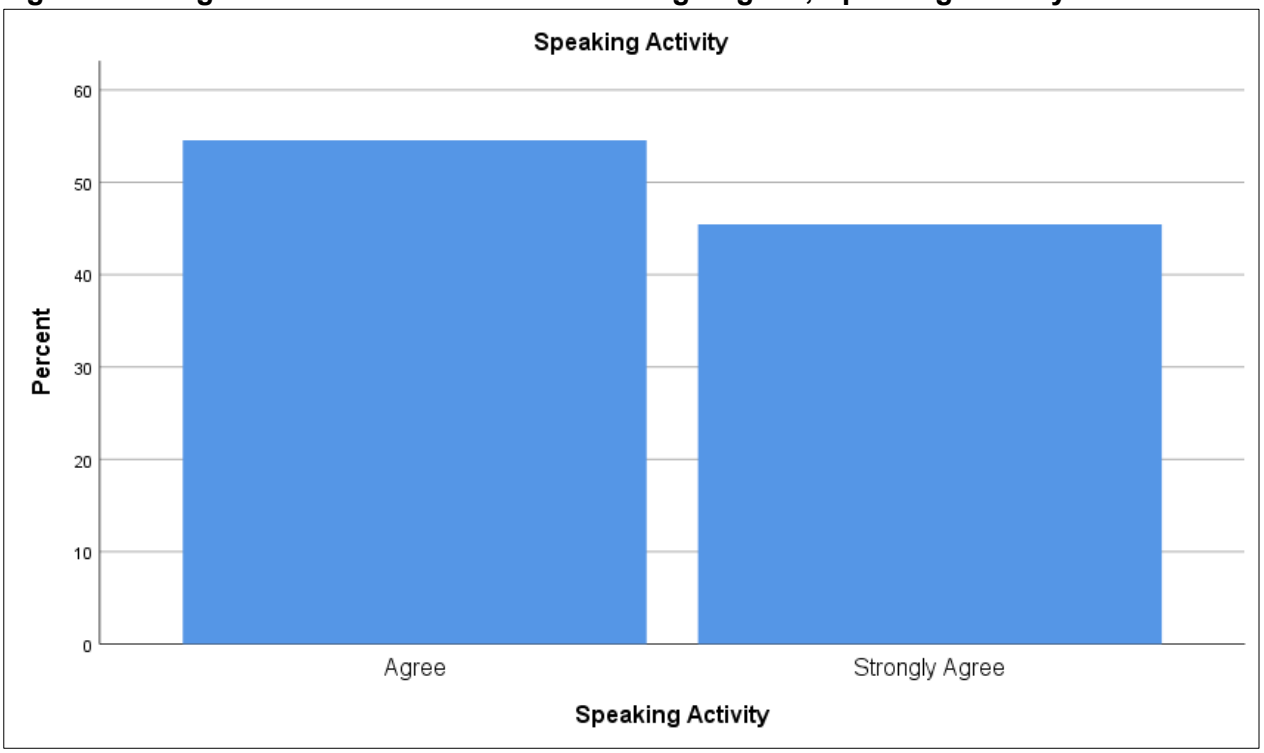


Table 1 and Figure 1 display positive findings as 72.7% (16) out of 22 young learners involved in the study have agreed that learning English through English activities compared to the traditional method using textbooks is their preferred method.

Liu et al. (2022) conducted research to compare the effectiveness of learning English through hands on activities, versus the textbook method and their findings showed that participants are more favoured in engaging English activities over using textbooks.

The preference was further evident by referring to their preferred activities executed during the one-day programme. Out of the three main activities (speaking, spelling, writing); the speaking activity which required non-involvement of pencil and paper was scored as a total agreement with 45.5% (Strongly Agree) and 54.5% (Agree). The details are shown in Figure 2 below.

Figure 2 Young Learners' Preference on Learning English; Speaking Activity



As for the overall perception recorded, majority (86.4%, (19)) of the young learners enjoyed learning English through all activities for the main three skills (speaking, spelling, writing) from the module prepared. This can be seen in Table 2 below.

Table 2 Young Learners' Preference on Learning English; Speaking, Spelling, Writing

Speaking,Spelling,Writing					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	13.6	13.6	13.6
	Agree	19	86.4	86.4	100.0
	Total	22	100.0	100.0	

A study conducted by Liu et al. (2024) discovered that young students preferred to learn English through activities that focus on speaking, spelling and writing skills within a well-designed English module.

RQ2 : What are the young learners' perceptions towards learning English through a module of English class with facilitators from other institutions?

To address RQ2, the answers from the respondents were recorded and analysed using thematic analysis.

The interview questions were laid out starting with the respondents' demographic information and followed by their perceptions in learning English with facilitators from other institutions.

Table 3 Young Learners' Preference on Learning English; Facilitators from other institutions

Q6. Do you like learning English with the facilitators?		
Answers		**Theme** **Based on researchers' knowledge and observation during the programme*
Student 1	*Ermm…. yes yes.*	**Positive responses = They feel comfortable learning English with facilitators from other institutions**
Student 2	*Best, teacher.*	
Student 3	*Ahh…(nodding)*	
Student 4	*Very fun teacher.*	
Student 5	*Yes..*	

From Table 3, it can be summarised that all five respondents enjoyed their moments in learning English through English module activities with facilitators from other institutions. Nasmilah (2023) discovered that students presented a higher-level of enjoyment and engagement when they were engaging in the process of learning English through modules led by the institutional educators.

Apart from that, the respondents were also asked to share their opinions on the most enjoyable activity out of the three main activities provided.

Table 4 Young Learners' Preference on Learning English; The Best Activity

Q7. Which activity did you like the most? Why?		
Answers		**Theme** **Based on researchers' knowledge and observation during the programme*
Student 1	*I like no 1.*	Lay the Stone (Speaking)
Student 2	*Spelling*	Keep Calm and Spell (Spelling)
Student 3	*Activity…animal*	Lay the Stone (Speaking)
Student 4	*Sound… animal*	Lay the Stone (Speaking)
Student 5	*keychain*	Keep Calm and Write (Writing)

Table 4 highlights the most enjoyable activity based on the respondents' perceptions. *Lay the Stone* which is the Speaking activity, was voted for by 60% of the respondents. In the interview, the respondents were so delighted to learn English through the Speaking games as they can interact with their friends in an amusement environment.

DISCUSSIONS

RQ1: What are the young learners' perceptions towards learning English through a module of English class activities?

Based on the results, it was found that the learners preferred to learn English through English activities rather than using textbooks per se. This is probably because being involved in various activities is more fun and engaging rather than reading books. This is supported by Rezaee and Ghanbarpoor (2022)'s study in which they found that learners often find interactive activities more engaging and effective for language learning than traditional textbook use. This preference stems from the belief that engaging in active tasks, like speaking exercises, role-play, and collaborative activities, not only makes learning more enjoyable but also enhances motivation and retention, contributing to a more engaging and supportive learning environment.

Besides that, a majority of learners agreed that they enjoyed being involved in activities for speaking, spelling and writing. Many learners report enjoying the incorporation of various language activities as interactive methods used not only enhance participation but also provide a more enjoyable and effective learning experience than traditional approaches. Studies show that when ESL lessons integrate activities such as group discussions, games and hands-on tasks, learners exhibit higher levels of engagement and enthusiasm for practising language skills (Chan & Lo, 2024). Given that the project also provides the learners with a safe platform to demonstrate their language skills, they may find their confidence in using the language, resulting to better social connections and learning experiences. Research shows that immersive learning experiences, where students are encouraged to communicate and interact in a supportive context, help them overcome language barriers, build confidence and improve their language proficiency. This is particularly effective when learners are given platforms that allow them to showcase their abilities in a low-pressure, engaging environment, which fosters a sense of belonging and encourages more productive output (Neal, 2022).

RQ2 : What are the young learners' perceptions towards learning English through a Module of English Class with facilitators from other institutions?

The findings showed that most learners enjoyed their moments learning English through English Module activities with facilitators from other institutions. This is because they got to experience a different approach offered by different facilitators. Different approaches may mean different teaching strategies and activities. They have experienced something new for their learning, making the lessons more fun compared to the usual and expected kind of activities. Studies have shown that different teaching approaches, including varied facilitators, can positively affect learner engagement due to the introduction of fresh and diverse methods that are different from traditional strategies (Han, 2021).

The result also found that out of the three activities of speaking, spelling and writing, learners preferred the speaking activity. This is an interesting finding as most ESL learners in Malaysia always found that speaking is the most complex and challenging component.(Abdul Aziz & Kashinathan, 2021). Nevertheless, their study found that most facilitators need to use the traditional approach of textbooks as they are pressured by the examination requirement, hence limiting their time and opportunities to engage in more classroom activities. This, however, may result in learners finding the lessons not interesting and mundane.

CONCLUSION

Drawn from the discussions and results sections, the activities held in the prepared module have been a great help for the learners in encouraging positive engagement especially through community engagement projects. Also, learning participation occurs when students can engage physically, mentally and socially in the learning process (Wahyuni et. al, 2023) which allows them to explore more in the process. The activities from the module which focus on speaking, spelling and writing have given the learners the chance to extend their language learning involvement beyond the usual traditional classroom learning method. This helps the learners to achieve the quality of the educational process and make the learning be more meaningful as learners get involved with group discussions, games and hands-on tasks directly. All in all, the integration of focused skill activities from the module and the involvement of targeted facilitators have created a conducive and interactive language learning process in a community setting.

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SE.JA.JAR: Sebuah Inisiatif Kelestarian di Bandar Universiti Pagoh, Muar

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ABSTRAK
SE.JA.JAR merupakan akronim bagi perkataan Semai, Jaga dan Jaringan yang mengetengahkan usaha komuniti warga Mahallah Zaid bin Harithah melestarikan alam di Bandar Universiti Pagoh, Muar, Johor. Komuniti dibahagikan kepada tiga kumpulan iaitu 'Semai' yang bertindak menanam sayur-sayuran untuk dijual, 'Jaga' pula mengutip sampah yang boleh dikitar semula di sekitar Bandar Universiti Pagoh dan yang terakhir iaitu 'Jaringan' yang bertindak menjalinkan hubungan kerjasama dengan persatuan atau pertubuhan sekitar Muar bagi merealisasikan projek SE.JA.JAR ini. Projek ini dijalankan berikutan terdapat isu pembuangan sampah yang sangat kritikal di sekitar kolej kediaman Bandar Universiti Pagoh dan ruang terbiar di Mahallah Zaid bin Harithah yang berpotensi untuk dibangunkan menjadi laman fertigasi sayur-sayuran. Hal tersebut sejajar dengan Matlamat Pembangunan Mampan atau *Sustainable Development Goal* (SDGs) seperti SDG 3 iaitu Kesihatan Baik dan Kesejahteraan serta SDG 11 iaitu Bandar dan Masyarakat Mampan. Selain itu, program *Usrah in Action* yang diketengahkan oleh *Sejahtera Centre for Sustainability and Humanity*, Universiti Islam Antarabangsa Malaysia telah menjadi platform bagi SE.JA.JAR untuk dibawa ke peringkat seterusnya. Justeru, projek SE.JA.JAR berpotensi besar untuk diteruskan lagi di lokasi yang lain bagi menjamin kelestarian setempat mahupun sejagat.
Kata kunci: SE.JA.JAR, Kelestarian, Bandar Universiti Pagoh, Matlamat Pembangunan Mampan.

PENDAHULUAN

Kelestarian alam merupakan kunci kepada kesejahteraan dan kelangsungan hidup manusia mahupun organisma yang wujud di muka bumi ini. Oleh itu, kelestarian alam ini selari dengan Matlamat Pembangunan Mampan atau *Sustainable Development Goals* (SDGs) yang merangkumi konsep jangka panjang dengan mengintegrasikan isu ekonomi, sosial dan alam sekitar. Menurut Hanifah Mahat, Mohamad Suhaily Yusri Che Ngah dan Nurul Izza Ahmad (2015), penekanan pembangunan mampan adalah kepada penggunaan sumber yang dimiliki dengan bijak khususnya dalam konteks perancangan, komitmen dan penglibatan pihak pengurusan serta pihak lain yang berkaitan atau berkepentingan.

Matlamat Pembangunan Mampan atau SDGs merupakan rangkuman unsur sosial, ekonomi dan alam sekitar. Selain itu, SDGs merupakan teras agenda pada tahun 2030 bagi pembangunan mampan yang dipersetujui oleh Ketua-ketua Negara dan masyarakat antarabangsa pada 25 September 2015 di Persidangan Pertubuhan Bangsa-bangsa Bersatu (*Economic Planning Unit*, 2017). SDGs merupakan kesinambungan agenda pembangunan yang diteruskan selepas berakhirnya Millennium Development Goals (MDGs) pada tahun 2015. MDGs mempunyai lapan matlamat dan 21 sasaran. Manakala SDGs diperluaskan kepada 17 matlamat dan 169 sasaran dengan matlamat bagi meneruskan agenda 2030

mencapai keseimbangan dalam tiga dimensi pembangunan mampan iaitu merangkumi sosial, ekonomi dan alam sekitar. Oleh itu, pelaksanaan SDGs bertujuan untuk menjamin generasi masa hadapan agar mereka mampu untuk memperoleh semua keperluan asas yang diperlukan.

Oleh yang demikian, sejajar dengan hasrat SDGs tersebut, Universiti Islam Antarabangsa Malaysia (UIAM) mengambil inisiatif meneroka sebuah unit yang dikenali sebagai *Sejahtera Centre for Sustainability and Humanity.* Pusat ini menjadi pemangkin kepada para pelajar UIAM untuk menyumbang tenaga dan usaha terhadap masyarakat yang memerlukan di sekitar pusat pengajian tersebut. Justeru, sebuah subjek yang dikenali sebagai *Usrah in Action* telah diperkenalkan bagi menyokong hasrat murni ini. Melalui subjek ini, projek yang dikenali sebagai SE.JA.JAR telah memberi sumbangan yang sangat signifikan terhadap komuniti di Bandar Universiti Pagoh dari sudut kebersihan dan kesejahteraan masyarakat setempat.

Gambar 1 Logo SE.JA.JAR



SE.JA.JAR adalah sebuah program yang memberi tumpuan kepada tumbuh-tumbuhan, penjagaan alam sekitar, serta menjalinkan kerjasama dengan pelbagai pihak. Pelajar dibahagikan kepada tiga kumpulan iaitu mereka yang menjaga tanaman sayur-sayuran, mereka yang mengumpul sisa kitar semula, dan mereka yang merangka kerjasama dengan persatuan atau organisasi yang berkaitan. Matlamat program ini adalah untuk memberikan bantuan kewangan kepada pelajar di Bandar Universiti Pagoh iaitu UIAM, Universiti Tun Hessein Onn (UTHM), dan Politeknik Tun Syed Nasir Syed Ismail (PTSN) melalui hasil pendapatan dari program ini. Selain itu, program ini juga bertujuan untuk mempromosikan kelestarian alam sekitar dengan menanam tanaman sayur-sayuran serta menggalakkan kitar semula dan pengurusan sisa. Untuk memastikan kejayaan program ini, beberapa rakan kerjasama telah diwujudkan bagi merealisasikan objektif tersebut. Kerjasama dengan UTHM, PTSN, FAMA, dan SWM Environment Sdn. Bhd. telah dijalinkan untuk menyediakan kepakaran, sumber, dan bimbingan. Kerjasama ini bertujuan untuk memastikan penanaman tanaman sayur-sayuran yang berkesan, pengumpulan dan pemprosesan sisa kitar semula yang efektif, serta penglibatan yang bermakna bersama komuniti setempat.

PERNYATAAN MASALAH

Pembangunan tanah menjadi sumber ekonomi kepada sesetengah penduduk berikutan mampu mendatangkan hasil yang lumayan sekiranya bijak dalam pengendaliannya. Namun begitu, kerugian dari sudut ruang dan hasil pendapatan berlaku disebabkan pembiaran tanah yang agak ketara oleh sesetengah komuniti. Hal ini diperkuat dengan perangkaan yang dijalankan oleh Jabatan Pertanian Malaysia (2019) iaitu sebanyak 46,382 lot tanah pertanian bersamaan 103,563 hektar tanah pertanian terbiar di Semenanjung Malaysia termasuk di Wilayah Persekutuan Labuan telah direkodkan oleh Jabatan Pertanian pada tahun 2019. Sekiranya hal ini berterusan, pemilik tanah berpotensi mengalami kerugian serta menjejaskan pengeluaran dan pendapatan negara.

Selain itu, isu pembuangan sisa pepejal yang tidak terurus juga menjadi perkara yang tidak berkesudahan apabila kesedaran masyarakat Malaysia terhadap hal tersebut masih berada pada tahap yang rendah. Pengurusan sisa pepejal bukan sahaja menjadi masalah di

Malaysia dan negara membangun sahaja bahkan perkara ini juga menjadi masalah di negara-negara maju (Zuroni Md Jusoh et al., 2018). Oleh itu, pengurusan sampah yang tepat juga termasuk dalam usaha yang murni ke arah kebersihan dan kelestarian alam sekitar. Hal ini diperkuatkan dengan kenyataan iaitu penjagaan kebersihan yang baik serta amalan dari segi kebersihan diri menyumbang sebahagian besarnya kepada faktor yang berkaitan dengan amalan literasi kesihatan dalam menjalani kehidupan sihat dan pencegahan bahaya dari penyakit (Anuar Abu Hassan dan Hapsah Md Yusof, 2023). Sekiranya kebersihan tidak diamalkan terutamanya di kawasan kediaman, keselesaan dan kualiti amat sukar dicapai sekaligus motivasi untuk mencapai kecemerlangan dalam kalangan penghuni juga turut terganggu.

PERBINCANGAN HASIL PROJEK

Projek SE.JA.JAR ini melibatkan dua SDGs iaitu SDG 3 Kesihatan Baik dan Kesejahteraan serta SDG 11 Bandar dan Masyarakat Mampan. Justeru, para pelajar dibahagikan kepada tiga kumpulan untuk mendukung hasrat kelestarian alam ini. Pasukan Semai, Jaga dan Jaringan ditugaskan dengan pembahagian tugas masing-masing. Berikut merupakan perincian projek-projek yang telah dijalankan oleh para pelajar.

Semai

Aktiviti menanam bukan sahaja penting sebagai aktiviti mengeluarkan peluh, malah bertindak menangani perubahan iklim dan memastikan pelepasan gas rumah kaca yang rendah. Hal tersebut diperkuatkan lagi dengan kenyataan Norsheilla Mohd Johan Chuah et al (2021) iaitu pokok berperanan sebagai pemindahan CO_2 dalam jumlah yang besar antara atmosfera dengan ekosistem daratan terutamanya melalui fotosintesis dan respirasi menerusi kitaran karbon.

Melalui pasukan Semai, para pelajar kolej kediaman menjadikan tanah yang terbiar dan bersemak di Mahallah Zaid bih Harithah, Pagoh sebagai kawasan bercucuk tanam sayur-sayuran di samping menjana pendapatan buat warga di situ. Para pelajar telah menanam pokok kacang botor, terung dan timun. Melalui penanaman tersebut, tanah yang terbiar dapat diperindah dan memberi manfat berguna kepada penduduk di kolej kediaman tersebut. Tambahan pula, tanah mempunyai pengaruh yang signifikan dalam membentuk kehidupan, pekerjaan dan taraf hidup manusia (Nor Malina Malek dan Mohd Zulkifli Ani, 2018).

Gambar 2 Tanah terbiar di Mahallah Zaid bin Harithah



Gambar 3 Tanaman sayur yang terhasil







Melalui jualan sayur-sayuran tersebut, sebanyak RM290 berjaya diperoleh dan disumbangkan kepada para pelajar yang tergolong dalam kategori B40. Sumbangan tersebut dilihat mampu mengurangkan bebanan perbelanjaan harian mereka terutamanya bagi keperluan makanan.

Jaga

Bagi pasukan Jaga pula, mereka berperanan untuk mengutip sampah di sekitar kolej kediaman di Bandar Universiti Pagoh. Di situ, aktiviti pembuangan sampah merata-rata amat jelas berlaku disebabkan tahap kesedaran yang rendah terhadap penjagaan alam sekitar dalam kalangan warga kolej kediaman. Kesedaran yang tinggi terhadap kebersihan diri dan alam sekitar mampu menjamin kesejahteraan hidup seseorang terutamanya pelajar yang menginap di kolej kediaman. Menurut Arwansyah Kirin et al. (2023), kebersihan sekeliling dapat meningkatkan produktiviti dalam pembelajaran dan sekiranya para pelajar peka dengan kebersihan diri dan persekitaran, kesihatan dalaman dan luaran juga turut terjamin.

Aktiviti mengutip sampah di sekitar kolej kediaman telah berjaya mengumpul beberapa barangan yang boleh dikitar semula seperti botol plastik, kertas dan sebagainya. Bagi botol plastik, kitar semula menjadi isi rantai kunci atau *keychain* dilakukan dengan menghancurkan kepingan botol plastik tersebut di dalam mesin gula-gula kapas. Kepingan-kepingan tersebut akhirnya menjadi seakan kapas lalu dimasukkan ke dalam kain perca. Setelah kain perca tersebut menjadi tebal, jahitan di keliling kain tersebut pula dilakukan dan menghasilkan rantai kunci yang dijual dengan harga RM2 sebuah. Berikut merupakan carta alir bagi menghasilkan rantai kunci tersebut.

Gambar 4 Carta alir penghasilan rantai kunci



Amalan kitar semula seperti ini dapat membantu dan menyokong usaha negara dalam mewujudkan kehidupan yang lebih sejahtera. Menurut Nor Fazilah Abdul Hamid et al. (2021), penghasilan sisa pepejal terutamanya sisa domestik sepatutnya perlu dikurangkan untuk mengelakkan peningkatan pemanasan global di samping dapat mengurangkan beban yang harus ditanggung oleh kerajaan setiap tahun bagi kos penyelenggaraan seperti kerja-kerja pengutipan, pengumpulan dan pengangkutan sampah sehingga ke tapak pelupusan sampah. Justeru, penghasilan rantai kunci ini dilihat memberi impak yang tinggi terhadap alam sekitar di samping penjanaan ekonomi turut terlibat secara tidak langsung.

Jaringan

Menjalinkan hubungan kerjasama dengan seseorang atau sesebuah organisasi atau lebih terbukti mampu melancarkan perjalanan inisiatif yang sedang diusahakan. Griffin (2017) mendefinisikan hubungan kerjasama sebagai pertukaran dan perkongsian usaha, pengetahuan dan sumber untuk mencapai sesuatu yang tidak dapat dilakukan bersendirian. Justeru, hubungan kerjasama atau jaringan ini memainkan peranan yang signifikan dalam mencapai objektif SE.JA.JAR ini.

Para pelajar telah mengadakan jaringan kerjasama dengan Hal Ehwal Pelajar di UTHM dan PTSN untuk mendapatkan maklumat para pelajar yang tergolong dalam kategori B40. Selain itu, kerjasama dengan FAMA Pagoh juga terjalin bagi mendapatkan khidmat nasihat akan kaedah menanam dan menyemai sayur-syuran yang tepat. Selain itu, kerjasama

dijalinkan dengan SWM Environment Sdn. Bhd. bagi kutipan barang-barang kitar semula yang dikumpul dari warga kolej kediaman di Bandar Universiti Pagoh ini.

Gambar 5 Proses kutipan barang kitar semula





Hasil daripada pungutan barang-barang kitar semula tersebut, SE.JA.JAR berjaya memperoleh RM51.20 dengan pengumpulan selama dua bulan sahaja. Walaupun jumlahnya tidaklah begitu besar, namun kami percaya sekiranya usaha tersebut dijalankan secara konsisten, perubahan yang lebih berimpak tinggi akan dapat dilihat kelak. Tambahan pula, kira-kira 290 kg pelepasan karbon dioksida berjaya terhasil daripada 116 kg barang yang dikitar semula dan hal tersebut membantu dari segi kelestarian alam sekitar serta kesejahteraan warga sekitar.

KESIMPULAN

Melalui projek SE.JA.JAR ini, kami telah berjaya memperoleh tiga pengiktirafan iaitu *Silver Award, Most Integrated Award* dan *Most Collaborative Award* melalui University in Action Symposium anjuran UIAM sendiri. Pengiktiran tersebut telah membuktikan bahawa projrk ini telah memberi impak yang positif kepada warga bandar Universiti Pagoh dari segi kelestarian dan kesejahteraan warganya.

Program yang sejajar dengan SDG ini bukan sahaja mengenai aktiviti fizikal tetapi juga memberi nilai tambah kepada masyarakat. Selain itu, program ini membina semangat kerjasama, kesedaran alam sekitar, dan nilai keusahawanan dalam kalangan pelajar serta warga setempat. Dengan ini, kami berharap agar dapat terus menyumbang kepada kemajuan masyarakat dan persekitaran bukan sahaja di Bandar Universiti Pagoh malah ke peringkat yang lebih tinggi lagi pada masa hadapan.

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Jerai Green Walk: Menelusuri Sejarah Negeri Kedah

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ABSTRAK
*Corporat Social Sustainability (CSR) a*tau Tanggungjawab Korporat Sosial telah dipraktikkan oleh organisasi di seluruh dunia sejak lama dahulu. Aktiviti atau program yang berkaitan Tanggungjawab Sosial Korporat ini memberi impak dan manfaat kepada organisasi mahupun komuniti. Organisasi korporat mahupun awam kini mempraktikkan Tanggungjawab Sosial Korporat ini bagi memastikan organisasi tersebut kekal relevan di kalangan komuniti disamping memberi manfaat dari segi kesihatan, pendidikan, ekonomi, alam sekitar, dan sebagainya. Makalah ini menceritakan tentang program Tanggungjawab Korporat Sosial yang telah dipraktikkan Pihak Berkuasa Tempatan (PBT) iaitu Majlis Perbandaran Sungai Petani (MPSP) dan kakitangan UiTM Cawangan Kedah terutamanya dari Pusat Pengajian Sains Maklumat, bersama-sama dengan pelajar-pelajar dari Universitas Airlangga (UNAIR), Indonesia.
Kata Kunci: Tanggungjawab Korporat Sosial, komuniti, alam sekitar, ekonomi

PENDAHULUAN
Corporate Social Responsibility (CSR) atau dalam Bahasa Melayunya Tanggungjawab Sosial Korporat adalah merujuk kepada bagaimana sebuah organisasi itu akan memanfaatkan sumber atau perkhidmatan dalam organisasi tersebut untuk memberi manfaat kepada komuniti. Ia telah lama dibicarakan oleh sarjana Barat sejak tahun 1917 lagi (Nudin, Mustaffa & Ahmad, 2016). Secara asasnya, CSR merupakan interpretasi kebertanggujawaban organisasi kepada masyarakat sekelilingnya dari aspek pendidikan, keselamatan, alam sekitar, kesihatan dan sebagainya kepada komuniti. CSR ini akan memberi manfaat kepada kedua belah pihak, organisasi dan komuniti. CSR boleh menjadi satu medium bagi organisasi untuk mempromosi organisasi tersebut di samping memberi kelebihan kepada komuniti. Ia juga bertujuan untuk menggalakkan semua organisasi untuk mempraktikkan tanggungjawab sosial dalam memberi keutamaan kepada masyarakat sebagai salah satu aspek strategi perniagaan mereka. Antara tujuan CSR adalah untuk; 1. Membudayakan konsep tanggungjawab bersama dalam organisasi korporat, 2. Menggalakkan organisasi korporat untuk melaksanakan tanggungjawab sosial bagi membangun Masyarakat dan juga social negara, 3. Menyuburkan semangat saling membantu dan kesukarelaan dan juga 4. Memupuk budaya dari komuniti kepada komuniti melalui konsep ‘social empowerment’. Tanggungjawab sosial korporat di Malaysia pada awalnya hanya berkisarkan kepada keuntungan, tetapi ianya berubah kepada kesedaran memberi manfaat dan faedah kepada komuniti seiring masa (Abdullah, Mohamad & Mahat, 2013). Seiring itu, satu inisiatif CSR dari Pihak Berkuasa Tempatan (PBT) di negeri Kedah telah dilakukan bersama-sama dengan beberapa orang kakitangan, pelajar UiTM Cawangan Kedah berserta pelajar-pelajar dari Universitas Airlangga (UNAIR).

PROGRAM JERAI GREEN WALK: MENELUSURI SEJARAH NEGERI KEDAH

Sepertimana konsep Tanggungjawab Sosial Korporat ini telah dipraktikkan oleh banyak organisasi lain, Majlis Perbandaran Sungai Petani (MPSP) juga tidak ketinggalan untuk berkerjasama dengan kakitangan dan pelajar dari Pusat Pengajian Sains Maklumat, UiTM Cawangan Kedah dan pelajar-pelajar dari Universitas Airlangga bagi program CSR mereka. Kebetulan pada tarikh tersebut, seramai sepuluh (10) orang pelajar dari Universitas Airlangga (UNAIR) sedang menjalani program 'inbound' di UiTM Cawangan Kedah selama dua (2) minggu bermula 6 Julai 2024 sehinggalah 23 Julai 2024. Lawatan ke Gunung Jerai merupakan antara tentatif yang telah dirancang untuk pelajar-pelajar tersebut sepanjang di bumi negeri Kedah kerana Gunung Jerai adalah salah satu dari puluhan tarikan yang terdapat di negeri Kedah. Inisiatif ini merupakan salah satu cara untuk memperkenal tarikan negeri Kedah di samping berkongsi pengetahuan dengan pelajar-pelajar dari negara seberang.

Program Jerai Green Walk: Menelusuri Sejarah Negeri Kedah ini telah dijalankan pada 22 Julai 2024 di Puncak Gunung Jerai. Ianya dirancang bermula seawal 7.00 pagi bagi memastikan cuaca masih redup sepanjang pendakian. Kakitangan dan juga pelajar-pelajar PPSM, UiTM Kedah dan pelajar-pelajar Universitas Airlangga yang merupakan ahli ekspedisi seramai tiga puluh (30) orang telah berkumpul di depoh bas UiTM Cawangan Kedah dan bertolak ke kaki Gunung Jerai. Kemudian, rombongan menaiki van yang disediakan di kaki Gunung Jerai menuju ke resort. Pendakian bermula dari resort Gunung Jerai.

Gambar 1 Bacaan doa oleh Ketua Ekspedisi, PM Ts Dr Asmadi Mohammed Ghazali



Setelah selesai mengalas perut, mendengar taklimat ringkas dan bacaan doa dari ketua ekspedisi, PM Ts Dr Asmadi Mohammed Ghazali, ahli ekspedisi mula mendaki ke Telaga Tok Sheikh diketuai oleh PM Ts Dr Asmadi Mohammed Ghazali, kemudian ke Padang Tok Sheikh dan berhenti seketika di puncak untuk mengambil gambar kenangan.

Gambar 2 Sesi Foto di Padang Tok Sheikh



Sementara itu, Prof Madya Ts Dr Asmadi Mohammed Ghazali membuat pengkisahan Sejarah negeri Kedah secara amnya dan Sejarah Padang Tok Sheikh di Gunung Jerai secara khususnya. Ahli-ahli ekspedisi memperoleh pengetahuan baru berkait sejarah yang telah diceritakan oleh PM Ts Dr Asmadi Mohammed Ghazali.

Gambar 3 Sesi Pengkisahan Sejarah di Padang Tok Sheikh



Selepas aktiviti pengkisahan sejarah selesai, ahli ekspedisi dengan kerjasama Majlis Perbandaran Sungai Petani, Kedah (MPSPK) mula mengutip sampah sarap di puncak Gunung Jerai. Aktiviti ini akan memanfaatkan komuniti setempat dalam kebersihan dan penjagaan tempat tarikan pelancong. Persekitaran yang bersih akan menarik lebih ramai pelancong. Inisiatif CSR ini sangat berkait rapat dengan tiga (3) elemen utama kemampanan sejagat iaitu; alam sekitar, sosial dan ekonomi. Aktiviti mengutip sampah ini akan menjaga kebersihan alam sekitar, mendidik masyarakat untuk menghargai dan menjaga kebersihan walau di mana jua mereka berada. Persekitaran yang bersih terutama di tempat-tempat tarikan pelancong akan memberi kenyamanan dan keselesaan kepada pelancong dan pengunjung bagi menarik mereka untuk berkunjung lagi sekaligus menarik lebih ramai lagi pengunjung di masa akan datang. Kadar kunjungan dan pelancong yang tinggi sudah semestinya secara tidak langsung akan menjana ekonomi setempat. Pemandu van akan menjana keuntungan dari bilangan pengunjung yang ingin menuju ke puncak Gunung Jerai. Selain itu, pengusaha resort dan kafe juga mendapat manfaat yang sama. Aktiviti ini secara berkumpulan akan meningkatkan kemampanan sosial kerana ianya dilakukan bersama-sama.

Gambar 4 Program CSR Sejarah di Padang Tok Sheikh



Setelah selesai program CSR di Padang Tok Sheikh, ahli ekspedisi bergerak menuju Batu Kapal dan sekali lagi ketua ekspedisi menceritakan sejarah Batu Kapal dan bagaimana ianya dinamakan Batu Kapal. Menjelang 1.00 tengahari, ekspedisi mula beransur pulang kembali ke resort untuk menikmati makan tengahari dan bersurai.

SUMBANGAN PROGRAM DAN KONKLUSI

Program CSR yang mengetengahkan alam sekitar mempunyai impak yang besar terhadap pelbagai aspek sosial, ekonomi dan alam semula jadi. Mereka menggalakkan amalan mampan dalam pengurusan sumber yang bertujuan untuk mengimbangi pertumbuhan ekonomi dengan pemeliharaan alam sekitar. Berdasarkan Zheng, Tarczyński, Jamróz, Ali Raza, and Tiwari (2024), kemampanan alam sekitar menggalakkan kepelbagaian ekonomi setempat juga merupakan salah satu cara untuk mengurangkan kebergantungan pada industri tunggal, seperti eksploitasi sumber yang mampu merosakkan ekosistem negara. Justeru, program pembersihan Gunung Jerai ini bersesuaian dengan konsep menyokong kemampanan ekonomi setempat dan pemeliharaan alam sekitar. Selain itu, kajian ini mampu menyumbang kepada keseimbangan sektor ekonomi setempat berdasarkan aktiviti pembersihan alam sekitar secara gotong royong yang mampu mengimbangi ekosistem di puncak Gunung Jerai. Persekitaran yang bersih akan menarik perhatian para pelancong tempatan mahupun luar negara yang akan hadir menikmati pemandangan semulajadi yang indah.

Selain itu, program ini memberi sumbangan kepada kesedaran manusia terhadap alam sekitar. Fiorino (2010), menyatakan kelestarian alam sekitar sangat terikat dengan tingkah laku manusia dan sistem sosial. Perpaduan sistem ekologi, sosial dan ekonomi diperlukan bagi memastikan kemampanan adalah seimbang. Tingkah laku manusia memain peranan penting dalam memastikan kemampanan alam sekitar boleh dilakukan dan meningkatkan kesedaran terhadap kecintaan flora dan fauna.

Konklusinya, kelestarian alam sekitar ini merupakan konsep berbilang dimensi yang kompleks dan memerlukan navigasi yang tepat, definisi yang jelas dengan konteks yang tertentu serta pendekatan bersepadu yang melibatkan sistem ekologi, sosial dan ekonomi. Kelestarian ini mampu membantu komuniti dan pihak bertanggungjawab setempat memakmurkan alam sekitar khususnya di Gunung Jerai serta kawasan sekitarnya. Justeru, pemahaman dan pelaksanaan kelestarian perlu diterapkan kepada pihak berkuasa dan Masyarakat. Seperti yang dinyatakan oleh Filho (2000), mendidik kedua-dua penggubal dasar dan orang ramai tentang konsep ini adalah penting untuk amalan kemampanan yang berkesan. Semua pihak perlu menggembleng tenaga bagi merealisasikan kelestarian ini.

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Keberkesanan Kursus Pendek PSH-Pembangunan Diri Terhadap Pelajar Sekolah Integriti Kluang

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ABSTRAK
Pendidikan bukanlah sekadar satu proses yang membentuk minda, tetapi juga satu perjalanan ke arah pembangunan diri yang berterusan. Pembangunan diri bermula dengan penetapan matlamat yang jelas dan bermakna. Proses pembangunan diri ini melibatkan pembelajaran berterusan yang tidak hanya terbatas dalam usia muda, tetapi perlu diterapkan sehingga akhir hayat. Menteri Pengajian Tinggi dalam memorandum bertarikh 20 April 2005, telah memartabatkan Kolej Komuniti sebagai hab Pembelajaran Sepanjang Hayat (PSH). Pembudayaan PSH direalisasikan melalui Lonjakan 3 iaitu "Menghayati Pembelajaran Sepanjang Hayat" dan ini dinyatakan dalam Pelan Pembangunan Pendidikan Malaysia 2015-2025 Pendidikan Tinggi (PPPM)(PT). Sekolah Integriti Kluang adalah sekolah di bawah kelolaan Jabatan Penjara Malaysia. Pelajar Sekolah Integriti Kluang merupakan pesalah muda berusia diantara 15 hingga 21 tahun yang datang daripada pelbagai latar belakang hidup. Di peringkat ini, rakan-rakan seusia mereka sedang giat menimba ilmu pengetahuan dan kemahiran manakala mereka hanya berpeluang memperolehinya daripada sumber dan kaedah yang terhad. Justeru, mereka kurang mempunyai pengetahuan dan kemahiran terutamanya dari aspek pembangunan diri. Objektif kajian ini adalah untuk mengukur keberkesanan Kursus Pendek PSH-Pembangunan Diri terhadap pelajar Sekolah Integriti Kluang dari aspek peningkatan pengetahuan, peningkatan kemahiran dan tahap keyakinan pelajar dalam mengaplikasikan pengetahuan dan kemahiran yang diperolehi. Kajian ini dilaksanakan dengan metodologi soal selidik yang melibatkan 20 orang responden Kursus Kemahiran Pengucapan Awam dan 20 orang responden Kursus Bina Jati Diri. Dapatan kajian menunjukkan hasil yang positif kepada para pelajar iaitu peningkatan ilmu pengetahuan, kemahiran dan keyakinan selepas menghadiri kursus ini. Selain itu juga, kursus ini dapat membantu pelajar membina jati diri sebagai persediaan untuk mereka meneruskan kehidupan apabila dibebaskan kelak. Oleh itu, Kursus Pendek PSH-Pembangunan Diri yang dilaksanakan ini telah mencapai objektifnya iaitu memberi ilmu pengetahuan dan kemahiran ke arah membentuk pemerkasaan masyarakat.
Kata kunci: Pembangunan diri, Pembelajaran Sepanjang Hayat, Sekolah Integriti Kluang, pesalah muda.

PENGENALAN

Pembelajaran Sepanjang Hayat (PSH) boleh disimpulkan sebagai proses peningkatan ilmu pengetahuan, kemahiran dan sahsiah diri. Peningkatan ini boleh diperolehi melalui kaedah formal, bukan formal dan tidak formal. MQA juga telah meperincikan definisi kaedah formal, bukan formal dan tidak formal ini melalui buku garis panduannya iaitu Guidelines To Good Practices: Accreditation Of Prior Experiential Learning. (Bahagian Kurikulum, 2017).

PSH telah menjadi satu agenda global dalam usaha kerajaan untuk mempersiapkan masyarakat dengan ilmu dan kemahiran serta peningkatan taraf sosio-ekonomi individu. Pelaksanaan PSH direalisasikan dalam Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi) dan diletakkan sebagai lonjakan ke 3 iaitu ”Menghayati Pembelajaran Sepanjang Hayat”. Sejajar dengan Hasrat Kementerian Pendidikan Tinggi (KPT) untuk menghidupkan amalan PSH dalam masyarakat Malaysia bagi melahirkan masyarakat yang sentiasa dahagakan ilmu dan kemahiran, KPT telah mempersiapkan warganya agar dapat menyusun dan melaksanakan program-program PSH yang berkualiti dan berimpak tinggi.

Selain itu, wawasan ini juga didukung kerajaan melalui agenda yang dinyatakan dalam Rancangan Malaysia Kedua Belas (RMK12) pada Pemangkin Dasar 1 iaitu ‘Membangunkan Bakat Masa Hadapan’ di mana antara aspek yang diberi penekanan adalah mempergiat tahap pendidikan rakyat. (Ketua Pengarah Unit Perancang Ekonomi, 2021)

Objektif Kajian

Program PSH mula dilaksanakan di KKTP sejak tahun 2008 sehingga kini. Umumnya, kajian ini bertujuan untuk melihat keberkesanan kursus-kursus pendek di bawah pelaksanaan program Pembelajaran Sepanjang Hayat (UPSH) Kolej Komuniti Tanjung Piai (KKTP). Manakala khususnya, adalah untuk mengenalpasti keberkesanan program dalam mencapai objektif yang ditetapkan iaitu:

1. Mengukur keberkesanan Kursus Pendek PSH-Pembangunan Diri terhadap pelajar Sekolah Integriti Kluang dari aspek peningkatan pengetahuan, peningkatan kemahiran dan tahap keyakinan pelajar dalam mengaplikasikan pengetahuan dan kemahiran yang diperolehi.
2. Melihat ruang kerjasama strategik yang berterusan dengan Sekolah Integriti Kluang khususnya dan Jabatan Penjara Malaysia umumnya.

KAJIAN LITERATUR

Saban hari kita didedahkan dengan banyak gejala keruntuhan akhlak dan moral dalam masyarakat umumnya dan golongan muda khususnya. Banyak kajian yang telah dilakukan dalam mengenalpasti apakah faktor utama yang menyebabkan gejala keruntuhan akhlak dan moral semakin membimbangkan dalam kalangan masyarakat. Jika kita selusuri dapatan-dapatan kajian, antara faktor yang ditekankan adalah kurangnya jati diri dalam diri masyarakat terutamanya golongan muda.

Memandangkan isu ini semakin menjadi barah dalam masyarakat, pendekatan yang holistik perlu diambil oleh pihak-pihak yang bertanggungjawab seperti Kementerian Pendidikan Malaysia(KPM) dan Kementerian Pengajian Tinggi (KPT). Proses memupuk jati diri pastinya bukan satu proses yang mudah memandangkan ia melibatkan proses yang perlu dilaksanakan secara berterusan dari masa ke semasa. Justeru, banyak aspek yang perlu diberi perhatian dalam usaha kita untuk memperkukuh jati diri dalam masyarakat hari ini.

Dalam membina jati diri, tidak dapat dinafikan antara elemen yang paling penting adalah melalui pendidikan dan pembelajaran. Proses pendidikan dan pembelajaran akan dapat meningkatkan pengetahuan disamping membentuk pemikiran kritis dan keyakinan diri. Aisyah Humairak Abdul Rahman,Mariam Abdul Majid dan Nurzatil Ismah Azizan menyatakan jati diri adalah karekter dan jiwa yang perlu dimiliki oleh individu dalam membentuk identiti serta perwatakan. Nilai utama dalam pembentukan jati diri mestilah didukung dengan nilai adat, budaya, agama dan juga bangsa. (Aisyah Humairak Abdul Rahman, 2022)

Peranan Kolej Komuniti Tanjung Piai

Sebagai hab PSH, Kolej Komuniti Tanjung Piai khususnya dan semua Kolej Komuniti di Malaysia umumnya memegang peranan yang penting dalam menggerakkan kursus-kursus di bawah pelaksanaan program-program PSH. Kolej Komuniti Tanjung Piai bertanggungjawab sepenuhnya dalam merancang dan melaksanakan PSH serta memastikan kursus atau program tersebut merangkumi golongan sasaran yang ditetapkan.

Secara umumnya, pelaksanaan PSH berteraskan kepada kluster yang telah digariskan oleh KPT. Namun begitu, di Kolej Komuniti pelaksanaan PSH hanya berfokus kepada kluster dua dan kluster tiga. (Bahagian Kurikulum, 2017). PSH boleh dilaksanakan dalam 2 kaedah iaitu kursus pendek bermodul dan kursus pendek berkredit. Ia menyasarkan semua peringkat umur bermula 15 hingga 64 tahun.

Rajah 1 Agihan Kluster PSH



PSH mensasarkan beberapa kumpulan sasaran dalam komuniti yang merangkumi semua lapisan masyarakat dalam setiap program yang dianjurkan. Berdasarkan Portal PSH Kementerian Pengajian Tinggi (Komuniti, n.d.), kumpulan sasaran tersebut adalah seperti dinyatakan dalam Rajah 2 berikut ;

Rajah 2 Kumpulan Sasaran PSH



Latar Belakang Sekolah Integriti Kluang

Sekolah Integriti Kluang dibawah kendalian Jabatan Penjara Malaysia memainkan peranan penting dalam menyediakan pendidikan formal kepada banduan muda yang berumur antara 15 hingga 21 tahun. Sekolah ini ditubuhkan dengan kerjasama antara Kementerian Pendidikan Malaysia dan Jabatan Penjara Malaysia untuk memastikan banduan muda mendapat peluang pendidikan walaupun berada di dalam penjara. (Malaysia, 2020)

Peranan utama sekolah ini adalah menyediakan pendidikan akademik yang juga dikenali sebagai pendidikan korektif yang bertujuan memastikan banduan muda dapat meneruskan pembelajaran mereka dan seterusnya menduduki peperiksaan awam seperti Sijil Pelajaran Malaysia. Selain menyediakan platform menimba ilmu pengetahuan, sekolah juga memastikan banduan muda dapat menimba latihan kemahiran dalam pelbagai bidang sebagai persiapan untuk mereka memasuki alam pekerjaan apabila dibebaskan kelak.

Sekolah ini juga menekankan aspek pemulihan dan pembangunan sahsiah diri. Program ini bertujuan untuk membantu banduan muda memperbaiki diri dan mempersiapkan mereka untuk kehidupan selepas dibebaskan serta sebagai peneguhan jati diri agar mereka tidak terjerumus semula ke dalam lembah yang sama.

Dengan menyediakan pendidikan yang komprehensif, Sekolah Integriti Kluang membantu banduan muda untuk menimba ilmu pengetahuan dan kemahiran yang diperlukan untuk meneruskan kehidupan yang lebih baik selepas dibebaskan

METODOLOGI DAN PELAKSANAAN

Kajian ini melibatkan seramai 20 orang responden yang terdiri daripada peserta Kursus Kemahiran Pengucapan Awam dan Kursus Bina Jati Diri. Bagi faktor demografi umur, semua peserta berumur antara 15 hingga 20 tahun. Peserta kursus ini terdiri daripada pelajar-pelajar Sekolah Integriti Kluang di bawah pengurusan Jabatan Penjara Malaysia dan juga Kementerian Pendidikan Malaysia.

Kajian ini menggunakan kaedah kuantitatif dengan menggunakan soal selidik. Soal selidik terbahagi kepada 3 bahagian. Bahagian pertama adalah berkaitan latar belakang responden. Bahagian kedua pula berkaitan aspek pelaksanaan kursus, manakala bahagian ketiga adalah berkaitan keberkesanan hasil kursus. Skala likert 4 mata iaitu lemah, sederhana, baik dan amat baik digunakan bagi mengukur keberkesanan kursus ini. Kursus ini dijalankan di Sekolah Integriti Kluang, Penjara Kluang, Kg. Gajah, Jalan Mersing, 86000 Kluang, Johor.

Jadual 1 Ringkasan Kursus Pendek PSH-Pembangunan Diri

KURSUS	SINOPSIS KURSUS	MODUL KURSUS
Kemahiran Pengucapan Awam	Peserta akan diberi pendedahan dan kemahiran tentang teknik pengucapan awam yang betul seperti teknik komunikasi berkesan, ketrampilan diri serta tips menguasai audien.	Modul 1 : Pengenalan kepada Pengucapan Awam Modul 2 : Elemen-Elemen dalam Pengucapan Awam Modul 3 : Bagaimana Mengatasi Gementar Modul 4 : Persediaan Sebelum Berucap Demonstrasi dan Latihan Pengucapan Awam
Kursus Bina Jati Diri	Kursus ini bertujuan untuk memberi pendedahan tentang pembentukan personaliti menarik, pemikiran positif, serta memupuk keyakinan dan motivasi diri.	Modul 1 : Analisis Nilai Diri Modul 2 : Pembentukan Personaliti Modul 3 : Pengurusan Emosi Modul 4 : Penerapan Jati Diri dan Nilai-nilai Murni Latihan dalam Kumpulan (LDK)

DAPATAN DAN PERBINCANGAN

Dalam kajian ini, tahap keberkesanan Kursus Pendek PSH-Pembangunan Diri ditentukan oleh jumlah skor yang diperolehi daripada setiap responden melalui dua aspek utama iaitu pelaksanaan kursus dan keberkesanan hasil kursus.

Pelaksanaan kursus akan diukur melalui enam kriteria berikut iaitu ;

i. Penyampaian kandungan kursus
ii. Kaedah penyampaian kursus
iii. Kandungan kursus
iv. Lokasi kursus
v. Hasil penyampaian kursus
vi. Masa dan tempoh pelaksanaan kursus

Manakala keberkesanan hasil kursus akan diukur melalui empat kriteria berikut iaitu ;

i. Pengetahuan yang diperolehi
ii. Kemahiran yang diperolehi
iii. Keyakinan peserta dalam mengaplikasikan pengetahuan dan kemahiran
iv. Peningkatan kerjaya

Responden diminta untuk menilai kriteria-kriteria tersebut berdasarkan skala 1-4. Responden yang memberi penilaian pada skala 3 dan 4 (baik dan amat baik) dikira memiliki tahap pengetahuan, kemahiran, keyakinan mengaplikasikan pengetahuan dan kemahiran serta peningkatan kerjaya yang tinggi. Manakala responden yang memberi penilaian pada skor 2 memiliki tahap sederhana dan skor 1 memiliki tahap pengetahuan, kemahiran, keyakinan mengaplikasikan pengetahuan dan kemahiran serta peningkatan kerjaya yang rendah.

Data dari borang soal selidik telah diproses dan dianalisis secara deskriptif bagi mendapatkan nilai min bagi setiap item. Bagi penentuan tahap keadilan prosedur dan keadilan pengagihan, pengkelasan tiga skala seperti dalam Jadual 3 telah dilakukan iaitu tinggi, sederhana dan rendah (Zainudin Abu Bakar, 2007) dan (Abdull Sukor Shaari, 2008)

Jadual 2 Penentuan Tahap Keadilan Penilaian Prestasi

Pengiraan Sela Kelas	Julat Min	Tahap
$\frac{4-1}{3} = 1.00$	1.00 – 2.00	Rendah
	2.01 – 3.00	Sederhana
	3.01 – 4.00	Tinggi

Kursus Pengucapan Awam

Latar belakang responden yang menjawab soal selidik ini ditunjukkan dalam Jadual 3. Semua peserta adalah lelaki di mana 45% peserta berumur antara 15-17 tahun manakala baki 55% adalah peserta yang berumur antara 17-20 tahun.

Jadual 3 Demografi Responden

Item	Demografi	Bilangan	Peratus
Jantina	Lelaki	20	100
	Perempuan	0	0
Umur	15-17 tahun	9	45
	18-20 tahun	11	55

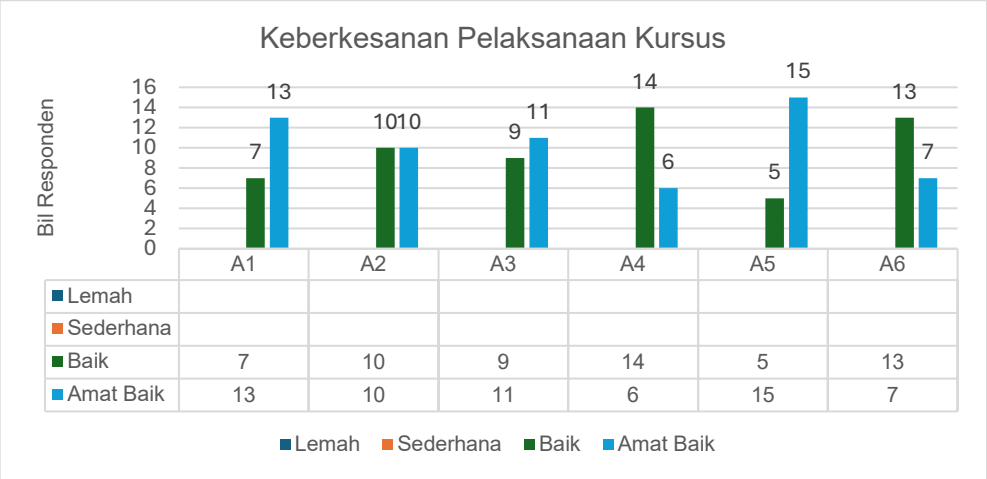
Jadual 4 menunjukkan purata skor min tahap keberkesanan terhadap pelaksanaan Kursus Pengucapan Awam adalah 3.52. Ini menunjukkan tahap keberkesanan terhadap pelaksanaan kursus ini adalah tinggi. Dalam bahagian ini, item soalan yang menyumbang skor min paling tinggi adalah sebanyak 3.75 iaitu responden bersetuju bahawa penyampaian kandungan kursus adalah jelas dan dapat difahami. Sebaliknya skor min paling rendah adalah 3.35 iaitu responden menyatakan masa dan tempoh kursus adalah mencukupi.

Jadual 4 Pelaksanaan Kursus

ITEM	PERKARA	SKOR MIN
A1	Penyampaian isi kandungan mencapai objektif	3.65
A2	Cara penyampaian menarik	3.50
A3	Kandungan kursus teratur	3.55
A4	Tempat kursus sesuai	3.30
A5	Penyampaian jelas dan difahami	3.75
A6	Masa dan tempoh kursus mencukupi	3.35
	PURATA SKOR MIN	**3.52**

Rajah 3 menunjukkan penilaian peserta terhadap keberkesanan kursus pada skala 1 hingga 4. Tiada peserta yang menyatakan skala 1 dan 2 bagi keenam-enam item yang dinilai. Ini menunjukkan peserta bersetuju bahawa pelaksanaan Kursus Pengucapan Awam ini adalah berkesan dan mencapai objektifnya.

Rajah 3 Keberkesanan Pelaksanaan Kursus



	A1	A2	A3	A4	A5	A6
Lemah						
Sederhana						
Baik	7	10	9	14	5	13
Amat Baik	13	10	11	6	15	7

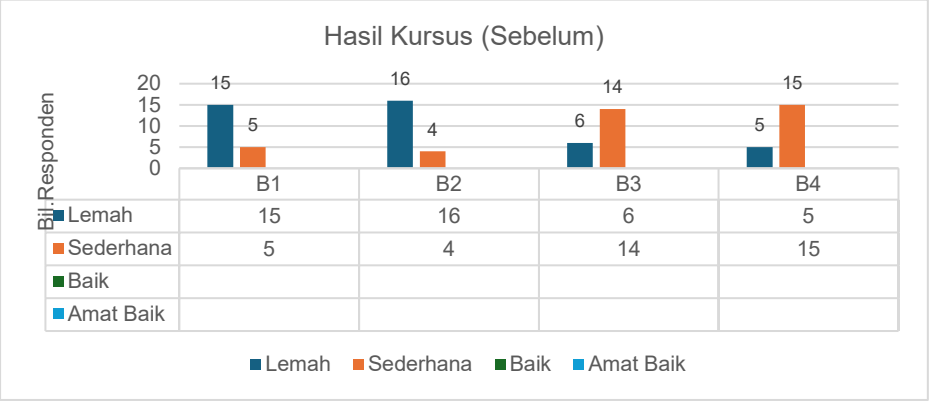
Jadual 5 menunjukkan purata skor min tahap keberkesanan hasil sebelum dan selepas responden mengikuti Kursus Pengucapan Awam. Analisis menunjukkan tahap keempat-empat item yang dinilai sebelum kursus iaitu B1 hingga B4 berada pada tahap yang rendah dengan nilai purata skor min 1.48. Namun begitu, nilai purata skor min ini meningkat selepas responden mengikuti kursus ini. Dapatan kajian menunjukkan purata skor min selepas responden mengikuti kursus adalah 3.50 dan ini sekaligus menunjukkan bahawa keberkesanan hasil kursus adalah tinggi.

Jadual 5 Hasil Kursus

ITEM	SEBELUM KURSUS		SELEPAS KURSUS	
	NO. ITEM	SKOR MIN	NO. ITEM	SKOR MIN
Pengetahuan dalam bidang kursus	B1	1.25	C1	3.55
Kemahiran dalam bidang kursus	B2	1.20	C2	3.45
Yakin menggunakan pengetahuan dan kemahiran yang dipelajari	B3	1.70	C3	3.65
Membantu peningkatan kerjaya	B4	1.75	C4	3.35
PURATA SKOR MIN		**1.48**		**3.50**

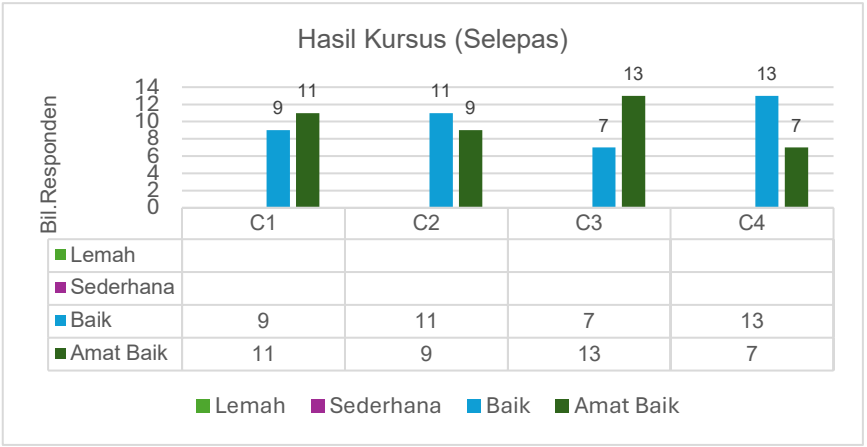
Rajah 4 menunjukkan tahap pengetahuan dan kemahiran responden sebelum mengikuti kursus. Tiada peserta yang menyatakan skala 3 dan 4 bagi keempat-empat item yang dinilai. Ini menunjukkan tahap pengetahuan dan kemahiran responden sebelum mengikuti kursus adalah rendah.

Rajah 4 Hasil Sebelum Kursus



Rajah 5 menunjukkan tahap pengetahuan dan kemahiran responden selepas mengikuti kursus. Analisis menunjukkan berlaku peningkatan tahap pengetahuan dan kemahiran dan ini dapat dibuktikan apabila tiada peserta yang menyatakan skala 1 dan 2 bagi keempat-empat item yang dinilai. Ini menunjukkan tahap pengetahuan dan kemahiran responden selepas mengikuti kursus adalah tinggi. Dapatan ini juga membawa maksud Kursus Pengucapan Awam ini dapat membantu responden meningkatkan tahap pengetahuan, kemahiran dan keyakinan dalam diri mereka.

Rajah 5 Hasil Selepas Kursus



Kursus Bina Jati Diri

Latar belakang responden yang menjawab soal selidik ini ditunjukkan dalam Jadual 6. Semua peserta adalah lelaki di mana 45% peserta berumur antara 15-17 tahun manakala baki 55% adalah peserta yang berumur antara 17-20 tahun.

Jadual 6 Demografi Responden

Item	Demografi	Bilangan	Peratus
Jantina	Lelaki	20	100
	Perempuan	0	0
Umur	15-17 tahun	9	45
	18-20 tahun	11	55

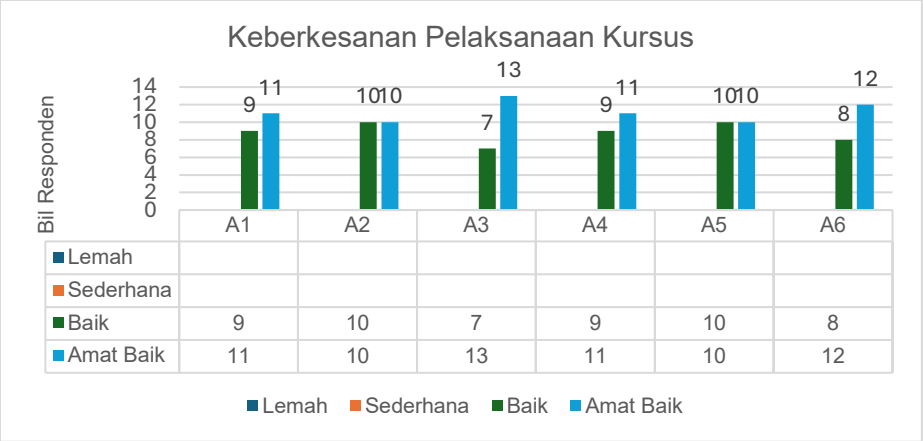
Jadual 7 menunjukkan purata skor min tahap keberkesanan terhadap pelaksanaan Kursus Bina Jati Diri adalah 3.56. Ini menunjukkan tahap keberkesanan terhadap pelaksanaan kursus ini adalah tinggi. Dalam bahagian ini, item soalan yang menyumbang skor min paling tinggi adalah sebanyak 3.65 iaitu responden bersetuju bahawa kandungan kursus adalah tersusun dan teratur. Sebaliknya skor min paling rendah adalah 3.50 melibatkan dua item iaitu cara penyampaian menarik dan juga penyampaian jelas dan difahami.

Jadual 7 Pelaksanaan Kursus

ITEM	PERKARA	SKOR MIN
A1	Penyampaian isi kandungan mencapai objektif	3.55
A2	Cara penyampaian menarik	3.50
A3	Kandungan kursus teratur	3.65
A4	Tempat kursus sesuai	3.55
A5	Penyampaian jelas dan difahami	3.50
A6	Masa dan tempoh kursus mencukupi	3.60
	PURATA SKOR MIN	**3.56**

Rajah 6 menunjukkan penilaian peserta terhadap keberkesanan kursus pada skala 1 hingga 4. Semua peserta bersetuju dengan skala 3 (baik) dan 4 (amat baik) dalam aspek pelaksanaan kursus. Ini menunjukkan bahawa pelaksanaan Kursus Bina Jati Diri ini adalah berkesan dan mencapai objektifnya.

Rajah 6 Keberkesanan Pelaksanaan Kursus



Jadual 8 menunjukkan purata skor min tahap keberkesanan hasil sebelum dan selepas responden mengikuti Kursus Bina Jati Diri. Analisis menunjukkan tahap keempat-empat item yang dinilai sebelum kursus iaitu B1 hingga B4 berada pada tahap yang rendah dengan nilai purata skor min 1.40. Namun begitu, nilai purata skor min ini meningkat selepas responden mengikuti kursus. Ini dapat dibuktikan melalui purata skor min selepas responden mengikuti kursus adalah 3.59 dan ini sekaligus menunjukkan bahawa keberkesanan hasil kursus adalah tinggi.

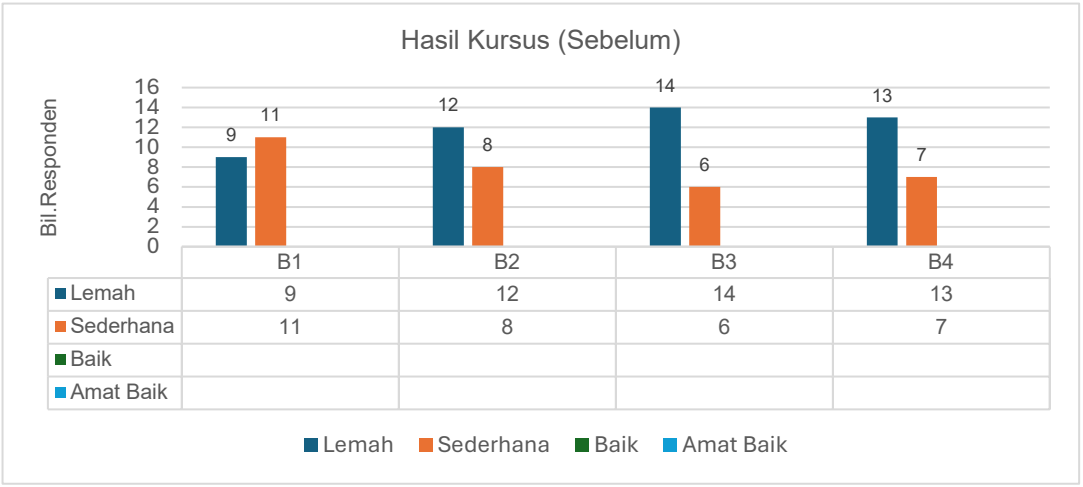
Jadual 8 Hasil Kursus

ITEM	SEBELUM KURSUS		SELEPAS KURSUS	
	NO. ITEM	SKOR MIN	NO. ITEM	SKOR MIN
Pengetahuan dalam bidang kursus	B1	1.55	C1	3.50

Kemahiran dalam bidang kursus	B2	1.40	C2	3.65
Yakin menggunakan pengetahuan dan kemahiran yang dipelajari	B3	1.30	C3	3.50
Membantu peningkatan kerjaya	B4	1.35	C4	3.70
PURATA SKOR MIN		**1.40**		**3.59**

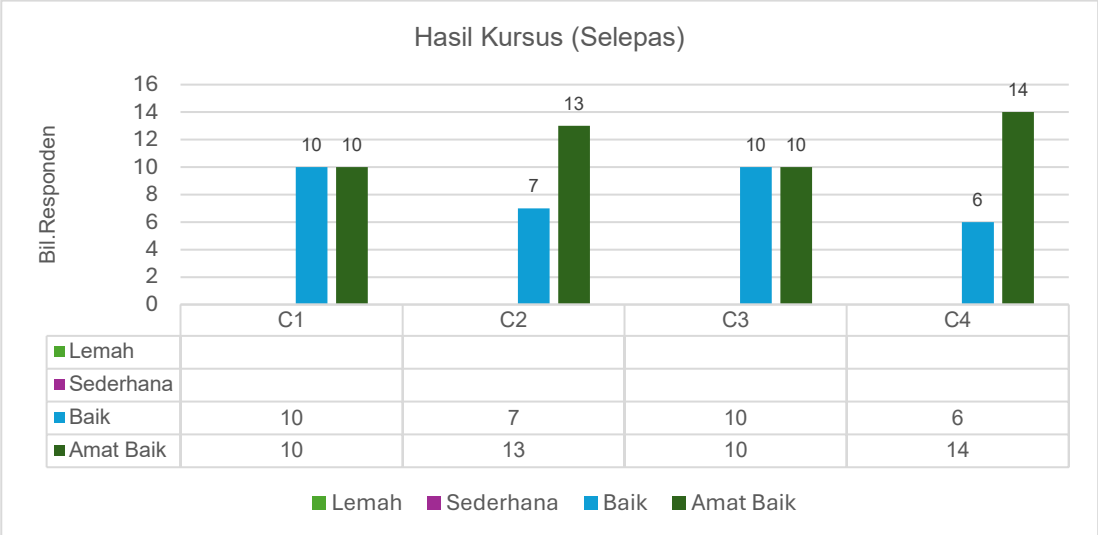
Rajah 7 menunjukkan tahap pengetahuan dan kemahiran responden sebelum mengikuti kursus. Tiada peserta yang menyatakan skala 3 dan 4 bagi keempat-empat item yang dinilai. Ini menunjukkan tahap pengetahuan dan kemahiran responden sebelum mengikuti Kursus Bina Jati Diri adalah rendah.

Rajah 7 Hasil Sebelum Kursus



Rajah 8 menunjukkan tahap pengetahuan dan kemahiran responden selepas mengikuti kursus. Analisis menunjukkan berlaku peningkatan tahap pengetahuan dan kemahiran. Ini dapat dibuktikan apabila tiada peserta yang menyatakan skala 1 dan 2 bagi keempat-empat item yang dinilai. Dapatan ini menunjukkan tahap pengetahuan dan kemahiran responden selepas mengikuti kursus adalah tinggi. Dapatan ini juga membawa maksud Kursus Bina Jati Diri ini dapat membantu responden meningkatkan tahap pengetahuan, kemahiran dan keyakinan dalam diri mereka.

Rajah 8 Hasil Selepas Kursus



IMPAK

Secara keseluruhannya, berdasarkan kajian yang telah dijalankan, Kursus PSH-Pembangunan Diri berjaya mencapai matlamat pelaksanaannya. Terdapat ruang yang boleh ditambahbaik contohnya tempoh masa kursus boleh dipanjangkan memandangkan responden sangat menyambut baik sekiranya pihak KKTP dapat melaksanakan kursus seumpama ini dengan tempoh masa yang lebih lama supaya input yang akan mereka perolehi turut bertambah. Kursus ini juga mendapat kerjasama yang sangat baik dari semua pihak yang terlibat terutamanya pihak pengurusan Sekolah Integriti Kluang. Penglibatan aktif oleh pelajar dan guru serta minat yang ditunjukkan sepanjang kursus berlangsung amat membanggakan kami selaku penganjur kursus.

Melalui kursus ini juga kami dapat melihat banyak bakat dan nilai positif yang dapat diterapkan dalam diri peserta tanpa mengambil kira sejarah hidup mereka sebelum ini. Semua peserta sangat bersikap positif dalam memperbaiki potensi diri mereka. Kami juga amat menyambut baik dan mengalu-alukan peluang untuk meneruskan hubungan strategik ini di masa akan datang supaya lebih banyak manfaat dan faedah dapat dikongsi oleh kedua-dua belah pihak. Akhir sekali semoga kerjasama jitu ini dapat diteruskan pada masa hadapan dalam usaha negara untuk membentuk belia yang berwawasan dan berkemahiran.

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Pelaksanaan Dan Impak Program Sosio-Ekonomi: Kajian Kes Dalam Kalangan Pelajar Di Fakulti Ekonomi Dan Muamalat, Universiti Sains Islam Malaysia (USIM)

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ABSTRAK

Kesejahteraan sosio ekonomi pelajar menjadi asas kepada peningkatan kualiti akademik dan kelangsungan hidup terutama melibatkan keperluan material seperti kewangan dan fasiliti. Pelbagai inisiatif dan program dilaksanakan secara berperingkat dan berterusan untuk memastikan kelangsungan pembangunan modal insan khususnya melibatkan pelajar terutama yang kurang berkemampuan diberi tumpuan dan perhatian. Justeru, kajian melibatkan pelaksanaan dan sejauh mana program yang dilaksanakan wajar diketengahkan bagi memastikan kesejahteraan pelajar yang terlibat. Kaedah kaji selidik telah digunakan untuk mengumpul data daripada 149 pelajar di Fakulti Ekonomi dan Muamalat (FEM), USIM dan *Statistical Package for the Social Sciences* (SPSS) telah digunakan dalam menganalisis data. Dua objektif utama kajian ini adalah membincangkan program sosio-ekonomi yang dilaksanakan dan menilai impak pelaksanaan program yang melibatkan pelajar B40 yang kurang berkemampuan. Keputusan kajian menunjukkan terdapat dua program utama yang berjaya dilaksanakan adalah Gerobok Rezeki dan Bilik Komputer Infaq Al-Kauthar. Selain itu, impak pelaksanaan program ini mampu meningkatkan prestasi akademik, kesejahteraan pelajar dan penyelidikan. Usaha yang telah dilaksanakan sejajar dengan dasar kerajaan untuk membangunkan golongan B40 dan kurang berkemampuan tertumpu kepada pelbagai aspek seperti fizikal, ekonomi dan modal insan. Bantuan melalui pelbagai program di peringkat fakulti mampu memberi kesan signifikan terhadap kualiti hidup dari aspek pendidikan pelajar
Kata kunci: B40, program sosio-ekonomi, gerobok rezeki, Bilik Komputer Infaq Al-Kauthar, SPSS.

LATAR BELAKANG, INSPIRASI DAN PERMULAAN

Kekangan kewangan yang didorong oleh masalah kemiskinan pelajar merupakan isu subjektif melibatkan multi dimensi akibat pelbagai faktor yang akan mendorong aktiviti dan inisiatif dilakukan untuk menanganinya. Tidak dinafikan, kes (Rahhim & Saim, 2022). Dalam usaha mewujudkan masyarakat yang berilmu dan berpengetahuan, kajian yang mengupas kaitan antara kemiskinan dengan pendidikan penting untuk mengenal pasti program yang bersesuaian untuk memastikan tidak berlaku masalah keciciran pelajar dalam pendidikan. Kementerian Pendidikan Malaysia berhasrat untuk memastikan pendidikan untuk semua tanpa mengira kepelbagaian latar belakang bagi merapatkan jurang pendidikan dalam kalangan masyarakat negara ini (Othman et al., 2021). Matlamat utama pendidikan di Fakulti Ekonomi dan Muamalat, USIM adalah untuk memartabatkan ilmu dan menghasilkan individu berilmu menyumbang kepada masyarakat, negara dan dunia. Namun, masalah dalam aspek pendidikan terutama melibatkan aspek sosio-ekonomi sering berlaku di peringkat pendidikan tinggi dikenal pasti sebagai salah satu punca (Othman et al., 2021).

Di Malaysia, kajian awal untuk mengukur kadar kemiskinan orang Melayu pada tahun 1950-an dan 60-an telah dijalankan oleh Profesor Diraja Ungku Aziz (Johan, 2020) dengan menggunakan indeks sarong. Walau bagaimanapun, penggunaan indeks sarong kini dianggap tidak praktikal dan tidak relevan untuk mengukur tahap kemiskinan individu, kerana ia tidak dapat menggambarkan realiti dan keperluan semasa yang lebih kompleks dalam menilai keadaan sosio-ekonomi masyarakat moden (Mohamed et al., 2011). Saban tahun, kajian melibatkan kemiskinan menjadi tumpuan untuk melihat faktor, kesan, impak dan cara menanganinya kepada kelangsungan hidup masyarakat termasuk pelajar (Abdul aziz et al., 2020; Afzan & Abd, 2021; Marquez et al., 2020). Lebih menarik lagi, dengan kehadiran pandemik COVID-19 pada akhir tahun 2019, pelbagai cabaran dan fenomena baru muncul, yang bukan sahaja merangsang kebergantungan masyarakat terhadap bantuan, tetapi juga menuntut sokongan yang lebih pelbagai untuk membangkitkan semula semangat dan harapan dalam menghadapi kemelut yang melanda (Marquez et al., 2020).

Tujuan utama kajian ini adalah untuk meneroka dan mengenal pasti program-program inovatif yang telah dilaksanakan untuk memberikan sokongan kepada pelajar yang kurang berkemampuan, demi meningkatkan kesejahteraan mereka. Selanjutnya, melihat sejauh mana impak pelaksanaanprogram ini dapat membantu golongan pelajar yang terlibat terhadap prestasi akademik, kesejahteraan pelajar dan penyelidikan. Struktur artikel ini membincangkan empat aspek utama iaitu kajian literatur, metodologi kajian, dapatan serta perbincangan dan kesimpulan.

Kesejahteraan pelajar merujuk kepada keadaan keseluruhan yang meliputi aspek fizikal, mental, dan sosial pelajar. Ia melibatkan kemampuan pelajar untuk menjalani kehidupan yang seimbang, termasuk kesejahteraan emosi dan kebolehan untuk mengatasi tekanan akademik. Dalam konteks ini, kesejahteraan pelajar juga berkait rapat dengan sokongan material, seperti akses kepada makanan, kewangan, dan sumber pembelajaran yang mencukupi.

Dalam aspek penyelidikan, skopnya merangkumi kajian dan analisis terhadap faktor-faktor yang mempengaruhi kesejahteraan pelajar, serta impak program-program yang dilaksanakan untuk meningkatkan kesejahteraan ini. Penyelidikan ini bertujuan untuk mengenal pasti cabaran yang dihadapi pelajar, terutamanya mereka dari golongan B40, dan menilai keberkesanan program sosio-ekonomi dalam membantu mereka mencapai kejayaan akademik dan kesejahteraan hidup yang lebih baik.

Umum menyedari pelajar adalah antara golongan yang terkesan dan memerlukan perhatian pelbagai pihak. Penglibatan semua pihak khususnya pihak pengurusan dalam menangani masalah sosio-ekonomi para pelajar ini akan memastikan masalah yang dihadapi oleh pelajar dapat ditangani secara holistik. Tujuan utama kajian ini adalah untuk meneroka dan mengenal pasti program-program inovatif yang telah dilaksanakan untuk memberikan sokongan kepada pelajar yang kurang berkemampuan, demi meningkatkan kesejahteraan mereka. Setelah menyedari kekangan yang dihadapi oleh para pelajar, tahun 2023, pihak FEM telah mengambil pelbagai inisiatif bantuan dalam bentuk wang ringgit dan program infaq untuk meringankan beban dan memenuhi keperluan para pelajar yang berhadapan dengan kekangan material, fasiliti dan kewangan.

Kesulitan dan bebanan yang dihadapi oleh pelajar telah dikenal pasti menjadi faktor penyumbang yang menjejaskan keupayaan meneruskan kelangsungan kehidupan harian mereka tetapi turut menjejaskan kualiti serta prestasi akademik. Antara inisiatif dan program yang direncanakan di peringkat fakulti memfokuskan kepada bantuan asas seperti makanan, akses kepada teknologi dan bantuan sumber pembelajaran seperti peralatan. Terdapat dua program sosio-ekonomi yang telah dilancarkan di peringkat fakulti iaitu Gerobok Rezeki dan Bilik Komputer Infaq Al-Kauthar.

SOROTAN LITERATUR

FAKTOR KEMISKINAN DALAM KALANGAN PELAJAR

Isu kekangan ekonomi dan kemiskinan sering menjadi perbincangan hangat kerana ia melibatkan pelbagai dimensi yang luas dan subjektif. Pelbagai faktor, termasuk politik,

ekonomi, sosial, budaya, serta bencana seperti COVID-19, turut menyumbang kepada kompleksiti masalah ini. Sehubungan itu, pengukuran dan definisi kekangan ekonomi yang berpunca daripada kemiskinan perlu ditafsirkan dan dinilai dari pelbagai sudut. Ia tidak hanya harus tertumpu pada faktor pendapatan, tetapi juga perlu menggali realiti kemiskinan yang dihadapi oleh individu melalui pelbagai dimensi dan indikator, termasuk kesihatan, pendidikan, dan taraf hidup, untuk mendapatkan gambaran yang lebih menyeluruh dan mendalam(UNESCO, 2016). Menurut Rowntree (1901), kemiskinan merujuk kepada ketidaktentuan dari segi pendapatan individu atau isi rumah untuk memenuhi keperluan asas seharian seperti makanan, tempat tinggal dan pakaian. Kekurangan dalam menyediakan sumber keperluan asas sering mengakibatkan individu terpinggir dari pelbagai aktiviti harian, termasuk peluang untuk belajar dan bekerja, yang seterusnya menjejaskan potensi mereka (Townsend,1979). Dalam konteks kajian ini, isu melibatkan kekangan dalam kalangan pelajar di institusi pengajian tinggi telah menjadi kebimbangan global dalam beberapa dekad kebelakangan ini (Goldrick-Rab & Kendall, 2014; Dynarski, 2003). Pelajar berhadapan dengan masalah kewangan misalnya berhadapan dengan pelbagai cabaran dalam usaha meneruskan pengajian akibat tidak mampu membiayai yuran pengajian, penginapan, dan keperluan asas seperti makan minum. Situasi ini dipercayai akan mempengaruhi prestasi akademik, kesihatan fizikal, dan kesejahteraan mental mereka (Perna & Li, 2006) seterusnya memberi impak kepada masa depan mereka (Abdul Aziz et al., 2020).

Hasilnya, terdapat kajian terkini telah meneliti faktor-faktor yang menyumbang kepada kemiskinan pelajar dan akibatnya (Abdul Aziz et al., 2020). Salah satu faktor utama adalah kos pengajian tinggi yang semakin meningkat saban tahun hingga menjadi beban kepada ibu bapa akibat berlaku peningkatan kos pendapatan keluarga dan keadaan ini menyebabkan pelajar memerlukan bantuan dari aspek dana pendidikan (Van Der Werf & Sabatier, 2009). Keadaan ini menjadikan pelajar terpaksa ikat perut untuk membayar yuran kolej kediaman dan belanja harian hingga sebahagiannya terpaksa berhenti daripada meneruskan pengajian (Goldrick-Rab et al., 2016; Benson & Goldrick-Rab, 2018). Selain itu, kemiskinan digital turut menghantui pelajar akibat tidak mampu menyediakan barangan dan perkhidmatan berasaskan ICT. Keperluan ICT telah menjadi asas kepada keperluan pelajar tambahan lagi apabila pelaksanaan Pengajaran dan Pembelajaran (PdP) telah bertukar kepada mode dalam talian. Kegagalan pelajar dalam menyediakan kemudahan teknologi ini menjadikan mereka terjebak dalam kategori pelajar miskin digital, yang merangkumi kekurangan akses Internet, pengetahuan, serta sumber fizikal, ekonomi, dan sosial yang penting untuk kejayaan mereka. Ancaman kemiskinan digital telah mendedahkan realiti kesaksamaan kehidupan masyarakat hingga menjejaskan prestasi pembelajaran pelajar (Afzan et al., 2021). Tambahan lagi, pelajar dari latar belakang yang kurang berkemampuan turut berhadapan dengan pelbagai cabaran lain seperti limitasi mengakses sumber kampus, membina rangkaian sokongan rakan sebaya dalam usaha membina semangat kekitaan (Kezar, 2011). Walau bagaimanapun, pelajar yang bergelut dengan isu kewangan menjadi cabaran utama untuk berjaya dalam bidang akademik dan mengawal kesejahteraan psikologi (Jury et al., 2017).

Pelaksanaan Program Inisiatif Sosio-Ekonomi

Menurut Amran (2021), pelajar cemerlang dan bermotivasi cenderung untuk memperoleh hasil pembelajaran yang baik untuk merangsang semangat untuk belajar. Sokongan moral dalam kalangan orang sekeliling amat diperlukan untuk memastikan pelajar terus bersemangat untuk meneruskan pengajian walau dalam apa keadaan sekali pun. Faktor kekangan kewangan dan kemiskinan digital yang dihadapi oleh pelajar pada era globalisasi hari ini wajar diberi perhatian. Dalam isu melibatkan kemiskinan serta kekangan kewangan kumpulan B40 dan M20 adalah antara yang terkesan oleh kerana taraf ekonomi pada hari ini sangat tinggi malahan ditambah pula dengan impak pandemik yang menyebabkan sebahagian masyarakat dalam lingkungan pendapatan ini tersepit (Nur Syawal & Nurfatiha, 2022). Oleh itu, terdapat sebahagian keluarga yang terkesan dan tidak mampu untuk menyediakan keperluan terbaik kepada anak mereka termasuk sumber perbelanjaan, gajet dan fasiliti belajar yang diperlukan. Kesempitan hidup yang dialami oleh masyarakat dalam dua kategori ini pasti menimbulkan masalah kewangan, yang memberi kesan langsung kepada keperluan pelajar untuk belajar,

terutamanya apabila ibu bapa mereka tidak mempunyai ekonomi yang stabil untuk menyokong pendidikan mereka (Marquez, 2020). Oleh itu, di peringkat fakulti FEM terdapat dua inisiatif program telah dilaksanakan untuk menangani masalah sosio-ekonomi yang melanda pelajar iaitu Gerobok Rezeki dan Bilik Komputer Infaq Al-Kauthar.

KONSEP DAN PELAKSANAANPROGRAM *GEROBOK REZEKI*

Program berkonsepkan *infaq* ini telah dilancarkan pada 24 Oktober 2023 yang bertujuan untuk menyediakan makanan yang sudah dimasak dan makanan kering kepada pelajar. Kumpulan sasaran program ini ialah golongan pelajar yang mempunyai kekangan kewangan. Objektif utama program ini untuk memastikan pelajar mendapatkan keperluan asas seperti makanan dan mengelakkan mereka kelaparan. Konsep *infaq* makanan bagi program ini melibatkan sumbangan dari pelbagai pihak di peringkat fakulti dan orang ramai yang berniat untuk bersedekah. Program ini telah mendapat sambutan positif dalam kalangan staff dan orang ramai sebagai penyumbang dan golongan pelajar sebagai penerima. Program ini secara tidak langsung mewujudkan budaya bersedekah dan saling bantu membantu di antara satu sama lain serta secara tidak langsung mengurangkan beban pelajar yang kurang berkemampuan untuk mendapatkan sumber makanan sebelum memulakan sesi pengajian setiap hari. Matlamat utama ialah memastikan tiada pelajar terpaksa mengikat perut dan berdepan dengan masalah kelaparan, lalu hilang fokus terhadap sesi pembelajaran yang berlangsung. Pelaksanaan program ini sejajar dengan usaha untuk menangani faktor yang mempengaruhi kejayaan akademik pelajar melibatkan sosio ekonomi, infrastruktur dan keperluan yang diperlukan dalam konteks pendidikan (Briones et al.,2022). Memahami faktor-faktor yang mempengaruhi dan menyokong kejayaan akademik pelajar adalah penting untuk membangunkan pendidikan yang inklusif dan mampan. Dengan pengetahuan ini, kita dapat mencipta persekitaran yang lebih baik bagi semua pelajar untuk mencapai potensi mereka (Dhakal, 2020).

KONSEP DAN PELAKSANAANPROGRAM BILIK KOMPUTER *INFAQ AL-KAUTHAR*

Persekitaran pembelajaran yang kondusif adalah kunci utama bagi pelajar untuk menjalani sesi pembelajaran dengan selesa dan berkesan. Suasana belajar yang baik dapat mempengaruhi tingkah laku dan emosi pelajar, mendorong mereka untuk lebih fokus dan bersemangat. Oleh itu, sokongan dan kerjasama pelbagai pihak amat penting dalam merancang dan menyediakan ruang belajar yang selesa dan sesuai, demi menyokong pengalaman pembelajaran yang positif (Nur Syawal & Nurfatiha, 2022). Ramai pelajar di peringkat universiti tidak mempunyai komputer peribadi dan fasiliti mencukupi untuk menyelesaikan tugasan akademik. Ini dapat dibuktikan apabila 1.7 juta pelajar di Malaysia menghadapi masalah kemiskinan digital melibatkan penyediaan peranti, akses Internet, mesin cetak dan sebagainya hingga menjejaskan prestasi pembelajaran pelajar (Lee, 2021). Pemilikan alatan digital ini bagi tujuan PdP perlu selari dengan pengetahuan teknologi yang dimiliki oleh seseorang pelajar agar kegagalan pelajar menghadiri kuliah dan menyiapkan tugasan kuliah tidak berlaku. Bagi menangani isu ini, pelaksanaan Program Bilik Komputer *Infaq Al-Kauthar* telah berjaya melancarkan dua bilik komputer yang boleh diakses 24 jam setiap hari untuk kegunaan pelajar sepanjang sesi PdP berlangsung. Setiap bilik komputer dilengkapi dengan empat buah komputer riba, sebuah mesin pencetak laser serta pelbagai fasiliti tambahan seperti meja belajar, alat tulis dan rangkaian Internet. Program ini bermula pada awal tahun 2024 dan mendapat sokongan dari pelbagai pihak. Malahan, program ini telah disambut baik dalam kalangan pelajar kerana ia memberi manfaat kepada mereka terutama menjadi tempat tumpuan bagi menyelesaikan tugasan dan projek akademik secara individu dan berkumpulan. Semenjak ia dibuka, bilik komputer ini menjadi tempat tumpuan pelajar berkumpul dan berbincang mengenai penyelidikan, tugasan ilmiah dan pembentangan. Yang menariknya, kesemua komputer riba dan fasiliti yang disediakan oleh program ini adalah hasil infaq warga fakulti, alumni USIM dan orang ramai. Program ini mampu mewujudkan persekitaran pembelajaran yang kondusif yang mendorong pelajar untuk melakukan aktiviti berbentuk intelektual seperti berfikir, mengira dan menganalisis sesuatu perkara dengan baik dan berkesan (Duvivier et al., 2022).

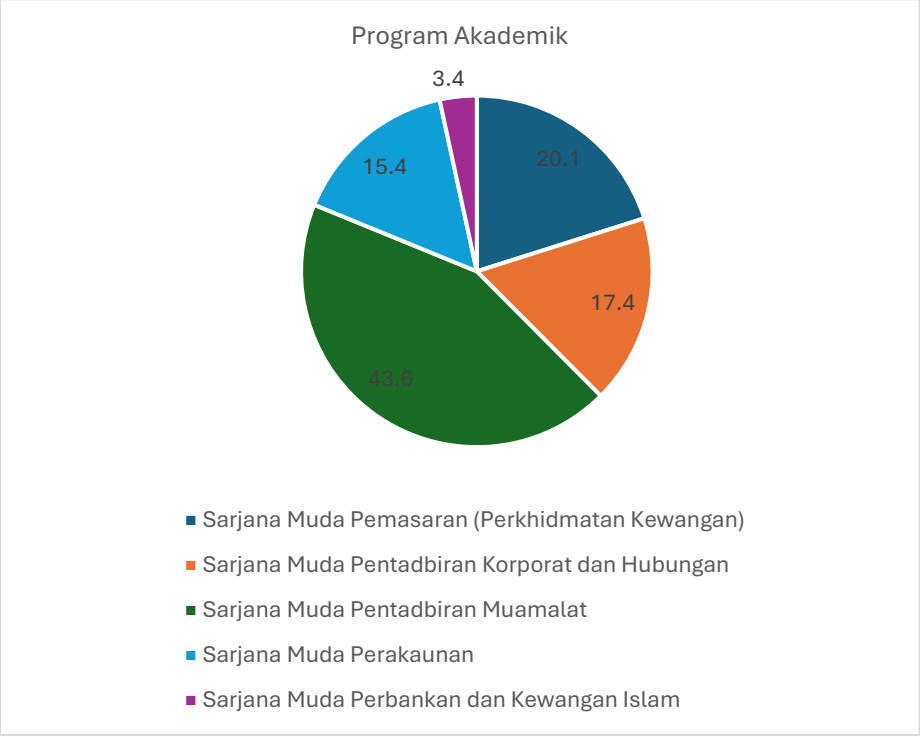
METODOLOGI KAJIAN

Kajian ini menggunakan kaedah kuantitatif melalui soal selidik. Kajian ini dijalankan di Fakulti Ekonomi dan Muamalat, USIM melibatkan para pelajar program sarjana muda. Borang soal selidik diedarkan melalui platform Google Form. Teknik pensampelan bertujuan telah digunakan untuk mengedarkan 200 borang soal selidik kepada pelajar di FEM. Daripada jumlah soal selidik yang diedarkan hanya 149 soal selidik yang dijawab dengan lengkap dan dikembalikan dan boleh digunakan untuk tujuan kajian ini. Responden yang terlibat dalam kajian ini telah menjawab soalan selidik ini secara sukarela dan tanpa paksaan.

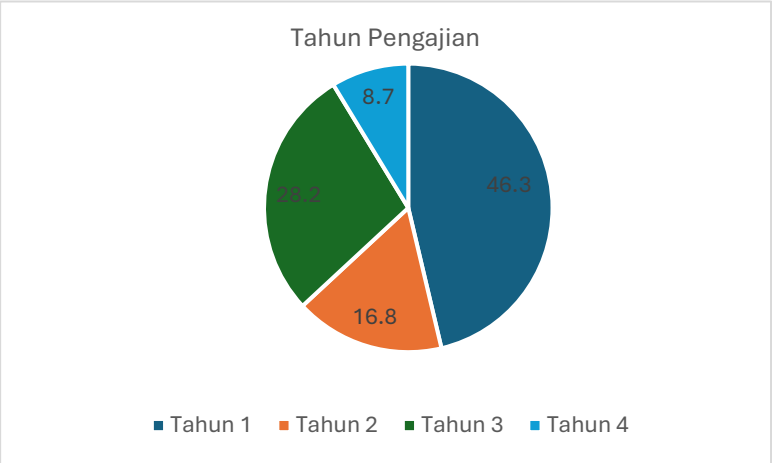
Soalan-soalan dalam borang kaji selidik direka bentuk untuk mendapatkan maklumat latar belakang pelajar, pengalaman mereka dengan program kebajikan, serta pandangan dan cadangan untuk meningkatkan keberkesanan program tersebut. Proses pengumpulan data dijalankan sepanjang bulan Jun 2024. Pelajar-pelajar diminta untuk mengisi borang kaji selidik secara sukarela dan maklumat yang diberikan dijamin kerahsiaan. Langkah ini adalah penting bagi memastikan pelajar berasa selesa untuk memberikan maklum balas yang jujur dan terbuka. Setelah proses pengumpulan data selesai, analisis deskriptif telah dijalankan untuk meneliti corak dan trend data yang dikumpulkan. Pendekatan ini dipilih untuk memberikan gambaran yang jelas mengenai situasi semasa dan isu-isu yang dihadapi oleh pelajar berkaitan program kebajikan di fakulti. Hasil analisis deskriptif ini kemudiannya digunakan untuk mengenal pasti ruang penambahbaikan bagi program kebajikan serta cadangan yang boleh dipertimbangkan oleh pihak fakulti. Pendekatan ini diyakini dapat menghasilkan dapatan kajian yang objektif dan memberi implikasi yang berguna untuk tindakan susulan.

Profil Responden

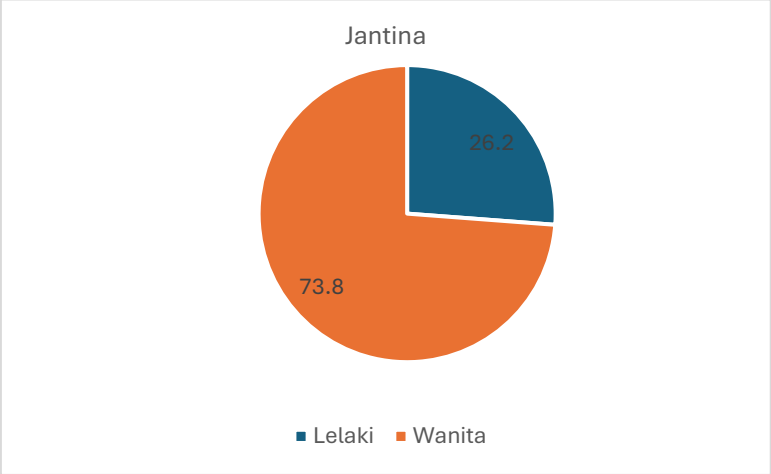
Carta 1 Peratusan Responden Berdasarkan Program Akademik



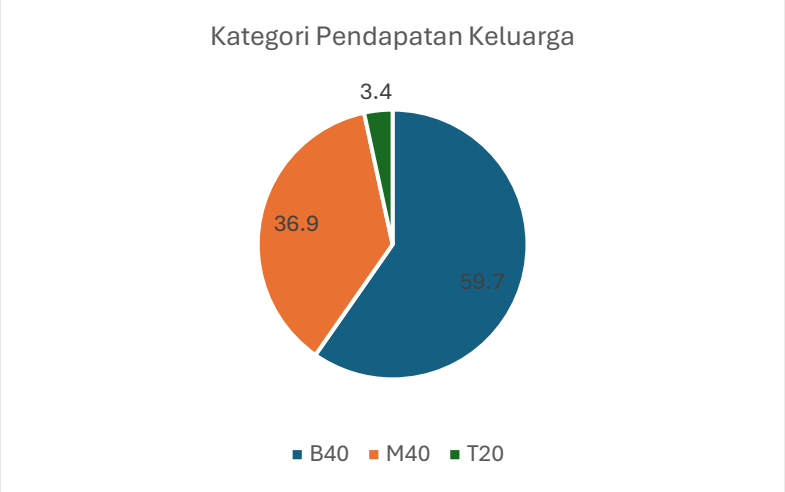
Carta 2 Peratusan Responden Berdasarkan Tahun Pengajian



Carta 3 Peratusan Responden Berdasarkan Jantina



Carta 4 Peratusan Responden Berdasarkan Pendapatan Keluarga



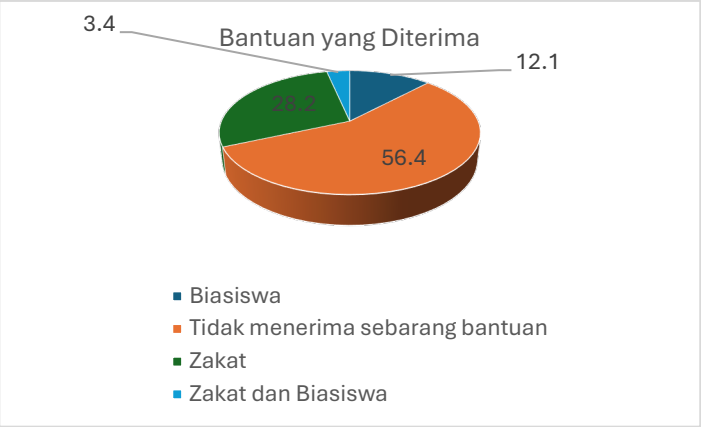
Carta 1, 2, 3 dan 4 mewakili peratusan profil responden kajian ini. Profil demografi tahun pengajian menunjukkan bahawa majoriti dari mereka ialah pelajar dari tahun 3 (28.2%), sementara dari aspek program pengajian menunjukkan majoriti adalah dari Program Sarjana Muda Pemasaran Perkhidmatan Kewangan (43.6%). Profil demografi responden

menunjukkan bahawa majoriti daripada mereka adalah dari kumpulan B40 (59.7%), diikuti oleh M40 (36.9%) dan T20 (3.4%). Ini menunjukkan bahawa program kebajikan FEM berjaya mencapai kumpulan sasar yang terdiri daripada pelajar yang benar-benar memerlukan bantuan. Dari segi jantina, 73.8% responden adalah wanita, sementara 26.2% adalah lelaki.

BANTUAN DITERIMA

Carta 5 menunjukkan bahawa 56.4% daripada pelajar B40 tidak menerima sebarang bentuk bantuan kewangan. Sebanyak 28.2% menerima bantuan zakat, 12.1% menerima biasiswa, dan 3.4% menerima kedua-dua zakat dan biasiswa. Data ini menunjukkan bahawa masih terdapat sebilangan besar pelajar B40 yang tidak menerima bantuan yang sewajarnya. Oleh itu, terdapat keperluan untuk meningkatkan penyebaran maklumat mengenai bantuan yang tersedia dan memudahkan akses kepada bantuan tersebut. Selain itu terdapat alasan yang menyatakan bahawa mereka telah memohon namun permohonan mereka telah ditolak.

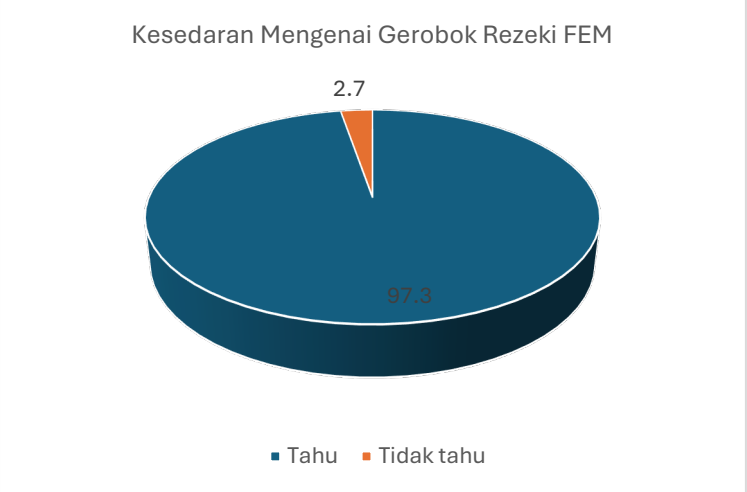
Carta 5 Peratusan Responden Berdasarkan Bantuan yang Diterima



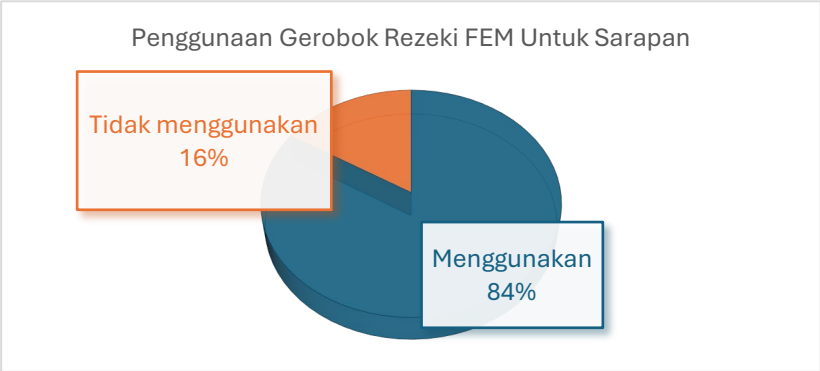
KESEDARAN DAN PENGGUNAAN PROGRAM GEROBOK REZEKI

Carta 6 menunjukkan kesedaran mengenai program Gerobok Rezeki FEM adalah sangat tinggi, dengan 97.3% daripada responden mengetahui tentang program ini. Daripada jumlah tersebut, 83.9% menggunakan program ini untuk mendapatkan sarapan pagi. Majoriti pelajar menggunakan program ini secara kadang-kadang (58.4%), diikuti oleh sekali seminggu (14.8%), 2-3 kali seminggu (10.1%), setiap hari (4.7%), dan jarang (12.1%). Ini dizahirkan melalui Carta 7.

Carta 6 Peratusan Responden Berdasarkan Kesedaran Mengenai Gerobok Rezeki



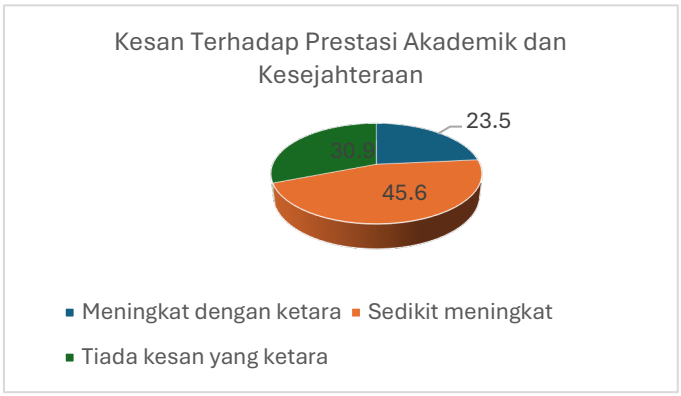
Carta 7 Peratusan Responden Berdasarkan Penggunaan Gerobok Rezeki untuk Sarapan



IMPAK TERHADAP PRESTASI AKADEMIK DAN KESEJAHTERAAN

Program Gerobok Rezeki FEM mempunyai impak positif terhadap prestasi akademik dan kesejahteraan pelajar dan impak ini dizahirkan melalui Carta 8.. Sebanyak 45.6% responden menyatakan bahawa program ini sedikit meningkatkan prestasi akademik mereka, manakala 23.5% menyatakan peningkatan yang ketara. Sebanyak 30.9% tidak melihat kesan yang ketara. Dalam konteks kehadiran ke kelas, 39.6% menyatakan bahawa mereka hadir lebih awal, 32.9% hadir sedikit awal, dan 27.5% tidak melihat kesan yang ketara seperti yang tertera pada Carta 9.

Carta 8 Peratusan Responden Berdasarkan Kesan Terhadap Prestasi Akademik dan Kesejahteraan

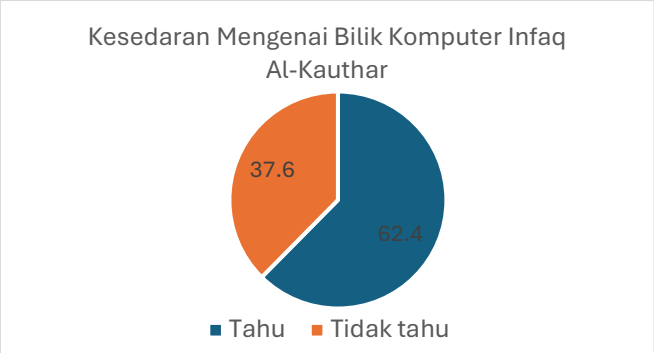


Carta 9 Peratusan Responden Berdasarkan Kesan Terhadap Kehadiran ke Kelas

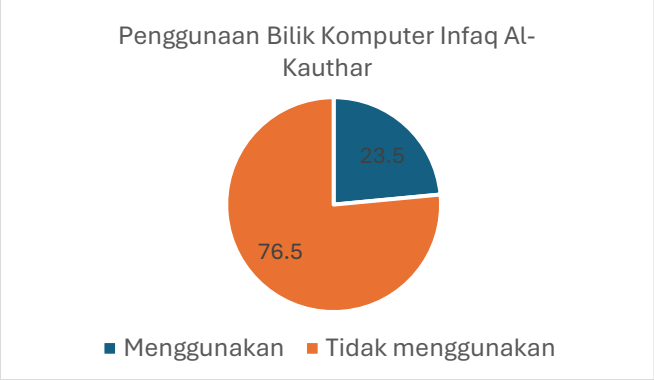


KESEDARAN DAN PENGGUNAAN BILIK KOMPUTER INFAQ AL-KAUTHAR

Carta 10 Peratusan Responden Berdasarkan Kesedaran Mengenai Bilik Komputer Infaq Al-Kauthar



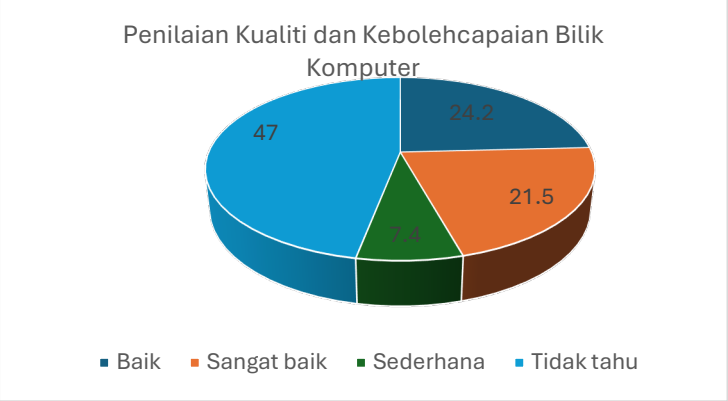
Carta 11 Peratusan Responden Berdasarkan Penggunaan Bilik Komputer Infaq Al-Kauthar



Carta 10 menunjukkan kesedaran mengenai Bilik Komputer Infaq Al-Kauthar adalah sebanyak 62.4%, manakala 37.6% tidak mengetahui tentangnya. Daripada yang mengetahui, hanya 23.5% menggunakan bilik komputer ini. Carta 11 menunjukkan sebanyak 76.5% tidak menggunakan kemudahan ini, menunjukkan bahawa terdapat ruang untuk meningkatkan kesedaran dan penggunaan bilik komputer tersebut.

PENILAIAN KUALITI DAN KEBOLEHCAPAIAN BILIK KOMPUTER

Carta 12 Peratusan Responden Berdasarkan Penilaian Kualiti dan Kebolehcapaian Bilik Komputer

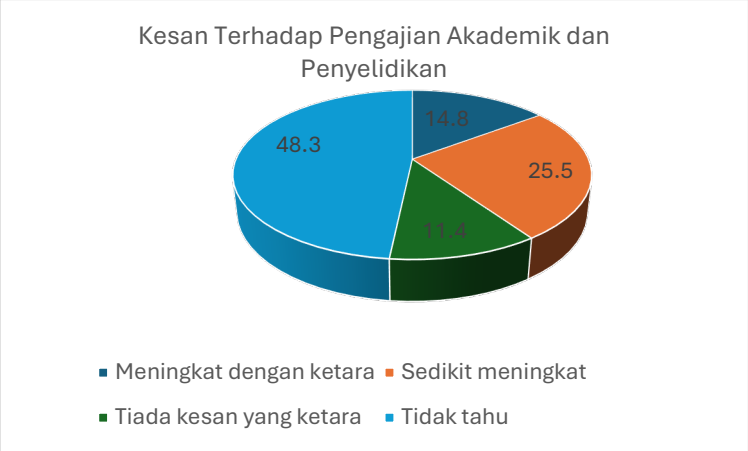


Carta 12 menunjukkan dalam menilai kualiti dan kebolehcapaian bilik komputer, 24.2% menilai sebagai baik, 21.5% sangat baik, 7.4% sederhana, dan 47.0% tidak tahu. Data ini menunjukkan bahawa terdapat keperluan untuk meningkatkan promosi dan pengetahuan mengenai kualiti dan kebolehcapaian bilik komputer ini.

IMPAK TERHADAP PENGAJIAN AKADEMIK DAN PENYELIDIKAN

Carta 13 menunjukkan impak bilik komputer Infaq Al-Kauthar terhadap pengajian akademik dan penyelidikan pelajar adalah seperti berikut: 14.8% menyatakan peningkatan yang ketara, 25.5% sedikit meningkat, 11.4% tidak melihat kesan yang ketara, dan 48.3% tidak tahu. Ini menunjukkan bahawa terdapat keperluan untuk meningkatkan kesedaran mengenai manfaat bilik komputer ini kepada pelajar.

Carta 13 Peratusan Responden Berdasarkan Kesan Terhadap Pengajian Akademik dan Penyelidikan



IMPAK, HARAPAN DAN KESIMPULAN

Dengan pelaksanaan inisiatif Gerobok Rezeki dan Bilik Komputer, penulis berharap dapat memberikan bantuan yang signifikan kepada pelajar yang memerlukan di FEM. Matlamat utamanya adalah untuk memastikan mereka dapat menumpukan sepenuh perhatian kepada pelajaran tanpa perlu risau tentang keperluan asas seperti makanan dan akses kepada sumber pembelajaran digital. Ini akan membolehkan mereka mencapai potensi akademik yang sepenuhnya.

Selain itu, penulis juga berharap projek ini dapat menginspirasikan lebih banyak inisiatif serupa di fakulti lain dan institusi pendidikan di seluruh negara. Dengan menjadi contoh, penulis berharap dapat membuka mata pihak lain tentang cabaran yang dihadapi oleh pelajar yang kurang berkemampuan, lalu mendorong mereka untuk mengambil tindakan proaktif dalam membantu. Pada tahap yang lebih luas, inisiatif ini diharapkan dapat membina semangat kekitaan dan kesedaran sosial di kalangan pelajar dan staf. Dengan melihat bagaimana komuniti kampus saling membantu dan menyokong antara satu sama lain, ia akan menggalakkan mereka untuk turut mengambil bahagian dalam usaha memberdayakan rakan-rakan yang memerlukan. Ini akan mewujudkan sebuah budaya kepedulian dan tanggungjawab sosial yang lebih kukuh dalam kalangan komuniti kampus. Secara keseluruhan, penulis yakin inisiatif-inisiatif ini akan memberikan impak yang amat bermakna, bukan sahaja kepada pelajar yang dibantu, tetapi juga kepada komuniti kampus secara keseluruhannya. Ini selaras dengan visi untuk mewujudkan sebuah FEM yang saling menyokong dan mengangkat kesejahteraan semua pelajar.

Kesimpulannya, inisiatif kebajikan yang dilaksanakan oleh FEM telah memberikan impak positif terhadap kesejahteraan dan prestasi akademik pelajar. Program-program seperti Gerobok Rezeki FEM telah berjaya menyediakan bantuan makanan yang berkualiti tinggi dan bernilai pemakanan kepada pelajar yang memerlukan. Walaupun terdapat beberapa kekurangan dalam pelaksanaan program ini, cadangan-cadangan penambahbaikan yang

diberikan oleh pelajar dapat membantu meningkatkan keberkesanan program ini di masa depan. Untuk memastikan program kebajikan ini lebih berkesan, penting untuk meningkatkan kesedaran mengenai bantuan yang tersedia dan memudahkan akses kepada bantuan tersebut. Selain itu, penyediaan kemudahan seperti bilik komputer perlu dipromosikan dengan lebih aktif agar lebih ramai pelajar dapat memanfaatkannya. Dengan mengambil kira cadangan-cadangan penambahbaikan ini, FEM dapat terus meningkatkan kesejahteraan dan prestasi akademik pelajar yang memerlukan.

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Pemerkasaan Kaum Wanita Melalui Penyertaan Pelbagai Jenis Kursus Urutan Di Kolej Komuniti Tanjung Piai

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ABSTRAK
Wanita merupakan tunjang kepada institusi kekeluargaan. Peranan wanita di zaman ini tidak hanya di rumah, malah skop tanggungjawab semakin besar dan menghampiri kepada peranan lelaki. Peningkatan kos sara hidup memaksa golongan wanita turut serta menggembleng tenaga bagi memastikan kelangsungan hidup. Objektif Bahagian Dasar dan Perancangan Strategik, Kementerian Pembangunan Wanita, Keluarga Dan Masyarakat (KPWKM), adalah meningkatkan penyertaan dan peranan aktif wanita, keluarga dan masyarakat sebagai penyumbang dan penerima faedah pembangunan negara. Jadi dengan penglibatan wanita dalam memastikan kebajikan sosioekonomi keluarga terjaga adalah amat penting. Oleh itu, inisiatif Kolej Komuniti Tanjung Piai (KKTP) menawarkan pelbagai jenis kursus urutan khas untuk wanita iaitu Urutan Tradisional, Urutan Refleksologi, Penjagaan dan Urutan Selepas Bersalin Siri 1 dan Siri 2 serta Urutan Terapi Strok Siri 1 dan Siri 2 menyokong kepada objektif KPWKM. Kajian telah dilaksanakan bagi memastikan keberkesanan terhadap kursus-kursus yang telah ditawarkan. Objektif kajian ini adalah membantu peserta dalam meningkatkan pengetahuan, kemahiran dan keyakinan. Seterusnya dapat menggunakan kemahiran yang dipelajari dengan perkhidmatan urutan yang ditawarkan dan dapat meningkatkan pendapatan. Kajian ini dilaksanakan secara kuantitatif iaitu melalui soal selidik terhadap 51 orang peserta yang telah mengikuti pelbagai jenis kursus urutan di KKTP. Dapatan kajian menunjukkan sebahagian besar peserta telah menghadiri lebih daripada satu kursus urutan yang ditawarkan. Responden bersetuju bahawa dengan mengikuti kursus urutan ini mereka dapat meningkatkan pengetahuan, kemahiran dan keyakinan diri semasa mengurut. Seterusnya dapat meningkatan pendapatan dan memastikan kestabilan sosioekonomi keluarga. Kesimpulannya, penawaran pelbagai jenis kursus urutan di KKTP adalah wajar dan berkesan dalam memperkasakan wanita dalam perkhidmatan urutan.
Kata kunci: Kursus Urutan, Urutan, Wanita, Kemahiran

PENGENALAN

Kolej Komuniti Tanjung Piai (KKTP) merupakan institusi yang menawarkan pembelajaran sepenuh masa dan separuh masa. KKTP menawarkan program Sijil Teknologi Maklumat bagi pelajar lepasan SPM dan program separuh masa kepada komuniti setempat tidak kira latar belakang pendidikan. Selain itu juga, Kolej Komuniti merupakan hab pendidikan sepanjang hayat(PSH). Menurut (Jabatan Pendidikan Politeknik dan Kolej Komuniti, 2024) antara objektif penubuhan kolej komuniti adalah menganjur dan menyediakan PSH dalam pembangunan komuniti berpengetahuan dan menyediakan latihan untuk meningkatkan kemahiran dan melatih semula untuk keperluan tenaga kerja setempat. Jadi bagi mencapai objektif ini KKTP telah menawarkan pelbagai kursus dalam pelbagai cabang ilmu seperti katering dan sajian, pembangunan diri dan motivasi, jahitan dan pakaian, komputer dan teknologi maklumat,

perniagaan dan keusahawanan, kerohanian dan keagamaan, kecantikan dan dandanan dan banyak lagi.

Kursus PSH ini juga lebih lebih sinomin dan dikenali sebagai Kursus pendek. Kusus pendek ini dijalankan dalam tempoh yang singkat. Tempoh yang singkat ini memberi peluang dan ruang kepada wanita tidak kira status pekerjaannya, masih boleh menyertainya kerana kebiasaannya kursus ini dilaksanakan pada hujung minggu. Peserta wanita bagi kurus urutan ini terdiri daripada pelbagai kumpulan sasar. Antaranya adalah pelajar, juruurut, penjawat awam, pekerja swasta, bekerja sendiri, pesara, suri rumah dan warga emas. Kepelbagaian latar belakang pekerjaan dan pendidikan membolehkah kaum wanita turut serta dalam mempelajari ilmu dan teknik-teknik urutan.

Menurut (Dewan Bahasa Dan Pustaka, 2017) wanita boleh didefinasikan sebagai orang perempuan. Manakala pemerkasaan adalah usaha atau tindakan yang bertujuan meningkatkan keupayaan, kekuatan, atau keberkesanan individu atau kumpulan, terutamanya dalam konteks sosial, ekonomi, politik, atau pendidikan. Dalam konteks pemerkasaan wanita, istilah ini merujuk kepada usaha atau tindakan yang dilakukan untuk meningkatkan keupayaan, kekuatan, atau keberkesanan wanita dalam pelbagai aspek kehidupan, seperti ekonomi, sosial, dan politik. Ini termasuk memberikan peluang yang sama, memperkukuhkan hak-hak mereka, dan membantu mereka mencapai potensi penuh mereka dalam masyarakat.

Pemerkasaan wanita melalui kursus kemahiran seperti kursus urutan merupakan salah satu strategi berkesan dalam meningkatkan kesejahteraan sosial dan ekonomi. Kajian ini memfokuskan kepada bagaimana penyertaan wanita dalam kursus urutan boleh meningkatkan pengetahuan, keyakinan, kemahiran dan menambah pendapatan bagi meningkatkan sosioekonomi keluarga.

Selain itu juga, KKTP menyokong hasrat Kementerian Pembangunan Wanita, Keluarga Dan Masyarakat (KPWKM) yang mana KPWKM merupakan peneraju utama dalam pembangunan dan kesejahteraan wanita, keluarga dan masyarakat selaras dengan konsep Pembangunan Malaysia MADANI. (Kementerian Pembangunan Wanita, Keluarga dan Masyarakat (KPWKM), 2024)

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(Abdul Rani AA, Ab Ghani RM, Shamsuddin S, Abdullah Z, Abdul Halim NH, Mustapha N, Muhamad NA, 2015) dan (Mohd. Fathul Khair Mohd. Dahlan, Mardian Shah Omar, 2021) berpandangan bahawa urut boleh didefinisikan sebagai manipulasi tisu lembut badan yang bersistematik dengan tujuan untuk pengurangan kesakitan atau tujuan terapi lain seterusnya meningkatkan tahap kesihatan seseorang. Urutan yang dimaksudkan adalah daripada aktiviti menggosok, memicit dan menekan dengan tekanan tertentu mengikut tahap kesakitan pesakit.

Perkhidmatan urutan di Malaysia merupakan satu keperluan bagi membantu meredakan tekanan otot, melancarkan peredaran darah, atau memberikan kesan terapeutik lain. Ini menunjukkan orang awam masih mencari khidmat urutan walaupun perubatan moden sudah berkembang pesat pada zaman kini. (Mohd. Fathul Khair Mohd. Dahlan, Mardian Shah Omar, 2021). (20 Sebab Kenapa Urutan memberi Kebaikan kepada Kesihatan anda (My Rehab Spa, Bukit Sentosa, Rawang), 2021) juga menekankan ada 20 sebab urutan memberi kebaikan kepada kesihatan. Keberkesanan urutan tradisional ini memang tidak dapat dinafikan kerana ianya kadang kala mampu merawat beberapa penyakit yang berkaitan dengan saraf yang mana tidak dapat dirawat secara lebih berkesan melalui perubatan moden (Mohd Qayyuum Kamarudina, Mohd Qayyuum Kamarudina, Mohd Qayyuum Kamarudina, 2020).

Berikutan dengan kebaikan urutan terutamanya kepasa pesakit-pesakit saraf, pesakit urat, pesakit selepas bersalin, pesakit strok dan lain-lain lagi untuk keperluan kesihatan dan kecantikan (Mardian Shah Omar,Tengku Intan Marlina Tengku Mohd Ali, Nurul Haniza Samsudin, NurAmirah Che Soh, Nur Azimah Mohd Bukhari, 2023) permintaan urutan semakin popular dan mendapat tempat dihati orang awam. Tidak hairanlah pusat urutan tumbuh bagaikan cendawan kerana permintaannya yang tinggi. Permintaan yang tinggi juga disokong oleh kajian (Mohd. Fathul Khair Mohd. Dahlan dan Mardian Shah Omar, 2021) hanya 1% responden iaitu 2 orang daripada 200 responden tidak pernah berurut. Jadi juru urut yang berkemahiran amat diperlukan bagi memastikan pelanggan berpuas hati dengan

perkhidmatan yang ditawarkan. Jadi tidak hairan statistik pendaftaran pengamal perubatan tradisonal bagi laporan tahunan 2023 (Bahagian Perubatan Tradisional & Komplementari Kementerian Kesihatan Malaysia, 2023) adalah terdiri daripada 6888 orang tempatan dan 145 orang warga asing.

Menyedari kewujudan peluang bagi perkhidmatan ini, masyarakat yang terdiri daripada kaum wanita yang pada mulanya hanya bermula untuk membantu ahli keluarga terdekat beralih arah untuk membantu sesiapa sahaja yang memerlukan khidmat urutan. Kepuasan dalam memberi kelegaan kepada ahli keluarga memberi semangat baru untuk mengembangkan perkhidmatan urutan kepada masyarakat lain.

Memorandum Menteri Pendidikan No. 398/2225/00 menyatakan bahawa peranan utama kolej komuniti ialah menawarkan kursus-kursus yang berkaitan dengan aktiviti ekonomi di kawasan setempat (Sarimah Che Hassan, Aidah Abdul Karim,Norlizah Che Hassan, 2020). Kolej Komuniti turut mengambil inisiatif dengan penganjuran kursus urutan tradisional, urutan refleksologi, kursus penjagaan dan urutan selepas bersalin siri 1 dan siri 2 serta urutan terapi strok siri 1 dan siri 2.

Kursus-kursus urutan yang berbeza seperti urutan refleksologi, urutan tradisional, urutan selepas bersalin dan lain-lain kursus yang ditawarkan membawakan ilmu dan teknik yang berbeza-beza. Bagi kursus urutan refleksologi lebih memfokuskan tekanan di titik tertentu pada tapak kaki dan tangan untuk memberikan kesan kesihatan pada anggota badan yang lain (Nurul Haswani Embong , Yee Chang Soh , Long Chiau Ming , Tin Wui Wong , 2015) dan (Nazmi Qayyum Hamdan & Mohd Ashraf Mohd Nor, 2024). Bagi urutan tradisional memfokuskan kepada urutan seluruh badan, kursus penjagaan dan urutan selepas bersalin memfokuskan kepada penjagaan ibu selepas bersalin, cara urutan bagi kelahiran secara normal dan kelahiran secara pembedahan. Manakala urutan terapi strok memfokuskan kepada pemulihan dan pengaktifan semula sistem saraf yang terganggu.

Maka dengan penganjuran kursus seperti ini, membolehkan peserta kursus menambahkan pengetahuan mengikut jenis urutan. Selain itu juga menambahkan kemahiran dan keyakinan dengan melaksanakan amali sebenar. Seterusnya dapat meningkatkan pendapatan dengan pengetahuan dan kemahiran yang diperoleh.

METODOLOGI DAN PELAKSANAAN

Kajian ini menggunakan pendekatan kuantitatif dengan meggunakan soal selidik sebagai instrumen utama pengumpulan data. Reka bentuk kajian ini adalah kajian deskriptif yang bertujuan untuk menilai tahap pemerkasaan penyertaan wanita dalam pelbagai kursus urutan.

Kursus yang ditawarkan adalah Kursus Urutan Tradisional, Urutan Refelksologi, Penjagaan dan Urutan Selepas Bersalin Siri 1, Penjagaan dan Urutan Selepas Bersalin Siri 2, Urutan Terapi Strok dan Urutan Terapi Strok Lanjutan di Kolej Komuniti Tanjung Piai. Kursus-kursus ini telah dilaksanakan pada tahun 2023 sehingga julai 2024.

Kajian memfokuskan kepada pemerkasaan kaum wanita dari segi tahap pengetahuan dalam bidang Kursus, tahap kemahiran, tahap keyakinan dan sosioekonomi.

Populasi kajian terdiri daripada 51 orang wanita yang telah menyertai pelbagai kursus urutan. Sampel kajian dipilih menggunakan teknik persampelan rawak bagi memastikan responden terdiri pelbagai latar belakang akedemik dan

Soal selidik dibangunkan khusus untuk kajian ini berdasarkan literatur dan objektif kajian. Soal selidik terdiri daripada lima bahagian utama:

1. Demografi responden yang terdiri daripada soalan mengenai umur, tahap pendidikan, status perkahwinan, pekerjaan, pendapatan, bilangan kursus yang telah dihadiri dan perkhidmatan urutan yang ditawarkan.
2. Tahap pengetahuan dalam bidang Kursus diukur sebelum dan selepas menyertai kursus.
3. Tahap kemahiran dengan menilai kemahiran, pengalaman dan kualiti perkhidmatan.
4. Tahap keyakinan dengan menilai perubahan dalam keyakinan diri dan kepuasan hidup.
5. Pendapatan responden melalui soalan pelanggan yang setia dan pertambahan bilangan pelanggan.

Soalan dalam soal selidik ini juga dinilai menggunakan 2 Jenis skala Likert 5 mata

a) 1 (sangat tidak setuju), 2 (Tidak Setuju), 3 (Sederhana setuju), 4 (Setuju) dan 5 (sangat setuju).
b) 1 (sangat lemah), 2 (lemah), 3 (Sederhana), 4 (baik) dan 5 (amat baik).

Data dikumpulkan dalam tempoh dua bulan dengan mengedarkan soal selidik secara dalam talian kepada peserta yang pernah mengahadiri kursus urutan. Soal selidik yang lengkap dikumpulkan dan data dianalisis menggunakan perisian statistik SPSS.

DAPATAN DAN PERBINCANGAN

Data dianalisa menggunakan perisian SPSS 27 dan menggunakan skala tahap interpretasi skor min berpandukan kepada skala yang ditetapkan oleh pengkaji terdahulu dalam kajian yang telah dijalankan. Skala di Jadual 1 telah digunakan oleh (Mohamad Yazid, 2017) dan (Norfaizal Jamain, Samsur Rijal Yahaya & Muhammad Saiful Haq Hussin, 2022).
Tahap rendah merujuk kepada skor min 1.00 hingga 2.33. Tahap sederhana merujuk kepada skor min 2.34 hingga 3.66. Manakala tahap tinggi merujuk kepada skor min 3.67 hingga 5.00. Semua nilai min dibundarkan kepada dua titik perpuluhan. Manakala nilai sisihan piawai dibundarkan kepada tiga titik perpuluhan.

Jadual 1 Tahap Interpretasi Skor Min

Skor Min	Interpretasi Skor
1.00 hingga 2.33	Rendah
2.34 hingga 3.66	Sederhana
3.67 hingga 5.00	Tinggi

Jadual 2 menunjukkan 2.0% responden berumur 21-30 tahun, 33.3% responden berumur 31-30 tahun, 43.1% responden berumur 41-50 tahun, 17.6% responden berumur 51-60 tahun dan 3.9% responden berumur lebih 60 tahun. Ini menunjukkan majoriti responden berumur 41-50 tahun.

Jadual 2 Umur Responden

Item	Bawah 20 Tahun	21- 30 Tahun	31-40 Tahun	41-50 Tahun	51-60 Tahun	Lebih 60 Tahun
Frekuensi (Peratus)	-	1 (2.0%)	17 (33.3%)	22 (43.1%)	9 (17.6%)	2 (3.9%)

Jadual 3 menunjukkan 3.9% tahap pendidikan responden adalah PMR, 66.7% tahap pendidikan responden adalah SPM, 13.7% tahap pendidikan responden adalah Diploma dan 15.7% tahap pendidikan responden adalah ijazah. Ini menunjukkan 29.4% responden merupakan golongan berpendidikan diploma dan ijazah yang telah mengikuti pelbagai jenis kursus urutan.

Jadual 3 Tahap Pendidikan

Item	PMR	SPM	Diploma	Ijazah	Sarjana	PhD
Frekuensi (Peratus)	2 (3.9%)	34 (66.7%)	7 (13.7%)	8 (15.7%)	-	-

Jadual 4 menunjukkan 2.0% adalah bujang, 80.4% adalah berkahwin dan 17.6% adalah ibu tunggal / balu. Ini menunjukkan majoriti responden adalah daripada kategori yang berkahwin.

Jadual 4 Status Perkahwinan

Item	Bujang	Berkahwin	Ibu Tunggal / Balu
Frekuensi	1	41	9
(Peratus)	(2.0%)	(80.4%)	(17.6%)

Jadual 5 menunjukkan responden bekerja sebagai Juruurut adalah 13.7%. Penjawat Awam adalah 11.8%. Pekerja Swasta adalah 9.8%. Bekerja Sendiri adalah 25.5%. Pesara adalah 3.9%. Suri Rumah adalah 19.6%. Berniaga adalah 5.9%. Bekerja Sendiri dan Berniaga adalah 3.9%. Juruurut, Bekerja Sendiri,Suri Rumah dan Berniaga adalah 3.9%. Suri rumah dan Tiada pekerjaaan adalah 2.0%. Ini menunjukkan responden yang bekerja sebagai juruurut sepenuh masa adalah 17.6%, pesara 3.9%, suri rumah dan tiada pendapatan adalah 21.6 %. Selebihnya 56.9% memiliki pekerjaan.

Jadual 5 Pekerjaan

Bil	Pekerjaan	Frekuensi	Peratus
1.	Juruurut	7	13.7%
2.	Penjawat Awam	6	11.8%
3.	Pekerja Swasta	5	9.8%
4.	Bekerja Sendiri	13	25.5%
5.	Pesara	2	3.9%
6.	Suri Rumah	10	19.6%
7.	Berniaga	3	5.9%
8.	Bekerja Sendiri, Berniaga	2	3.9%
9.	Juruurut, Bekerja Sendiri, Suri Rumah, Berniaga	2	3.9%
10.	Suri rumah, Tiada pekerjaaan	1	2.0%

Jadual 6 menunjukkan responden berpendapatan bawah RM1000 adalah 23.5% Pendapatan diantara RM1000- RM2000 adalah 27.5%. Pendapatan diantara RM2001- RM3000 adalah 17.6%. Pendapatan diantara RM 3001- RM 4000 adalah 3.9%. Pendapatan diantara RM 4001- 5000 adalah 9.8%. Pendapatan melebihi RM5000 adalah 3.9% dan tiada pendapatan adalah 13.7%. Ini menunjukkan 67.7% berpendapatan rendah iaitu RM2000 ke bawah.

Jadual 6 Pendapatan

Item (RM)	Bawah 1000	1000-2000	2001-3000	3001-4000	4001-5000	Lebih 5000	Tiada Pendapatan
Frekuensi	12	14	9	2	5	2	7
(Peratus)	(23.5%)	(27.5%)	(17.6%)	(3.9%)	(9.8%)	(3.9%)	(13.7%)

Jadual 7 menunjukkan 15.7% responden telah mengikuti sekali kursus. Seramai 49% responden telah mengikuti 2 kali kursus, 19.6% responden telah mengikuti 3 kali kursus, 7.8% responden telah mengikuti 4 kali kursus dan 7.8% responden telah mengikuti lebih daripada 5 kali pelbaga jenis kursus urutan. Ini menunjukkan 84.3% telah mengikuti lebih daripada satu kursus.

Jadual 7 Bilangan kursus yang telah dihadiri

Item	1 kali	2 kali	3 kali	4 kali	5 kali atau lebih
Frekuensi (Peratus)	8 (15.7%)	25 (49.0%)	10 (19.6%)	4 (7.8%)	4 (7.8%)

Jadual 8 menunjukkan 21.6% responden menawarkan kepada perkhidmatan urutan kepada ahli keluarga sahaja. Seramai 11.8% responden menawarkan kepada perkhidmatan kepada ahli keluarga dan saudara sahaja dan 66.7% responden menawarkan perkhidmatan urutan kepada sesiapa sahaja yang memerlukan perkhidmatan urutan. Ini menunjukkan 33.3% responden menyediakan perkhidmatan urutan kepada ahli keluarga dan saudara terdekat.

Jadual 8 Perkhidmatan urutan yang saya tawarkan adalah untuk :

Item	Frekuensi	Min
Ahli Keluarga sahaja (Ibu, Ayah,Adik Beradik, anak, suami)	11 (21.6%)	2.45
Ahli Keluarga dan saudara sahaja (Ibu, Ayah,Adik Beradik, anak, suami, sepupu, nenek, datuk,pak cik makcik dll)	6 (11.8%)	
Sesiapa sahaja yang memerlukan perkhidmatan urutan yang saya sediakan	34 (66.7%)	

Jadual 9 menunjukkan min pengetahuan dalam bidang kursus sebelum menyertai kursus (Min = 2.55 sisihan piawai = 0.702) dan selepas menyertai kursus (Min = 4.51 sisihan piawai = 0.543). Dapatan daripada ujian-t sampel berpasangan pada Jadual 9a menunjukkan bahawa terdapat perbezaan min antara sebelum dan selepas menyertai kursus [t(51)= -1.96, p=0.001] bagi peserta kursus.Ini menunjukkan terdapat perbezaan yang signifikan diantara min penyertaan kursus dan tahap pengetahuan.

Jadual 9 Statistik min bagi pengetahuan dalam bidang Kursus

Tahap Pengetahuan	Min	N	Sisihan Piawai
Pengetahuan dalam bidang kursus sebelum menyertai kursus	2.55	51	.702
Pengetahuan dalam bidang kursus selepas menyertai kursus	4.51	51	.543

Jadual 9a Ujian -t sampel berpasangan bagi min pengetahuan dalam bidang kursus.

Perbezaan Pasangan								
	Min	Sisihan Piawai	Min Ralat Piawai	95% selang keyakinan bagi perbezaan		t	df	p
				Bawah	atas			
Pengetahuan dalam bidang kursus sebelum menyertai kursus - Pengetahuan dalam bidang kursus selepas menyertai kursus	-1.96	.720	.101	-2.16	-1.76	-19.45	50	.001

Jadual 10 menunjukkan item k1, kemahiran saya semakin meningkat dengan nilai min adalah 3.94. Bagi item k2 Pengalaman urutan semakin bertambah dengan nilai min adalah 3.84 dan

k3 Pelanggan ada memuji kualiti urutan saya dengan nilai min adalah 3.84. Secara keseluruhan purata min bagi k1,k2 dan k3 adalah 3.84 berada pada tahap yang tinggi. Manakala bagi rajah 10a adalah ujian ANOVA sehala bagi tinjauan penyertaan kursus dan tahap kemahiran. Dapatan menunjukkan tahap signifikan lebih kecil daripada 0.05 (P < 0.05). Maka terdapat perbezaan yang signifikan diantara min penyertaan kursus dan kemahiran.

Jadual 10 Tahap kemahiran

Item	Kemahiran	Sangat Tidak Setuju	Tidak Setuju	Sederhana Setuju	Setuju	Sangat Setuju	Min	Tahap	Sisihan Piawai
k1	Kemahiran saya semakin meningkat	-	-	19 (37.3%)	16 (31.4%)	16 (31.4%)	3.94	Tinggi	0.835
k2	Pengalaman urutan semakin bertambah	-	1 (2.0%)	21 (41.2%)	14 (27.5%)	15 (29.4%)	3.84	Tinggi	0.880
k3	Pelanggan ada memuji kualiti urutan saya	-	1 (2.0%)	24 (47.1%)	13 (25.5%)	13 (25.5%)	3.74	Tinggi	0.868
	Keseluruhan						3.84	Tinggi	0.809

Jadual 10a Ujian ANOVA Sehala bagi penyertaan kursus dan tahap kemahiran

	Jumlah Kuasa Dua	Darjah Kebebasan	Kuasa Min	F	Tahap Signifikan
Antara Kumpulan	13.512	4	3.378	8.079	.000
Dalam kumpulan	19.233	46	.418		
Jumlah	32.745	50			

Jadual 11 menunjukkan item y1, saya lebih yakin untuk mengurut dengan nilai min adalah 3.88. Item y2, saya seronok dapat membantu pelanggan dengan perkhidmatan urutan yang saya sediakan dengan nilai min adalah 3.92. Secara keseluruhan purata min bagi item y1 dan y2 adalah 3.90. Manakala bagi rajah 11a adalah ujian ANOVA sehala bagi tinjauan penyertaan kursus dan tahap keyakinan. Dapatan menunjukkan tahap signifikan lebih kecil daripada 0.05 (P < 0.05). Maka terdapat perbezaan yang signifikan diantara min penyertaan kursus dan keyakinan.

Jadual 11 Tahap keyakinan

Item	Keyakinan	Sangat Tidak Setuju	Tidak Setuju	Sederhana Setuju	Setuju	Sangat Setuju	Min	Tahap	Sisihan Piawai
y1	Saya lebih yakin untuk mengurut	-	-	20 (39.2%)	17 (33.3%)	14 (27.5%)	3.88	Tinggi	0.816
y2	Saya seronok dapat membantu pelanggan dengan perkhidmatan urutan yang saya sediakan	-	-	23 (45.1%)	9 (17.6%)	19 (37.3%)	3.92	Tinggi	0.913
	Keseluruhan						3.90	Tinggi	0.830

Jadual 11a Ujian ANOVA Sehala bagi penyertaan kursus dan tahap keyakinan

	Jumlah Kuasa Dua	Darjah Kebebasan	Kuasa Min	F	Tahap Signifikan
Antara Kumpulan	14.204	4	3.551	8.044	.000
Dalam kumpulan	20.306	46	.441		
Jumlah	34.510	50			

Jadual 12 menunjukkan item d1, pendapatan saya semakin bertambah dengan nilai min adalah 3.53. Item d2, pelanggan yang sama, urut lagi dengan saya dengan nilai min adalah 3.82. Bagi item d3, bilangan pelangan saya bertambah dengan nilai min adalah 3.49. Secara keseluruhan purata min bagi d1, d2 dan d3 adalah 3.61. Manakala bagi rajah 12a adalah ujian ANOVA sehala bagi tinjauan penyertaan kursus dan pendapatan. Dapatan menunjukkan tahap signifikan lebih kecil daripada 0.05 ($P < 0.05$). Maka terdapat perbezaan yang signifikan diantara min penyertaan kursus dan pendapatan.

Jadual 12 Pendapatan

Item	Pendapatan	Sangat Tidak Setuju	Tidak Setuju	Sederhana Setuju	Setuju	Sangat Setuju	Min	Tahap	Sisihan Piawai
d1	Pendapatan saya semakin bertambah	1 (2.0%)	5 (9.8%)	23 (45.1%)	10 (19.6%)	12 (23.5%)	3.53	Sederhana	1.027
d2	Pelanggan yang sama, urut lagi dengan saya	-	3 (5.9%)	19 (37.3%)	13 (25.5%)	16 (31.4%)	3.82	Tinggi	0.953
d3	Bilangan pelangan saya bertambah	1 (2.0%)	7 (13.7%)	21 (41.2%)	10 (19.6%)	12 (23.5%)	3.49	Sederhana	1.065
	Keseluruhan						3.61	Sederhana	0.951

Jadual 12a Ujian ANOVA Sehala bagi penyertaan kursus dan pendapatan

	Jumlah Kuasa Dua	Darjah Kebebasan	Kuasa Min	F	Tahap Signifikan
Antara Kumpulan	20.828	4	5.207	8.211	.001
Dalam kumpulan	29.172	46	.634		
Jumlah	50.000	50			

IMPAK

Usaha KKTP memperkasakan kaum wanita dengan menyediakan pelbagai jenis kursus urutan dapat memberi kesan yang baik terhadap semua responden. Ini dapat dilihat dengan hasil dapatan kajian di mana dapatan kajian ini menunjukkan terdapat peningkatan ketara terhadap pengetahuan dalam bidang kursus selepas menyertai kursus-kursus yang ditawarkan.

Maklumbalas reponden juga menunjukkan tahap kemahiran mereka adalah tinggi selepas menyertai kursus-kursus yang ditawarkan oleh KKTP. Sehubungan dengan itu tahap

keyakinan responden juga adalah tinggi disebabkan pengetahuan dan kemahiran meraka telah meningkat.

Manakala bagi pendapatan responden menujukkan tahap sederhana. Lantaran peningkatan pendapatan adalah seiring dengan kekerapan perkhidmatan urutan ditawarkan responden. Ini kerana responden yang bekerja sebagai juruurut sepenuh masa adalah 17.6%, pesara 3.9%, suri rumah dan tiada pendapatan adalah 21.6 %. Selebihnya 56.9% memiliki pekerjaan. Maka responden yang mempunyai pekerjaan hanya menawarkan perkhidmatan urutan secara separuh masa atau semasa hari cuti sahaja.

Selain itu juga item pendapatan berkait rapat dengan perkhidmatan urutan yang ditawarkan oleh reponden. Dapatan menunjukan 33.4% reponden menawarkan perkhidmatan urutan kepada ahli keluarga dan saudara sahaja dan 66.7% responden menawarkan perkhidmatan urutan kepada sesiapa. Ini juga merupakan faktor penyumbang kepada item pendapatan pada tahap sederhana.

Kesimpulannya, impak yang baik dapat dinikmati oleh orang awam dengan penyediaan perkhidmatan urutan yang baik dan berkualiti daripada perkhidmatan alumni kursus urutan. Bagi masyarakat dan komuniti setempat yang ingin menambah ilmu dan kemahiran, Kolej Komuniti adalah pilihan terbaik untuk meperkasakan diri. Seterusnya bagi Kolej Komuniti ianya kekal releven sebagai institusi TVET yang mampu melahirkan komuniti berpengetahuan, berkemahiran dan melatih semula untuk keperluan tenaga kerja setempat.

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Synergizing for Social Impact: Collaborative Communities Strategies

Pulmonary Function Among High School Teenagers In Teluk Bahang, Penang, Malaysia

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ABSTRACT

Healthy pulmonary function is an important marker of overall well-being. Evaluating pulmonary function is a vital tool for predicting and diagnosing morbidity, mortality, and general health status. The aim of this study is to assess and compare pulmonary function among male and female high school teenagers in Teluk Bahang, and to examine the relationship between peak flow rate and factors such as age, weight, height, and BMI. A cross-sectional study was conducted, with 137 high school adolescents aged 14 to 17 was recruited through convenience sampling. Using the Mini Wright Peak Flow Meter, pulmonary function measurements were taken. Independent t-test and Pearson correlation were used to analyze the data. For the results, there is significant difference in term of peak flow reading between gender ($p<0.001$) with male (393.49±105.16) higher than female (300±20). Besides, the is strong significant correlation between peak flow measurement and height of participant ($r=0.689$) compared to age ($r=0.259$) and weight ($r=0.273$) with just weak correlation. Otherwise, there is no correlation between peak flow and BMI ($p=0.985$). In conclusion, the reading of peak flow is significant when compared between male and female participants. Then, there are significant association between peak flow meter reading with age, weight and height. However, there is no association between peak flow and BMI reading.

Keywords: Adolescent, Height, Malaysia, Peak Flow Meter, Pulmonary Function

INTRODUCTION

Pulmonary function is a term to describe individual ventilation status and how well the lungs work especially in breathing mechanism whilst pulmonary function tests (PFTs) are valuable tools for diagnosing pulmonary conditions. They offer crucial data about the respiratory airways, including both small and large airways, lung tissue, lung size, and the integrity of the pulmonary bed. PFTs are essential for investigating and monitoring patients with respiratory issues (Seman, Sideek & Khalid, 2022).

The prevalence of the respiratory disorders is still escalating, and it led to top three causes of death in Malaysia in 2013 and 2019 (Khaw and Yong, 2024). One of the prominent respiratory disease is asthma. It is prevalent in children, often marked by drop in peak expiratory flow rate as an earlier asthma attack.

Peak expiratory flow meter or peak flow meter is one of the PFTs handheld tool that is affordable, portable and easy to administer. Almost similar to spirometry, peak flow meter measured the amount of exhale air in one forceful and fastest blast until complete full expiration. Asthma patients, as well as individuals with chronic bronchitis and emphysema, can benefit from using a peak flow meter. This device is not only a diagnostic tool for asthma but is also used to monitor the condition (Adeniyi & Erhabor, 2011).

There are several factors that can affect the reading of the peak flow meter including antropometric measures such as age, height and weight as well as environmental factors including smoking status and pets (Firdous et al., 2020). Thus, this study will examine the peak expiratory flow rate (PEFR) among gender in high school adolescent as well as to rule out association between peak flow reading and factors such as age, height, weight and BMI.

METHODOLOGY

Study Design

This study was conducted using cross-sectional study design. 137 adolescent participants from government school in Sekolah Menengah Kebangsaan Teluk Bahang, Penang, Malaysia aged 14 to 17 years old were recruited through convenient sampling. One-time data collection took place on January 9, 2024. Participants were excluded if they have any medical issues with cardiopulmonary diseases. Written informed consent was obtained from the parents or guardians of each participant, and written assent was secured from the participants, following an explanation of the study's procedures and objectives.

Measurement and Procedure

Body composition

Height and weight were measured together with participant's demographic data. Height was recorded while participants barefooted using a measuring tape prepared at wall while weight were weighed using a standard portable weighing scale also when barefooted. Both height and weight were recorded to the nearest centimetres and kilograms respectively. Body Mass Index (BMI) was calculated by dividing the participants's body weight in kilograms to the square of height in metres.

Peak expiratory flow rate

PEFR was recorded using a Mini Wright Peak Flow Meter (60-850 L/min). Before the day of data collection, each participant was informed and reminded to wear sports attire and avoid heavy meals at least 2 hours before the test. To ensure accurate results, all procedures were thoroughly explained and demonstrated to the subjects. While in a standing position, the forceful expiratory maneuver was demonstrated to all participants (Adeniyi & Erhabor, 2011). Subjects were instructed to take a maximum inhalation and then blow into the disposable mouthpiece of the peak flow meter as quickly, forcefully, and completely as possible. Make sure the subjects sealed their lips tightly around the mouthpiece for each blow. The reading was taken three times and be sure to reset the marking (cursor) back to zero for each trial. The participants were advice to stop and rest if become lightheaded. The highest reading from the three trials is taken as the final result (American Lung Association, 2022).

Data analysis

Data was keyed in and analyzed using statistical software IBM SPSS (version 26.0) for windows. The demographic data were summarized into descriptive statistics. Independent t-test was used to compare the peak flow reading between male and female, meanwhile Spearman's correlation coefficient was utilized to find out the relationship between peak flow measurement with age, height, weight and BMI. The p-value less than 0.05 was set as significant.

RESULTS

Subject's demographic data

A total of 137 participants were included in this study with an average age of 15.53 ± 1.23; height of 158.08 ± 9.94; weight of 51.38 ± 14.62 and BMI of 20.33 ± 5.24. As for peak flow results, the histogram shows normally distributed data with average mean of 341.74 ± 93.51.

The summary of the demographic data as shown in Table 1 below. 76 of the participants are female (55.5%) and the rest of 61 participants are male (44.5%). According to Asian-Pacific cutoffs points for BMI (Lim et al., 2017), majority of the subjects (43.8%) are categorize as underweight and 34.3% of them falls in normal healthy weight. 4.4% are overweight and the rest are obese (Table 2).

Table 1 Summary of demographic data

Variables	Mean ± SD
Age (years)	15.53 ± 1.23
Height (cm) - Overall - Male - Female	 158.08 ± 9.94 162.40 ± 10.62 154.62 ± 7.85
Weight (kg)	51.38 ± 14.62
BMI (kg/m^2)	20.33 ± 5.24
Peak Flow Rate (L/min)	341.74 ± 93.51

Table 2 Frequency for BMI Classification

Asia-Pacific BMI Classification (kg/m^2)	Category	Frequency (n=137)	Percent (%)
< 18.5	Underweight	60	43.8
18.5 – 22.9	Normal range	47	34.3
23.0 – 24.9	Overweight	6	4.4
25.0 – 29.9	Obese I	17	12.4
> 30.0	Obese II	7	5.1

Peak flow measurement between gender

There is significant difference for the peak flow reading when compared between gender. Male subject has higher mean value (393.49 ± 105.16) compared to female (300 ± 55.51) (Table 3).

Table 3 Comparing peak flow rate between male and female

Variable	Male mean ± sd (n=61)	Female mean ± sd (n=76)	Mean difference (95% CI)	*t*-statistics (df)	*p*-value
Peak flow rate (L/min)	393.49 ± 105.16	300.20 ± 55.51	94.29 (65.62,120.97)	6.667 (135)	< 0.001

Relationship between peak flow rate and age, height, weight and BMI

The correlation between PEFR and age, height, weight and BMI were shown in Table 4. There is strong significant relationship between PEFR and height of the participant (r=0.689), compared weak relationship between PEFR with age (r=0.259) and weight (r=0.273). Whereas, there is no significant correlation between PEFR and BMI (p=0.985).

Table 4 Correlation between peak flow and age, height, weight and BMI

	Height		Age		Weight		BMI	
	r-value	*p*-value	*r*-value	*p*-value	*r*-value	*p*-value	*r*-value	*p*-value
PEFR (L/min)	0.689	<0.001	0.259	0.002	0.273	0.001	0.002	0.985

DISCUSSION

PEFR increase as height increases. Male subjects have higher peak flow reading compared to female because the mean height for male is higher, thus make it significant difference between gender. This data corresponds to the study done by Mishra et al., (2013) where the subjects shows higher value of peak flow rate in male. This finding aligns with the common patterns seen during adolescent development, where boys often experience a delayed but more pronounced growth spurt compared to girls (Rahman et al., 2024). Besides, male has pronounced PEFR because of the influence of the body physical structure and build as well as muscular strength compared to delicate and more fat deposition in female (Mishra et al., 2013). Overall, peak flow value for this study is considered lower (male:393.49 ± 105.16 L/min; female:

300.20 ± 55.51 L/min) compared to study among adolescent Chinese in Singapore aged 15 to 19 years old with male (507 ± 44 L/min) and female (440 ± 39 L/min) respectively (Da Costa and Goh, 1973). Despite that, there is limitation from Da Costa and Goh (1973) as the participants from each age groups years was only 10 persons.

Next, this study highlights significant correlation between PEFR and antropometric measure such as height and weight as well as age. These findings congruent with most of the study done before in Malaysia (Firdous et al., 2020) and India (Gururaja, 2016; Mishra et al., 2013). Specifically, peak flow rate shows strong correlation with height compared to weight and age in this study. This strong correlation between peak flow rate and height also proven from study from Gururaja (2016) and Paramesh (2003). Strong significant association between these two components shows beyond doubt as height correlates the best to predict lung function of a person (Gururaja, 2016). Weight and age show weak correlation as most of the participant weight were almost similar and pool more to underweight and normal BMI category. Same as weight, age of the participant also falls on the same category of adolescents resulting weak correlation to peak flow reading.

Apart from that, BMI component shows no correlation with PEFR. This finding differs from Nepal (2019) and Chinnaiyan & Ramayyan (2021), as they found that BMI and peak flow rate indicate significant correlation but weak. Nepal (2019) also seggregated his subject into BMI categories and notice that there is positive correlation from thinnest to normal BMI category followed by negative correlation from normal BMI to overweight and obese categories. Although our study is not specifically searching the correlation between each category of BMI, we can bring to a close that a person that having normal BMI will have good pulmonary function and higher BMI will impair the results.

One limitation of this study is that the questionnaire did not include questions regarding smoking status. Future research should consider examining the correlation between each BMI category and peak flow rate while also taking smoking status into account. Additionally, it would be beneficial to compare peak flow values with those obtained from spirometry to provide a more comprehensive assessment of pulmonary function.

CONCLUSION

There is significant difference for PEFR when compared between gender with male has higher reading. In addition, there is significant assosiation between peak flow rate and height, weight and age, but no association when compared between BMI. Height has strong correlation to peak flow reading compared to weight and age with weak association.

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Synergizing for Social Impact: Collaborative Communities Strategies

International Community Service: SULAM (UiTM) and SANGGAR BELAJAR (UNIJA) - Community Empowerment with Science, Technology, Engineering & Mathematics (STEM) for Indonesian Children in Malaysia

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ABSTRACT
Marginalized students often face significant barriers in accessing quality STEM education due to socio-economic disparities and a lack of adequate resources. This educational gap deprives them of essential skills and opportunities, perpetuating cycles of poverty and limiting their potential for socio-economic mobility. Conducted in collaboration between Universiti Teknologi MARA (UiTM) and Universitas Wiraraja (UNIJA), with the support Indonesian Embassy, this initiative provides a unique platform for undergraduate students to engage with marginalized communities. The objective is to enhance public awareness and disseminate STEM knowledge among Indonesian children living in Shah Alam, Selangor, Malaysia, who are often excluded from formal education due to socio-economic and legal barriers. The project methodology involves a comprehensive community-based engagement approach. This includes content development, co-creation with local community leaders, interactive webinars, and hands-on activities designed to inspire and educate. The direct involvement of students in planning and execution allows them to apply theoretical knowledge in real-world settings, fostering their professional and personal growth. The outcomes of this initiative are manifold: increasing STEM literacy, empowering children with the skills to improve their circumstances, and fostering a spirit of civic engagement among university students. By aligning with Sustainable Development Goals (SDGs) 4 (Quality Education), 1 (No Poverty), and 10 (Reduced Inequalities), this project highlights the transformative power of education and international cooperation. It provides a replicable model for other institutions aiming to reduce educational inequalities and foster sustainable, inclusive development.
Keywords: STEM, Marginalised Children, Community Service, Educational Support, Malaysia, Indonesia.

INTRODUCTION
The "Community Enhancement on STEM for Marginalised Indonesian Children in Malaysia" project seeks to empower marginalized children by providing them with access to informal STEM education, thereby enhancing their opportunities for personal and intellectual growth. Marginalized communities often face systemic barriers that limit their access to quality education, resources, and opportunities. The international community service collaboration project between Universiti Teknologi MARA (UiTM), Malaysia and Universitas Wiraraja (UNIJA), Indonesia, represents a strategic partnership aimed at addressing these challenges through targeted community engagement.

This collaboration involves a group of undergraduate students and lecturers, with identified marginalised children in Shah Alam, Selangor. With the similar concept brought in by both countries, where UiTM Malaysia employed the 3M concept (*Membaca, Mengira & Menulis), and* UNIJA Indonesia *with the concept of CaLisTung (Membaca, Menulis &*

Berhitung). By integrating academic theory with real-world practice, the project facilitates a deeper understanding of the societal impacts of education and the importance of inclusive learning environments. Implementing structured programs pertaining to educational interventions like the Calistung Challenge Book, which includes exercises in reading, writing, and counting, can help revive children's enthusiasm for learning (Tarigan & Putri, 2022). The initiative is supported by the Indonesian Embassy and emphasizes the importance of international cooperation in addressing educational disparities and fostering mutual understanding. This community service project not only contributes to the academic development of the participating students but also serves as a platform for cultural exchange and knowledge sharing. The aim of this project is to disseminate STEM knowledge and enhance public awareness among marginalised children within communities.

CHALLENGES AMONG MARGINALISED INDONESIAN CHILDREN IN MALAYSIA

Generally, absence of inclusive and equitable education opportunities not only limits the potential of individual students but also hinders the overall progress of communities. The exclusion of marginalised Indonesian children from formal education in Malaysia is a pressing matter that perpetuates cycles of poverty and social marginalization. Eventually, disparity like this situation could contribute to a widening achievement gap and intensify socio-economic inequalities. These marginalised children lack basic skills and knowledge required to improve their circumstances in accessing quality education, particularly in the fields of Science, Technology, Engineering, and Mathematics (STEM).

The challenging educational opportunities hinder their ability to develop critical thinking, problem-solving, and technical skills that are essential for their future success (Yuliani & Yulianto, 2023). These are often rooted in socio-economic disparities, inadequate educational resources, legal barriers and a lack of trained educators equipped to teach STEM subjects. As a result, these marginalised children are deprived of the foundational skills and knowledge necessary to pursue higher education and careers in STEM, perpetuating cycles of poverty and social exclusion.

Additionally, limited access and infrastructure had made the marginalised children often facing challenges in education, such as inadequate educational facilities, shortage of teaching staff, and struggle with equitable access to basic education due to limited infrastructure and resources, which eventually leading to poor educational outcomes (Mukminin & Habibi, 2021; Suardika et al., 2020; Taena et al., 2023)

This community service project is able to address the pressing matter by conducting informal STEM-based fun activities through community engagement, enabling the marginalised children to develop critical academic and life skills. As suggested by Zakeri et al. (2022), STEM approach to education nurtures creativity and divergent thinking by enhancing young individuals to creatively innovate and develop new technologies and concepts. Additionally, this initiative not only benefits individual children but also contributes to the development of stronger, more inclusive communities, thereby fostering a more equitable society. The project aims to break down the barriers to education, create awareness about the importance of STEM education, and empower the children to pursue their academic and career aspirations, ultimately contributing to a more inclusive and equitable society. The idea is also narrated and supported by a study conducted by Suryani, Kun and Haryanto (2023) where implementation of STEM notion, are able to help children's abilities to solve problems in everyday life.

The conducted community project were set into four objectives, namely as (1) to enhance marginalised children's soft skills and civic engagement by creating public awareness of STEM for marginalized children in Malaysia; (2) to integrate universities students' learning with management theory and real practices; (3) to establish an international community service program for students at both universities; and (4) to foster academic and research cooperation and internationalization between UiTM and UNIJA, with the support of the Indonesian Embassy.

METHODOLOGY

This project employs a mixed-method approach, integrating both quantitative and qualitative methodologies to create a holistic and comprehensive learning experience. Research methodology philosophy emphasizes the importance of engaging with communities and adapting teaching strategies to local needs, ensuring that educational initiatives are both relevant and impactful. This academic approach to research methodology acknowledges the significance of participatory action research, which involves stakeholders in the planning and implementation phases, allowing for iterative feedback and adaptation (Saunders, Lewis, & Thornhill, 2019).

A total of 40 marginalised children identified two different communities (total of 80 children), one Indonesia Embassy attaché, together with 49 universities students (35 UiTM and 18 UNIJA students), and total of 6 lecturers (4 from UiTM and 2 from UNIJA) were involved in the project. The project methodology involves a phased approach, commenced with a three-week phase of content development, where students from both universities collaborated to create educational materials focused on STEM. This was followed by a week of collective content presentation, involving both students and lecturers from UiTM and UNIJA, where the materials were co-created to ensure content relevance and practicality. One of the constraints that needed to be considered was space limitation. This was succeeded by a one-day webinar or Training of Trainers session was conducted to equip both universities students with the necessary skills and knowledge to engage well with the communities. Subsequently, two-days of community engagement phase were held in Teluk Panglima Garang and Jalan Kebun, in Selangor.

Questionnaire surveys were distributed to the caretakers of the communities, all of whom provided positive feedback regarding the program. The theme for both days is “Read - Count - Write” (known as CaLisTung in Indonesian and Konsep 3M—Membaca, Menulis, Mengira—in Malaysian). After the program, students from both universities participated in discussions to create a one-page poster summarizing the outcomes and learning experiences, which served as the program's report.

The methodology ensured that students not only gained practical experiences but also engaged in meaningful interactions with the communities they served. The inclusion of diverse participants, i.e., marginalised children, had facilitated a rich exchange of ideas and perspectives, contributing to the overall success of the project. The active involvement of the Indonesian Embassy emphasised the importance of diplomatic and cultural ties in fostering international cooperation and understanding.

FINDINGS AND DISCUSSION

The activities conducted during the program had a profound impact on the marginalized children, providing them with unique educational experiences that were both engaging and empowering. The children demonstrated exceptional enthusiasm in the activities related to calculation, which directly correlated with their understanding and application of mathematical concepts. The reading activities, which focused on phonetics, played a crucial role in enhancing their language skills, particularly in their ability to decode and comprehend written texts. Moreover, the writing related tasks were conducted to improve psychomotor skills involving hand and finger coordination, were well received, as they not only aided in improving handwriting but also contributed to overall cognitive development.

The feedback from both the Indonesian Embassy's attaché and the children’s caretakers highlights the program's significance. The attaché expressed his anticipation for future programs of a similar nature, recognizing the value such initiatives bring in fostering educational inclusivity and cultural exchange. Meanwhile, the caretakers' comments about the program’s proficiencies, noting that it served as an eye-opener, prove that these marginalised children are indeed capable of engaging in such meaningful educational activities. This reinforces the importance of providing continuous support and creating opportunities for marginalized communities to access quality education.

Furthermore, the cultural exchange activities, including the Indonesian traditional dance performed by UNIJA and the Malaysian traditional games introduced by UiTM, was particularly

meaningful and enriched the children's understanding of their cultural heritage. This exchange not only broadened their knowledge but also instilled a sense of pride and belonging about both countries' cultural heritage, which is essential for their social, emotional development and fostering a sense of shared identity and mutual respect.

The significance of these findings extends beyond the immediate benefits to the marginalised children. As for both of universities students involved, the program suggested a valuable opportunity to apply theoretical knowledge in a real-world setting, enhancing their soft skills, particularly in leadership, communication, and cultural competencies. The experience of working closely with marginalized children and communities has likely deepened their understanding of social issues and reinforced the importance of civic engagement. Such experiential learning is crucial in shaping future professionals who are not only skilled in their respective fields but also empathetic and socially responsible.

CONCLUSION

This international community service project between uitm and UNIJA, supported by the Indonesian Embassy, has demonstrated on power of collective and collaborative educational initiatives in addressing the challenges faced by marginalized Indonesian children in Malaysia. By integrating STEM education with cultural exchange, it has not only enhanced the academic skills of the participants but also enriched their cultural understanding. The positive feedback from the children, their caretakers, and the Indonesian Embassy's attaché highlights the success and potential of such programs to make a lasting impact.

The project's methodologies on emphasizing content development, interactive webinars, and hands-on community engagement, provided a comprehensive learning experiences for both universities' students and the marginalised children involved. It aligns with participatory action research principles, ensuring that the program was tailored to the specific needs and contexts of the communities served. This initiative has proven to be a replicable model that other institutions can adopt to reduce educational disparities and promote sustainable, inclusive development.

In due course, the project contributes to three Sustainable Development Goals, including SDG 4 (Quality Education), SDG 1 (No Poverty), and SDG 10 (Reduced Inequalities). By providing marginalized children with access to quality STEM education and cultural exchange opportunities, the program empowers them to overcome socio-economic barriers and achieve their full potential. This community service project sets a precedent for future collaborations between educational institutions, government bodies, and international organizations, highlighting the importance of collective action in creating a more equitable and just society.

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Synergizing for Social Impact: Collaborative Communities Strategies

Application of Solar Lighting Towards Establishing Sustainable Energy for Orang Asli Village in Perak: A Case Study of Ulu Kinta, Perak

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ABSTRACT

This research investigates the application of solar lighting to deal with the ongoing problem of insufficient electricity supply, particularly in Orang Asli communities located in remote areas, with a focus on the state of Perak in Malaysia. This state dominates the second-highest overall population of these communities after Pahang. Orang Asli, the indigenous people of Perak, are a close-knit community with a rich cultural history. However, their ascent to modern society civilization is delayed due to their underrepresentation and lack of access to better employment opportunities. The absence of affordable and dependable electricity and safety issues underscore the pressing need to supply sustainable energy to indigenous communities across Malaysia. This research combines quantitative and qualitative approaches, including field surveys, observations, questionnaires, and empirical analysis by installing actual solar lighting on site. The level of community involvement with solar technologies, the village's energy efficiency, and the contribution of solar lighting to energy sustainability are all assessed by the research design. The case study's conclusions show that once solar lighting was installed, the village's lighting conditions significantly improved. Orang Asli communities in Ulu Kinta are included in the study population, and the research sample consists of 40 villagers who are representative of the study population. The light fluctuated between 15 and 100 lux at night, providing sufficient illumination for the settlement. Surprisingly, a survey showed that almost 90% of Orang Asli were happy with the installation. In the end, by addressing the crucial problem of energy access, the research hopes to contribute to the continuing conversation on creating resilient and sustainable learning settings in remote regions.

Keywords: Orang Asli, Solar Lighting, Sustainable Energy

INTRODUCTION

The indigenous Orang Asli people of Peninsular Malaysia frequently live in isolated, underdeveloped parts of Malaysia where no source of electricity and development (Hayder & Kareem, 2015). Less than 7% of Malaysians are considered Orang Asli, or indigenous people, and they are considered as a minority (Alagappar et al., 2010). Perak is the second state with the highest distribution of Orang Asli in Malaysia with 29.9% or 53,299 population (Hussain et al., 2017) after Pahang with 37.9%. Solar energy provides an economical alternative to traditional energy systems, especially in rural areas where upgrading the national grid is sometimes impractical or too expensive (Ciriminna et al., 2017).

This project aims to assess how well solar lighting works in the Orang Asli village to promote sustainable development, increase the communities' engagement level in solar technologies and improve the communities' economic status. This paper focused on Orang

Asli communities in a selected case study, which in Kampung Sungai Tonggang, Ulu Kinta, Perak to evaluate how well solar lighting technologies work in a rural village. According to Idrus (2011), the Temiar tribe is part of the Senoi tribe, and is primarily found around the boundary between Kelantan and Perak. According to the community leader, Batin Che Wan Alang stated that to preserve the village's rivers and forest, the recreational park, Kayuh D'Tonggang seeks to increase the socioeconomic standing of the Sungai Tonggang Orang Asli community.

LITERATURE REVIEW

Malaysia has the highest capacity to absorb solar radiation; its monthly sun irradiation is estimated to be between 400 and 600 MJ/m2 (Abdullah et al., 2019). According to Soonmin & Taghavi, (2022), Solar Photovoltaic (PV) technology is one of the most extensively used kinds of solar energy. As the Orang Asli communities may become energy independent, become less dependent on fossil fuels, and lessen the harmful environmental effects of using non-renewable energy sources by utilising solar power (Eziyi et al., 2014). However, inadequate lighting infrastructure poses a safety risk (Möller et al, 2006), education (Ahmad et al., 2022), and general quality of life making daily work more challenging. Poor lighting in the evenings and at night simply makes the communities in the village too afraid to be outside when they are threatened by wild animals that occur in the late evening and night (Mahmud et al., 2022). The communities feel a stronger sense of kinship when they remain near the source of nature since they depend mainly on natural resources for their basic livelihood (Zaheril Zainudin, 2023), such as solar energy. Therefore, as mentioned by Inc, (2017), an off-grid solar lighting system is a significant solution because it can be installed quickly and easily, operates reliably year-round, and is less expensive in rural communities with limited access to the national electrical grid. Off-grid solar lighting systems are also free from the electrical grid.

METHODOLOGY

The several techniques a researcher uses to conduct a study are known as research methods, and the exploratory approach is applied in this study. As seen in Figure 1 below, this paper employed a mixed-method approach to collect data, using questionnaires for the quantitative method, and field surveys and observation for the qualitative method.

Figure 1 The Methodology Flowchart



i) Field Survey and Observation

The primary data was collected via field survey, including direct observation, and questionnaires. Hence, the researcher prepared a checklist that are arranged based on the group of elements, according to a recommendation by (Idrus et al., 2023), as shown in Table 1 below. This checklist included the communities surrounding of the village, solar efficiency, technology assessment, and safety impact.

Table 1 Observation Checklist for the Field Survey

Element	Data
Communities Surrounding	The village's geographic position, the site's orientation, and the kinds of roofs that the solar panels are installed on all influence how much sunlight is available.
Solar Efficiency	The solar panel was mounted on the roof, with some interference from potential shadowing from trees or structures that provide shade.
Technology assessment	The resilience of the solar technology the village has installed and the community's readiness to acquire the necessary skills for maintenance.

Safety impact	Increased nightly social activities, the awareness of the community, and the identification of the village's safety-related areas that need improvement, particularly the chalet area.

When the observation was conducted, the researcher identified that due to the huge trees, the case study in Kampung Sungai Tonggang was partially shaded, which shadowed the panels and affected the effectiveness of photovoltaic (PV) panels (Borhanazad et al.,2013). Observations were collected during peak hours when the sun's beams, approximately from 10:00 AM until 2:00 PM. Ten units of solar lighting were installed at the selected checkpoints in the village, as stated in Table 2. The layout plan of the solar installation is shown in Figure 3. In Kampung Sungai Tonggang, Ulu Kinta has a recreational park called Kayuh D'Tonggang, and there are few chalets provided for accommodations. However, the hours of operation need to be shortened due to lack of electricity during night time. During observation, the researcher identified that the chalet and bridge area as dark area and might endangered the visitors through lack of vision during night time. The conditions before solar installation as shown in Figure 2 below.

Figure 2 Case Study at Kampung Sg Tonggang in Ulu Kinta, Perak.



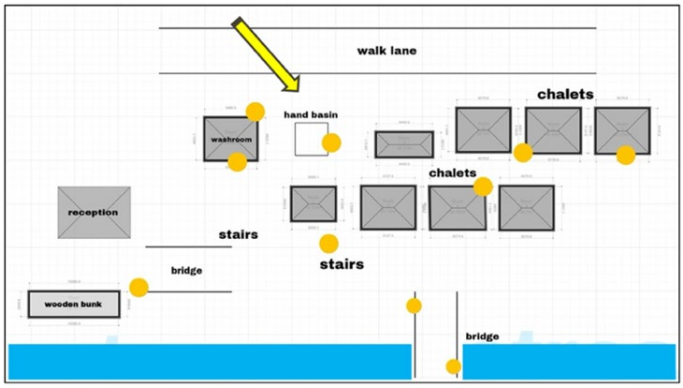
Table 2 Total of solar installation at Kampung Sg Tonggang in Ulu Kinta, Perak.

Items	Units	Installation Location
Solar sets 10 watts	1 x 2 locations: 2 units	Handwash basin, washroom
Solar sets 25 watts	1 x 3 locations: 3 units	Chalets, walkway, washroom
Solar sets 60 watts	1 x 2 locations: 2 units	Chalets, stair handrail
Solar sets 100 watts	1 unit	Wooden bunk
Solar sets 100 watts	2 units	Bridge
Total	**10 units**	

Ten solar lighting technology units were set up at the chosen checkpoints. These comprised two (2) 10-watt units, three (3) 25-watt units, two (2) 60 watts units, and three (3) 100 watts units. Besides, the village is located near streams with waterfalls, near the hilly area, and along the chalet route, solar lighting technologies are installed to guarantee the safety of the lodgings by lighting the walkway. Two (2) units of 10 watts each were installed: one at the handwashing basin and one at the washroom facing the walkway. Three (3) units of 25-watt were mounted on the top of the chalet's roof, the walkway outside, and extra light in the washroom area. Two (2) 60-watt units are mounted on the handrail to increase visibility when descending or ascending steps at night and in the chalet's area. Two (2) 100-watt units were installed on the bridge over the stream to improve nighttime lighting for both residents and visitors. Another 100-watt unit was put in front of the wooden bunks to light up the space where the community meetings and social gatherings were usually held. In conclusion, as the settlements are shaded, the solar panels' ability to collect

sunlight may be diminished. For this reason, all the panels were mounted on the rooftops. The layout plan of the solar installation is shown in Figure 3 below.

Figure 3 Layout plan of solar installation at Kampung Sg Tonggang in Ulu Kinta, Perak.



ii) Questionnaires

There were 34 structured questions in total across the survey's two sections, Section A and Section B. There is a opposite relationship between the questionnaire approach and the impact on the degree of engagement that Orang Asli tribes have with solar technologies. Furthermore, it is imperative that the questionnaire is culturally sensitive and comprehensible within the Orang Asli populations. Closed-ended questions can measure the level of participation across a wider sample, whereas open-ended ones may yield more in-depth answers regarding individual experiences with solar technologies. The main goals of the questionnaires were to establish the potential solar application of the Orang Asli people and determine their degree of interest in solar lighting technology. Three (3) sections made up the questionnaire, consists of Section A for respondent's Information and Section B for "The Level of Awareness and the Involvement of the Rural Communities in Malaysia with Solar Energy". Five (5) levels of agreement will be used to determine the respondent's level of awareness or participation with the communities: strongly disagree (SD), disagree (D), neutral (N), agree (A), and strongly agree (SA).

RESULTS

Observation

The lighting surrounding the chalets improves the safety and brightness of the areas where the communities gather for social events at night. Locals might increase their revenue by operating longer hours during the night. A more visible area reduces the possibility of accidents and security issues, improving safety and comfort in the lodging. The condition of the case study in Kampung Sg Tonggang in Ulu Kinta, Perak after the installation is as follows in Figure 4.

Figure 4 Condition (before and after) the solar installation at Kampung Sg Tonggang



Before



After

Installing solar lighting technology contributes to a decrease in potential nighttime crime rates. Additionally, the recreational park's business hours can be extended at night. The parameter will yield the average daily solar radiation values expressed in kilowatt-hour times per meter square (kWh/m2). The northern of Malaysia, including Perak, receives 18.25 MJ/m2/day on average per year from the sun (Sukumaran et al., 2022). Hence, the solar irradiance for Kampung Sg Tonggang located at Ulu Kinta, Perak is 4.97 kWh/m2 per day, which is high solar radiation, as stated in Table 3.

Table 3 Annual data for Solar Radiation in Kampung Sg Tonggang in Ulu Kinta, Perak

Month	Solar Radiation (kWh/m2/ day)
January	4.96
February	5.80
March	6.08
April	5.36
May	4.76
June	4.42
July	4.63
August	4.78
September	5.21
October	5.22
November	4.65
December	3.77
Annual Solar Radiation: 4.97	

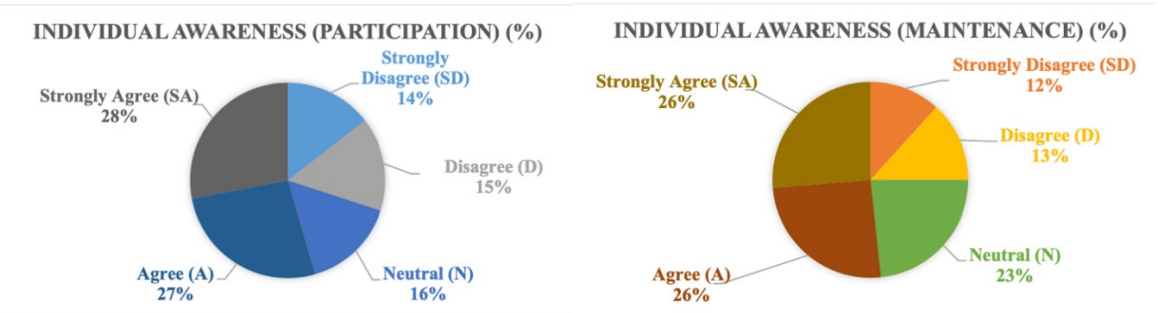
Questionnaires

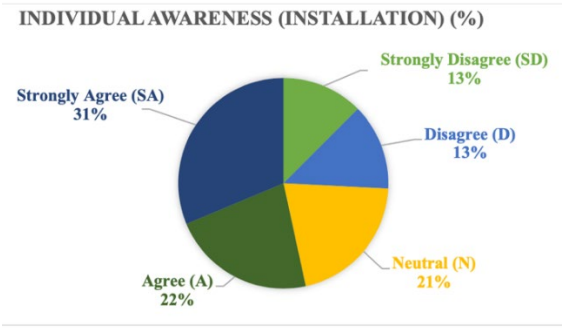
Following a group discussion, 40 of the Orang Asli gave their responses. According to the questionnaires, few of the communities have recognized and heard about the technologies. However, the Orang Asli communities have common barriers on engagement, such as lack of awareness, costing, and technical difficulties on solar energy technology. The findings of the questionnaire indicated that using easily accessible natural resources increases the engagement on Orang Asli in rural area. Table 4 and Figure 5 displayed the questionnaire summaries in the following way.

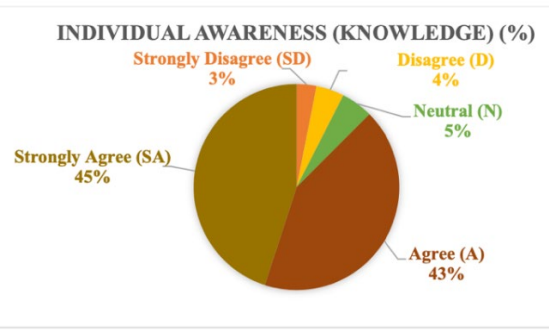
Table 4 The awareness level of solar lighting technologies

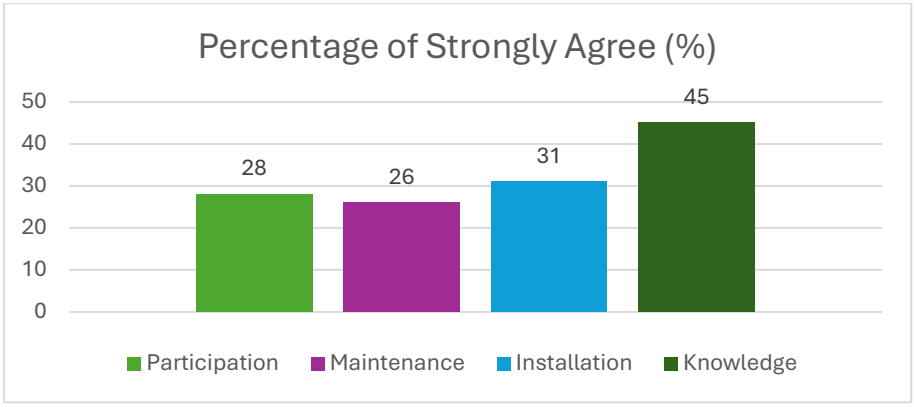
Awareness	Percentage of Strongly Agree (%)
Participation	28
Maintenance	26
Installation	31
Knowledge	45

Figure 5 The percentage of awareness level of solar lighting technologies









DISCUSSION

Based on the findings from Kampung Sg Tonggang in Ulu Kinta, Perak, it was discovered that knowledge, beyond installation, maintenance, and participation- is the key to obtaining the highest percentage, with 45% of the communities that Strongly Agree (SA) of involvement among Orang Asli communities for the talks. The sustainability of solar lighting installations is ensured by this technique, particularly at Orang Asli village. Additionally, if the Orang Asli prioritize education and hands-on training, they can successfully integrate modern technology into their daily lives and increase their safety. There are improvements in awareness levels among the Orang Asli communities, increased economy state, and safer during night time.

Improvement of Awareness Level Among Orang Asli Communities

Raising awareness in the Orang Asli communities through instructional programs emphasizing the hands-on elements of setup, upkeep, and troubleshooting will enable the Orang Asli to maintain and manage these systems on their own. In Ulu Kinta, Perak, for example, the experiences of the Orang Asli village at Kampung Sungai Tonggang show that approximately 45% of the community fully comprehends and is knowledgeable about the technology, and their involvement and engagement rise considerably, guaranteeing the long-term advantages and functionality of the solar systems.

Increased Income and Safer Conditions

The installation of solar lighting systems in the communities of Orang Asli village may have increased local income because it has allowed businesses to operate longer hours. Besides, with the help of Kayuh D'Tonggang, the village's waterways and forest will be preserved while the socioeconomic standing of the Sungai Tonggang Orang Asli community will be enhanced. The locals in Kampung Sg Tonggang make money by selling food and beverages to tourists, providing cultural and ecotourism experiences, and exhibiting customs, handicrafts, and activities for both domestic and foreign visitors. Therefore, with sufficient lighting at night, residents can go about their business, lower their risk of accidents, and feel safer.

CONCLUSION

Installing solar lighting systems in the Orang Asli village, located in a rural area is a significant step towards the development of sustainable energy solutions. The communities can overcome the difficulties posed by their isolated locations, erratic power supplies, and safety issues by harnessing renewable energy. Besides that, the community members can obtain the skills and information required to properly maintain and operate these systems through education and training. Furthermore, the improved learning settings and enhanced safety that proper lighting offers may lead to significant economic growth and a higher number of visitors to the recreational park. When the setting becomes safer and more comfortable to explore at night, locals stand to benefit financially from more regular opening hours that allow tourists to engage in some activities. In conclusion, rather than being merely an energy solution, putting solar lighting in indigenous villages is a catalyst for economic development. By attending to their needs and issues, this initiative supports the Orang Asli communities' journey towards greater economic success, safety, and self-reliance.

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Synergizing for Social Impact: Collaborative Communities Strategies

Digital Marketing Strategy and Consumer Engagement towards Purchase Intentions of MSMEs Yogyakarta Fashion Goods

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ABSTRACT
In order to survive in this uncertain global situation or Volatility, Uncertainty, Complexity, and Ambiguity (VUCA) era, Micro Small Medium Entrepreneur (MSMEs) in Yogyakarta must increase their digital sales efforts to access a wider consumer base. The Covid-19 pandemic since 2020 has exemplified the VUCA era by drastically reducing tourism, leading to widespread cancellations by international and local tourists, thereby negatively impacting MSMEs and their economic stability. This study explored how the digital marketing mix influences consumer purchase intention, examining how consumer engagement mediates this relationship. This study was guided by digital marketing mix theory, consumer engagement theory and purchase intention by theory planned behaviour. This study examined data from 342 potential online buyers of local products from Yogyakarta, collected via Google Forms distributed online, utilizing the snowball sampling technique to obtain the sample. The findings suggested that digital marketing mix has a significant association with consumer purchase intention. Furthermore, consumer engagement significantly mediated the relationship between digital marketing mix and consumer purchase behavior. A study with this framework has not been previously conducted for local products from Yogyakarta, particularly in the fashion sector, which is a prominent industry in Yogyakarta. Therefore, this research represented new findings that will be highly beneficial for MSMEs in the region. The findings of this study contributed to MSMEs by encouraging the adoption of digital marketing mix to reach a broader consumer base. Additionally, this research has provided valuable input to the government in developing training programs for MSMEs, thereby enhancing their abilities to effectively utilize digital technology.
Keywords: Digital Marketing Mix, Purchase Intention, Consumer Engagement, Yogyakarta, Online Buyer

INTRODUCTION
A sustainability strategy must be implemented amid the volatile and unpredictable global conditions characterized by volatility, uncertainty, complexity, and ambiguity, often referred to as the VUCA acronym. We are currently in the VUCA era, where rapid changes can lead to chaos within systems if there is insufficient innovation (Alwi, 2018). This lack of clarity complicates challenges such as shifting consumer behaviors, disruptions across various sectors, and unpredictable competition levels.

One sector profoundly affected by this uncertainty is tourism, particularly since 2020 when the Covid-19 pandemic significantly impacted global tourism. This unprecedented situation caused a sharp decline in international and domestic tourism, resulting in widespread cancellations and reduced bookings (Bahtiar & Saragih, 2020).

The downturn in tourism has had a cascading effect on the purchasing power of sectors heavily reliant on local products, dominated by MSMEs. In Yogyakarta, a region heavily reliant

on tourism and creative industries, approximately 20 thousand MSMEs have been adversely affected, with some facing bankruptcy (Wicaksono, 2021). Despite being a labor-intensive sector employing over 13 million workers (Sugihamretha, 2020), tourism's decline during the pandemic has placed immense pressure on MSMEs, particularly those in sectors such as fashion, handicrafts, and services that are less desirable during such crises (Tatik, 2021).

Fashion, one of Yogyakarta's flagship products, is particularly prioritized by the local government alongside food and crafts due to its substantial contribution to the local economy, bolstered by a large number of MSMEs and batik artisans (Wicaksono, 2021). The ability to make swift decisions has become crucial in navigating these adaptable circumstances (Riter & Pedresen, 2020).

The rapid advancement of information technology has revolutionized various industries, making digitalization essential for businesses to remain competitive. This shift allows consumers to make purchases and orders anytime and anywhere, responding swiftly to real-time information (Xiaohui, 2014). E-commerce and online shopping also saw considerable growth as people shunned physical businesses and resorted to Internet platforms to buy products and services (Karacagil, 2023).

The digital transformation began prior to COVID-19, accelerated during the pandemic, and continues to progress in the post-pandemic period. Through the application of information and communications technology (ICT) infrastructure and the integration of digital technologies and methods, digitalization is reshaping industries and providing unprecedented opportunities for businesses across various sectors (Telukdarie et al.,2023).

Moreover, digitalization offers businesses greater flexibility in expansion, broader market reach, cost-effective promotional channels, transparent operational costs, and streamlined distribution systems (Li & Hong, 2013). The pervasive use of the internet and technology not only enhances business efficiency but also influences consumer behavior, thereby impacting purchasing intentions (Indahingwati et al., 2019).

In conclusion, amid the challenges posed by the VUCA environment and the Covid-19 pandemic's impact on tourism and MSMEs in Yogyakarta, the adoption of digital strategies emerges as a critical factor for resilience and growth. This study underscores the importance of digitalization in sustaining businesses, enhancing market accessibility, and facilitating consumer engagement amidst unpredictable global conditions.

LITERATURE

During the pandemic, MSMEs faced significant pressure as their products, particularly in sectors like fashion, handicrafts, and services, struggled to attract buyers (Ginting, 2021). Many MSMEs shifted to selling more desirable food products to sustain their businesses (Ginting, 2021). The pandemic represents one of the most severe economic shocks since the 2008-2009 crisis, underscoring the unpredictable nature of future global economic conditions (Setiawan, 2020).

In response to these challenges, strategies and innovations centered around digital transformation have become imperative. Digital platforms enable local brands to expand their market reach and attract new customers (Reichstein & Harting, 2018). Failure to adapt to evolving market trends risks falling behind. Rapid changes in consumer behavior necessitate swift adjustments in operational strategies. However, many MSMEs in Indonesia, predominantly led by older generations, struggle with technology adoption, with only 17% leveraging technology effectively in their business operations (Suyanto, 2020; Faqir, 2021).

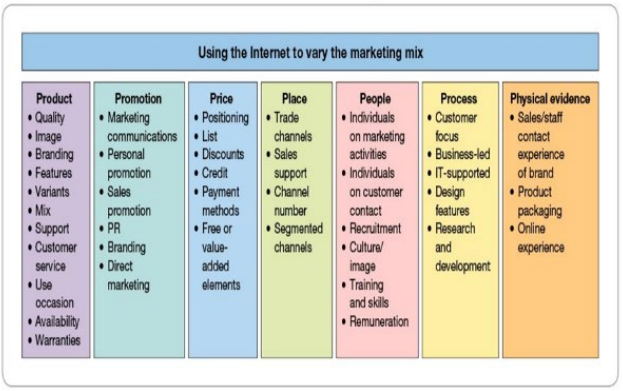
Given the significant cultural contributions of the fashion sector, particularly in Yogyakarta, known as a cultural hub, there is a critical need for specialized studies on sustainability strategies. These strategies are vital for preserving cultural heritage while adapting to modern market dynamics through digital transformation.

1. Digital Marketing Mix

The marketing mix is a fundamental tool used by marketers to enhance their products' visibility and influence consumer purchase intentions (Sulistijono & Kadarisman, 2019). Initially introduced by Jerome McCarthy in 1960, the traditional marketing mix consisted of Product,

Price, Place, and Promotion, known as the 4Ps. Over time, the concept evolved to include three additional elements: People, Process, and Physical Evidence reflecting the growing importance of customer service in the 1980s (Boom & Bitner, 1981). In today's dynamic business environment, the digital marketing mix plays a crucial role in adapting to changing consumer behaviors and technological advancements. Continuous updates and evaluations of the digital marketing mix strategy are essential for leveraging opportunities on the internet and introducing new variations of the marketing mix (Chaffey & Chadwick, 2019).

Figure 1 Digital Marketing Mix (chaffey, 2019)



2. Purchase Intention

The Theory of Planned Behavior (TPB) expands on the Theory of Reasoned Action (TRA) proposed by Fishbein and Ajzen in 1975, addressing behaviors that individuals may not fully control (Ajzen, 1991). According to TPB, an individual's intention to engage in a behavior primarily determines whether they will perform that behavior. TPB states that intention is influenced by three main factors: personal attitudes, subjective norms, and perceived behavioral control (Ajzen, 1991).

TPB is designed to understand and predict human behavior, particularly in the context of purchase intention. Purchase intention, as defined by Kotler and Keller (2016), reflects a consumer's inclination to purchase or select a product based on their past experiences, usage, and preferences for a specific product (Kotler & Keller, 2016). Understanding these factors is crucial for marketers aiming to influence consumer behavior and effectively shape purchase intentions.

3. Consumer Engagement

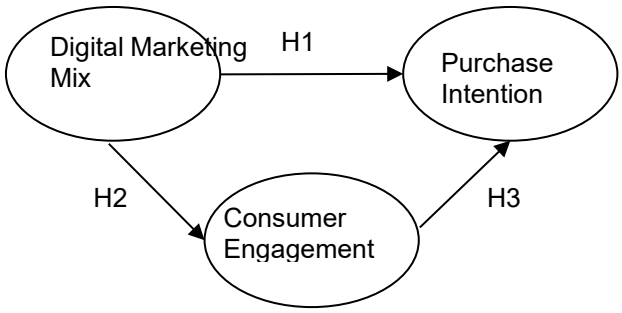
Consumer engagement is a modern concept in marketing, focusing on consumers' active participation in social activities related to cognitive, emotional, and behavioral aspects of consumption, which they evaluate positively (Hollebeek et al., 2014). Cognitive engagement involves actively focusing the mind on a specific subject, including attention and absorption. Affective engagement entails expressing enthusiasm and pleasure towards the engaged object. Behavioral engagement refers to actively demonstrating the concept through sharing, learning, and endorsing behaviors (Istanto & Salsabila, 2022).

Overall, consumer engagement encompasses seven sub-dimensions: Enjoyment, Enthusiasm, Attention, Absorption, Learning, Endorsing, and Sharing (Dessart et al., 2015). These dimensions collectively describe how consumers interact with products or brands, indicating their level of involvement and satisfaction in the consumption process.

HYPOTHESIS

Hypothesis 1: Digital marketing mix positively influences purchase intention significantly.
Hypothesis 2: Digital marketing mix positively influences consumer engagement significantly.
Hypothesis 3: Consumer engagement positively influences purchase intention significantly.
Hypothesis 4: Consumer engagement mediates the relationship between digital marketing mix and purchase intention significantly.

Figure 2 Conceptual framework



RESEARCH METHODOLOGY

1. Sample and Procedure

The data collection method used was quantitative. To validate the scale, a survey of 342 respondents was conducted. The survey results conducted by the tourism department of the Special Region of Yogyakarta in (2021) showed that the highest number of domestic tourists visiting Yogyakarta came from Jakarta, Bogor, Depok, Tangerang, and Bekasi, collectively known as the JABODETABEK area. From these results, it was determined that only residents of the JABODETABEK area who had visited Yogyakarta and had made online purchases were eligible to participate as samples. Furthermore, residents of the JABODETABEK area were considered suitable as samples because they were highly capable of making online purchases, especially for fashion products (Hasibuan, 2020). Due to the wide sample scope, the snowball sampling technique was used to reach the sample. The self-designed measurement was initially conducted in English and then translated into Bahasa Indonesia for the final questionnaire distribution. The questionnaire utilized closed-ended questions, employing a Likert scale anchored from 1 as 'Strongly disagree' to 5 as 'Strongly agree.' Demographic information on gender, age, education, income, marital status, ethnicity, employment background, and living area was obtained by asking participants to select the appropriate options.

2. Operationalisation of Constructs

All the items measuring each construct were adapted from existing studies. Twenty-eight items measuring the Digital Marketing MIX were adapted from Chaffey (2019), Farid et al. (2023), Karambut (2021), Gutierrez-Leefmans et al. (2016), and Soonsan and Makka (2017). Consumer engagement was measured through a scale adapted from Dessart, Veloutsou, and Morgan-Thomas (2016), while three items to measure **consumer** purchase intention were extracted from Youn, Lee, and Ha-Brookshire (2021). All the items used a five-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree.

Table 1 Construct Instrument Research

Constructs	Measures	Sources
Digital Marketing MIX	The fashion cultural product that you choose must be of good quality	Chaffey, (2019), Farid et.al, (2023), Karambut, F. (2021), Gutierrez-Leefmans et.al., (2016), Soonsan, N., & Makka, P. (2017).
	The fashion cultural product that you purchase must be labelled properly	
	The fashion cultural product that you choose must have uniqueness	
	The fashion cultural product that you choose must have local identity	
	The fashion cultural product must have variants for consumer to choose	

	The fashion cultural product that you choose must have an attractive advertising campaign	
	The fashion cultural product that you choose must often have attractive promotional campaign	
	The fashion cultural product that you choose must promote the products through different channels/ social media marketing	
	The chosen fashion cultural product that sell online normally cheaper than offline	
	The chosen fashion cultural product price is reasonable	
	The price for chosen fashion cultural products is suitable for its quality	
	The fashion cultural product that you choose online offer several payment methods to consumer	
	The chosen fashion cultural product have discount prices	
	The chosen fashion cultural product have a fixed price	
	The chosen fashion cultural product are readily available to purchase	
	The chosen fashion cultural product easily accessible online	
	The chosen fashion cultural product is convenient to get when buy online	
	The online sales admin service is good	
	The courier service in handling fashion cultural product to consumers is very good	
	The consumers can do rating and review products when buy online	
	The consumers can see quality of fashion cultural product by watching live shopping	
	The online customers can make order cancellation	
	The courier services is on time when delivery goods to consumers	
	The order accuracy is good when purchase fashion cultural product by online	
	The customers can track goods when delivery process	
	The packaging of the product provides information to consumers	
	The packaging of the product protect goods from damage	
	The online platforms have several segment or menu to consumers to brows and get information about company and product details.	

Consumer Engagement	I feel enthusiastic when purchase fashion cultural product from online store.	Dessart, L., Veloutsou, C., & Morgan-Thomas, A. (2016).
	When browse or purchase fashion cultural product from online store. I feel happy	
	I make time to think when purchase fashion cultural product from online store	
	Time flies when I am purchase fashion cultural product from online store	
	I share my ideas with my friends or family to purchase fashion cultural products from online stores	
	I seek ideas or information when purchase fashion cultural product from online store	
	I say positive things about purchase fashion cultural products from online stores to other people	
Purchase Intention	I would purchase fashion cultural product from online store to meet my shopping needs.	Youn, S. Y., Lee, J. E., & Ha-Brookshire, J. (2021).
	I would purchase fashion cultural product from online store to handle my future shopping needs.	
	I would strongly recommend others to purchase fashion cultural product from online store.	

3. Demographic Profile of Respondents

The majority of respondents in this survey are female (75.1%) with a dominant age range of 18-24 years (49.4%). Most of them have an educational background of a Diploma or Bachelor's degree (72.8%) and a monthly income of less than Rp 2,000,000 (33.9%). Most respondents reside in the Jakarta area (43.3%), with smaller proportions living in surrounding areas such as Bogor, Depok, Tangerang, and Bekasi. Generally, the majority of respondents are single (75.1%) and employed, either as employees (52%) or self-employed (35.4%).

A total of 92.7% of respondents have visited Yogyakarta, and the majority of them (85.7%) have purchased Yogyakarta cultural fashion products offline. Additionally, 72.7% of respondents also made online purchases of the same products, with Shopee being the most popular platform (81%), followed by Tokopedia (13.7%). The main reason for purchasing Yogyakarta cultural fashion products online is for personal use (77.8%), with clothing (86.5%) and accessories (42.1%) being the most commonly purchased items.

In terms of spending, most respondents spend between Rp 100,001 and Rp 200,000 in a single transaction (42.1%), with a small proportion spending more than Rp 500,000 (12.6%). Overall, this data indicates that Yogyakarta cultural fashion products have a strong appeal among young, educated women living in Jakarta, with a preference for online purchases through e-commerce platforms like Shopee.

Table 2 Demographic profile

Variables	Categories	Respondents (N=342)	Percentage
Gender	Male	85	24,9%
	Female	257	75,1%
Age	18 – 24	169	49,4%
	25 – 34	134	39,2%
	35 – 44	22	6,4%

	45 – 54	10	2,9%
	>55	7	2%
Education	Junior High School	0	0%
	Senior High School	59	17,3%
	Diploma/Bachelor Degree	249	72,8%
	Master Degree	32	9,4%
	PhD	2	0,6%
Income	< Rp 2.000.000	116	33.9%
	Rp 2.000.001 – Rp 4.000.000	51	14,9%
	Rp 4.000.001 – Rp 6.000.000	51	14,9%
	Rp 6.000.001 – Rp 8.000.000	42	12.3%
	Rp 8.000.001 – Rp 10.000.000	24	7%
	> Rp 10.000.000	58	17%
Marital Status	Single	257	75,1%
	Married	85	24,9%
Occupation	Employed	178	52%
	Self-employed	121	35,4%
	Unemployed	43	12,6%
Area Stayed	Jakarta	148	43,3%
	Bogor	45	13,2%
	Depok	30	8.8%
	Tangerang	59	17,3%
	Bekasi	60	17,5%
Visited Yogyakarta	Yes	317	92,7%
	No	25	7.3%
Offline Buying Yogyakarta Fashion Cultural Product	Yes	293	85,7%
	No	49	14,3%
Online Buying Yogyakarta Fashion Cultural Product	Yes	248	72,7%
	No	93	27,3%
Market Place used	Website	7	2%
	Shopee	277	81%
	Tokopedia	47	13,7%
	Lazada	2	0,6%
	Tiktok shop	7	2%
	Others	1	0,3%
Reasons to buy Yogyakarta fashion culture products online	As a souvenir for family/friends	68	19,9%
	For your own use	266	77.8%
	Hobby	8	2,3%
Yogyakarta Fashion Cultural Product items purchased online	Clothes	296	86,5%
	Shawl	32	9,4%
	Jewelry	47	13,7%
	Accessories	144	42,1%
	Bags	105	30,7%
	Shoes	56	16,4%
Spend in single receipt	< Rp 50.000	29	8,5%
	Rp 50.001 – Rp 100.000	119	34,8%
	Rp 100.001 – Rp 200.000	144	42,1%
	Rp 200.001 – Rp 300.000	81	23,7%
	> Rp 500.000	43	12,6%

RESULTS

1. Measurement Model

A Confirmatory Factor Analysis (CFA) was performed to evaluate the measurement model, accompanied by reliability and validity assessments to confirm the strength of the constructs. The reliability of the constructs was confirmed through Cronbach Alpha and composite reliability (rho_a and rho_c) values, all of which exceeded the 0.7 threshold, indicating strong internal consistency. The validity was further supported by the Average Variance Extracted (AVE) values, all above 0.5, demonstrating sufficient convergent validity. The factor loadings for all items were significant, indicating strong correlations between the items and their respective constructs. Additionally, discriminant validity was also evaluated using the Fornell-Larcker criterion, where the square root of the AVE for each construct was higher than its correlations with other constructs, confirming the distinctiveness of each construct. These findings indicate that the measurement model is both valid and reliable, making the constructs and items appropriate for use in further structural model testing and hypothesis evaluation.

Table 3 Result of convergent validity

Measures	Factor loading	Cronbach Alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	AVE
Digital Marketing MIX		0.976	0.977	0.977	0.608
The fashion cultural product that you choose must be of good quality	0.792				
The fashion cultural product that you purchase must be labelled properly	0.739				
The fashion cultural product that you choose must have uniqueness	0.709				
The fashion cultural product that you choose must have local identity	0.726				
The fashion cultural product must have variants for consumer to choose	0.793				
The fashion cultural product that you choose must have an attractive advertising campaign	0.721				
The fashion cultural product that you choose must often have attractive promotional campaign	0.730				
The fashion cultural product that you choose must promote the products through different channels/ social media marketing	0.740				
The chosen fashion cultural product that sell online normally cheaper than offline	0.726				
The chosen fashion cultural product price is reasonable	0.776				
The price for chosen fashion cultural products is suitable for its quality	0.811				
The fashion cultural product that you choose online offer	0.824				

several payment methods to consumer					
The chosen fashion cultural product have discount prices	0.769				
The chosen fashion cultural product have a fixed price	0.723				
The chosen fashion cultural product are readily available to purchase	0.843				
The chosen fashion cultural product easily accessible online	0.823				
The chosen fashion cultural product is convenient to get when buy online	0.807				
The online sales admin service is good	0.836				
The courier service in handling fashion cultural product to consumers is very good	0.768				
The consumers can do rating and review products when buy online	0.830				
The consumers can see quality of fashion cultural product by watching live shopping	0.732				
The online customers can make order cancellation	0.751				
The courier services is on time when delivery goods to consumers	0.798				
The order accuracy is good when purchase fashion cultural product by online	0.763				
The customers can track goods when delivery process	0.840				
The packaging of the product provides information to consumers	0.801				
The packaging of the product protect goods from damage	0.819				
The online platforms have several segment or menu to consumers to brows and get information about company and product details.	0.814				
Consumer Engagement		0.925	0.926	0.939	0.689
I feel enthusiastic when purchase fashion cultural product from online store.	0.839				
When browse or purchase fashion cultural product from online store. I feel happy	0.867				
I make time to think when purchase fashion cultural product from online store	0.797				
Time flies when I am purchase fashion cultural product from online store	0.829				

I share my ideas with my friends or family to purchase fashion cultural products from online stores	0.813				
I seek ideas or information when purchase fashion cultural product from online store	0.844				
I say positive things about purchase fashion cultural products from online stores to other people	0.822				
Purchase Intention		0.905	0.905	0.940	0.840
I would purchase fashion cultural product from online store to meet my shopping needs.	0.919				
I would purchase fashion cultural product from online store to handle my future shopping needs.	0.929				
I would strongly recommend others to purchase fashion cultural product from online store.	0.902				

Table 4 Result and Discriminant Validity

	Consumer Engagement	Digital Marketing Mix	Purchase Intention
Consumer Engagement	**0.830**		
Digital Marketing Mix	0.771	**0.780**	
Purchase Intention	0.769	0.711	**0.917**

2. Structural Model and Hypotheses Testing

The results of bootstrapping were used to test the hypotheses. The table indicates that the Original Sample (O) value is 0.291, with a T Statistic of 4.223 (>1.96) and a P Value of 0.000 (<0.005), demonstrating that the Digital Marketing Mix has a positive and significant impact on Purchase Intention. Furthermore, the Original Sample (O) value of 0.771, with a T Statistic of 20.406 (>1.96) and a P Value of 0.000 (<0.005), shows a direct positive and significant effect of the Digital Marketing Mix on Consumer Engagement. The Original Sample (O) value of 0.545 with a T Statistic of 8.381 (>1.96) and a P Value of 0.000 (<0.005) shows that Consumer Engagement has a direct positive and significant effect on Purchase Intention. Lastly, the Original Sample (O) value of 0.421 with a T Statistic of 7.615 (>1.96) and a P Value of 0.000 (<0.005) indicates that there is an indirect positive and significant effect of Digital Marketing Mix on Purchase Intention through Consumer Engagement. These results indicate that Consumer Engagement plays a significant mediating role in the relationship between Digital Marketing Mix and Purchase Intention.

Table 5 Hypothesis Testing

Variabel	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Digital Marketing Mix → Purchase Intention	0.291	0.292	0.069	4.223	0.000
Digital Markrting Mix → Consumer Engagement	0.771	0.770	0.038	20.406	0.000
Consumer Engagement →Purchase Intention	0.545	0.544	0.065	8.381	0.000

Digital Marketing Mix → Consumer Engagement → Purchase Intention	0.421	0.419	0.055	7.615	0.000

DISCUSSION AND IMPLICATION

The findings from the structural model and hypothesis testing provide comprehensive insights into the relationships between Digital Marketing Mix, Consumer Engagement, and Purchase Intention within the context of online purchases of cultural fashion products. The analysis shows that the Digital Marketing Mix exerts a significant positive influence on both Consumer Engagement and Purchase Intention.

Firstly, the direct relationship between Digital Marketing Mix and Purchase Intention is supported by a path coefficient of 0.291, a T Statistic of 4.223, and a P Value of 0.000, all of which indicate a statistically significant impact. This suggests that the implementation of effective digital marketing strategies, which may include aspects such as high-quality product offerings, attractive promotional campaigns, competitive pricing, and the use of various online channels, directly enhances consumers' likelihood of purchasing cultural fashion products. The significance of this relationship underscores the importance of optimizing digital marketing elements to directly influence consumers' purchasing decisions. Furthermore, the results of this study are consistent with the findings of Iqbal M. (2023), who found a significant relationship between marketing mix and purchase intention, and with Sullistijono (2019), who demonstrated that the digital marketing mix has a significant simultaneous effect on purchase intention, further reinforcing the critical role of strategic marketing in driving consumer behavior. Secondly, the Digital Marketing Mix shows an even stronger direct effect on Consumer Engagement, with a path coefficient of 0.771, a T Statistic of 20.406, and a P Value of 0.000. This substantial influence highlights that digital marketing strategies are crucial not only for driving sales but also for fostering deeper consumer involvement. Elements of the marketing mix, such as the uniqueness of the products, local identity, and ease of access through digital platforms, are likely to enhance consumers' emotional and cognitive engagement with the brand. This engagement is vital as it reflects consumers' enthusiasm, happiness, and active participation, such as sharing experiences and providing feedback, which are essential for building a loyal customer base. This finding is consistent with the study by Habib et al. (2022), which reveals that digital marketing practices have a significant influence on consumer engagement.

The analysis also reveals that Consumer Engagement has a significant and positive direct impact on Purchase Intention. With a path coefficient of 0.545, a T Statistic of 8.381, and a P Value of 0.000, the results confirm that higher levels of consumer engagement significantly increase the likelihood of consumers making purchases. This relationship suggests that when consumers are more engaged feeling enthusiastic, satisfied, and involved in the brand's activities they are more likely to translate this engagement into actual purchase behavior. This finding aligns with the study by Toor et al. (2017), which also found that consumer engagement is positively related to consumer purchase intention.

Moreover, the mediation analysis indicates that Consumer Engagement plays a critical mediating role in the relationship between Digital Marketing Mix and Purchase Intention. The indirect effect, represented by a path coefficient of 0.421, a T Statistic of 7.615, and a P Value of 0.000, confirms that a portion of the influence that digital marketing strategies have on purchase intention operates through enhancing consumer engagement. This finding emphasizes that while digital marketing can directly drive purchases, its effectiveness is significantly amplified when it also succeeds in engaging consumers on a deeper level. Therefore, brands that can effectively engage their customers through well-crafted digital marketing strategies are more likely to see increased purchase intentions. This conclusion is supported by previous studies, which also found that consumer engagement serves as a mediator in the relationship between digital marketing and purchase intention (Kaihatu, 2020; Toor et al., 2017).

The findings of this research have significant implications for Yogyakarta's cultural fashion industry. By leveraging the region's rich cultural identity in digital marketing strategies,

local businesses can enhance consumer engagement and drive sales both locally and potentially expand consumer engagement to international markets. Emphasizing the uniqueness and cultural significance of Yogyakarta's fashion products can create stronger connections with consumers, particularly those who have visited the region.

Moreover, optimizing e-commerce platforms like Shopee and Tokopedia plays a vital role in digital marketing strategies. By integrating various techniques and tactics, businesses can effectively increase traffic and engagement, particularly among a wider audience (Purnomo, 2023). Supporting local artisans and SMEs through digital literacy and marketing initiatives with help of technical assistance and knowledge transfer can further enhance the industry (Umboh & Aryanto, 2023). Additionally, incorporating cultural fashion into Yogyakarta's tourism strategy can foster sustainable growth and benefit the local economy, ensuring that Yogyakarta continues to be a prominent center for cultural fashion in Indonesia.

As mentioned earlier, similar studies have been conducted both internationally and domestically; however, this study is unique in that it focuses specifically on Yogyakarta's cultural fashion products. This more specific case study provides valuable insights that have not been extensively explored before. Moreover, the demographic findings from this research can help SMEs and the government better understand and map out their online consumer base, enabling more targeted and effective marketing strategies.

CONCLUSION

In conclusion, this study highlights the importance of a well-crafted digital marketing strategy and strong consumer engagement in influencing the purchase intentions of cultural fashion products from Yogyakarta. The findings reveal that an effective Digital Marketing Mix significantly enhances both Consumer Engagement and Purchase Intention, with consumer engagement playing a crucial mediating role in this relationship. For businesses in Yogyakarta, this highlights the need to emphasize the unique cultural identity and quality of their products through targeted digital marketing efforts, which can directly drive consumer interest and purchasing decisions.

These insights demonstrate that the strategic application of digital marketing not only drives sales but also plays a pivotal role in preserving and amplifying the cultural significance of Yogyakarta's fashion products, ensuring they resonate with both local and global audiences.

The study also emphasizes the importance of optimizing the online shopping experience, particularly on popular e-commerce platforms like Shopee and Tokopedia, which are preferred by the target demographic. By ensuring that cultural fashion products are not only accessible but also promoted effectively through engaging digital content, businesses can strengthen their market presence and appeal to a wider audience.

Furthermore, the study suggests that local artisans and SMEs in Yogyakarta can significantly benefit from enhanced digital literacy and support in implementing these strategies, leading to greater economic opportunities and sustainable growth. By integrating these findings into broader marketing and tourism strategies, Yogyakarta can continue to promote its rich cultural heritage while fostering a thriving market for its cultural fashion products, both within Indonesia and beyond.

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Synergizing for Social Impact: Collaborative Communities Strategies

Malaysian Sector-Specific: Transitioning Climate-Related Disclosures from Voluntary to Mandatory

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ABSTRACT
This conceptual paper aims to explore challenges and opportunities for shifting from voluntary to mandatory climate change corporate disclosures among listed firms in Malaysia which are drawn from the environmentally sensitive sectors representing energy, transport utilities, and plantations. This study adds to the discussion by looking at how stakeholders, legitimacy, and institutional theories affect these disclosures as well as implied understandingof standardized reporting practices in company transparency and sustainability practices. Thisstudy serves as an empirical investigation of the various reading strategies applied and beingpracticed by companies to adapt themselves to the world-surfacing climate impacts, offering valuable insight for businesses and policymakers to facilitate informed decision-making.
Keywords: Climate-Related Disclosure, Sustainability, TCFD, IFRS S2

INTRODUCTION
The reporting practices of climate change in Malaysia have come to shape under institutional and regulatory requirements. There is a remarkable growth in corporate environmental reporting among environmentally sensitive companies which could be due to the obligatory CSR (Fatima et al., 2015; Amar Hisham bin Jaaffar et al., 2018). Nonetheless,the level of detail in disclosure quality remains low across all sectors except construction andplantations (Darus et al., 2018; Haslinda Yusoff et al., 2019). Malaysia has however been in the vanguard of legislation covering climate change mitigation and voluntary disclosure (Kalu Joseph Ufere et al., 2015). Say Keat Ooi and Amran (2018) however states that it requires additional market-driven incentives and explicit green governance mechanisms to enhance reporting quality.

Using reporting frameworks like Task Force Climate-related Financial Disclosure (TCFD)and International Financial Reporting Framework (IFRS) S2 is necessary for good sustainability reporting (Tang, 2023; Ooi & Amran, 2018). Furthermore, Malaysian companies display low compliance with IFRS disclosure requirements (Azmi & English, 2016) and struggle to account for carbon emissions and assess climate risk exposure (Darus et al., 2019). Nevertheless, the awareness of climate change issues is still growing among Malaysian businesses (Ooi & Amran, 2018). Companies can improve the quality of sustainability reporting by developing strategic business cases, setting governance structures or focusing on stakeholder engagement (Selvanathan, 2012).

Sustainability reporting is supported in the regulatory environment of Malaysia including Companies Act 2016 and Malaysian Code on Corporate Governance but lacks appropriate legal obligations (Mustafa Khan et al., 2023). The implementation of the TCFD will improve through a continuous review of climate-related processes and a better understanding of stakeholder needs. (Chua et al., 2022). This paper examines these dynamics, with a

particular emphasis on the need to embrace standardized reporting frameworks such as Task Force on Climate-related Financial Disclosures (TCFD) and International Financial Reporting Standards (IFRS)S2. This study is an effort to suggest a clearer path forward for those companies; by considering the greatest risk borne and handling difficulties evanesce at key economic sectorshence reflecting on Malaysia's sustainability journey.

THEORETICAL FRAMEWORK

There is a theoretical foundation widely recognized that shapes a perspective on how external pressures bear upon corporate practice. The literature highlights the growing importance of climate-related disclosures in corporate reporting as stakeholders and institutional mechanisms drive the imperative. Various practices were distinguished regarding the frameworks provided by stakeholder theory, legitimacy theory, and institutional theory (Sun et al., 2022; Lakhani & Herbert, 2022). Institutional investors, especially signatories to the Principles for Responsible Investment have a substantial impact on climate-related disclosure (Azuma & Higashida, 2024; Cotter & Najah, 2012). The Carbon Disclosure Project acts as an example of promoting transparency, though its effectiveness in providing valuable information has been subject to debate (Kolk et al., 2008). Fedorova and Martynova (2021) indicate that disclosure levels are positively related to firm size, industry classification, and emissions while state ownership has a negative impact. Furthermore, integrated reporting is considered as a solution to align financial and sustainability disclosures (Galeone et al., 2023). However, challenges persist in crafting consistent and decision-useful climate-related disclosures (Hahn et al., 2015).

Stakeholder Theory

Organizational accountabilities to a range of stakeholders including investors, regulators,and NGOs, who provide pressure based on the stakeholder theory, challenging corporations' climate change related disclosures (Haque & Islam, 2015; Haque & Islam, 2012). In the literature, institutional investors and government regulators are found to be key stakeholders in encouraging corporate climate change accountability (Haque & Islam, 2015; Chithambo et al., 2021). Stakeholder pressure and corporate responsiveness to institutional investor expectations are associated with the quality of greenhouse gas (GHG) emissions disclosures (Cotter & Najah, 2012; Liesen et al., 2015). Liesen et al. (2015) state that it may be the case that stakeholder pressure which influences whether GHG emissions disclosures occur do not guarantee such information to be comprehensive. Guenther et al. (2016) indicate that the association between stakeholder pressure and climate-related disclosure is moderated, by firm level, carbon performance. Both stakeholder theory and institutional theory provide a conceptually relevant framework to examine the influences on sustainability reporting at different levels (Herold, 2018; Omran & Ramdhony, 2015).

Legitimacy Theory

Based on legitimacy theory, companies are supposed to meet the prevailing social norms to retain their status without which they may not be able to achieve all their other objectives. Annual report environmental disclosures operate as a strategy for firms to acquire, retain or repair their legitimacy (Jupe, 2005). It is even more relevant, for example, in environmentally sensitive industries (Savage et al., 2001; Campbell, 2003). Companies may increase their voluntary environmental disclosure practices when they deal with environmentally unfavourable news or seek to indemnify themselves (O'Donovan, 2002). These disclosures are purportedly to change the perception of stakeholders and reflect corporate hard work and commitment towards environmental preservation (Mousa & Hassan, 2015). The theory argues that as societal expectations and legitimacy threats occur, companies will adjust their disclosure practices (Campbell, 2003; Tilling, 2004). Although there are insights to be gained from the legitimacy theory of corporate environmental reporting, some researchers call for this to be further refined and developed (Tilling, 2004).

Institutional Theory

Institutional theory posits that different types of pressures will influence corporate behavior, regarding climate-related disclosures. Companies may be forced to adhere to specific publication practices due to coercive pressures (Badar Latif et al., 2020; Dhanda et al., 2021). Pressure from standards and professional bodies influences (Daddi et al., 2020; Mateo-Márquez et al., 2020) on disclosure quality and adoption of strategy climate-based. Mimetic pressure pushes companies to copy the best approaches in this field (Jarosz Wukich et al., 2023; Posadas et al., 2023). These institutional forces articulate that companies must disclose climate-related information, due to differing impacts across different contexts. In developing markets and economies, environmental issues are merely focused (Gás, 2016). In some sectors, the means of influence are found to be more effective than others (Posadas etal., 2023; Hasan & Islam, 2021), and within a sector, even one type can be experienced as an overriding pressure. In conclusion, institutional pressures significantly encourage corporate climate-related disclosure practices and strategies

KEY FINDINGS

Sector-Specific Challenges

Companies should be encouraged to prepare climate-related disclosures. While environmental disclosure practices among Malaysia`s environmentally sensitive industries have improved, they remain limited. Studies reveal low to moderate levelsof environmental disclosure quality, with only 45.42% of companies disclosing environmentalinformation (N. Azman, 2020). The implementation of mandatory corporate social responsibility reporting in 2007 led to some improvements in disclosure quality, particularly inquantitative information (A. Fatima et al., 2015). However, green governance practices and disclosures remain minimal (N. Ahmad, 2020). Notably, government-linked companies do not significantly differ from non-government-linked companies in their environmental reporting practices (Norsyahida Mokhtar & Maliah Sulaiman, 2012). The plantation industry, in particular, shows low levels of environmental risk disclosure (Haslinda Yusoff et al., 2019). Overall, environmental reporting in Malaysia is still early stages, requiring more effective regulatory scrutiny to increase awareness and compliance (T. Ong et al., 2016).

As in energy sector, Malaysia encounters numerous difficulties in achieving sustainability while lowering greenhouse gases. Malaysia has started using an emission-free plan by increasing carbon emissions by 45% by 2030 compared to 2005 levels(Susskind et al., 2020). However, the power sector also relies on coal utilization in energy production, and its consumption is expected to increase to 66% by 2023 (Babatunde et al., 2018). Thus, according to Ghosn et al. (2024) and Ong et al. (2011), Malaysia began exploring renewable-based energy derived from solar, wind, factors, bioenergy, and hydropower. In addition, palm oil biomass is a potential substitute for power generation from coal biomass (Zamri et al., 2022). Buildings account for the second-largest share of total energy consumption, at 13%, presenting significant potential for improving energy efficiency (Begum et al., 2010). However, this also presents challenges, including economic hardship, viability and technological limitations, and poor standard guidelines and energy efficiency legislation (Mahyuddin, 2013; Ooi & Amran, 2019).

The utilities sector in Malaysia faces significant challenges in integrating climate risks into business strategies due to its reliance on natural resources and essential services (A. Al-Amin & W. Filho, 2011; Ooi & Amran, 2019). Moreover, there are several operational challenges in managing renewable generation through grid integration and policy recommendations include active roles for the regulatory bodies (Nor Zanariah Zainol Abidin & J. Ibrahim, 2015). Generally, a holistic framework is necessary to attain efficiency in climate risk management applied in the utility sectors of Malaysia (Kamarulazizi Ibrahim et al., 2016).

Malaysia is a major contributor to Carbon Dioxide (CO_2)emissions, particularly from the transportation sector, which accounts for approximately 28% of the country's total GHGs emissions, with road transport responsible for 85% of that share (Mustapa & Bekhet, 2018). They noted that the sector plays a main role in Malaysia due to its substantial contributions

from fuel consumption, distance traveled, fuel efficiency, and fuel prices (Mustapa & Bekhet, 2018). As Solaymani (2022) points out, urbanization and carbon intensity of energy are long-term factors affecting these trends. The preventive measures for reducing emissions include improving vehicle energy efficiency and using electric and public transportation (Kondo & Kutani, 2018). However, actions currently undertaken might be inadequate to attain the desired reduction levels, necessitating more effective strategies for low-carbon development in the transportation sector (Ghadimzadeh et al., 2015; Indatiet al., 2013). Sustainable urban development can be fostered by adopting low-carbon technologies and enhancing public transportation systems (Solaymani, 2022).

The plantation sector in Malaysia suffers from significantly inaccurate reporting on environmental impacts, especially forest loss and possible biodiversity (Gopal et al., 2023). The expansion of palm oil production has led to massive-scale deforestation and endangered endemic species, thus leading to increased atmospheric greenhouse gases (Selvakumar & Apani, 2015; Århem, 2011). There are concerns about over-reporting forest areas by incorporating non-forest tree categories and underestimation of deforestation rates (Ravindranath et al., 2014). While improved accountability of these companies is demonstrated over time, more transparent and detailed reporting will be required(Abdullah et al., 2019). Better coordination between public policies and private initiativesis essential for addressing the sustainability of palm oil, given its complex global value chain and long-distance impacts on environmental variables (Pacheco et al., 2017).

Overall, the adoption of standardized reporting frameworks presents a valuable opportunity, highlighting the need for environmentally sensitive industries to adhere to the current IFRS S2 framework. This alignment will enhance their climate-related disclosures, meet regulatory demands, and contribute to Malaysia's broader sustainability goals.

Sector-Specific Opportunities

While each sector faces unique challenges in adopting mandatory climate-related disclosures, the complexity of these challenges varies among different industries. Consequently, these challenges also present opportunities for innovation. Companies should consider adopting standardized reporting frameworks such as IFRS S2 to enhance transparency.

Companies from the energy sector should be actively involved in transitioning to renewable energy sources. Governments can facilitate this shift through incentives that promote energy efficiency (Stangeland et al., 2006). Carbon capture and storage (CCS) offers a viable short-term strategy for reducing emissions from existing fossil fuel sources (Rashid et al., 2020; Mammadov & Mammadzade, 2024). Governments should often consider evaluating large-scale alternative technology for the currently viable andvariety ranging as credit with either technology-risk (Siddiqui & Fleten, 2009). Addressing social and economic challenges, such as transitioning from coal to renewable energy, can lead to cost-effective government support (Huang et al., 2021). According to Ramus (2021), the oil and gas industries can demonstrate the effectiveness of CCUS technologies through practical examples of energy efficiency in both gas and green energy. Government support is crucial to overcoming policy hesitancy and providing consistent assistance (Rhodes, 2007).

Utilities companies need to embed climate risk assessment into their enterprise risk management frameworks. Companies are increasingly recognizing climate risks as material issues, but often lack comprehensive understanding and disclosure practices (Georg Weinhofer & T. Busch, 2013; P. Srinivasan & Prabeetha Bolar, 2020). A climate risk management approach should involve stakeholderengagement, multiple lines of evidence, and iterative learning processes (T. Schinko et al., 2016). There is a need to redefine materiality from a broader value creation perspective, including sustainable development impacts (Adam G. Arian & John Sands, 2023). Comprehensive climate action plans can exceed legal requirements, reduce risks, and demonstrate social responsibility (Wyatt Arnold et al., 2022). This concludes that utility companies should go beyond compliance and identify, assess, and ultimately mitigate climaterisks in their activities as recommended by TCFD, the utilization of scenario analysis to determine different future climate conditions and their

potential effects on their infrastructure and service provision

For transportation companies, innovating and leading in their sector can involve creating green logistics practices. Research emphasizes the necessity of reducing emissions in logistics and supply chains (Harrir & SariTriqui, 2022; Kazanç et al., 2021). Implementing comprehensive tracking systems to monitor emissions across the supply chain is recommended for effective decarbonization (McKinnon & Piecyk, 2012; Basyrov, 2021). However, integrating environmental considerations into economic frameworks can be challenging and may require legislative support (Kazanç et al., 2021). Therefore, establishing clear customer reduction targets and adhering to guiding principles can enhance the effectiveness of decarbonization efforts (McKinnon & Piecyk, 2012).

To improve environmental reporting, plantations should implement remote sensing technologies and Geographic Information Systems to monitor current changes in land use. Nowadays, advanced remote sensing technologies including multispectral and radar imaging from satellites such as Landsat, Sentinel, MODIS can provide high-resolution data for accurate forest monitoring (Radočaj et al., 2020; Goetz &Dubayah, 2011). These technologies help track and estimate deforestation patterns,including the assessment of carbon stocks, as well as the analysis of the role of land conversion to obtain agricultural lands for the planting of oil palms (Aik & Ismail, 2020; Sy, 2016). To enhance the accuracy of deforestation detection and land use change analysis, researchers have elaborated several methods to process satellite data, including vegetation indices and classification algorithms. This information is essential for policymakersin developing effective strategies for forest preservation and sustainable land management (Nelson & Hellerstein, 1997).

These are many of the opportunities to be considered from standardized reporting frameworks and each highlights the valuable contribution these sectors make to Malaysia's sustainable future. Demanding higher levels of disclosure-related practices, these sectors not only prove to be fulfilling the requirements but also increase their competitive advantage in the long run. More generally, this shift can drive innovation and expansion of CSR practices across all sectors.

CONCLUSION

In summary, the move towards mandated climate-related disclosures is both a challengeand an opportunity for the major sectors of Malaysia. Using the theoretical insights and practical strategies in this paper, firms will be able to move successfully through that transition in contributing both corporate transparency and reinforcing sustainability leadership globally, especially in this country. There is a growing trend toward climate-related disclosures whichare more beneficial for public transparency and sustainable investment, particularly in industries whose activities can have significant impacts on the environment such as energy, utilities, transportation, and plantations. The frameworks of IFRS S2 referred to in this paper would provide much better climate risk measurement and management tools for companies as such. Serving as an important part of the broader environmental sustainability conversation and aiding through transitioning to higher stakeholder expectations arising from increasingly present regulatory requirements while demonstrating genuine industry stewardship.

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Synergizing for Social Impact: Collaborative Communities Strategies

An Investigation Into Housing Affordability Versus Market Demand In Kota Kinabalu, Sabah

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ABSTRACT
The challenge of housing affordability continues to impact communities, intersecting with economic, social, and policy-related factors. Despite the rapid expansion of Malaysia's housing sector, affordability is on the decline. The escalating prices of homes carry broader socio-economic consequences, impacting the ability of homebuyers to secure housing. This research investigates the interplay between housing affordability and market demand in Kota Kinabalu, Sabah, from the perspective of homebuyers, identifying key factors influencing their purchasing decisions. Employing a Quantitative Approach for data gathering and analysis, the study reveals through descriptive analysis the most significant factors, as indicated by mean scores. Pearson's correlation analysis substantiates a positive and meaningful association with the elements affecting homebuyers' preferences for affordable housing. The comprehensive discussion synthesizes the findings, emphasizing financial considerations, future projections on affordability, and market-influencing factors as pivotal in the home purchasing process. Since the target communities are within Kota Kinabalu, the findings will be limited to this area and cannot be generalized to other districts in Sabah. Additionally, the sample size will be relatively small. Moreover, this study recommends expanding future research beyond Kota Kinabalu to include more districts in Sabah and increasing the sample size to gain a broader and more comprehensive understanding of housing affordability and market demand factors. This study's importance lies in enhancing the understanding within homebuyer communities of the various factors contributing to housing affordability and acknowledging the current market demand's role in facilitating the acquisition of affordable homes in Kota Kinabalu, Sabah.
Keywords: Housing Affordability, Market Demand, Kota Kinabalu

INTRODUCTION
A home is fundamental to our sense of security, providing a sanctuary from the world's uncertainties. It's more than just a structure; it's a private haven for individuals or families, a place for gathering, daily living, and comfort. Sani (2021) emphasizes the significance of homeownership, which also symbolizes financial stability and personal achievement. While many purchase homes for shelter, others view it as a strategic investment. The diversity of wealth and income in society is reflected in the variety of homes available, differing in design, size, and material, leading to a spectrum of prices and features. Despite being a valuable asset, acquiring a home is increasingly difficult due to rising costs and economic barriers. Sani (2021) notes that first-time buyers and those with limited budgets face particular challenges in finding affordable housing. Musaddad et al. (2022) suggest that affordability is often gauged by one's financial capacity to balance housing costs with other essential expenses.

The issue of affordable housing has been extensively researched on a global and national scale, with a particular emphasis on large cities such as Kuala Lumpur and other areas in Peninsular Malaysia. In Sabah, there are particular difficulties like increased construction expenses and logistical obstacles that have not received thorough examination. More specialized research is needed to tackle the increasing affordability crisis caused by unique economic and geographical factors in the region. One important matter that has not been thoroughly investigated is how increasing construction expenses are affecting the affordability of housing in Sabah. While the Sabah Housing and Real Estate Developers Association (SHAREDA) president noted a projected 20% increase in property prices in Sabah for 2023, mainly driven by higher construction costs, there is a shortage of research connecting these cost hikes to real housing affordability. The unique difficulties in delivering supplies to Sabah have been noted, leading to higher construction and logistical expenses, yet the direct effects on homebuyers, especially those in the lower and middle-income brackets, remain unexamined. This objective of this study is to identify the determinants that influence potential homebuyers and the factors driving market demand in Kota Kinabalu, Sabah.

Over the years, the Malaysian government has implemented several initiatives to ensure citizens have access to affordable housing. These measures are part of a broader housing sector that employs market rules to boost efficiency. Malaysia's economy has seen a resurgence, with a 5.5% growth rate, partly fueled by the real estate sector, which, along with other financial services, has significantly contributed to the nation's GDP, as per the 2022 report by the Department of Statistics Malaysia. Property taxes, including Real Property Gains Tax, Stamp Duty, and Quit Rent, form a substantial portion of Malaysia's revenue, aiding in debt reduction, income tax cuts, and increased funding for education. However, the rapid rise in housing prices, outpacing income growth, poses challenges for homeownership. Factors such as technological advancements and construction costs have also escalated housing prices. Consequently, many Malaysians find it increasingly difficult to afford homes, leading to a decreased purchasing ability.

PROBLEM STATEMENT

Affordable housing remains a pressing issue in Malaysia, particularly in urban centres. Sabah, for instance, faces significant challenges in this area, affecting primarily the low to middle-income population. The well-being and quality of life of communities are closely tied to housing affordability, as evidenced by research (Nasir, 2022). In Sabah, the disparity between low household incomes and high property prices has made housing doubly unaffordable. This is particularly true in Kota Kinabalu, where prices exceed those in less urbanized areas. Consequently, research into housing affordability and market demand in Kota Kinabalu is essential. The Second Deputy Prime Minister of Malaysia in 2023 highlighted that federal funding priorities based on population density have contributed to the developmental lag in Sabah and Sarawak. Senator Datuk Noraini Idris (2023) also pointed out that Sabah's development is hindered by ongoing infrastructure issues, which in turn affect economic growth and property prices. Addressing housing affordability is thus crucial for the state government, especially for the lower-income demographic, aligning with global governmental efforts to ensure housing is a fundamental human need (Nasir, 2022).

The COVID-19 pandemic has had a profound impact on various industries worldwide, including Malaysia's economy and construction sector. The housing market, particularly in development, has been adversely affected, leading to delays and resource wastage (Jagun et al., 2022). This slowdown has also influenced real estate growth and made housing less affordable, affecting the quality of life and the nation's economic framework (Rameli et al., 2023), as evidenced by rising prices in Kota Kinabalu post-pandemic.

In Malaysia, B40 and M40 groups struggle with housing costs, notably in Kota Kinabalu where prices exceed those in less urban areas (Tan, 2021). This has made it difficult for some to relocate or buy homes near work, escalating living expenses. Rising goods and services costs, without income growth, can force many to settle for less desirable homes (Olanrewaju & Woon,2017). Kota Kinabalu's housing prices have soared with Malaysia's economic growth.

The 2022 inflation spike to 3.4% further strained affordability, as higher interest rates mean costlier home loans. Economic downturns could worsen this, impacting the ability to obtain housing loans, as noted by Dato Eu Hong Chew in 2022. Table 1 shows the mean of monthly household gross income and consumption expenditure of several districts situation in Sabah in 2022 (Department of Statistics Malaysia Report, 2023).

Table 1 The mean of monthly household gross income and consumption expenditure of several districts in Sabah.

Mean of Monthly Household Gross Income and Consumption Expenditure		
District	**Monthly Household Gross Income (RM)**	**Household Consumption Expenditure (RM)**
Tawau	6,315	3,118
Kota Kinabalu	8,388	4,427
Sandakan	6,030	3,315
Penampang	7,491	4,194
Papar	5,980	3,494

Table 1.1 reveals that in Kota Kinabalu, the average monthly income is RM 8,388, yet spending reaches RM 4,427, nearly 50%. High living costs in Kota Kinabalu contribute to significant financial commitments, impacting the affordability of housing.

In Sabah, a less affluent region of Malaysia, most residents find housing unaffordable, even at lower prices. This is reflected in the slow economic recovery and job market, as noted by former economic minister Dato' Sri Mustapa Mohamed and a World Bank report (Nicholas, 2022). One of the Malaysian government agencies, the Syarikat Perumahan Negara Berhad (SPNB) indicates that prices for low-cost homes begin at RM75,000. In Kota Kinabalu, Sabah's capital, the situation is exacerbated by its status as a development hub, leading to higher housing costs despite the lower average household income compared to Peninsular Malaysia.

Figure 1 The median price of residential housing in Kota Kinabalu as compared to other Malaysian cities located in other states. Sources: Department of Statistics Malaysia

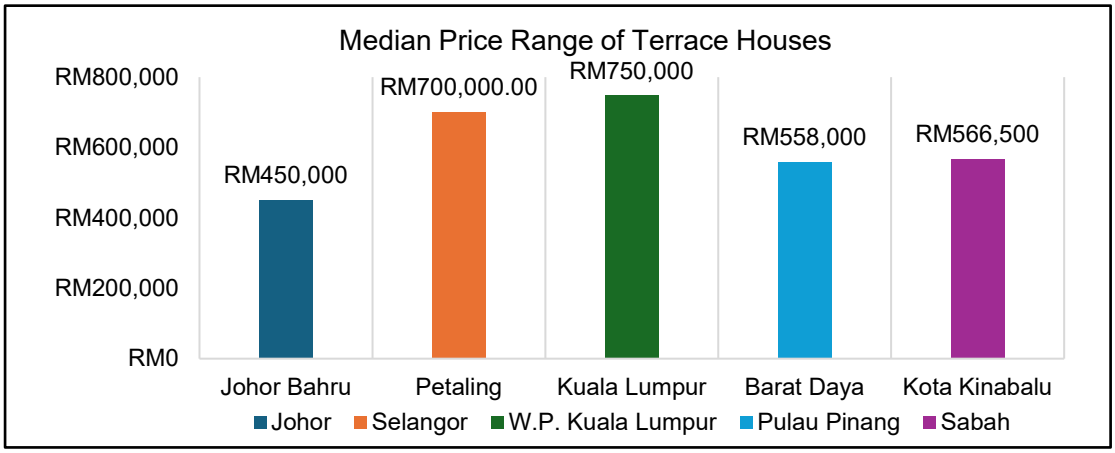


Table 2 The median household income within states in Malaysia.

Median Household Disposable Income		
States	**Income (RM)**	**Overall Ranking Income (All 14 states in Malaysia)**
Johor	5,889	4th
Selangor	8,187	3rd
W.P. Kuala Lumpur	8,259	2nd

Pulau Pinang	5,522	6th
Sabah	3,987	13th

Source: Department of Statistics, Malaysia (2022)

Table 1.2 reveals Kota Kinabalu's housing costs exceed those in Johor and Pulau Pinang. Sabah ranks 13th for median income in Malaysia, yet its capital's volatile property market hinders locals from acquiring affordable homes.

LITERATURE REVIEW

Affordable Housing

Housing affordability is a term that reflects the balance between household income and housing costs, recognizing that some families cannot afford adequate housing without assistance. Affordable housing is thus defined as dwellings that are accessible to lower-income groups without financial strain (Labin et al., 2014). This concept contrasts with the acute housing shortages and informal settlements prevalent in developing cities, where housing costs can overwhelm household budgets. According to Awang Besar et al. (2020), financial stability enables families to invest in homeownership without the need for prior savings. However, numerous Malaysian households with middle to lower incomes, especially in cities such as Kota Kinabalu, are encountering growing difficulty in affording expenses.

The majority of literature emphasizes income-to-housing cost ratios as the primary indicator of affordability. Yet, this measurement by itself does not comprehensively depict the intricate social and economic influences on affordability. Moreover, although national research has investigated overall patterns in housing affordability, local inequalities, especially in regions like Sabah, have not been thoroughly explored. This difference in prices underscores the importance of examining how local economic and social factors impact affordability, including factors like increased construction expenses and population expansion.

Inflation Rate

Inflation is the increase in prices and services in the market, leading to a currency's diminished purchasing power (Samsir et al., 2023). It affects all nations, though each experienced it differently due to varying currency exchange rates. Higher rates mean more money is needed for buying goods and services. Monitoring inflation is challenging due to its fluctuating nature, which can influence monetary policy decisions (Musarat et al.,2021). Production cost hikes lead to raised prices for both producers and consumers (Tetik & Bari, 2022). Housing markets feel this impact, with raw material costs influencing property prices. To manage inflation, Malaysia's central bank modified the Overnight Policy Rate (OPR). Research indicates a 3.62% inflation rise from 2020 to 2021, attributed to the Covid-19 pandemic, and a smaller 0.9% increase in 2022. Inflation also drives up living costs, affecting budgeting decisions for housing and daily expenses.

Table 3 Inflation Rate in Malaysia by year

Inflation Rate in Malaysia		
Year	**Rate**	**Increase / Decline**
2019	0.66%	< 0.22%
2020	-1.14%	< 1.80%
2021	2.48%	> 3.62%
2022	3.38%	> 0.9%
2023	2.00%	< 1.38%

Source: Bank Negara Malaysia (BNM)

Property Price

Property costs are a pivotal concern, especially as escalating prices reduce affordability for lower-income groups. In urban areas, this issue is pronounced, with property values

significantly shaping homeownership decisions (Zainon et al., 2017). Market trends have seen a steady rise in housing prices, burdening particularly the less affluent youth who struggle with the prospect of higher mortgage repayments due to climbing interest rates (Sani & Nori, 2021). This financial strain often leads to a preference for renting over buying (Amit et al., 2022). The surge in living costs compounds this issue, as noted by Hassan et al. (2021), who correlate the increased cost of living with higher essential goods and services prices. An example is the terrace houses in Kota Kinabalu, which saw a 6.85% price hike in 2022, attributed to population growth and the interplay of land costs and market demand.

Table 4 The housing price index in Sabah and terrace house price in Kota Kinabalu.

All Housing Price Index and Terrace House Price in Kota Kinabalu, Sabah.			
Year	**All housing price index in Sabah**	**Terrace house price in Kota Kinabalu (RM)**	**Increase in Percentage**
2018	178.6	505,178.00	-
2019	178.6	518,668.00	2.67%
2020	180.4	541,929.00	4.48%
2021	184.5	545,091.00	0.58%
2022	192.4	582,410.00	6.85%

Source: Napic (2018 – 2022)

Table 2.4 indicates a steady rise in Kota Kinabalu terrace house prices, with annual increases of 2.67%, 4.48%, 0.58%, and 6.85% from 2018 to 2022, potentially impacting homeownership affordability and housing choices.

Location Of Property

Homebuyers' decisions are significantly influenced by various factors, with the location being paramount (Mohamed et al., 2020; Sani & Nori, 2021). Proximity to work reduces transportation costs and allows more family time, enhancing life quality. Amenities such as healthcare, education, security, and retail stores boost a property's appeal. Additionally, factors like accessibility, neighbourhood quality, traffic, socioeconomic status, and green spaces are vital in the decision-making process. A welcoming community is often the deciding factor for many (Mohamed et al., 2020), as a strategic location minimizes commute times and costs (Sani & Nori, 2021). Consequently, properties in well-equipped, spacious locations see higher demand, underscoring the critical role of location in real estate desirability.

Government Policies

Government policies play a crucial role in shaping the housing market in Malaysia. In recent years, the Malaysian government has implemented various policies to bolster the housing market. These initiatives include the provision of affordable housing and incentives for homebuyers. The theory of the public interest of regulations can be used to the housing market when it is thought that government involvement is necessary to increase market efficiency through the effective distribution of resources and avoid market failure. Masram & Misnan (2019) reported that government intervention is crucial for maintaining checks and balances in the housing market, given the substantial involvement of the private sector in providing housing. Nowadays, the young generation are not capable to afford a house due to their financial issue even though the government have provided a housing programme. The young generation's perception of the efficiency of Malaysian government housing schemes found that, despite several government measures, this generation remains tangled up in financial incapacity causing problems with housing affordability (Faraziera & Liyana, 2018). Therefore, affordable housing can be purchased by low- and middle-income households without putting them in financial hardship through regulation over house prices and the provision of financial aid.

Supply and Demand Balance

The fundamental economic principle of supply and demand suggests that an increase in demand should lead to an increase in supply. In a perfect economic equilibrium, the market would naturally respond to the growing demand. However, in an imperfect market influenced by other forces, issues such as inadequate supply may arise (Masram & Misnan, 2019). Frequently, there is an imbalance between supply and demand, with demand often exceeding supply, particularly for housing in the lower income bracket. This is attributed to the profit-oriented nature of private developers, who often prioritize the development of high-cost or luxury housing for greater profit margins. (Masram & Misnan, 2019). This heightened demand puts upward pressure on housing prices, ultimately reducing affordability for prospective buyers. When there is a high demand for housing coupled with a low supply, it can lead to an increase in property prices, ultimately making housing less affordable for potential buyers (Shaojian et al., 2018). Since there is a fixed supply of housing and property developers find it difficult to meet the growing demand, housing prices increase as a result of increased demand (Aretis & González, 2013). Besides that, the increasing population in a nation can create an imbalance between supply and demand, with demand surpassing the available supply.

METHODOLOGY

This research utilizes a quantitative approach to investigate the elements that impact the affordability of housing and market demand in Kota Kinabalu, Sabah. Data was collected from a group of prospective homebuyers in the area using a descriptive survey approach. The survey layout enables the methodical gathering of numerical data, which was examined to uncover patterns, connections, and crucial factors influencing housing choices. In conducting the research, the researcher has to collect the relevant information through a journal, article, review from past research and the data from survey questionnaires. The research employed convenience sampling, a non-probability sampling technique, to gather participants from the homebuyer population in Kota Kinabalu. This method was selected because respondents are easily reachable through online platforms, enabling prompt data gathering. Although the findings may not be applicable to a broader population, using this approach was a useful way to collect data from a particular group of people looking to buy homes in Kota Kinabalu. Criteria for inclusion were set up to make sure that participants were either present homeowners or people actively looking to buy a house in Kota Kinabalu. The criteria were not strictly followed in the initial design but were improved in the data analysis phase to only include respondents who fit the target demographic.

Data Collection

Data was gathered through a self-administered internet survey shared via *WhatsApp*, aiming at housing communities and groups associated with Kota Kinabalu. The Google Forms-based survey was created and shared through social media and *WhatsApp* groups. Participants were asked to take part in the study willingly. Therefore, the survey questionnaires were conducted to collect the data of the respondents on the perceptions of housing affordability and the market demand in the area. All respondents were asked the same sections of questions. Since the target respondents are among the potential homebuyer communities within Kota Kinabalu, the search of the data was limited and scoped only to the area. It cannot be generalized to all districts in Sabah as the result differs from the population context of the homebuyer communities within the proximity. The survey tool included a organized questionnaire with various parts, each aimed at evaluating particular aspects of housing affordability and market demand. The survey was created using information from previous studies on affordable housing and was improved with input from experts to guarantee clear and relevant questions. The final version of questionnaires was divided into various sections such as demographic information, housing affordability, market demand, and financial stability. Additionally, data gathered from the conducted surveys was examined through descriptive and inferential statistical techniques. Descriptive statistics, including average values, variation measures, and distribution frequencies, were computed to condense the information and offer understandings about the characteristics and views of survey participants.

RESULT AND DISCUSSIONS

Analyzing descriptively is crucial to start comprehending the components influencing housing affordability and market demand status among participants. The main objective of this study is to determine the elements that influence buyers in their decision to buy homes. This study initially utilised descriptive analysis to investigate the distribution, trend, and dispersion among 232 respondents in Kota Kinabalu, Sabah. The study also outlines the primary statistical measures such as mean, standard deviation, and total average for each factor related to housing affordability and market demand status. These measurements give a broader perspective of the general patterns by helping analyze the central tendency and variability of the data.

i. Factors that affect homebuyers on housing affordability

Table 6 (a) Mean score for factors that affect homebuyers on housing affordability

Code	Factors that affect homebuyers on housing affordability	Mean
HB1	Affordable housing is very important to lower-income groups.	4.42
HB2	I am concerned about the cost of housing.	4.49
HB3	I believe my household income meets my housing needs.	4.32
HB4	I believe that the price of housing in Kota Kinabalu is expensive.	4.45
HB5	The government should develop more housing affordability.	4.50
Average		**4.44**

Findings in Table 6 (a) showed two mean scores stand out at 4.49 and 4.50. The majority of people are highly worried about housing expenses and feel that the government should create more low-cost housing options. This demonstrated that most of the participants are aware that the expense of constructing a house is high, which is why they are concerned about the cost of housing. Additionally, the mean score averages at 4.42 for the statement "*Affordable housing is crucial for the lower income group*" and 4.45 for "*I think housing prices in Kota Kinabalu are high*". Lower-income group individuals believe that housing affordability is crucial as it is a fundamental necessity for their families to have a secure and suitable place to live. Furthermore, the majority of participants also think that the high cost of housing in Kota Kinabalu is a result of the city's economic development and the rising prices of construction materials. Nonetheless, the smallest average rating in the chart is 4.32, indicating that most participants feel that their household income adequately covers their expenses. Most of the participants feel their income is sufficient for buying a house, but some still struggle to meet their household expenses with their income. The insecurity may result from the shaky economy, uncertain job market, and potential future inflation. The main factor influencing homebuyers' decision to buy a house is the variables at play.

II. FACTORS INFLUENCING ON HOUSING MARKET

Table 6 (b) Mean score for factors influencing on housing market

Code	Factors influencing on housing market	Mean
HA1	I believe the impact of economic growth in Sabah influences housing affordability.	4.37
HA2	The current real estate market conditions influence housing affordability.	4.37
HA3	I believe land scarcity contributes to the rising cost of housing.	4.43
HA4	I believe that population growth impacts housing affordability.	4.42
HA5	The material cost of construction affected the affordability of new housing development.	4.47
Average		**4.41**

Based on the outcome displayed previously in Table 6 (b), there are two identical lowest average scores, both at 4.37. The people thought that the factors affecting housing affordability were the result of the economic growth in Sabah and Malaysia. They were also of the opinion that the affordable housing market is affected by the current real estate market. This indicated that most of the participants were in agreement with the variables provided to them. Furthermore, the mean scores for this factor average are 4.43 and 4.42, indicating only a slight difference. The respondents think that the scarcity of land and the growth of the population affect the cost of housing, particularly its affordability. In Kota Kinabalu, the available land for housing development is diminishing as more developments are being constructed.

The rise in population in Kota Kinabalu leads to a higher need for housing as more people will require shelter for their families. Furthermore, there was a consensus with a mean score of 4.47 that the expense of construction materials was a key factor influencing the feasibility of new housing projects. This demonstrates that the participants are highly content with the way the construction material expenses have impacted the housing situation. Hence, individuals aiming to become first-time homebuyers will face obstacles due to the rising housing prices influenced by the country's economy. These factors affecting the affordability of housing influence the choices made by homebuyers when buying a home.

iii. Factors influencing on market demand of homebuyers

Based on the findings presented earlier in the Table 6 (c), most of the participants prioritize amenities as a key factor when deciding to buy a property, with a top average score of 4.45. This shows that the participants understand the significance of amenities and requirements when buying a home. In addition, most survey participants also feel that the property's location plays a vital role in their decision to buy a home. Moreover, the mean score for this factor is 4.36, indicating the belief that the population growth in Kota Kinabalu influences the demand for housing. According to the research referenced earlier, the rise in population will result in many people in need of housing for their families. The mean score of 4.38 is not the highest among the top scores, indicating that the market demand of a property can be influenced by the specific neighbourhood. As homebuyers look for peaceful, welcoming, and secure neighbourhoods, the demand for housing will rise, leading to an indirect increase in house prices.

Furthermore, the following average scores are 4.40 for "*I think the location of a property is crucial in making a homebuying decision"* and 4.43 for "*I believe that the size and layout of housing is key in housing affordability*." The respondents think that the location is crucial when choosing a desired property, but there are limited choices for affordable housing. When it comes to dimensions and design, homebuyers have the authority to select a house based on their preferences, regardless of affordability, since they are the ones who will reside in the residence. Nevertheless, the participants did not have high expectations for property size and layout when choosing a home to buy, as it received the lowest average score of 4.34. This indicated that the respondents are not too picky about size and layout when buying a house, but they consider size and layout very important in terms of housing affordability. This shows that the participants have high expectations regarding the design and dimensions of the low-cost homes. Therefore, the demand in the market from homebuyers can impact their decision to buy a house.

Table 6 (c) Mean score for factors influencing on market demand of homebuyers

Code	Factors influencing on market demand of homebuyers	Mean
MD1	I believe the location of a property is important for a homebuying decision.	4.40
MD2	I believe specific neighbourhoods influence the market demand of homebuyers.	4.38
MD3	I believe that the growth of population in Kota Kinabalu affects the demand for housing.	4.36
MD4	Amenities are crucial for homebuyers when considering to purchase a property.	4.45
MD5	Property size and layout are important for homebuying decisions.	4.34
MD6	I believe when it comes to housing affordability, the size and layouts of housing is very important.	4.43
Average		**4.39**

iv. Financial Stability

According to the findings in the Table 6 (d), most survey participants agreed that financial stability is incredibly important when buying a home, with a mean score of 4.40 being the highest recorded. This shows that the participants will focus on their financial status when buying a house as those with shaky financial situations will find it difficult after buying a home. Additionally, the study found that while the average mean score is 4.25 - indicating that individuals can meet their basic needs without financial difficulties - there are still some people who struggle to do so. This could influence a person's choice of whether to buy a house or not. Nevertheless, two average scores of 4.35 and 4.36 show minimal variance. On average, the participants felt that their financial status matched their desired level of housing affordability, and they were confident that their financial plans were well-established for the future. This suggests that the respondents, on average, have already made adequate plans for their future. Furthermore, those surveyed who feel confident in their financial situation post-home purchase is 4.22. This suggests a connection between FS1 and FS4, revealing that most respondents feel financially strained after buying a house. It is evident from these findings that maintaining financial stability is extremely important. Several considerations must be considered following the purchase of a home, including mortgages, monthly living costs, and savings for unexpected expenses. Therefore, the stability of finances plays a vital role in influencing homebuyers when deciding to buy a property.

Table 6 (d) Means score for financial stability

Code	Financial Stability	Mean
FS1	I believe financial stability for homebuyers is crucial when purchasing a house.	4.40
FS2	The current financial situation aligns with the affordability of housing in your desired location.	4.36
FS3	I can meet my basic needs without any financial difficulties.	4.25
FS4	I believe the state of my financial resources is stable after purchasing a house.	4.22
FS5	I believe my financial strategy is set for the future.	4.35
Average		**4.32**

v. Future Considerations on Housing Affordability

Findings in the Table 6 (e) showed the majority of respondents strongly agree that focusing on housing affordability in the future is crucial and believe that broader economic trends can impact housing affordability in the future, with average scores of 4.39 and 4.38 shown in the results. This shows that the survey respondents are worried about the future cost of housing as the price of homes rises annually. Additionally, the mean score averages 4.32 and 4.37, demonstrating a high mean score. On average, the survey participants agreed that the government ought to move the development zone in order to increase the availability of affordable housing options. The respondents are highly motivated to have affordable housing for their families. Nevertheless, they also thought that economic factors could influence housing affordability in the future. In Malaysia, a rise in inflation will lead to an increase in both property prices and living costs. Furthermore, "*I think that the affordability of housing in Kota Kinabalu will continue to be reasonable in the future'*, with the lowest average score recorded at 4.02. The fact that material prices vary depending on the economy implies that the participants have a good understanding of construction materials. Currently, the cost of housing has risen, leading respondents to believe that affordable housing will not remain affordable in the future. Hence, future developments should prioritize housing affordability by the government.

Table 6 (e) Means score for future considerations on housing affordability

Code	Future considerations on housing affordability	Mean
FC1	I believe that housing affordability in Kota Kinabalu will remain affordable in the future.	4.02
FC2	The government should relocate to an area with more affordable housing options.	4.32
FC3	I believe that it is important to focus on housing affordability in future developments.	4.39
FC4	I believe that broader economic trends will influence housing affordability in the future.	4.38
FC5	The economic factors may impact housing affordability in the coming years.	4.37
Average		**4.29**

CONCLUSION

The results of this study greatly add to the understanding of the intricate elements affecting prospective homebuyers in Kota Kinabalu, specifically in terms of affordability and market demand for housing. The study explores how financial stability, market conditions, and the ability to purchase homes in the region are connected. The study highlights the significance of government involvement and the creation of affordable housing initiatives, crucial for assisting aspiring homeowners, particularly those in need. The research also highlights the importance of people being knowledgeable about the property market demand before making buying choices. This realization can stop hasty choices and promote deeper thinking about financial security and market patterns. The findings underscore the importance of stakeholders in the real estate sector developing and enforcing policies to tackle the issues of housing affordability. Nevertheless, the study does have its boundaries. It is limited to Kota Kinabalu in terms of geography and includes a relatively small sample size, potentially restricting the applicability of the results. Furthermore, utilizing digital methods for data collection posed challenges that may have impacted the response rate and overall data quality. Ultimately, the study provides important knowledge about the influences on homebuyers in Kota Kinabalu, however, upcoming research needs to broaden the reach and size of the study to encompass a wider variety of areas and larger populations. In addition, using a combination of digital and traditional techniques for gathering data could enhance both response rates and the depth of the data

collected. Improving these constraints in upcoming research will enhance knowledge about housing affordability and market demand, resulting in better strategies to assist homebuyers in Malaysia.

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Synergizing for Social Impact: Collaborative Communities Strategies

Keberkesanan Intervensi Program SULAM Terhadap Pemilikan Harta Tanah kepada Komuniti Setempat: Kajian Kes di Seri Iskandar, Perak

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ABSTRAK
Kepentingan dalam mengenali dan memahami dokumen hak milik harta tanah adalah sangat penting terutama apabila dokumen ini adalah berkaitan dengan maklumat pemilikan dan transaksi harta tanah. Namun tahap pemahaman individu berkaitan dokumen undang-undang tanah ini masih pada tahap yang kurang memuaskan. Jurang kesedaran ini boleh menjurus kepada permasalahan undang-undang seperti pertikaian hak milik, kerugian dan penyalahgunaan tanah. Melalui pendekatan kesedaran dan pendidikan dalam komuniti awam mengenai pemahaman terperinci mengenai item dalam dokumen hak milik masih tidak meluas. Cabaran utama adalah kaedah dan pendekatan penyebaran maklumat yang berkesan yang boleh memastikan masyarakat boleh memahami secara lebih mendalam item dan maklumat yang terkandung dalam dokumen hak milik harta tanah. Objektif utama kajian ini adalah menilai keberkesanan inisiatif khidmat masyarakat SULAM bagi tujuan kesedaran dan pemahaman komuniti awam berkenaan dokumen hak milik serta item dan kandungan dalam dokumen hak milik. Kajian ini bermatlamat mengukur perubahan kesedaran dan kefahaman dalam kalangan komuniti sekitar penduduk Seri Iskandar, Perak berikutan intervensi ini. Kajian ini menggunakan teknik persampelan rawak dan tinjauan soal selidik menggunakan borang soal selidik kepada penduduk menghasilkan 289 respon. Selepas proses pengedaran risalah dan perkongsian maklumat, borang soal selidik akan dikongsikan dan dijawab bagi menilai perubahan dalam pengetahuan dan kesedaran mengenai dokumen hak milik. Analisis kuantitatif deskriptif digunakan bagi mengenalpasti peratusan perubahan dan memberi petunjuk tahap pemahaman dan keberkesanan program SULAM. Dapatan kajian menunjukkan bahawa terdapat peningkatan positif berkenaan kesedaran dan pemahaman selepas mendapat perkongsian ilmu daripada program SULAM ini iaitu peningkatan peratusan komuniti memberi respon bersetuju dan sangat bersetuju melebihi 50%. Kajian ini dapat menyumbang kepada peningkatan pengetahuan komuniti dan juga menilai keberkesanan program SULAM melalui komen dan catatan positif dari kalangan komuniti dan wajar diteruskan dan diperluaskan di kawasan yang lebih meluas.
Kata kunci: Dokumen Hak milik, Undang-undang harta tanah, Khidmat Masyarakat, Komuniti dalam pendidikan.

PENGENALAN
Institusi Pendidikan Tinggi kini telah mengalami perubahan dalam pembelajaran yang ingin diberikan kepada pelajar iaitu beralih kepada pembelajaran secara konvesional kepada pembelajaran yang lebih komprehensif terutamanya dalam mengukuhkan dimensi sosial pembelajaran dan berusaha untuk menggalakkan pembangunan sivik melalui hubungan antara pembelajaran dan keperluan komuniti. Ini kerana berlakunya perubahan aspek moral dan sosial masyarakat (Escofet dan Rubio, 2019; Orillo et al., 2022; Corpuz et al., 2022)

memerlukan kepada institusi memperkenalkan pedagogi kandungan kurikulum pembelajaran berasaskan *Service Learning* bagi mengukuhkan kemahiran para pelajar melalui penyertaan mereka dalam memberi khidmat kepada masyarakat.

Service Learning adalah pendekatan pembelajaran berasaskan pengalaman yang membolehkan pelajar mencapai hasil pembelajaran yang dihasratkan melalui khidmat kepada komuniti (Naufal et al., 2024). Di Malaysia, *Service Learning* atau dikenali sebagai "SULAM" iaitu *Service-Learning Malaysia-University for Society* merupakan salah satu metode pembelajaran masa kini yang memberi pengalaman kepada para pelajar untuk mempraktikkan ilmu pengetahuan yang diperolehi atau dipelajari dalam pembelajaran di dalam bilik kuliah dan dengan ilmu pengetahuan tersebut dikongsi bersama ahli komuniti untuk membangunkan dan melestarikan hidup sosial masyarakat. Menurut Foo et al. (2019), SULAM ini menggabungkan objektif pembelajaran dengan khidmat komuniti dalam menghubung kaitkan antara teori dan praktis dengan tujuan untuk menyelesaikan permasalahan sebenar dalam komuniti dan melahirkan graduan yang holistik, antaranya ialah isu berkaitan dengan kepemilikan harta tanah.

Aliasak dan Sa'ad (2016) menyatakan pemilikan harta tanah merupakan suatu bentuk kemestian bagi setiap individu di mana harta tanah merupakan salah satu daripada keperluan asas manusia untuk pelbagai tujuan yang tidak hanya untuk kepentingan ekonomi tetapi melampaui kepentingan politik dan sosial. Kepentingan dalam mengenali dan memahami dokumen hak milik harta tanah adalah sangat penting terutama apabila dokumen ini adalah berkaitan dengan maklumat pemilikan dan transaksi harta tanah. Menurut Mango et al. (2017) dalam Nurul Amira et al. (2022), bagi mencapai usaha pemuliharaan tanah, elemen sosial, aspek kesedaran dan pemahaman dapat ditentukan berdasarkan ciri-ciri individu dan sosial masyarakat adat terhadap hak pemilikan tanah. Oleh itu, adalah perlu perihal pemilikan tanah difahami dengan jelas dalam konteks identiti, adat, sosial, ekonomi, budaya serta kepimpinan dan pemerkasaan. Ini bagi menghasilkan kesan positif kepada kelestarian hidup serta pemeliharaan dan pemuliharaan tanah supaya kepentingan pemilikan tanah melalui dokumen atau geran pemilikan yang diiktiraf (Nurul Amira et al., 2022).

Kepentingan dalam mengenali dan memahami dokumen hak milik harta tanah adalah sangat penting terutama apabila dokumen ini adalah berkaitan dengan maklumat pemilikan dan transaksi harta tanah. Namun tahap pemahaman individu berkaitan dokumen undang-undang tanah ini masih pada tahap yang kurang memuaskan. Jurang kesedaran ini boleh menjurus kepada permasalahan undang-undang seperti pertikaian hak milik, kerugian dan penyalahgunaan tanah. Hasil kajian yang dilakukan oleh Wickramaarachchi et al. (2021) mendapati antara faktor yang menyumbang kepada pendaftaran hak milik tanah ialah berkaitan dengan kesedaran, kepercayaan dan akses kepada maklumat melibatkan kurangnya pengetahuan dan pemahaman berkenaan pemilikan tanah. Pendekatan kesedaran dan pendidikan dalam komuniti awam mengenai pemahaman terperinci mengenai item dalam dokumen hak milik masih tidak meluas. Cabaran utama adalah kaedah dan pendekatan penyebaran maklumat yang berkesan yang boleh memastikan masyarakat boleh memahami secara lebih mendalam item dan maklumat yang terkandung dalam dokumen hak milik harta tanah. Bagi menggalakkan penglibatan pelajar bersama komuniti, satu aktiviti SULAM telah dirangka dan dijalankan melibatkan para pelajar semester dua, Diploma Pengurusan Hartatanah yang mengambil kod subjek REV 159 Undang-undang Tanah bersama dengan komuniti penduduk perumahan kawasan Perumahan di Seri Iskandar, Perak dengan tujuan untuk meningkatkan kesedaran dan pemahaman komuniti awam berkenaan dokumen hak milik serta item dan kandungan dalam dokumen hak milik.

Menurut Muhammad Asyraf et al. (2021), Kajian berkaitan impak pelaksanaan projek Jalinan Masyarakat kepada komuniti adalah komponen penting bagi menilai keberhasilan hubungan universiti dan komuniti di mana universiti secara tidak langsung dapat memperkasakan keterlibatan universiti dalam projek sosial untuk pemberdayaan komuniti. Namun begitu, kajian akademik berkaitan dengan penglibatan universiti dengan komuniti masih terbatas di Malaysia (Samsul Bahri, 2020; Muhammad Asyraf et al., 2021). Pelaksanaan program SULAM ini memberi impak yang positif kepada para pelajar, ini terbukti melalui kajian yang dilakukan oleh Norsyamlina et al. (2023) ke atas 155 pelajar dari Kursus Amalan

Makanan dan Pemakanan di Universiti Malaysia Kelantan (UMK) menggunakan pendekatan penilaian prestasi berasaskan rubrik mendapati terdapat impak positif ke atas pelajar melalui pelaksanaan program SULAM yang disepadukan dengan kurikulum akademik Pelajar. Kejayaan pelaksanaaan program *Service Learning* sering dinilai berdasarkan hasil pembelajaran yang diperolehi oleh pelajar tetapi kurang kurang perhatian diberikan untuk memahami dengan jelas kejayan program dari perspektif komuniti. Justeru itu, adalah penting satu kajian dilakukan bagi menilai keberkesanan perlaksanaan aktiviti SULAM kepada komuniti penduduk sekitar Seri Iskandar. Objektif utama kajian ini adalah menilai keberkesanan inisiatif khidmat masyarakat SULAM bagi tujuan kesedaran dan pemahaman komuniti awam berkenaan dokumen hak milik. Manfaat pelaksanaan kajian ini dapat membantu para pelajar dalam memperbaiki dan mempertingkatkan kemahiran komunikasi serta kendiri para pelajar semasa proses penyampaian maklumat yang berkaitan hak milik harta tanah kepada komuniti setempat.

KAJIAN LITERATUR

DEFINISI TANAH

Dalam konteks Malaysia, tanah didefinisikan sebagai sebarang permukaan bumi yang meliputi bahan mineral dan bahan organik, di mana permukaan ini sangat memberi peranan yang penting dalam sistem kehidupan manusia, terutamanya dari segi pertanian. Elemen seperti tumbuh-tumbuhan dan air juga termasuk di dalam definisi tanah. Hal ini kerana, tanah berfungsi sebagai medium semula jadi yang terus menyokong dan menjadi tunjang utama pertumbuhan tumbuhan, seterusnya membantu dalam penyediaan bahan makanan. Dari perspektif ekonomi, tanah adalah salah satu daripada tiga cabang utama keperluan asas. Antara tiga keperluan asas utama, tanah merupakan yang paling utama diperlukan oleh manusia sebagai tempat tinggal selain keperluan makanan dan pakaian. Secara alaminya, ketiga-tiga keperluan ini mempunyai hubungan antara satu sama lain bagi menjana satu keperluan lengkap dalam sistem kehidupan manusia (Aliasak dan Sa'ad, 2016). Di Malaysia juga, perihal tanah diuruskan di bawah Kanun Tanah Negara 1965, iaitu satu perundangan bertulis yang dirangka oleh badan eksekutif Malaysia. Di bawah Kanun Tanah Negara 1965 ini, tanah diuruskan dan dijelaskan dari aspek pemilikan dan penggunaan tanah mengikut kepada kategori yang telah ditetapkan. Pengurusan tanah khususnya di Malaysia melibatkan Kerajaan Persekutuan dan Kerajaan Negeri juga. Walaubagaimanapun, menurut Perkara 74 Perlembagaan Persekutuan, hal berkaitan tanah adalah di bawah bidang kuasa Kerajaan Negeri manakala Majlis Tanah Negara pula ditubuhkan untuk membuat penyelarasan dasar penggunaan tanah di semua negeri di Malaysia (Tanah, 2024). Mengikut Seksyen 5 Kanun Tanah Negara, tanah ditakrifkan sebagai:

i. Permukaan bumi dan semua benda yang menjadi permukaan bumi tersebut.
ii. Bumi di bawah permukaan bumi dan segala benda di dalamnya.
iii. Segala tumbuh-tumbuhan dan lain-lain keluaran semulajadi, sama ada atau tidak memerlukan penggunaan buruh secara berkala untuk pengeluarannya, dan sama ada di atas atau di bawah permukaan bumi.
iv. Segala benda yang bercantum kepada bumi atau yang terpasang dengan kekal kepada apa-apa benda yang bercantum kepada bumi, sama ada di atas atau di bawah permukaan bumi.
v. Tanah yang dilitupi air.

(Sumber: (Kanun Tanah Negara 1965, Edisi 2023)

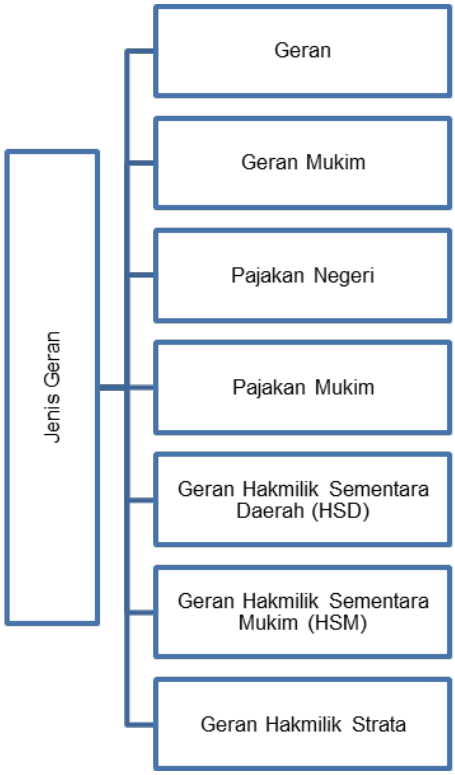
DOKUMEN PEMILIKAN HARTA TANAH

Undang-undang berkaitan tanah di Malaysia telah berkembang dan dipelbagaikan, yang mana ia terdiri dari sumber perundangan Islam, sistem adat, undang-undang Belanda dan Inggeris ketika penjajahan sewaktu dahulu. Terkini, undang-undang tanah Malaysia adalah berteraskan sistem Torrens di mana segala urusan pentadbiran dan pemilikan harta tanah adalah berdasarkan sistem dan prinsip Torrens (Serji et al., 2021). Prinsip ini mementingkan setiap urus niaga yang dijalankan mengikut prosedur yang telus di mana ia memberikan

pendaftaran hak milik yang tidak dapat disoal terutamanya pemilikan harta tanah (Ghani et al., 2016).

Berdasarkan Seksyen 5 Kanun Tanah Negara 1965, “dokumen hakmilik keluaran” bermaksud mana-mana dokumen yang disediakan pihak berkuasa untuk dikeluarkan kepada tuanpunya yang merupakan satu salinan atau cabutan daripada “dokumen hakmilik daftaran” yang turut didefinisikan dalam Kanun Tanah Negara 1965 (Khaled, 2021). Di Malaysia, terdapat beberapa jenis geran yang berkaitan dengan pemilikan harta tanah. Setiap jenis geran mempunyai ciri-ciri dan syarat tertentu yang mempengaruhi hak pemilik terhadap tanah atau harta tanah. Berikut adalah penjelasan mengenai jenis-jenis geran yang utama:

Rajah 1 Jenis Geran di Malaysia



Sumber: (Tanah, 2024)

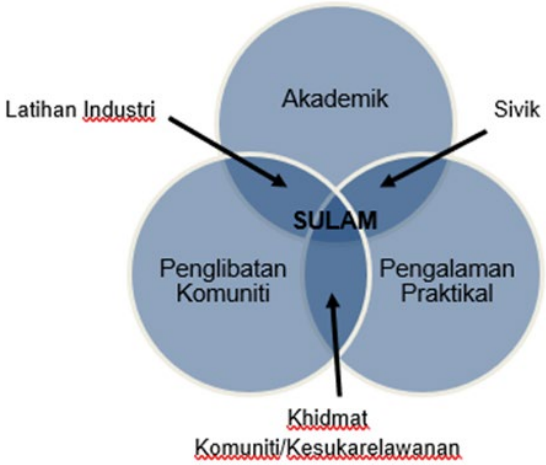
SULAM (*Service-Learning Malaysia- University for Society*)

Service-Learning Malaysia – University for Society, atau singkatannya yang dipanggil SULAM merupakan pendekatan bagi pengajaran dan pembelajaran yang diperkenalkan oleh Kementerian Pendidikan Tinggi menerusi Pelan Pembangunan Pendidikan Malaysia 2015-2025. SULAM mengintegrasikan objektif pembelajaran bersama dengan aktiviti khidmat komuniti. Mengikut laman pautan Universiti Malaysia Sarawak, institusi pendidikan tinggi perlu membuat anjakan pertama di mana inisiatif A1 pelan tersebut perlu memantapkan kurikulum menggunakan *High Impact Educational Practices* (HIEPs). HIEPS ini adalah satu inisiatif yang menggabungkan pembelajaran pelajar berasaskan pengalaman dan penyerapan dalam bentuk keusahawanan di dalam kurikulum mereka (UNIMAS, 2024). Oleh yang demikian, SULAM adalah pedagogi terbaik yang berhasil melibatkan pelajar untuk berinteraksi dengan komuniti dengan menggunakan pengetahuan dan kemahiran yang telah mereka pelajari ketika di dalam bilik kuliah (Minhad dan Abdul Aziz, 2021). Robert Bringle pada tahun 2023 menyatakan bahawa perkembangan pedagogi pembelajaran bersama komuniti ini diperkenalkan melalui beberapa tokoh pelajaran seperti John Dewey. Menerusi filosopi beliau, John Dewey dianggap sebagai antara pelopor dan penaung utama pembelajaran pengalaman dan pendidikan yang berasaskan komuniti (Bringle, 2023).

Di universiti awam, aktiviti SULAM mempunyai nilai kredit yang akan dikira dalam jumlah jam pelajar pada semester semasa itu dan diwajibkan di setiap universiti berkenaan. Pelaksanaan aktiviti SULAM juga berasaskan tiga asas utama iaitu kasih sayang, kebahagiaan dan saling menghormati (UNIMAS, 2024). Aktiviti SULAM ini juga membuka peluang kepada para pelajar untuk belajar dan menggembangkan pengetahuan mereka (Zahidi, 2023).

Selain dari tiga asas utama tersebut, SULAM juga turut menggabungkan komponen penting iaitu komponen akademik, penglibatan komuniti dan pengalaman praktikal pelajar. Dengan ketiga-tiga komponen tersebut, maka terhasilah satu program SULAM yang mencapai kaedah pembelajaran berimpak tinggi melalui inisiatif HEIPs. Hubungan antara semua komponen asas dan hasil dilakar seperti rajah 1.0 di bawah.

Rajah 2 Komponen SULAM di bawah inisiatif HEIPs

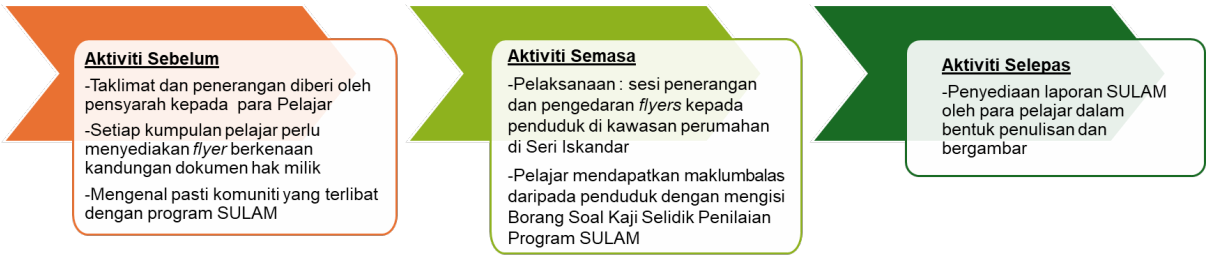


Sumber: (Universiti Putra Malaysia, 2024)

PELAKSANAAN PROGRAM SULAM BAGI SUBJEK UNDANG-UNDANG TANAH

Pelaksanaan program SULAM bagi subjek REV159 melalui 3 fasa seperti yang ditunjukkan dalam Rajah 3 iaitu melibatkan sebelum program, semasa program dan selepas program.

Rajah 3 Fasa Pelaksanaan Program SULAM



KEBERKESANAN PROGRAM SULAM DI DALAM KOMUNITI SETEMPAT

Menurut UNESCO, hubungan antara masyarakat tidak terhad kepada peranan universiti dalam komuniti, tetapi melibatkan kerjasama yang lebih menyeluruh antara universiti dan komuniti, yang mencakup inovasi serta pertukaran kemahiran dan pengetahuan. Melalui penyertaan universiti, komuniti dapat secara tidak langsung meraih manfaat daripada hasil penyelidikan, baik dalam bentuk penciptaan produk mahupun dalam perkongsian pengetahuan dan kemahiran (UNESCO, 2015). Inovasi dalam pengajaran dan pembelajaran adalah penting untuk menyesuaikan pelajar dengan realiti persekitaran kerja sebenar, serta untuk membangunkan kemahiran kebolehkerjaan pelajar sesuai dengan keperluan Revolusi Industri 4.0 dan kemahiran abad ke-21. Pembelajaran berasaskan perkhidmatan juga terbukti berkesan dalam meningkatkan pengetahuan komuniti tentang maklumat dan teknologi terkini yang diperoleh dari pusat pembelajaran pelajar (Zakaria, 2023). Tambahan pula,

pembelajaran berasaskan perkhidmatan menjadi platform untuk mempertingkatkan rasa tanggungjawab, kasih sayang, kewarganegaraan, dan kompetensi, serta proses penyebaran ilmu pelajar kepada komuniti dan negara. Melalui pendekatan program SULAM, pelajar dapat mengasah bakat dan potensi mereka, sekaligus menjalankan tanggungjawab terhadap komuniti melalui pengetahuan dan pengalaman yang berjaya diperoleh ketika melaksanakan pembelajaran berasaskan perkhidmatan terhadap komuniti ini.

Di samping itu juga, pengukuran keberkesanan program SULAM (*Service Learning*) dari perspektif komuniti dapat dilakukan melalui beberapa aspek penting yang berkaitan dengan pengetahuan dan penglibatan masyarakat. Berikut adalah penjelasan lanjut mengenai setiap aspek yang dinyatakan:

1. Minat dengan Pengetahuan

Minat komuniti terhadap pengetahuan yang diperoleh melalui SULAM adalah langkah awal yang penting. Ini menunjukkan bahawa masyarakat mempunyai keinginan untuk belajar dan memahami maklumat yang diberikan. Penglibatan dalam aktiviti SULAM yang menarik dapat meningkatkan minat komuniti, seterusnya mendorong pelajar untuk lebih aktif dalam proses pembelajaran.

2. Mempunyai Pengetahuan

Langkah seterusnya adalah memastikan bahawa komuniti memiliki pengetahuan yang diperlukan tentang topik yang disebarkan oleh para pelajar. Ini boleh diukur melalui ujian atau soal selidik yang menilai pemahaman mereka tentang topik yang diajar. Pengetahuan ini penting untuk memastikan bahawa komuniti dapat menggunakan maklumat yang diperoleh secara efektif dalam kehidupan seharian mereka.

3. Kebolehgunaan Pengetahuan

Keberkesanan SULAM juga diukur melalui kemampuan komuniti untuk menggunakan pengetahuan yang telah diperoleh. Ini boleh dinilai dengan melihat bagaimana mereka mengaplikasikan pengetahuan tersebut dalam situasi nyata, seperti menyelesaikan masalah atau membuat keputusan yang lebih baik berdasarkan maklumat yang dikongsi oleh pelajar.

4. Perkongsian Pengetahuan

Aspek ini menekankan pentingnya komuniti untuk berkongsi pengetahuan yang telah mereka peroleh dengan orang lain. Melalui aktiviti seperti sesi perkongsian atau seminar, individu dapat menyebarkan informasi yang berguna kepada rakan-rakan dan keluarga, meningkatkan kesedaran dan pengetahuan dalam kalangan masyarakat yang lebih luas.

5. Pengajaran Pengetahuan

Masyarakat yang telah memperoleh pengetahuan juga boleh berperanan sebagai pengajar. Ini bukan sahaja memperkukuhkan pemahaman mereka sendiri tetapi juga membantu orang lain dalam komuniti untuk belajar. Program mentor atau sesi pembelajaran berasaskan komuniti boleh diadakan untuk memudahkan proses ini.

6. Penyebaran Pengetahuan

Akhirnya, penyebaran pengetahuan ke dalam komuniti yang lebih luas adalah tanda keberkesanan SULAM. Ini boleh dilakukan melalui pelbagai saluran, termasuk media sosial, blog, atau melalui program-program komuniti. Pengetahuan yang disebarkan akan memberi manfaat kepada lebih ramai individu dan membantu membina masyarakat yang lebih berinformasi dan berdaya saing.

Pengukuran keberkesanan SULAM dari perspektif komuniti melibatkan pemantauan dan penilaian berterusan terhadap setiap aspek ini, untuk memastikan bahawa program ini memberikan impak positif yang diharapkan dalam masyarakat.

METODOLOGI

Kajian ini telah mengaplikasikan kajian kuantitatif deskriptif berbentuk tinjauan soal selidik yang melibatkan penduduk di kawasan taman perumahan sekitar Bandar Seri Iskandar, Perak Tengah, Perak. Instrumen kajian iaitu soal selidik telah dibahagikan kepada tiga (3) bahagian iaitu Bahagian A iaitu maklumat responden, Bahagian B iaitu pandangan umum terhadap program yang dijalankan. Bahagian C mengandungi 6 soalan ringkas berkaitan persepsi penduduk mengenai keberkesanan Program SULAM yang telah pelajar laksanakan mengenai

perkongsian maklumat berkaitan dokumen hak milik. Item dan pembolehubah mengenai penilaian keberkesanan yang diperoleh melalui kajian literatur yang lepas.

Kajian ini telah menggunakan teknik persampelan rawak dengan hasil kadar respon sebanyak 289 maklum balas dalam borang soal selidik yang telah pelajar program SULAM edarkan sejurus selepas penerangan berkaitan maklumat dokumen hak milik. Kertas soal selidik yang digunakan telah dibahagikan mengikut beberapa bahagian seperti berikut:

Jadual 1 Taburan Item dalam Borang Soal Selidik Kajian

Bahagian	Pembolehubah kajian yang ingin dikenal pasti	No Item	Jumlah Item
A	Demografi (Nama Taman yang didiami)	1	1
B	**Pandangan Umum terhadap program SULAM yang dijalankan**		
	Kesesuaian objektif program	1	1
	Isi kandungan berkaitan aktiviti yang dijalankan (*flyers*)	2	1
	Kepakaran fasilitator dalam menyampaikan pengetahuan	3	1
	Keberkesanan aktiviti yang dilaksanakan	4	1
C	**Keberkesanan Intervensi Program SULAM (Sebelum dan Selepas)**		
	1. K1:Saya berminat dalam pengetahuan/ kemahiran yang disampaikan	1,7	2
	2. K2:Saya mempunyai pengetahuan/ kemahiran dalam bidang berkenaan.	2,8	2
	3. K3:Saya boleh menggunakan pengetahuan / kemahiran yang dipelajari dalam pemilikan harta tanah	3,9	2
	4. K4:Saya dapat berkongsi pengetahuan/kemahiran yang dipelajari dengan rakan atau orang lain.	4,10	2
	5. K5:Saya boleh mengajar pengetahuan/kemahiran yang dipelajari kepada rakan atau orang lain.	5,11	2
	6. K6:Saya boleh menyebar pengetahuan/kemahiran yang dipelajari kepada masyarakat secara berterusan.	6,12	2
	Jumlah Soalan		17

Soal selidik yang diedarkan adalah berkaitan dengan keberkesanan program SULAM iaitu penerangan mengenai Dokumen Hak milik. yang telah dilaksanakan oleh pelajar terhadap penduduk setempat. Data yang telah dikumpul telah dianalisis menggunakan perisian Microsoft Excel secara deskriptif seperti analisa kekerapan dan juga peratusan. Sampel kajian adalah 289 orang secara rawak berdasarkan penentuan saiz sampel Krejcie dan Morgan (1970). Skala Likert 5 mata digunakan sebagai mengenal pasti tahap persetujuan responden bagi setiap persoalan dalam Bahagian C. Skala Likert 5 mata yang digunakan adalah seperti Jadual 2;

Jadual 2 Skala Lima Mata Yang Digunakan Dalam Borang Soal Selidik

Peringkat	Skala
Sangat Tidak Setuju (STS)	1
Tidak Setuju (TS)	2
Tidak Pasti (TP)	3
Setuju (S)	4
Sangat Setuju (SS)	5

HASIL DAN PERBINCANGAN

Hasil dari analisa yang telah dijalankan diterangkan dalam Jadual seperti berikut;

Jadual 3 Tahap Keberkesanan Program SULAM (Topik: Dokumen Hak Milik)

Analisa	SEBELUM (%)					SELEPAS (%)				
Tahap Persetujuan	(STS)	(TS)	(TP)	(S)	(SS)	(STS)	(TS)	(TP)	(S)	(SS)
K1	1	2.1	15.2	30.4	51.2	1	0.7	10.1	29.5	58.7
K2	2	9.3	19.7	26	42.2	1.4	3.5	3.8	29.1	52.2
K3	4	3.5	17.8	26.8	50.5	0	0.3	11.4	30.1	58.1
K4	1	5.2	13.8	26.3	53.6	0	1.4	9.4	31.3	58
K5	1.4	4.2	17	30.4	47.1	0	2.4	11.8	29.9	55.9
K6	1.4	4.5	17.7	27.4	49	0.3	1.7	13.5	28.4	56.1

*rujuk simbol K1 hingga K6 pada Jadual 1.

Jadual 3 menunjukkan terdapat peningkatan peratusan pada setiap item dan persoalan yang merujuk kepada Setuju (S) dan Sangat Setuju (SS). Keseluruhan peningkatan nilai peratusan adalah dalam kadar 6% -13%. Ini menunjukkan peningkatan kesedaran dan pemahaman telah berjaya ditingkatkan dengan Program SULAM yang telah dilaksanakan oleh para pelajar. Mengambil kira kekerapan peningkatan yang tertinggi dicatatkan iaitu 10% mewakili 30 responden adalah mengenai K2 iaitu responden sangat bersetuju mempunyai peningkatan pengetahuan/ kemahiran dalam topik yang telah dikongsikan semasa Program SULAM dijalankan. Manakala peratusan yang terendah dalam peningkatan adalah K4 iaitu responden sedia berkongsi pengetahuan yang dipelajari semasa Program SULAM iaitu peningakatan 5% atau 11 orang responden. Keputusan ini menunjukkan segelintir penduduk mungkin kurang berminat untuk dikongsikan walaupun telah mendapat maklumat yang lengkap disebabkan topik-topik ini melibatkan perundangan.

Peningkatan peratusan persetujuan mengenai keberkesanan Program SULAM ini juga dicatatkan pada item K1, K3, K5 dan K6. Hasil menunjukkan peningkatan yang positif pada tahap minat dan dan aplikasi pengetahuan yang didapati dari hasil program ini dalam kehidupan mereka. Selain itu, peningkatan positif juga dapat dilihat pada rasa ingin mengajar dan menyebar luas pengetahuan dan maklumat yang berkaitan dokumen hak milik ini kepada rakan dan keluarga terdekat. Hasil dari kajian in dilihat dapat terus menyumbang kepada peningkatan pengetahuan komuniti dan juga menilai keberkesanan program SULAM melalui komen dan catatan positif dari kalangan komuniti dan wajar diteruskan dan diperluaskan dikawasan yang lebih meluas.

KESIMPULAN

Secara kesimpulannya, program *Service Learning* merupakan satu kaedah pedagogi yang komprehensif dalam mengatasi cabaran dalam isu sosial dalam dunia pendidikan pada masa kini. Manfaat pelaksanaan program SULAM ini yang berasaskan penglibatan pelajar dalam berkongsi pengetahuan dengan komuniti memberi impak yang besar dalam merubah persepsi dan pemikiran komuniti ke arah lebih lestari. Oleh itu, Kajian ini menilai keberkesanan program SULAM dalam meningkatkan kesedaran dan pemahaman komuniti tentang dokumen hak milik tanah di Seri Iskandar, Perak. Melalui pendekatan pendidikan dan kesedaran, kajian mendapati bahawa tahap pemahaman individu mengenai dokumen undang-undang tanah masih rendah, yang boleh menyebabkan isu-isu seperti pertikaian hak milik dan penyalahgunaan tanah. Melalui pelaksanaan program ini menunjukkan peningkatan positif dalam kesedaran dan pemahaman komuniti selepas intervensi dilakukan oleh para pelajar dengan lebih daripada 50% responden memberikan maklum balas positif terhadap program ini. Kajian ini mencadangkan bahawa inisiatif SULAM harus diteruskan dan diperluaskan untuk meningkatkan pengetahuan dan pemahaman berkaitan pemilikan tanah dalam kalangan masyarakat. Antara cadangan yang boleh diambil kira untuk meningkatkan kefahaman komuniti adalah dengan menggunakan pelbagai kaedah penyampaian maklumat yang lebih

interaktif seperti bengkel, seminar, dan sesi perbincangan untuk memastikan pemahaman yang lebih mendalam di kalangan komuniti. Pendekatan ini dapat menarik minat komuniti dan meningkatkan penglibatan mereka. Selain dari itu juga, penglibatan pihak berkuasa tempatan dan agensi kerajaan dalam program SULAM dapat memberikan sokongan dan sumber yang diperlukan dengan secukupnya. Kerjasama ini dapat membantu dalam penyebaran maklumat yang lebih meluas dan berkesan. Teknologi digital juga adalah penting untuk menyebarkan maklumat mengenai dokumen hak milik tanah, termasuk penggunaan media sosial dan aplikasi mudah alih yang dapat memberikan akses kepada maklumat dengan lebih cepat dan mudah.

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Synergizing for Social Impact: Collaborative Communities Strategies

Penerimaan Penggunaan Terhadap Kktp Tools Sebagai Alat Bantu Promosi Oleh Wakil Promosi

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ABSTRAK
Menjadikan institusi yang dikenali dalam wadah pengajaran dan pembelajaran terbaik menuntut usaha mempromosikan Kolej Komuniti Tanjung Piai di mata masyarakat. Menarik dan kreatif dalam erti kata seperti ingin mengambil tahu apa yang berlaku atau sesuatu yang ingin disampaikan adalah cabaran dalam menjemput pengunjung ke ruang promosi institusi. KKTP Tools dihasilkan bagi memenuhi keperluan dalam penyampaian maklumat berkaitan institusi dengan gaya yang berbeza daripada biasa. Kaedah konvensional yang hanya meletakkan helaian promosi atau menghulurkan risalah menjadi kurang daya tarikan bagi pengunjung. KKTP Tools mempunyai reka bentuk yang menarik untuk pengunjung menyentuhnya dengan cara menggerakkan dan memusingkan batang-batang kayu bagi melihat informasi yang dipaparkan dalam bingkai-bingkai bersaiz A4. Pengisian informasi yang dipilih membantu dalam penyampaian maklumat kepada pengunjung yang datang dan mengeksplorasi informasi yang ada pada KKTP Tools. Elemen kreatif dalam menzahirkan sesuatu yang baru di atas meja promosi adalah sesuatu yang harus dilakukan. Bersaing dengan pelbagai institusi lain dalam ruang promosi menjadikan KKTP Tools lebih menyerlah dalam mewakili institusi khususnya Kolej Komuniti Tanjung Piai. Sapaan pertama yang menjadi cetusan perbualan antara wakil promosi institusi dengan pengunjung adalah tujuan penghasilan KKTP Tools dibuat. Imej yang diwakili oleh institusi tentu saja akan menjadi ingatan dan bualan dalam penyampaian informasi yang luar daripada kebiasaan. Sisipan yang diletakkan dalam setiap bingkai bersaiz A4 mempunyai kekuatan dalam nilai penyampaian. Menjadi jurucakap yang menyokong wakil promosi institusi, KKTP Tools mampu membuatkan pengunjung berhenti dan mendengar penyampaian maklumat yang ingin disampaikan. 40 orang wakil promosi yang dipilih bagi menjawab soal selidik yang diberikan adalah terdiri daripada 20 orang staf dan 20 orang pelajar. Penilaian maklum balas soal selidik berkaitan kajian menggunakan Statistical Package for Social Sciences (SPSS) versi 23.0 digunakan dalam menganalisis data responden. Nilai purata skor min yang diperoleh adalah sebanyak 4.36 iaitu pada tahap tinggi. Secara langsung, KKTP Tools memberi nilai tambah kepada wakil promosi dalam mengembangkan nilai penyampaian yang berbeza melalui strategi promosi.
Kata Kunci: Promosi, hebahan, kreatif

PENGENALAN

Menyampaikan maklumat adalah satu bentuk interaksi yang memerlukan daya kreativiti dalam penyampaian. Inovasi pula merupakan satu istilah yang berasal daripada perkataan latin innovare yang bermaksud memperbaharui atau melakukan perubahan, Badran (2007). Mempunyai personaliti dan kepetahan dalam berbicara menjadikan suasana penyampaian itu hidup serta memberi impak, menuntut cabaran yang lain daripada biasa. Kolej Komuniti Tanjung Piai adalah sebuah institusi yang sering menyertai program-program promosi yang dijalankan di pelbagai peringkat. Institusi ini secara langsung akan terlibat dalam aktiviti

promosi di sekolah-sekolah menengah di daerah Pontian khususnya dan Johor amnya. Kepentingan menjalankan aktiviti promosi ini adalah untuk memenuhi statistik pengambilan pelajar dalam setiap sesi pengajian. Ini menjadikan elemen kreatif dalam penyampaian informasi sebagai salah satu cara untuk memvariasikan penyampaian yang lain daripada kebiasaan. Altiers (1988), mentakrifkan kreativiti sebagai sesuatu yang mempunyai hubungan sesuatu produk baru. Wakil promosi yang membawa nama institusi wajar meletakkan pembudayaan kreatif sebagai sistem sokongan yang menarik apabila keluar menjalankan tugas promosi. Cabaran yang dihadapi oleh wakil promosi termasuklah menarik individu atau kumpulan untuk mengunjungi ruang promosi institusi. Langkah yang wajar diambil adalah memastikan momentum dalam menjadikan institusi ini pilihan bagi menyambung pengajian terus kekal relevan. Selain itu, keupayaan untuk menyesuaikan diri dengan pelbagai demografi dan minat para pelajar juga merupakan satu aspek penting yang perlu diberi perhatian oleh wakil promosi. Menurut Welch dan Lim (2000) idea rekabentuk yang boleh dilihat dan disentuh akan membolehkan pelajar untuk secara berterusan menilai dan memperbaiki penyelesaian rekebentuk kepada tahap yang optima. Dengan memahami keperluan dan aspirasi pelajar, wakil promosi dapat merangka pendekatan yang lebih tepat dan berkesan, sekali gus meningkatkan daya tarik institusi. Keseluruhan usaha ini bukan sahaja menyumbang kepada pengambilan pelajar yang lebih tinggi tetapi juga memastikan imej institusi terus berada dalam kedudukan yang dihormati dan dikenali ramai.

LATARBELAKANG MASALAH

Meja di ruang promosi adalah ruang yang menyediakan informasi berkaitan institusi serta syarat kemasukan program-program yang ditawarkan. Borang maklumat calon pelajar, saguhati berupa barang promosi seperti pen, buku nota, dan kipas merupakan bahan sokongan yang digunakan untuk menarik calon pelajar agar mengisi data yang diperlukan oleh institusi. Kombinasi bermaksud menggabungkan beberapa ciri atau elemen ke dalam satu-satu produk sehingga terhasil satu produk yang baru (Lednor, 2019). Penyampaian helaian informasi kepada orang ramai menunjukkan pelbagai reaksi, ada yang berminat dengan apa yang disampaikan, namun tidak kurang juga yang kurang berminat untuk menerima maklumat tersebut. Peluang bagi wakil promosi untuk diberikan ruang dalam memberikan penerangan sangat mencabar kerana adakalanya sukar untuk menarik perhatian dan memastikan pendengar memberi tumpuan kepada penerangan yang diberikan. Wakil promosi juga perlu menyampaikan informasi penting dan padat dalam masa yang singkat dan terhad. Penggunaan edaran helaian informasi sebagai medium untuk menarik minat bakal pelajar dilihat sebagai kaedah tradisional yang perlu diperbaharui. Oleh itu, wakil promosi perlu menerapkan pendekatan yang lebih inovatif dan berkesan. Ini termasuk menggunakan media digital, teknik interaktif, serta pelatihan komunikasi yang lebih baik untuk meningkatkan keberkesanan promosi.

PENYATAAN MASALAH

Ruang promosi yang biasanya hanya diletakkan dengan helaian informasi berkaitan institusi dan beberapa cenderahati sebagai daya tarikan. Kaedah ini adalah kaedah konvensional yang dibawa setiap kali memenuhi jemputan promosi. Kolej Komuniti Tanjung Piai berusaha untuk memperkenalkan kursus-kursus yang ditawarkan, fasiliti yang disediakan, serta bantuan kewangan kepada yang layak sebagai usaha berterusan untuk memberi manfaat kepada masyarakat setempat. Walau bagaimanapun, masalah utama yang dihadapi oleh wakil promosi adalah penyampaian maklumat yang tidak berkesan kepada masyarakat. Ruang atau meja promosi yang digunakan adalah membosankan dan tidak menarik, berbanding dengan promosi institusi lain, menyebabkan minat pengunjung dan calon pelajar berkurangan. Ini menjejaskan perhatian terhadap maklumat mengenai kursus, fasiliti, dan bantuan kewangan yang disediakan, mengurangkan peluang untuk menarik pelajar baru dan memperkukuh kedudukan institusi di kawasan tersebut. Untuk mengatasi masalah ini, adalah penting untuk menampilkan maklumat dengan cara yang lebih menarik dan kreatif. Pendekatan yang lebih kreatif dan dinamik, seperti penggunaan peralatan sokongan atau sesi maklumat yang lebih menonjol, dapat memastikan bahawa peluang belajar di Kolej Komuniti Tanjung Piai benar-

benar dinilai dan diterima dengan baik oleh masyarakat. Ini akan membantu meningkatkan bilangan pelajar dan memperkukuh kedudukan institusi sebagai pilihan utama di kawasan tersebut

Objektif dan Soalan Kajian :

1) Objektif Kajian:
   - Menghasilkan KKTP Tools yang mempunyai rekabentuk kreatif oleh wakil promosi Kolej Komuniti Tanjung Piai.
   - Menghasilkan KKTP Tools yang mempunyai ciri-ciri interaksi dalam penyampaian maklumat oleh wakil promosi Kolej Komuniti Tanjung Piai.

2) Soalan Kajian:
   - Adakah KKTP Tools yang dihasilkan meningkatkan reka bentuk kreatif oleh wakil promosi Kolej Komuniti Tanjung Piai?
   - Adakah KKTP Tools mempunyai ciri-ciri interaksi dalam penyampaian maklumat oleh wakil promosi Kolej Komuniti Tanjung Piai?

KEPENTINGAN KAJIAN

KKTP Tools dibangunkan atas dasar kelainan yang ingin direalisasikan dalam membantu menarik perhatian dengan lebih menyerlah. Inovasi ini memperkenalkan satu kelainan pada meja promosi dengan meletakkan KKTP Tools sebagai taruhan utama. KKTP Tools mengandungi informasi yang diperlukan dan disusun dalam enam bingkai bersaiz A4. Bingkai-bingkai ini dipasang pada batang kayu yang mengambil konsep kincir angin, membolehkan bingkai-bingkai tersebut bergerak ke hadapan atau ke belakang mengikut pilihan pergerakan yang dibuat oleh pengguna. Pengunjung yang hadir ke ruang meja promosi institusi juga berpeluang untuk menggerakkan kincir yang mengandungi bingkai-bingkai A4 ini untuk melihat maklumat yang diletakkan pada KKTP Tools. Kedudukan dan saiz KKTP Tools menjadikannya alat promosi yang kreatif dan dinamik. Penyampaian maklumat secara kreatif ini memberikan impak yang berbeza berbanding dengan penyampaian maklumat secara tradisional. Kreativiti boleh ditakrifkan sebagai penciptaan produk yang baru dan luar biasa dengan penuh kepekaan bagi sesuatu penyelesaian masalah, Urban (1991). Elemen-elemen kreatif dalam KKTP Tools termasuk. Konsep pergerakan bingkai-bingkai yang menyerupai kincir angin menarik perhatian dan menambah elemen interaktif, menjadikan pengalaman promosi lebih menarik dan tidak membosankan. Pengunjung boleh menggerakkan bingkai untuk melihat maklumat, meningkatkan penglibatan mereka dengan bahan promosi dan memberikan pengalaman yang lebih mendalam mengenai institusi. Pergerakan bingkai yang unik membolehkan maklumat disampaikan dengan cara yang lebih menarik, memudahkan pengunjung untuk memeriksa dan memahami maklumat yang diberikan. Ilmu pengetahuan adalah satu komponen penting dalam kreativiti yang seharusnya menjadi pembantu untuk melahirkan idea-idea yang kreatif (Mohd Mohsin & Nasrudin, 2006). KKTP Tools menonjol dengan reka bentuk yang kreatif dan moden, menunjukkan komitmen institusi dalam menggunakan pendekatan inovatif untuk promosi. Rekabentuk yang berwarna putih dan pergerakan bingkai menarik perhatian pengunjung dari jauh, meningkatkan peluang untuk mereka berhenti dan berinteraksi dengan bahan promosi. Pengalaman interaktif ini memastikan pengunjung meninggalkan ruang promosi dengan kesan positif dan ingatan yang jelas mengenai institusi. Dengan pendekatan ini, KKTP Tools tidak hanya mempertingkatkan keberkesanan promosi tetapi juga mencipta imej yang lebih menarik dan berkesan bagi institusi, menjadikannya pilihan utama dalam kalangan calon pelajar dan masyarakat setempat.

A. Batasan kajian

Ciri-ciri baru dalam ruang promosi ini menonjolkan imej kreatif dan menyerlahkan gaya penyampaian yang santai namun berimpak. Oleh itu, kajian ini memfokuskan kepada KKTP Tools yang mempunyai reka bentuk kreatif dan ciri-ciri interaksi dalam penyampaian maklumat

oleh wakil promosi. Kajian ini melibatkan wakil promosi yang terdiri daripada 20 orang staf dan 20 orang pelajar yang menyertai promosi pada Sesi 2 2023/2024.

B. Kerangka kajian

Kajian adalah berbentuk kuantitatif ini melibatkan analisis data menggunakan peratusan, kekerapan, sisihan piawai, dan analisis skor min. Penggunaan soal selidik sebagai alat pengumpulan data adalah kerana kosnya yang rendah dan memudahkan responden untuk menjawab soalan yang diedarkan.

C. Metodologi kajian

1) *Kaedah:* Kajian ini menggunakan reka bentuk kajian deskriptif dengan pendekatan kuantitatif. Ini membolehkan pengumpulan data yang sistematik dan objektif mengenai penggunaan KKTP Tools. Kajian juga bertujuan untuk menilai keberkesanan KKTP Tools sebagai alat bantu promosi yang digunakan oleh wakil promosi Kolej Komuniti Tanjung Piai dalam melaksanakan interaksi promosi secara kreatif. Untuk tujuan ini, seramai 20 orang responden yang terdiri daripada 20 staf dan 20 pelajar telah dipilih untuk memberikan maklumbalas mengenai KKTP Tools. Kajian bebentuk kuantitatif ini dianalisis dengan menggunakan kekerapan, peratusan, serta analisis skor min.

2) *Sampelan Dan Populasi:* 20 orang staf dan 20 orang pelajar dipilih sebagai sampel. Pemilihan sampel ini adalah melalui kaedah persampelan rawak mudah (simple random sampling) untuk memastikan representativiti. Kajian ini hanya melibatkan responden dari Kolej Komuniti Tanjung Piai. Menurut Krejeie dan Morgan (1970), penetapan jumlah sampel kajian adalah berdasarkan kepada jumlah populasi. Responden dipilih atas sebab keterlibatan mereka sebagai wakil promosi untuk institusi.

3) *Instrumen Kajian:* Majid Konting (1990), penggunaan soal selidik dapat meningkatkan ketepatan dan kebenaran yang diberikan oleh sampel kerana ia tidak dipengaruhi oleh penyelidik. Kajian ini menggunakan borang soal selidik sebagai instrumen utama, yang terbahagi kepada dua bahagian. Data yang diperoleh dianalisis dengan menggunakan perisian Statistical Package for the Social Sciences (SPSS) versi 23.0. Borang soal selidik ini terdiri daripada 24 item soalan yang meliputi pelbagai jenis soalan seperti berikut:

   Bahagian A : Soalan Kajian (12 item soalan)
   Adakah KKTP Tools yang dihasilkan meningkatkan reka bentuk kreatif oleh wakil promosi Kolej Komuniti Tanjung Piai?

   Bahagian B : Soalan Kajian (12 item soalan)
   Adakah KKTP Tools mempunyai ciri-ciri interaksi dalam penyampaian maklumat oleh wakil promosi Kolej Komuniti Tanjung Piai?

Soal selidik yang dijalankan menggunakan Skala Likert seperti Jadual I di Bahagian A dan B:

Jadual I Skala Likert

Skala	Taksiran
1	Sangat tidak setuju
2	Tidak setuju
3	Tidak pasti
4	Setuju
5	Sangat setuju

Bagi penilaian skor min, jadual tahap penilaian yang dicadangkan oleh Mohamad Najib (1999) menjadi panduan untuk menentukan nilai skor min yang diperolehi dalam penganalisaan. Rujuk Jadual II di bawah.

Jadual II Panduan Untuk Menentukan Nilai Skor Min

Julat Skor Min	Tahap Nilai Skor Min
1.00 – 1.49	Amat rendah
1.50 -2.49	Rendah
2.50 – 3.49	Sederhana
3.50 – 4.49	Tinggi
4.50 – 5.00	Amat tinggi

KEPUTUSAN

Analisis serta perbincangan mengenai soal selidik yang telah diperolehi daripada responden dibuat pada ruangan ini. Skop kajian yang telah di nyatakan akan dibincangkan berdasarkan penemuan hasil soal selidik yang telah ditetapkan. Sebelum melaksanakan kajian sebenar, satu kajian rintis dijalankan melibatkan 10 wakil promosi bagi memastikan keesahan dan kebolehpercayaan (Reliability Coefficient) instrumen kajian. Nilai Cronbach's Alpha yang ditunjukkan dalam Jadual III menunjukkan bahawa soal selidik ini mempunyai tahap kebolehpercayaan yang tinggi dan sesuai untuk digunakan dalam kajian ini.

Jadual III Keputusan Nilai Pekali Alpha Cronbach

Cronbach's Alpha	N of Items
0.970	24

A. Bahagian A: Objektif Kajian (12 item soalan)

Jadual IV menunjukkan penghasilan KKTP Tools yang mempunyai rekabentuk kreatif oleh wakil promosi Kolej Komuniti Tanjung Piai.

Soal selidik pada Bahagian A mendapat purata skor min sebanyak 4.39 iaitu pada tahap tinggi. Rekabentuk KKTP Tools seimbang dan stabil apabila diputarkan oleh pengguna menunjukan min yang tinggi iaitu pada 4.45. Selain itu, KKTP Tools nampak ekslusif apabila diletakkan di atas meja promosi turut menjadi kegemaran bagi wakil promosi yang menggunakanya apabila nilai min menunjukkan nilai 4.45. Seterusnya turut berada pada tahap tinggi, gabungan bahan yang digunakan pada KKTP Tools bersesuaian dalam pengendaliannya di nilai 4.45. Istilah kreativiti ini juga sering dianggap mempunyai perkaitan dengan istilah seperti 'pemikiran atau kebolehan kreatif', 'penyelesaian masalah', 'imaginasi' ataupun 'inovasi' El-Murad, (2024).

B. BahagianB: Objektif Kajian (12 item soalan)

Jadual VI menunjukkan penghasilan KKTP Tools yang mempunyai ciri-ciri interaksi dalam penyampaian maklumat oleh wakil promosi Kolej Komuniti Tanjung Piai.

Bahagian B adalah analisis KKTP tools yang mempunyai ciri-ciri interaksi dalam penyampaian maklumat oleh wakil promosi. Purata skor min pada bahagian ini adalah pada tinggi iaitu pada 4.33. Wakil promosi kebanyakan bersetuju bahawa KKTP Tools menjadi sapaan pertama dalam memulakan interaksi mewakili institusi dan memenuhi ciri-ciri yang diperlukan untuk memecah tembok dalam interaksi. Melalui dua elemen ini, masing menunjukkan nilai min 4.45. Melalui pergerakan informasi, pengguna merasa positif dalam interaksi dan penyampaian maklumat semasa menggunakan KKTP Tools. Menurut Amabile (1996) kreativiti adalah dimiliki oleh setiap individu.

PERBINCANGAN DAN KESIMPULAN

Membentuk elemen baru dalam ruang promosi perlu mempertimbangkan penciptaan identiti visual yang konsisten untuk memperkuat imej institusi. Mempromosikan Kolej Komuniti Tanjung Piai memerlukan pendekatan yang proaktif dan berinovasi agar dapat bersaing

dengan institusi lain. Usaha promosi melibatkan wakil promosi yang petah berbicara dan kreatif memastikan penyampaian maklumat lebih berkesan dan berkesinambungan.

KKTP Tools memainkan peranan penting dalam memperkuat imej Kolej Komuniti Tanjung Piai melalui reka bentuk kreatif yang inovatif. Penggunaan KKTP Tools sebagai alat bantu promosi telah menunjukkan peningkatan dalam aspek reka bentuk kreatif. Alat ini menawarkan reka bentuk yang menonjol dan unik yang membezakan institusi dari pesaingnya. Dengan integrasi elemen kinetik dan modular, KKTP Tools memperkenalkan pendekatan yang lebih dinamik dan menarik dalam promosi. Ini bukan sahaja menarik perhatian audiens tetapi juga memberikan pengalaman pengguna yang menggalakkan keterlibatan yang lebih mendalam. Seperti yang dicadangkan oleh El Murad dan West (2004), idea yang kreatif perlu mempunyai ciri yang baru dan unik. KKTP Tools memenuhi kriteria ini dengan reka bentuk yang memudahkan penyesuaian dan fleksibiliti dalam pelbagai situasi promosi, menjadikannya alat yang efektif dalam menampilkan kreativiti dalam strategi promosi.

KKTP Tools juga mempunyai ciri-ciri interaksi yang memudahkan penyampaian maklumat oleh wakil promosi. Alat ini direka untuk menciptakan suasana yang ramah dan akrab, yang memudahkan audiens menerima maklumat dengan lebih terbuka. Ciri-ciri interaktif dalam KKTP Tools mendorong rasa ingin tahu yang tinggi dan meningkatkan minat audiens terhadap informasi mengenai institusi. Penyampaian maklumat yang kreatif melalui bingkai A4 yang boleh digerakkan menambah dimensi baru dalam promosi dan meningkatkan daya tarik terhadap informasi yang disampaikan. Penggunaan alat ini memberikan wakil promosi keyakinan tambahan dalam menjalankan tugas mereka, serta meningkatkan efisiensi dalam menyampaikan maklumat. Dengan demikian, KKTP Tools tidak hanya menarik perhatian tetapi juga memastikan penyampaian maklumat yang berkesan dan berkesinambungan.

Secara keseluruhan, KKTP Tools telah terbukti meningkatkan reka bentuk kreatif dan ciri-ciri interaksi dalam strategi promosi Kolej Komuniti Tanjung Piai, menjadikannya alat yang menyokong pendekatan promosi yang lebih inovatif dan berkesan di masa depan.

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Synergizing for Social Impact: Collaborative Communities Strategies

Case Study on a Noodle Company in Sabah: A SWOT Analysis

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ABSTRACT
The purpose of this paper is to discuss the analysis on strengths, weaknesses, opportunities and threats (SWOT) of noodle industry in Sabah and to uncover strategies to leverage on the strengths, opportunities and rectifying the weaknesses as well as overcoming the threats. The methodology is based on literature review, internet search, and observation during academic trip and interviews with business owner. The SWOT analysis documented several interesting findings. Discoveries of the SWOT analysis are as follows: strength (innovative leadership), weakness (limited production capacity), opportunity (capitalize on market trend) and threat (infrastructure related issues). This study has some limitation as it attempts to demonstrate the internal and external environments and does not show how to achieve competitive advantage and the SWOT analysis done may be outdated as the environments are constantly changing. However, the study may contribute to future studies and act as a guide for the SMEs of noodle industry to have better understanding of their business environment. This study is the first of its kind, to incorporate SWOT and Noodle industry. Hence, this study may add value to the existing academic research on SWOT analysis and broadening the understanding on Noodle business industry.
Keywords: SWOT analysis, Noodle Industry, Business Environment.

INTRODUCTION
The SWOT analysis was done on a company located in Kota Kinabalu, Sabah as part of a SULAM project. The company was established in 1998 and has become a prominent manufacturer and supplier of noodle. With over 26 years of experience, the company has grown from its humble beginning in Tawau, where it started by selling fresh noodles like kuew teow in the local market. After three years of operation, the company relocated to Kota Kinabalu, and over the years, the company has continued to expand, moving through Telipok, Tamparuli before finally settling in its current headquarters in Kota Kinabalu. Today, the company operates two factories in Tawau and Kota Kinabalu, along with a warehouse in Sandakan, demonstrating its significant growth and commitment to meeting increasing market demands. The main products offered are primarily food items, with a strong focus on noodles. In its early stages, the company specialized in fresh noodles, but it has since diversified its product range to include four unique offerings such as Sabah Mi Goreng Hot, Sabah Mee Shrimp Noodle, the company Sabah Curry, and the company Mi Lada Putih catering to various consumer preferences.

METHODOLOGY
Service Learning Malaysia-University for Society (SULAM) is a ministry-led initiative that combines the goal of education with community service. This programme provides a learning experience that connects theoretical knowledge and practical application to solve real-world problems within the community. The author and her students participated in the SULAM

project, where their task is to assess the performance of a noodle company in Kota Kinabalu Sabah. Throughout this study, they successfully collected ample information regarding the overall performance of the company using both primary and secondary data sources. The primary data was collected through a face-to-face interview with the owner and observation at the facility of the company. They came up with a series of broad questions which are intended to be responded by the owner and they were able to gather the necessary information to carry out the SWOT analysis.

SWOT ANALYSIS

SWOT analysis is categorized into strengths and weaknesses (internal matters) and opportunities and threats (external matters). Furthermore, SWOT analysis is a tool of strategic planning and it is one of the most recognized and established strategic formulation techniques (Ariyanto et al., 2024). The segregation of environment was done into internal issues concerning image, structure, availability of tangible and intangible resources, capability and productivity and into external issues relate to political scenario, economic volatility, social and technological changes and environmental concerns. The use of SWOT analysis provides a platform to recognize the preferred future position, identifying issues, and this is agreed by many researchers (Bullington, 2005; Beilski, 2006; Ahmed et al., 2006; Anita et al., 2009; Syazwan et al., 2014; Ariyanto et al., 2024).Besides that, SWOT analysis will enable businesses to have a better understanding on how to turn weakness into strengths by leveraging on the opportunities and realize how threatscan become opportunities by using the strengths. SWOT analysis has been comprehensive, ranging from formulating strategies for individual companies, industries, governments, international organizations and even continental studies. SWOT analysis is also practiced by industry experts in strategically planning the growth, expansion, market research,environmental scanning and analysis to have a clearer picture of how their strengths can be reinforced by capitalizing on the opportunities and how weaknesses can slow the developmentand magnifying threats. The implementation of SWOT analysis can be found in studies on retail technology (Bielski, 2006), aviation performance and quality (Ahmed et al., 2006), health tourism (Aniza et al., 2009) and noodle industry (Ariyanto et al., 2024).Based on the examples and cases mentioned earlier, it clearly reflects that SWOT analysis is relevant to be used for analyzing and further understanding on the noodle industry in Malaysia. In addition, it assists in formulating solutions for the noodle industry, with the aim to capitalize on the strengths and opportunities presented.

Internal Analysis: Strengths

Strength 1: Transportation Fleet

The company has its own transportation fleet which enables it to control the distribution process, ensuring timely deliveries and maintaining product quality. This logistic independence can be a significant competitive advantage, especially in rural area with less developed infrastructure.

STRENGTH 2: DEDICATED SALES TEAM

The company has a dedicated sales team in strategic locations throughout Sabah. This localized approach allows the company to maintain close relationships with retailers and respond swiftly to market demands.

STRENGTH 3: INNOVATIVE LEADERSHIP

The strategic vision is shaped by the innovative leadership of its owner which targets a 10% increase in their sales annually. The strategies includes new product development and new market development to ensure the company's products stands out with unique qualities. Their innovative method of using air-fried noodles offers a healthier choice for consumers, distinguish their products apart from competitors. His relentless drive for expansion has propelled the Company to become a top-notch company, providing a diverse array of items to their consumers, and reinforcing their commitment to quality and innovation. Starting in Sabah,

the company successfully expanded its sales to Malaysia after its products attracted many customers. Building on this domestic success, the company ventured into international markets by participating in various expos, which significantly boosted its sales.

Internal Analysis: Weaknesses

Weakness 1 – Limited Production Capacity

The company initially focused on Sabah market, as demand grows, the company has explored to Malaysia and international market. Despite this market expansion, the company has not increased its production capacity, relying on existing resources to meet demand. This limitation is due to the company's insufficient infrastructure particularly factory space. For instance, when international orders coincide with local demand in Sabah, the company prioritises local orders, leaving international orders unmet. This issue arises from the production department's inability to scale up, resulting in a misalignment between the company's forward-looking business strategy and its constrained production capabilities. Consequently, while the business strategy aims for growth, the production capacity lags behind, hindering overall market performance.

WEAKNESS 2 - NO MARKETING UNIT

During the interview, it was discovered that the company does not have a marketing department. The lack of a marketing department may negatively impact a company by preventing it from tracking market trends and customer feedback, which helps in adapting strategies. Marketing department manages public perception and handle negative feedback. In addition, bad reviews and customer complaints may go unaddressed, spreading negative sentiments and damaging reputation and trust. Without a dedicated team, there is a risk of inconsistent messaging and brand mismanagement which can harm the company's reputation. Additionally, the department can gather and analyse data on customer behaviour, preferences and satisfaction. Without this data, the company lacks the critical insights necessary for strategic decision-making.

WEAKNESS 3 - INAPPROPRIATE ORGANIZATIONAL STRUCTURE

The company is lacking specialization in specific areas, such as the person in charge of handling the marketing and production departments. This causes the company's slow response to market changes because only the sole director has direct control and manages the department. This setup leads to inefficiencies and delays in decision-making. Consequently, the company missed opportunities and failed to capitalize on emerging market niches. Without specialized expertise, the company may struggle to innovate and keep pace with industry advancements. In addition, the owner is also not practicing the segregation of departmental tasks among his related families. Over time, the owner will experience overburdened leadership as he jugglesmultiple roles simultaneously, which include managing the marketing and production departments along with his director's responsibilities. This shows the company is using a simple organizational structure where the director handles all of the tasks. It will no longer support the company's ability to sustain growth and remain competitive in the long run.

External Analysis: Opportunities

Opportunity 1: Capitalizes on market trend and addresses consumer health concerns

The company focuses on health-conscious consumers who are concerned about the quality and healthiness of the food they consume. This segment is growing as more people become aware of the health implications of their diet. Therefore, in response to the current market trend, the company has launched a new product which is a healthy instant air-dried noodle. Promoting the superior texture and taste of air-dried noodles can be a strong selling point as it addresses consumer health concerns. Consumers who try the product and enjoy a less greasy, more authentic noodle experience are likely to become repeat customers. A well- crafted slogan like

"Non Fried, Air Dried Noodle" can emphasize the health benefits and natural preparation methods. In addition, the use of a distinctive logo, "fan", reinforces the air-dried method, symbolizing freshness and natural drying processes. This visual branding helps in quickly communicating the unique value proposition to the consumers.

OPPORTUNITY 2: NEW MARKET DEVELOPMENT

The company has penetrated both local and international markets, exporting its products to countries such as Brunei, Indonesia,and the Philippines, cementing its reputation as a leading provider of high-quality food items. The company's growth and evolution are marked by its strategic relocations and expansion, with a commitment to its core values of being the best choice for families.

OPPORTUNITY 3: NEW PRODUCT DEVELOPMENT

Launch a new product a healthy instant air-dried noodle and use of a distinctive logo, "fan", reinforces the air-dried method, symbolizing freshness and natural drying processes.

OPPORTUNITY 4: TOURISM DESTINATION

The developing tourism industry offers a substantial prospect for showcasing authentic Sabah noodle delicacies, which have the potential to appeal to both domestic patrons and tourists. Moreover, there is a possibility of entering untapped markets by capitalizing on the distinctive attraction of Sabah's authentic noodle selections.

External Analysis: Threats

Threat 1 - Infrastructure-related Issues

The company encounters a variety of infrastructure-related issues such as water supply, road conditions and electricity supply that can impact its business operations and cause supply chain disruptions. Unreliable water supply might cause delays and lower output because water is essential to the making of noodles. The noodles' quality can be affected by inconsistent water quality, which could result in dissatisfied customers and higher quality control expenses. The next problem is the roads condition, which could cause delays in transit. This is due to the fact that Sabah's poor and challenging road conditions may seriously disrupt the flow of raw materials to the factory and delivery of noodles to the markets. This can lead to stock shortages, missed delivery deadlines and increased transportation costs. It will consequently have an impact on the product's quality and might result in returns and refunds. Furthermore, frequent power outages can cause disruptions in the production process, resulting in decreased productivity. Production will be interrupted as a result of the disturbances. This may result in higher operating expenses and make it more difficult to reach output goals. Sensitive machinery and equipment may experience damage from unstable power, causing expensive maintenance and repairs. Production schedules may be further disrupted, and capital expenditures may rise as a result.

THREAT 2 – EXPOSURE TO FINANCIAL DISTRESS

The company is highly geared to debt financing, indicating that a significant portion of its capital structure is funded through debt rather than from internal sources or equity. This heavy reliance on debt can create financial vulnerability, especially if The company is unable to generate sufficient profits to cover its debt obligations. In such a situation, the company may face issues in meeting its debt repayments, which can strain its cash flow and overall financial performance. This situation can increase the risk of financial distress, where the company may struggle to maintain its operations and face difficulties in managing its debt burden effectively. Furthermore, being highly geared to debt financing can limit the company's flexibility and ability to invest in growth opportunities, potentially hindering its long term sustainability and competitiveness in the market.

The summary of SWOT analyses is summarized in table 1.

TABLE 1 SUMMARY OF SWOT ANALYSIS

Strengths	**Opportunities**
S1 – Transportation Fleet S2 – Dedicated Sales TeamS3 – Innovative Leadership	O1 - Capitalizes on market trend and addresses consumer health concernsO2 – New Market Development O3 – New Product DevelopmentO4 – Tourism Destination
Weaknesses	**Threats**
W1 – Limited Production CapacityW2 – No Marketing Department W3 – Inappropriate Organization Structure	T1 – Infrastructure-related issues T2 – Exposure to Financial Distress

CONCLUSION

After the variables are sorted into SWOT categories, four types of strategies are developed, namely, strengths-opportunities (SO), strengths-threats (ST), weaknesses-opportunities (WO) and weaknesses-threats (WT). According to Syazwan and Bakar (2014), matching external and internal variables is the most difficult part in developing SWOT matrix. Hence, there are no perfect strategies and the purpose is for guideline and recommendation only. Table 2 below shows the noodle industry SWOT Matrix.

TABLE 2 SWOT MATRIX

SO Strategies	**WO Strategies**
1. Promoting the product and capitalizing on rising demand (S1, S2, O1) 2. Community Engagement and Sustainability (S3,O2, O3,O4)	1. To create a marketing unit to handle marketing and marketing related issues (W2,O1,O4) 2. To change from simple organizational structure to functional structure (W3,O2,O3)
ST Strategies	**WT Strategies**
1. Strategic relocation and expansion (S1, S3, T1, T2) 2. To create strong market presence (S2,S3,T2)	1. To finance growth through debt restructuring/refinancing, diversification of capital structure, and risk management (W1,T2)

SO strategies

SO strategies are used to capitalize the internal strengths and take advantage of external opportunities. As such, the company runs production facilities where they make a diverse range of noodle products. Modern machinery and strict quality control techniques equip these facilities to ensure the highest levels of production. The company has a diverse selection of noodles which showcase the region's culinary diversity. The company manufactures fresh noodles that are essential for traditional Sabah cuisines like Tuaran Mee and Beaufort Mee, which have immense popularity among both locals and tourists. In addition, the company provides instant noodles that are specifically designed to suit the preferences of the local population, guaranteeing acceptance and appeal targeting both the local market and international market. In addition, the company is actively engages in community development activities and provides help to local farmers and suppliers, there by promoting a sustainable supply chain. Environmental sustainability is a top goal, with a focus on minimizing the ecological footprint of its industrial operations.

ST STRATEGIES

By using the internal strengths to avoid or to cushion the impact of external threats, therefore, the company's growth and evolution are marked by its strategic relocations and expansion,

with a commitment to its core values of being the best choice for families. The mission of the company includes training staff to enhance their knowledge and skills, increasing dividends paid to shareholders, and upgrading machinery to improve product quality. Despite the infrastructure-related challenges, the company has persevered and continue to innovate. Looking ahead, the company plans to expand itsfactory, invest in social media marketing, improve manpower, and prepare the second generation for future leadership, ensuring sustained growth and innovation. In addition, the company intends to enhance its operations as Sabah's economy continues to grow, there will be more opportunities for businesses to thrive. Access to additional funding through loans will enable the company to capitalize on these opportunities. To ensure sustained growth, the company will focus on educating and training its workforce. This includes investing in professional development programs and upskilling employees to meet industry standards. Allocating resources to R&D will help the company innovate and improve its products. This could involve adopting new technologies, improving production processes, and developing new product lines. The owner strongly believes that there is always room for improvement.

WO STRATEGIES

Moreover, to improve the internal weaknesses and to take advantage of external opportunities, it is recommended that the company create a unit to handle marketing and marketing related issues. In response to this issue, the company may create a marketing department and focus at content production, which is an important aspect of digital marketing. Platforms such as facebook, TikTok, blogs, videos, infographics, podcasts, and with the appropriate target audience can attract the target users, make the company a reference point in its niche, and generate sales. Thus, a robust content strategy may increase the company’s online visibility and appeal to customers to generate more traffic to the website. Also, the company plans to recruit social media staff to promote the brand on channels such as TikTok. This plan might serve as the basis for evolving an elaborate marketing department. In addition, to address the mismatch between organizational structure and business strategy, the company should transition from a simple organizational structure to a functional structure, creating specialized departments for marketing, production, finance, and human resources. This change will improve efficiency, support market penetration, and accommodate the company's growth. As the owner is preparing the second generation, particularly his family members, for leadership roles, they should be integrated into these departments with specific roles and a structured mentorship program to ensure their professional development and smooth leadership transition. Additionally, hiring external experts for each department will bring new ideas and industry best practices, enhancing departmental capabilities and providing valuable training to family members. Combining the strengths of internal family members and external specialists will build a robust, efficient, and scalable organizational structure, supporting long-term growth and success.

WT STRATEGIES

Finally, to reduce internal weaknesses and avoid possible external threats, it is recommended that the company align production capabilities with its growth strategy, the company should invest in supply chain management by expanding and upgrading its production facilities, develop flexible production schedules, and implement Just-In-Time inventory management to respond swiftly to demand changes. Additionally, considering outsourcing for excess demand can improve distribution. Investing in market analysis tools for better demand forecasting, expanding and training the workforce, and creating a phased market expansion plan will help the company meet both local and international demands effectively, ensuring consistent market performance and customer satisfaction. To achieve this, the company may consider a three-pronged strategy which is debt restructuring and refinancing, diversification of capital structure, and enhanced financial monitoring with risk management. Firstly, the company may evaluate its existing debt structure and explore opportunities for restructuring or refinancing its debt to improve terms and reduce financial burden. By negotiating with creditors for better repayment schedules, lower interest rates, or extended maturity dates, the company can

enhance its debt management strategy and reduce immediate cash flow pressures. Secondly, the company should aim to diversify its sources of funding by incorporating equity financing alongside debt financing. By raising capital through equity issuance or other non-debt instruments, the company can reduce its reliance on borrowing, strengthen its financial position, and enhance its ability to weather financial challenges without being overly burdened by debt obligations. Finally, implementing robust financial monitoring systems and risk management practices can help the company proactively identify and address potential debt-related issues. By closely monitoring key financial metrics, conducting stress tests, and developing contingency plans for debt repayment scenarios, the company can better prepare for adverse situations and mitigate the impact of high debt levels on its overall financial health.

As a conclusion, there are several limitations that need to be highlighted. As cited by scholars (Bullington, 2005; Beilski, 2006; Ahmed et al., 2006; Anita et al., 2009; Syazwan et al., 2014), SWOT analysis does not show how to achieve competitive advantage; therefore, it is not a blueprint to achieve any goals or objectives. In addition, the SWOT analysis conducted may be outdated, as the external and internal environments are forever changing. Thus, it reflects that if strengths are not sustained, they may turn into weakness, and if the opportunities presented are ignored, they will become threats.

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e-Proceedings of International Symposium On Community Social Responsibility 2024(i-CSR2024)
Synergizing for Social Impact: Collaborative Communities Strategies

Community Social Responsibility and Knowledge Transfer: Cultivating Innovation and Improving Economic Levels for Indigenous Communities

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ABSTRACT

This paper explores the impact of a community social responsibility (CSR) project focused on transferring knowledge to the indigenous community of Kg Beswok, Pos Yum Sg. Siput, Perak. The project emphasizes the production of soap from wasted cooking oil, aiming to foster innovation and enhance the economic standing of the community. The study highlights the methods of knowledge transfer, the innovation process, and the resultant economic benefits. The CSR initiative involved a session of workshops and continuous mentorship to ensure the sustainability of soap production within the community. By leveraging local resources and providing technical training, the project empowered community members to create a new source of income while addressing environmental concerns related to waste disposal. The paper also discusses the cooperative model adopted by the community, which facilitated resource sharing and collective problem-solving. The findings suggest that such CSR initiatives can significantly contribute to sustainable community development, economic empowerment, and environmental sustainability. The project's success demonstrates the potential of knowledge transfer to foster innovation and economic resilience in marginalized communities. Future research and similar projects could further explore the scalability and long-term impacts of these initiatives in other indigenous communities.

Keywords: Community Social Responsibility, Knowledge Transfer, Innovation, Economic Empowerment, Indigenous Community

INTRODUCTION

Community Social Responsibility (CSR) is a multifaceted concept that encompasses sustainable development and community engagement, in addition to corporate philanthropy. CSR practices have the potential to influence stakeholder relationships and place-making by shaping local ontologies (Ehrnström-Fuentes & Böhm, 2023). Research suggests that corporate social responsibility (CSR) has a beneficial impact on community resilience, thereby improving collective efficacy and adaptability (Rela et al., 2020). It is imperative to comprehend the viewpoints of the host community in order to effectively implement corporate social responsibility (Kasim et al., 2022). Governments are instrumental in the promotion of corporate social responsibility (CSR) by means of partnerships, awareness campaigns, and the implementation of soft laws (Wirba, 2023).

This paper focuses on a CSR project implemented in Kg Beswok, a village in Malaysia, with the primary goal of transferring knowledge and skills related to soap production from wasted cooking oil. Kg Beswok is a predominantly indigenous community facing several socio-economic challenges, including limited access to education, healthcare, and employment opportunities. The community relies heavily on traditional agricultural practices and subsistence farming, which often provide insufficient income to meet their needs. The introduction of innovative and sustainable economic activities is essential to improve the living standards and economic resilience of the community.

The CSR project discussed in this paper aims to address these challenges by introducing a novel approach to waste management and economic empowerment through the production of soap from wasted cooking oil. This initiative not only addresses environmental concerns by reducing waste but also provides the community with a sustainable source of income. By transferring the necessary knowledge and skills to the community members, the project seeks to empower them to become self-sufficient entrepreneurs.

The concept of knowledge transfer is central to this project. Effective knowledge transfer involves the dissemination of skills, expertise, and practices from one group to another, enabling the recipient group to apply this knowledge independently. In the context of Kg Beswok, knowledge transfer includes technical training in soap production, business management skills, and ongoing mentorship to ensure the community can sustain and expand their entrepreneurial activities. Innovation plays a crucial role in the success of this project. By encouraging the community to experiment with different soap formulations and production techniques, the project fosters a culture of creativity and continuous improvement. Innovation is not limited to the product itself but extends to the business models and marketing strategies employed by the community to sell their products.

The economic impact of the project is multifaceted. It provides direct income through the sale of soap, reduces dependency on traditional farming, and opens up opportunities for community members to engage in other entrepreneurial activities. The project also aims to build social capital by strengthening community ties and promoting a collaborative approach to problem-solving.

This paper is structured as follows: the literature review section provides an overview of existing research on soap production from wasted cooking oil, highlighting its environmental and economic benefits. The discussion section details the implementation of the CSR project in Kg Beswok, focusing on the knowledge transfer mechanisms, innovation processes, and economic impacts. Finally, the conclusion summarizes the key findings and suggests directions for future research and similar projects in other communities. By examining this CSR project, this paper contributes to the understanding of how knowledge transfer and community empowerment can drive innovation and economic improvement in marginalized communities. It underscores the importance of sustainable practices and the potential for CSR initiatives to create long-lasting positive change.

Soap Production from Wasted Cooking Oil

The literature on soap production from wasted cooking oil indicates a sustainable and economically viable method for waste management and community development.

1. **Environmental and Economic Benefits:**
    - **Environmental Impact:**
        - Converting waste cooking oil (WCO) into soap through recycling provides both environmental and economic advantages as compared to incorrect disposal methods (Thushari & Babel, 2022). Saponification is the chemical process in which triglycerides react with alkaline solutions (Abera et al., 2023). Research has investigated many approaches, such as employing activated charcoal to diminish odour and color, and fine-tuning NaOH concentrations to achieve optimal soap consistency (Rahayu et al., 2021). (The Life Cycle Assessment (LCA) demonstrates that the recycling process has a significant influence on climate change and acidification indicators, as indicated by (Hartini et al., 2021). Soap manufacture using waste cooking oil (WCO) typically exhibits superior

environmental performance compared to other methods (Thushari & Babel, 2022). Local initiatives have effectively increased knowledge and offered instruction on soap making using waste cooking oil (WCO) (Azme et al., 2023; Mediathika, 2021). These projects not only tackle environmental issues but also provide prospects for generating cash (Azme et al., 2023). Current study is investigating the use of natural ingredients and fragrances to improve the qualities of soap and meet the tastes of consumers (Soni et al., 2024).

- **Economic Viability:**
  - Recent research has examined the economic feasibility and environmental advantages of utilizing waste cooking oil (WCO) for the manufacturing of soap and biodiesel. The soap produced using Waste Cooking Oil (WCO) and Endod plant extract exhibited a similar level of quality as the soap available in the market, according to (Abera et al., 2023). The study conducted by (Azme et al., 2023) showed that soap production at the community level using waste cooking oil (WCO) has the potential to generate income and promote environmental awareness. Research has demonstrated that soap derived from waste cooking oil (WCO) can satisfy established quality criteria and yield financial gains (Abera et al., 2023; Hartini et al., 2021). Indigenous communities in Nigeria have already derived advantages from the production and commercialization of traditional black soap (Adewusi & Akanle, 2020).

2. **Process and Techniques:**
   This approach involves distilled water with lemon extract mixed with lye (sodium hydroxide), with precaution due to lye's heat characteristics and chemicals which may trigger tissue peeling. The resultant mixture has been cooled to ambient temperature prior to being incorporated together with the wasted purified palm oil. The mixture of liquid lye and oil merely requires been stirred for roughly five seconds considering palm oil's primary constituent is triacylglycerol (TAG) as specified by Lichtenstein (2013). TAG consists of three fatty acids (which represent the starting point in lipid structure) esterified to glycerol molecules, therefore may result palm-oil in delayed crystallization behavior, leading to post-hardening (Omar et al., 2015; Zou et al., 2012). In the absence of synthetic additives, this mixture undergoes cooling and permitted to cure at ambient temperature for 4 weeks until the pH reaches 7 to 10 for safer soap consumption
3. **Community-Based Projects:**
   Indigenous communities may encounter substantial improvements and gain social advantages through the implementation of community-based programs. These endeavours frequently entail collaborations between researchers and Indigenous communities, with a specific emphasis on traditional knowledge and cultural customs (Bennett-Levy et al., 2021; Packer et al., 2019). Collaborations of this nature have the potential to facilitate the creation of digital resources that are culturally suitable (Bennett-Levy et al., 2021) and enhance the economic prospects of Indigenous women (Durán-Díaz et al., 2020). Community-led companies, namely those focused on the gathering of indigenous plants and the protection of seeds, have the potential to strengthen adaptability and safeguard biocultural (Duthie-Kannikkatt et al., 2019; Gorman et al., 2023). According to (Scherrer, 2020), tourism firms that are operated by indigenous communities have the ability to generate value for stakeholders while also upholding cultural objectives. Significantly, conservation initiatives that empower Indigenous peoples and local communities tend to be more effective and fairer (Dawson et al., 2021). Health therapies that incorporate traditional practices based on culture can enhance the mental, physical, spiritual, and social well-being of participants (Murdoch-Flowers et al., 2019).

The Execution of the Knowledge Transfer Program

The success of this project was largely dependent on the effective execution of the knowledge transfer program. This section details the steps taken to ensure the program's success.

1. **The Mentors and Community**
    - For this program, the team of mentors are the members of Research Interest Group from Universiti Teknologi MARA Perlis Branch known as "CommUniCare". Below are the details of the mentors:

      Table 2 Mentors background and experiences

Number of mentors	Background	Experiences in CSR project
1	Computer Science	16 years
1	Agrotechnology and Plantation	17 years
1	Geomatics	18 years
1	Business Administration	17 years
1	Islamic Studies	16 years

    - As for participant, total of 80 individuals involved in this program.

2. **Initial Assessment and Community Engagement:**
    - **Needs Assessment:**
        - Before the program's implementation, a thorough needs assessment was conducted to understand the community's current knowledge levels, resources, and needs. Surveys and focus group discussions were utilized to gather data.

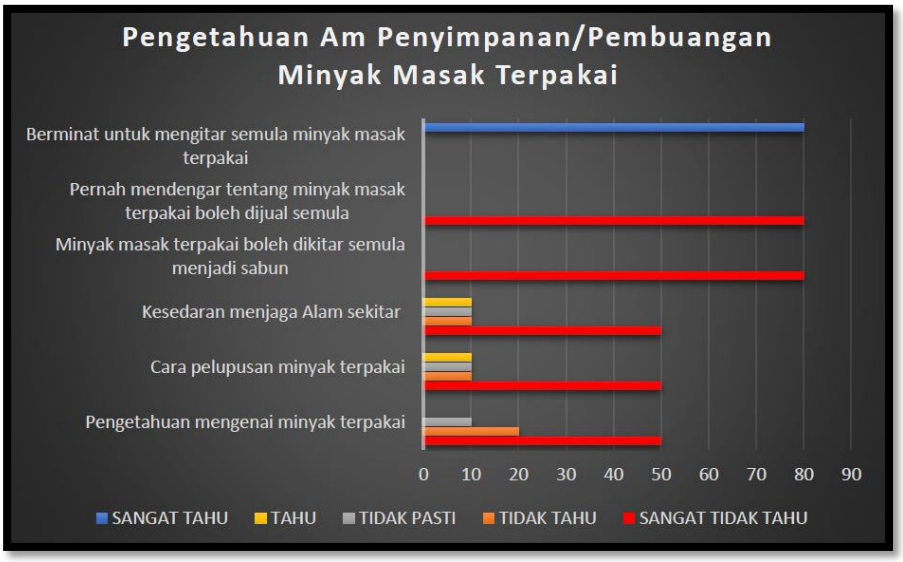
Figure 1 Initial assessment by facilitators



Figure 2 Assessments about basic knowledge



Figure 3 General knowledge about storage/disposal waste cooking oil



- **Community Involvement**
  - Community leaders and members were involved from the beginning to ensure their buy-in and active participation. This was crucial for tailoring the program to the community's specific context and needs.

Figure 4 Session with Community Leader (Tok Batin)



3. **Training and Capacity Building:**
   - **Workshops and Hands-On Training:**
     - Workshops were organized to provide hands-on training in soap production using wasted cooking oil. Experienced trainers demonstrated the processes of oil collection, filtration, and soap making.

Figure 5 Explanation about the soap making process



Figure 6 Explanation about hot soap process



A survey to determine the type of soap that participants are interested in producing as part of this program.

Figure 5 Community interest in making Liquid Soap

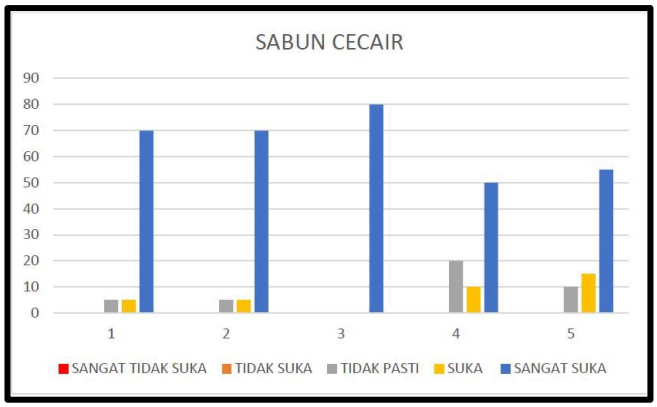
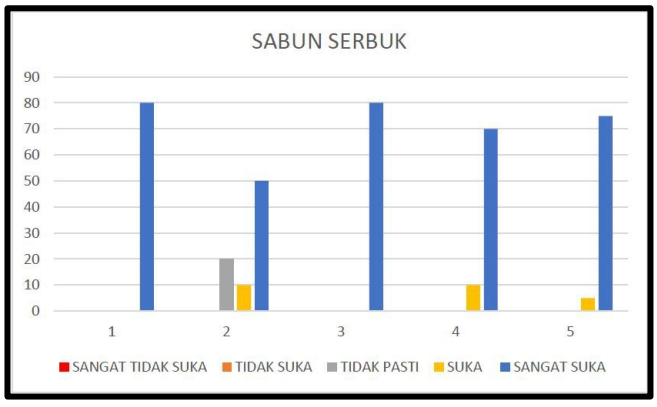


Figure 8 Community interest in making Powder Soap



- **Educational Materials:**
  - Comprehensive educational materials, including manuals and video tutorials, were provided to the participants. These resources served as references that community members could use after the workshops.

4. **Mentorship and Support:**
   - **Continuous Mentorship:**
     - A mentorship program was established to provide ongoing support. Mentors visited the village regularly to offer guidance, troubleshoot problems, and provide additional training as needed.

Figure 9 The explanation about upcoming workshops



- **Resource Provision:**
  - Essential resources such as soap moulds, measuring equipment, and safety gear were supplied to ensure participants had the necessary tools to start production.

Figure 10 The necessary equipment for making soap



5. **Monitoring and Evaluation:**
   - **Progress Tracking:**
     - Regular monitoring was conducted to track the progress of participants and the overall impact of the program. Surveys and interviews were used to gather feedback and identify areas for improvement.

Figure 11 Monitoring and assisting participants



DISCUSSION

The CSR project in Kg Beswok was designed with a dual focus: innovation and economic improvement.

1. **Knowledge Transfer Mechanisms:**
    - **Workshops and Training Sessions:**
        - The project conducted several workshops to teach community members the technical skills required for soap production. These sessions included hands-on training and theoretical knowledge about soap making, oil filtration, and safety measures.
        - Below are the responses from community towards the output of the Hard Soap.
        - **Figure 12 Responses for the Hard Soap output**



    - **Continuous Support and Mentorship:**
        - After initial training, continuous support and mentorship were provided to ensure the sustainability of the project. Mentors visited the community regularly to address challenges, provide additional training, and encourage innovation.
2. **Fostering Innovation:**
    - **Encouraging Creativity:**
        - Community members were encouraged to experiment with different soap formulas, incorporating local herbs and essential oils to create unique products. This not only fostered creativity but also added value to the products.
    - **Cooperative Model:**
        - The project promoted the formation of a cooperative, where members could share resources, ideas, and profits. This model enhanced collaboration and innovation, as members worked together to improve production techniques and market their products.
3. **Economic Impact:**
    - **New Source of Income:**
        - The production and sale of soap provided a new source of income for the community. Local markets and nearby towns became primary sales points, with some community members exploring online sales.
    - **Diversification of Income Streams:**
        - Inspired by the success of soap production, community members began exploring other related ventures, such as producing candles and natural cleaning products, further diversifying their income streams.

CONCLUSION

The quality of life for indigenous communities can be substantially enhanced through Corporate Social Responsibility (CSR) initiatives. Job creation, income generation, and community development have all been positively affected by corporate social responsibility (CSR) initiatives in the mining and hospitality sectors (González-de-la-Rosa et al., 2023; Shubita et al., 2022). Buen Vivir, an indigenous concept, can be used as a framework to reimagine corporate social responsibility by integrating business within nature and emphasizing community (Husted, 2021). Government regulations are essential for the promotion of CSR adoption, which results in enhanced socio-economic and environmental outcomes (Jackson et al., 2023). In general, well-designed corporate social responsibility (CSR) strategies can improve the quality of work life, increase employee job satisfaction, and contribute to the sustainable development of indigenous communities (Pham et al., 2022; Zheng, 2022).

The CSR initiative in Kg Beswok showcases the successful utilization of knowledge transfer and community empowerment to stimulate innovation and enhance economic circumstances in neglected areas. The success of the initiative highlights the significance of customized training programs, ongoing assistance, and engagement with the community. The project offered a sustainable waste management system and created a realistic economic opportunity by providing community members with practical skills and promoting entrepreneurial ventures. The notable enhancements in the economic position of the community underscore the possibility of replicating such ventures in other indigenous and marginalized communities. The cooperative model demonstrated notable efficacy in promoting collaboration and innovation, indicating that comparable techniques could be advantageous in different situations.

Furthermore, the ecological advantages of repurposing used cooking oil into practical items such as soap are of utmost importance. This technique not only mitigates pollution but also fosters a circular economy, wherein waste materials are transformed into valuable commodities. The achievement of the Kg Beswok project exemplifies the advantageous outcomes of both environmental sustainability and economic empowerment, serving as a model for forthcoming corporate social responsibility (CSR) endeavours. Future research and initiatives should focus on broadening the scope of items that can be manufactured using recycled materials, as well as advancing the methods for oil filtration and soap production. Furthermore, conducting extensive research on the long-term economic effects of these projects can offer more profound understanding of their ability to be maintained and expanded. Ultimately, the CSR project in Kg Beswok exemplifies how the exchange of knowledge and involvement of the community can stimulate innovation and foster economic growth. Through utilizing local resources and cultivating a culture of cooperation and innovation, these efforts have the potential to achieve long-lasting and equitable development. This project not only enhanced the quality of life for the Kg Beswok community, but also established a model for future initiatives focused on empowering communities economically and promoting environmental sustainability.

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Synergizing for Social Impact: Collaborative Communities Strategies

Transformasi Pembelajaran Interaktif: Meningkatkan Minat Dan Pencapaian Pelajar Di Politeknik Balik Pulau Melalui Aplikasi Pembelajaran

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ABSTRAK
Pembelajaran interaktif dan teknik pengajaran yang telah dilaksanakan secara meluas di seluruh negara adalah merupakan satu inisiatif yang digunakan dalam membantu pelajar memahami bahan yang disampaikan oleh pensyarah. Kajian ini, meneliti kesan terhadap pengajaran dan pembelajaran berbantukan aplikasi pembelajaran multimedia iaitu Excite Java Quest terhadap minat pelajar kepada pembelajaran pengaturcaraan (merangkumi empat elemen Perhatian, Relevan, Keyakinan dan Kepuasan) serta pencapaian pelajar. Peserta kajian terdiri daripada pelajar trek Pembangunan Perisian dan Rangkaian semester ketiga di Jabatan Teknologi Maklumat dan Komunikasi (JTMK). Sampel kajian melibatkan 62 pelajar yang mengambil kursus Object Oriented Programming DFP30243 dari program Diploma Teknologi Maklumat (Teknologi Digital) (DDT), Politeknik Balik Pulau. Ujian perbandingan bagi keputusan markah ujian-pra dan ujian-pos juga telah dilakukan bagi menunjukkan penggunaan aplikasi pembelajaran ini memberi impak yang positif kepada pelajar. Dapatan menunjukkan terdapat peningkatan keputusan bagi pelajar yang menggunakan aplikasi pembelajaran multimedia bagi topik Struktur Kawalan. Selain itu, aplikasi pembelajaran Excite Java Quest juga menyumbang kepada peningkatan minat pelajar terhadap kursus pengaturcaraan sekaligus meningkatkan kefahaman pelajar terhadap kursus DFP30243. Skor min bagi elemen Perhatian, Relevan, Keyakinan dan Kepuasan masing-masing mencapai 4.30 ke atas menunjukkan tahap minat pelajar yang tinggi tentang topik Struktur Kawalan Pengaturcaraan Java. Kesimpulannya, pengajaran dan pembelajaran berbantukan aplikasi pembelajaran multimedia interaktif memberi kesan yang positif terhadap pembelajaran pengaturcaraan yang bersifat abstrak.
Kata Kunci: aplikasi pembelajaran, pengaturcaraan, interaktif

PENDAHULUAN

Strategi dan pendekatan pengajaran yang digunakan oleh pensyarah boleh memberikan impak yang besar terhadap pembelajaran pelajar. Dengan mengintegrasikan kaedah pengajaran yang inovatif dan mengorientasikan pelajar, pensyarah dapat mencipta persekitaran pembelajaran yang lebih dinamik dan berdaya tahan. Pendekatan ini melibatkan penggunaan teknologi dalam pengajaran dan pembelajaran (PdP), pengaplikasian projek-projek kreatif, dan penggalakan interaksi aktif di antara pelajar.

Kepelbagaian kepada metodologi pengajaran adalah penting kerana ia menekankan keperluan menggunakan kreativiti dan inovasi untuk meningkatkan penglibatan, menarik minat dan sekaligus meningkatkan kefahaman pelajar terhadap topik pengajaran. Untuk menyediakan pelajar pengalaman pembelajaran yang lebih dinamik dan relevan, pensyarah mesti memahami cara mengubah suai arahan mereka untuk memenuhi keperluan pembelajaran. Bagi menjamin proses PdP berjalan dengan lebih lancar dan menarik,

pengubahsuaian kepada pendekatan pedagogi adalah perlu (Razak, Mohd Khalid, dan Omar, 2023). Pendidik di institusi pengajian sering menggunakan permainan sebagai alat pengajaran interaktif. Hasilnya, platform ini berfungsi sebagai aplikasi pembelajaran interaktif sebagai alat pengajaran untuk kursus Pengaturcaraan Berorientasikan Objek Politeknik Balik Pulau.

Menurut Salleh, Khairani, dan Rafee (2023) Revolusi Industri 4.0 mengubah suai teknik pengajaran dan pembelajaran di institusi pendidikan agar lebih sejajar dengan kemajuan teknologi kontemporari. Ia juga mengubah kurikulum. Akibatnya, institusi pendidikan mesti memberi perhatian kepada keperluan asas pembelajaran pelajar, seperti strategi pengajaran dan bahan pengajaran. Sehubungan itu, pensyarah mestilah bersedia menggunakan kaedah pengajaran yang lebih inventif dan imaginatif (Habidin, Chik, & Muhamad, (2023).

Menurut Ahmad, Rahman& Abidin. (2013)., masih terdapat aktiviti pendidikan yang mengutamakan peranan pensyarah melebihi pelajar, dan majoriti pelajar masih mempunyai kecenderungan untuk bergantung kepada pendidik atau pensyarah. Ketidakupayaan pensyarah untuk memberikan perhatian yang secukupnya kepada setiap pelajar mungkin menyebabkan suasana membosankan di dalam bilik kuliah. Disebabkan ini, ada kemungkinan pelajar tidak akan memahami bahan dan kepakaran yang diberikan oleh pensyarah dan mereka juga tidak akan terlibat secara aktif. Untuk mewujudkan persekitaran pembelajaran yang lebih berkesan, beberapa strategi dan teknik boleh digunakan (Tar, & Mahmud, (2021)).

OBJEKTIF KAJIAN

Kajian ini bertujuan untuk mengkaji keberkesanan dan kesan penggunaan aplikasi pembelajaran dalam meningkatkan minat dan pencapaian pelajar apabila menggunakan aplikasi pembelajaran multimedia interaktif, Excite Java Quest untuk kursus pengaturcaraan Java bagi topik Struktur Kawalan. Sistem pendidikan masa kini seharusnya mempunyai unsur teknologi maklumat dan komunikasi (ICT) ke dalam proses pengajaran dan pembelajaran (PdP). Dalam usaha menarik perhatian pelajar dan menjadikan kurikulum lebih menarik, ini cuba menyokong pengajar dalam menyampaikan konsep menggunakan alat pengajaran yang menarik (Sharifah Nor Puteh dan Kamarul Azman, 2011). Oleh itu, berikut adalah objektif kajian:

1. Mengukur tahap minat pelajar pelajar politeknik dalam proses pembelajaran berbantukan aplikasi pembelajaran interaktif. Perkara ini merangkumi empat elemen iaitu perhatian, relevan, keyakinan dan kepuasan dalam aktiviti pembelajaran, interaksi dengan aplikasi dan kesediaan untuk aktif terlibat dalam proses pembelajaran
2. Menilai keberkesanan aplikasi pembelajaran multimedia interaktif yang digunakan dalam meningkatkan pencapaian pelajar politeknik. Kajian ini akan menilai bagaimana pembelajaran berbantukan aplikasi pembelajaran multimedia interaktif iaitu Excite Java Quest dapat meningkatkan proses pemahaman pelajar konsep-konsep bersifat abstrak dalam pengaturcaraan dan sekaligus meningkatkan prestasi akademik

KAJIAN LITERATUR

Revolusi Industri 4.0 (IR4.0) merupakan tahap ketiga dalam rangkaian revolusi digital, dengan pemanfaatan maksimum alat-alat digital, produksi produk digital, dan proses terkait yang sepenuhnya berbasis digital (Schwab, 2016). Fenomena IR4.0 tidak hanya memberi impak pada sektor perindustrian dan perkilangan, serta sistem pemprosesan dalam sektor-sektor tersebut, tetapi juga memberikan bentuk dan arah yang lebih maju dan terkini kepada sektor pendidikan (Ahmad Zaki, Zulazhan & Nurkhamimi, 2020).

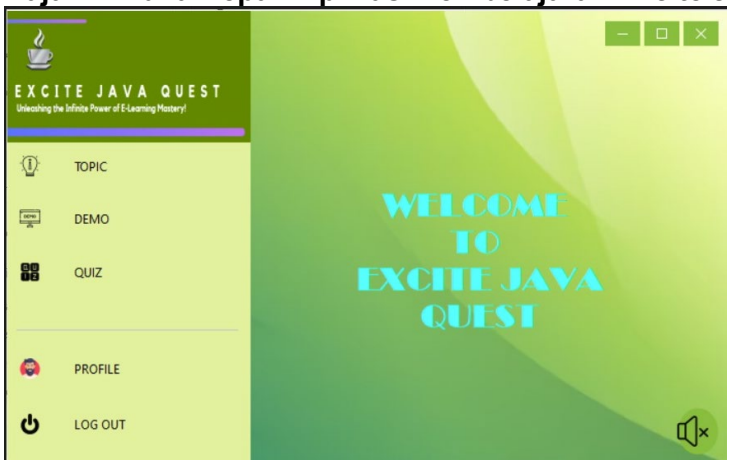
Selain itu, kursus pengaturcaraan yang bersifat abstrak memberi cabaran dalam proses pengajaran, di mana pelajar dikehendaki untuk dapat menggambarkan proses pembangunan pengaturcaraan bagi menyelesaikan masalah. Oleh itu, untuk mengatasi situasi ini, penerapan teknologi maklumat dalam pendidikan bertujuan membantu pensyarah menyampaikan konsep dengan menggunakan bahan bantu mengajar yang menarik dan mampu menvisualisasikan proses pembelajaran yang bersifat abstrak. Tujuan utamanya adalah untuk menarik minat pelajar dan mengubah persekitaran pembelajaran yang lebih dinamik (Mustaffa, Hussin, & Sulaiman, 2021).

Pendekatan yang menggabungkan psikologi dan pendidikan, dengan menitikberatkan peranan proses kognitif atau mental dalam pembelajaran dan pemahaman, sangat penting untuk meningkatkan prestasi pemahaman pelajar. Teori konstruktivisme dianggap sesuai kerana menitikberatkan pada pemrosesan informasi, penyelesaian masalah, dan konstruksi pengetahuan sebagai elemen-elemen utama dalam pembelajaran. Menurut Piaget (1971), konstruktivisme adalah suatu model pendekatan yang menyatakan bahwa pengetahuan adalah hasil dari konstruksi atau pembentukan yang aktif dalam upaya memperbaiki pemahaman. Oleh karena itu, penerapan pembelajaran yang interaktif dan menarik membantu pelajar meningkatkan pengetahuan dan pemahaman mereka terhadap pembelajaran pengaturcaraan.

METODOLOGI

Pembangunan aplikasi pembelajaran Excite Java Quest megaplikasikan Kitar hayat Pembangunan Sistem (SDLC) model Agile dengan melalui enam fasa: Perancangan, Rekabentuk, Pembangunan, Pengujian, Implementasi dan Respon. Fasa Perancangan merancang pembangunan dengan mengenalpasti keperluan aplikasi juga silibus kursus. Aplikasi pembelajaran ini mengaplikasikan tiga proses pembelajaran terdiri daripada nota pembelajaran, demonstrasi pengaturcaraan dan kuiz. Rajah 1 menunjukkan muka depan aplikasi. Fasa Rekabentuk melakar papan cerita bagi memastikan aliran pembangunan lebih mudah dan jelas. Fasa Pembangunan merupakan proses pembangunan struktur aplikasi berpandukan fasa rekabentuk. Fasa Pengujian dilaksanakan melalui kajian rintis kepada pensyarah dan pelajar bagi mendapatkan maklumbalas terhadap rekabentuk aplikasi secara keseluruhan. Fasa Implementasi merupakan penggunaan aplikasi pembelajaran Excite Java Quest ke dalam proses pengajaran dan pembelajaran. Fasa respon ini membuat penilaian kepada tahap minat dan pencapaian pelajar dalam menggunakan aplikasi pembelajaran ini. Antaramuka aplikasi pada Rajah 1.

Rajah 1 Muka Depan Aplikasi Pembelajaran Excite Java Quest



Bagi mengumpul data tinjauan kuantitatif bagi kajian ini, instrumen soal selidik digunakan. Statistical Package for the Social Sciences (SPSS) kemudiannya digunakan untuk melakukan analisis deskriptif terhadap data yang telah dikumpul oleh instrumen ini. Matlamat utama kajian adalah untuk menentukan tahap minat pelajar dalam mempelajari pengaturcaraan Java menggunakan aplikasi pembelajaran Excite Java Quest. Penilaian adalah melibatkan empat elemen iaitu Perhatian, Relevan, keyakinan dan Kepuasan pelajar menjalani pembelajaran dan pengajaran (PdP) berbantukan aplikasi pembejaran multimedia interaktif. Pengukuran ini akan ditentukan dengan mengira nilai skor minimum keseluruhan serta nilai skor minimum bagi setiap item.

Sementara itu, untuk menilai peningkatan pencapaian pelajar terhadap pembelajaran pengaturcaraan Java, ujian pra dan ujian pos digunakan. Prestasi pembelajaran pelajar dinilai dengan membandingkan skor ujian pra dan ujian pos.

Jadual 1 Skala Tahap Berdasarkan Skor Min (Ahmad Mustafa dan Sariff (2017)

Skor min	Tahap
1.00 – 2.33	Rendah
2.34 - 3.67	Sederhana
3.68 – 5.00	Tinggi

Seramai 62 pelajar dari Politeknik Balik Pulau yang mengikuti trek Pembangunan Perisian dan Rangkaian menjadi responden dalam kajian ini. Pengedaran soal selidik kepada responden dilakukan melalui pensyarah-pensyarah kursus Pengaturcaraan Berorientasikan Objek dan jawapan diterima secara bertulis.

DAPATAN DAN PERBINCANGAN

Dapatan kajian ini diperolehi melalui analisis statistik deskriptif menggunakan SPSS terhadap data respons yang dikumpulkan daripada 62 pelajar. Perincian dapatan kajian ditunjukkan dalam Jadual 2 dan 3. Jadual 2 merupakan dapatan bagi Bahagian A, yang merangkumi maklumat demografik responden, seperti jantina, trek pengajian, dan semester pengajian.

Jadual 2 Demografik Responden

Demografik	Faktor	Bilangan	Peratus (%)
Jantina	Lelaki	22	35.5
	Perempuan	40	64.5
Trek Pengajian	Rangkaian	29	46.8
	Pembangunan Perisian	33	53
Semester Pengajian	Semester 3	17	27.4
	Semester 4	30	48.4
	Semester 5	15	24

Tinjauan ini telah melibatkan 62 pelajar secara keseluruhan, dengan 22 daripadanya (35.5%) adalah lelaki dan 40 orang (64.5%) adalah perempuan. Pelajar diambil dari dua trek berbeza iaitu Pembangunan Perisian (33 orang, atau 53%) dan Rangkaian (46.8%) dengan 29 peserta. Tiga puluh orang (48.4%) dan tujuh belas orang (27.4%) mengambil bahagian dalam semester pengajian. Semester 5 menyaksikan 15 individu (24%) selepas Semester 4. Pemeriksaan data demografi mendapati terdapat lebih ramai pelajar perempuan berbanding pelajar lelaki. Perkara ini kerana wanita merupakan majoriti pelajar yang mendaftar kelas di Politeknik Balik Pulau bagi setiap semester. Memandangkan terdapat jumlah trek kajian yang hampir sama, data yang dikumpul dengan lebih tepat mewakili dua trek yang diberikan.

Jadual 3 Skor Min Penggunaan Aplikasi Pembelajaran

Faktor	Bilangan	Skor Min
Perhatian	62	4.40
Relevan	62	4.37
Keyakinan	62	4.57
Kepuasan	62	4.46
Min Keseluruhan		**4.45**

Pengukuran skor minimum tahap minat pelajar melibatkan empat elemen iaitu Perhatian, Relevan, Keyakinan dan Kepuasan pada Jadual 3.

Jadual 4 Skor Ujian Pra dan Ujian Pos

Responden	Ujian Pra	Penggunaan Excite Java Quest	Ujian Pasca
62 orang pelajar	√	√	√

Ujian pra dan ujian pasca dijalankan terhadap 62 orang pelajar yang menggunakan aplikasi pembelajaran Excite Java Quest sebagai bahan bantu mengajar. Rekabentuk kuasi eksperimen kajian pada Jadual 4.

Jadual 5 Skor Ujian Pra dan Ujian Pos

Pembolehubah	Responden	Skor Min		Perbezaan skor min pra dan pasca	Keterangan
		Ujian Pra	Ujian Pasca		
Purata Ujian	62 orang pelajar	6	19	13	Meningkat

Skor hasil ujian pra dan ujian pasca pada Jadual 5. Bagi ujian-pra pencapaian pelajar sebanyak 6 skor min. Seterusnya pencapaian pelajar sebanyak 19 untuk ujian-pos. Oleh itu, sebanyak 13 skor perbezaan antara ujian pra dan ujian pasca. Hal ini, menunjukkan terdapat peningkatan pencapaian dalam pemahaman topik pegaturcaraan bagi responden yang menjalani proses PdP berbantukan aplikasi multimedia Excite Java Quest.

KESIMPULAN

Hasil dapatan kajian, dapat disimpulkan, pengajaran dan pembelajaran (PdP) kendiri berbantukan aplikasi multimedia interaktif memberi kesan yang positif terhadap pelajar. Penggunaan elemen multimedia di dalam pembelajaran dapat divisualisasikan dengan baik terutamanya pembelajaran bersifat abstrak seperti pengatucaraan. Secara tidak langsung ia juga dapat menarik minat pelajar untuk terus aktif semasa proses PdP. Interaksi pelajar terhadap aplikasi juga merangsang kepada peningkatan semangat untuk belajar dan sekaligus meningkatkan pemahaman pelajar terhadap pengaturcaraan terutamanya pengaturcaraan Java.

Rahman, et. Al (2023) juga menyatakan pandangan yang sependapat, yaitu bahwa keterampilan menggunakan Tekonologi maklumat dan Komunikasi (ICT) merupakan kemahiran utama abad ke-21 yang krusial dan sangat diperlukan. Penggunaan medium ini dalam konteks PdP diketahui memberikan impak positif terhadap pencapaian pelajar, sekaligus merangsang pembelajaran kendiri, meningkatkan pengetahuan, dan motivasi intrinsik pelajar. Selain itu, hal ini juga dapat membangun keyakinan diri pelajar. Kajian ini diharapkan mampu menjadi satu variasi dalam metod pengajaran bagi para pensyarah dalam proses PdP, khususnya dengan memanfaatkan bahan bantu yang berasaskan teknologi maklumat, iaitu penerapan aplikasi multimedia interaktif. Aplikasi pembelajaran ini juga diharapkan dapat meningkatkan pemahaman pelajar dengan menggarapkan elemen multimedia interaktif, terutama dalam kursus yang bersifat abstrak seperti pengaturcaraan Java.

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Synergizing for Social Impact: Collaborative Communities Strategies

Sinergi Universiti dan Komuniti: Menginspirasi Belia Melalui Program Cakna Ilmu

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ABSTRAK

Kajian ini meneliti usaha kolaboratif di antara Jabatan Pengurusan dan Perniagaan, Universiti Teknologi MARA Cawangan Pulau Pinang (UiTMCPP), Pasukan Pelindungan Kanak-Kanak Daerah Seberang Perai Utara (SPU) dan Jabatan Kebajikan Masyarakat (JKM) Seberang Perai Utara. Pelbagai program pemerkasaan komuniti seperti Program Agropreneur Muda Fasa 1 dan Fasa 2, Program Kenali IT, Program Explorace, dan lain-lain telah berjaya dianjurkan sebelum ini melalui usaha sinergi bersama. Program "Cakna Ilmu" ini merupakan inisiatif bersama yang bertujuan untuk memberi pendedahan kepada pelajar sekolah menengah mengenai kehidupan kampus dan menyemarakkan semangat serta motivasi mereka untuk melanjutkan pelajaran ke peringkat yang lebih tinggi. Sasaran program ini adalah seramai 120 pelajar sekolah menengah dari Tingkatan 1 hingga Tingkatan 4 di bawah Pasukan Pelindungan Kanak-Kanak Daerah SPU, yang melibatkan tiga Pusat Aktiviti Kanak-Kanak (PAKK) di bawahnya: PAKK Kuala Muda, PAKK Pokok Machang, dan PAKK Taman Tun Dr. Awang. Objektif program ini adalah untuk memberikan peluang kepada para peserta untuk menyertai aktiviti di UiTMCPP, memberikan pendedahan mengenai program dalam kampus, serta merangsang semangat belajar melalui aktiviti seperti Larian Amal, Ceramah Motivasi, Sesi Latihan Dalam Kumpulan (LDK), dan Lawatan Sekitar Kampus UiTMCPP. Melalui program ini, para peserta mendapat manfaat melalui aktiviti-aktiviti yang telah dijalankan serta maklumat mengenai peluang melanjutkan pelajaran di UiTMCPP, meningkatkan motivasi dan keyakinan dalam pelajaran, serta membantu mereka mencapai impian. Kerjasama ini juga memantapkan hubungan erat antara UiTMCPP dan Pasukan Pelindungan Kanak-Kanak Daerah SPU dalam usaha memartabatkan generasi muda ke tahap yang lebih tinggi.

Kata Kunci: Pemerkasaan Komuniti, Pelindungan Kanak-Kanak, Motivasi Pendidikan Tinggi, Kolaborasi Universiti-Komuniti, Pembangunan Belia

PENGENALAN

Kolaborasi antara institusi pengajian tinggi dan komuniti memainkan peranan penting dalam pembangunan sosial dan ekonomi sesebuah negara. Dalam konteks Malaysia, usaha-usaha pemerkasaan komuniti sering kali melibatkan kerjasama antara universiti, agensi kerajaan, dan komuniti setempat untuk menangani pelbagai isu sosial, termasuk pemerkasaan golongan belia. Program-program yang dirangka melalui kerjasama ini bukan sahaja berupaya memperkukuh hubungan antara universiti dan komuniti, malah dapat memberikan impak positif yang berpanjangan kepada pembangunan masyarakat, khususnya dalam kalangan belia.

Belia merupakan aset penting bagi pembangunan masa depan negara, namun mereka sering kali berhadapan dengan pelbagai cabaran seperti kekurangan motivasi, peluang

pendidikan yang terhad, serta masalah sosial yang boleh menjejaskan potensi mereka untuk mencapai kejayaan. Oleh itu, inisiatif yang memfokuskan kepada pemerkasaan belia, seperti program pendedahan pendidikan dan motivasi, adalah amat penting untuk memastikan golongan ini dapat mencapai aspirasi mereka.

Kajian ini meneliti sebuah inisiatif kolaboratif antara Jabatan Pengurusan dan Perniagaan, Universiti Teknologi MARA Cawangan Pulau Pinang (UiTMCPP), Pasukan Pelindungan Kanak-Kanak Daerah Seberang Perai Utara (SPU), dan Jabatan Kebajikan Masyarakat Seberang Perai Utara. Usaha ini bertujuan untuk memupuk semangat dan motivasi pelajar sekolah menengah di bawah jagaan Pasukan Pelindungan Kanak-Kanak melalui program yang dinamakan “Cakna Ilmu.” Program ini berfungsi sebagai platform untuk memberi pendedahan mengenai kehidupan kampus, peluang pendidikan tinggi, dan mengukuhkan hubungan antara universiti dan komuniti.

Dalam pengenalan ini, kajian akan membincangkan kepentingan kolaborasi universiti-komuniti, relevansi program intervensi pendidikan terhadap motivasi pelajar, serta impak yang diharapkan daripada program ini terhadap golongan belia di bawah Pasukan Pelindungan Kanak-Kanak Daerah SPU.

KAJIAN LITERATUR

Kolaborasi Universiti dan Komuniti

Kolaborasi antara universiti dan komuniti adalah penting dalam usaha membina kapasiti masyarakat dan meningkatkan kesejahteraan sosial. Menurut Boyer (1996), model universiti moden haruslah berorientasikan komuniti di mana universiti memainkan peranan aktif dalam menyelesaikan masalah sosial melalui kerjasama strategik dengan pelbagai pihak berkepentingan. Etzkowitz dan Leydesdorff (2000) juga menyatakan bahawa hubungan antara universiti, industri, dan kerajaan, yang dikenali sebagai "Triple Helix," memperkuatkan sinergi dalam usaha pembangunan masyarakat.

Dalam konteks Malaysia, kajian oleh Nor Aziah et al. (2013), kolaborasi antara institusi pendidikan tinggi dan komuniti dapat memperkasa masyarakat melalui pelbagai program kemahiran dan pendidikan, terutamanya dalam meningkatkan taraf hidup masyarakat luar bandar. Kerjasama ini dapat menggalakkan pembelajaran sepanjang hayat dan membuka peluang kepada golongan muda untuk mencapai pendidikan tinggi.

Program Pemerkasaan Komuniti

Program pemerkasaan komuniti merupakan inisiatif penting dalam memperkukuhkan hubungan antara universiti dan komuniti. Program seperti ini memberi peluang kepada masyarakat untuk terlibat secara aktif dalam aktiviti pendidikan dan pembangunan. Green dan Haines (2015) menyatakan bahawa program pemerkasaan komuniti berfungsi sebagai alat untuk memperkasa individu dan kumpulan masyarakat, meningkatkan pengetahuan, kemahiran, dan keyakinan diri.

Kajian oleh Ibrahim et al. (2017) menunjukkan bahawa program-program yang melibatkan remaja, seperti yang diadakan oleh institusi pengajian tinggi, boleh meningkatkan motivasi dan keyakinan mereka untuk melanjutkan pelajaran. Aktiviti-aktiviti seperti ceramah motivasi, latihan dalam kumpulan, dan lawatan kampus boleh memberi impak yang signifikan dalam membentuk aspirasi pendidikan dalam kalangan pelajar sekolah menengah.

Motivasi Pendidikan Tinggi

Motivasi untuk melanjutkan pelajaran ke peringkat lebih tinggi sering kali dipengaruhi oleh pendedahan dan pengalaman awal dalam persekitaran pendidikan tinggi. Ryan dan Deci (2000) menjelaskan bahawa teori motivasi kendiri (self-determination theory) menekankan kepentingan autonomi, kompetensi, dan hubungan sosial dalam membentuk motivasi intrinsik pelajar. Pendedahan kepada persekitaran universiti melalui program-program khas dapat merangsang motivasi ini, terutamanya bagi pelajar yang kurang terdedah kepada peluang pendidikan tinggi.

Di Malaysia, kajian oleh Hashim et al. (2014) mendapati bahawa program-program outreach yang dianjurkan oleh universiti mampu meningkatkan kesedaran pelajar tentang kepentingan pendidikan tinggi serta membuka minda mereka kepada peluang-peluang yang tersedia di universiti. Program-program ini juga membantu pelajar dari latar belakang yang kurang berkemampuan untuk membayangkan diri mereka di universiti dan membina aspirasi pendidikan.

Kolaborasi Universiti dan Agensi Kebajikan

Kolaborasi antara universiti dan agensi kebajikan seperti Jabatan Kebajikan Masyarakat adalah penting dalam usaha melindungi dan memperkasa kanak-kanak dan remaja. Kajian oleh Chen et al. (2015) menegaskan bahawa kerjasama ini dapat menyediakan rangkaian sokongan yang komprehensif untuk golongan muda yang menghadapi pelbagai cabaran sosial. Universiti memainkan peranan dalam menyediakan akses kepada sumber pendidikan, manakala agensi kebajikan menyediakan sokongan psikososial yang diperlukan.

Kajian ini menyokong pandangan bahawa kolaborasi antara universiti, komuniti, dan agensi kebajikan adalah penting dalam usaha pemerkasaan komuniti dan pembangunan generasi muda. Program "Cakna Ilmu" yang dilaksanakan dengan kerjasama antara UiTMCPP dan Pasukan Pelindungan Kanak-Kanak Daerah SPU adalah contoh usaha yang dapat meningkatkan motivasi pendidikan dan aspirasi pelajar sekolah menengah. Melalui program ini, para pelajar dapat melihat potensi masa depan mereka di universiti dan membina keyakinan diri untuk mencapai impian mereka.

METODOLOGI

Kajian ini menggunakan pendekatan kajian kes untuk meneliti keberkesanan program “Cakna Ilmu” yang dianjurkan melalui kerjasama antara Jabatan Pengurusan dan Perniagaan, Universiti Teknologi MARA Cawangan Pulau Pinang (UiTMCPP), Pasukan Pelindungan Kanak-Kanak Daerah Seberang Perai Utara (SPU), dan Jabatan Kebajikan Masyarakat Seberang Perai Utara. Metodologi kajian kes dipilih kerana ia membolehkan pengkaji untuk memahami secara mendalam konteks dan impak program ini terhadap pelajar yang terlibat.

Kajian ini mengaplikasikan reka bentuk kajian kes deskriptif, yang melibatkan analisis terhadap pelaksanaan dan kesan program “Cakna Ilmu” terhadap motivasi dan aspirasi pendidikan pelajar sekolah menengah yang terlibat. Data dikumpulkan melalui kaedah kualitatif dan kuantitatif untuk memberikan gambaran menyeluruh mengenai program tersebut.Populasi kajian terdiri daripada 120 pelajar Tingkatan 1 hingga Tingkatan 4 yang berada di bawah jagaan Pasukan Pelindungan Kanak-Kanak Daerah Seberang Perai Utara. Pelajar-pelajar ini berasal dari tiga Pusat Aktiviti Kanak-Kanak (PAKK): PAKK Kuala Muda, PAKK Pokok Machang, dan PAKK Taman Tun Dr. Awang. Sampel kajian ini adalah sama dengan populasi kerana keseluruhan pelajar yang terlibat dalam program ini dijadikan subjek kajian. Data untuk kajian ini dikumpulkan melalui dua kaedah utama:

1. Temu bual: Temu bual dijalankan dengan pelajar, fasilitator program, dan pegawai dari Jabatan Kebajikan Masyarakat serta Pasukan Pelindungan Kanak-Kanak Daerah SPU. Temu bual ini bertujuan untuk mendapatkan pandangan mengenai keberkesanan program, perubahan dalam motivasi dan aspirasi pendidikan, serta faktor-faktor yang menyokong atau menghalang pelaksanaan program.
2. Soal selidik: Satu soal selidik diedarkan kepada pelajar sebelum dan selepas program untuk menilai perubahan dalam tahap motivasi, keyakinan diri, dan aspirasi pendidikan. Soal selidik ini mengandungi soalan berskala Likert yang menilai persepsi pelajar mengenai program, serta soalan terbuka untuk mendapatkan maklum balas kualitatif.

Data kualitatif dari temu bual dianalisis menggunakan pendekatan temu bual. Data kuantitatif dari soal selidik dianalisis menggunakan statistik deskriptif untuk menentukan perubahan dalam motivasi dan aspirasi pelajar sebelum dan selepas program. Hasil analisis ini digabungkan untuk memberi gambaran menyeluruh mengenai impak program “Cakna Ilmu.”

PERBINCANGAN

Kajian ini menganalisis keberkesanan program “Cakna Ilmu” dengan menggunakan beberapa soalan yang mengukur tahap pengetahuan, motivasi, dan persepsi pelajar sebelum dan selepas menyertai program tersebut. Berikut adalah interpretasi bagi data yang terkandung dalam jadual kajian:

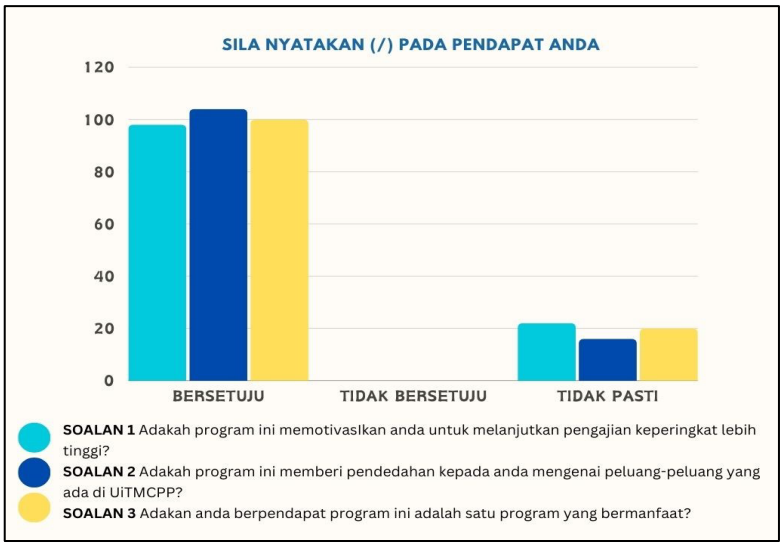
Rajah 1 Tahap Pengetahuan Mengenai Program Sebelum dan Selepas Menghadiri



Sebelum menghadiri program, majoriti pelajar melaporkan tahap pengetahuan yang rendah mengenai Program Cakna Ilmu. Nilai 1-4 mendominasi dengan 14 pelajar memberi nilai 1, 46 pelajar memberi nilai 2, dan 39 pelajar memberi nilai 3. Ini menunjukkan bahawa kebanyakan pelajar tidak mempunyai pengetahuan yang mendalam sebelum menyertai program ini. Selepas menghadiri program, terdapat perubahan ketara dalam tahap pengetahuan pelajar. 73 pelajar memberikan nilai 7, dan 27 pelajar memberikan nilai 6, menunjukkan peningkatan yang signifikan dalam tahap pengetahuan selepas penyertaan dalam program.

Motivasi untuk Melanjutkan Pengajian ke Peringkat Lebih Tinggi:

Rajah 2 Penilaian Keberkesanan Program: Pandangan Peserta Terhadap Motivasi, Pendedahan Peluang, dan Manfaat



98 pelajar melaporkan bahawa program ini memotivasi mereka untuk melanjutkan pengajian ke peringkat lebih tinggi, sementara tiada pelajar yang menyatakan tidak setuju, dan hanya 16 pelajar yang tidak pasti. Data ini menunjukkan bahawa program tersebut berjaya meningkatkan motivasi pelajar untuk mengejar pendidikan tinggi.

Pendedahan Mengenai Peluang di UiTMCPP:
100 pelajar melaporkan bahawa program ini memberi pendedahan mengenai peluang yang ada di UiTMCPP. Tiada pelajar yang tidak bersetuju, dan hanya 14 pelajar yang tidak pasti mengenai perkara ini. Ini menunjukkan bahawa program ini berkesan dalam memberikan maklumat yang relevan dan bermanfaat kepada pelajar.

Keberkesanan Program:
104 pelajar dari 120 orang pelajar menyatakan bahawa mereka berpendapat program ini adalah bermanfaat, dan tiada yang tidak bersetuju. Hanya 10 pelajar tidak pasti. Ini menunjukkan penerimaan yang positif terhadap program tersebut, dengan hampir semua peserta merasakan faedah yang diberikan oleh program ini.
Secara keseluruhannya, data ini menunjukkan bahawa program "Cakna Ilmu" berjaya meningkatkan pengetahuan, motivasi, dan kesedaran pelajar mengenai peluang pendidikan di UiTMCPP. Hasil kajian ini juga menunjukkan keberkesanan program dalam mempengaruhi sikap dan aspirasi pendidikan para pelajar yang terlibat.

KESIMPULAN

Kajian ini meneliti keberkesanan program "Cakna Ilmu" yang dianjurkan melalui kolaborasi antara Universiti Teknologi MARA Cawangan Pulau Pinang (UiTMCPP) dan beberapa agensi tempatan dalam meningkatkan pengetahuan, motivasi, dan kesedaran pelajar sekolah menengah mengenai peluang pendidikan tinggi. Hasil kajian menunjukkan bahawa program ini berjaya mencapai objektifnya, dengan peningkatan yang ketara dalam pengetahuan dan mendorong kepada motivasi pelajar untuk melanjutkan pengajian ke peringkat lebih tinggi.

Peningkatan ini menunjukkan bahawa program "Cakna Ilmu" berkesan dalam memberi pendedahan mengenai peluang pendidikan di universiti, di samping membina keyakinan diri dan aspirasi pendidikan dalam kalangan pelajar yang terlibat. Keberkesanan program ini juga disokong oleh pendekatan kolaboratif antara universiti dan agensi komuniti, yang membolehkan program disesuaikan dengan keperluan dan konteks pelajar.

Program seumpama ini perlu diteruskan lebih banyak oleh institusi-institusi pengajian tinggi agar program seperti ini dapat diperluas dan ditingkatkan untuk melibatkan lebih ramai pelajar, terutamanya mereka yang kurang mendapat pendedahan mengenai peluang pendidikan tinggi. Di samping itu, penekanan terhadap kerjasama antara institusi pengajian tinggi dan komuniti amat penting bagi memastikan kejayaan berterusan program-program yang bertujuan untuk memperkasa golongan belia di masa akan datang.

Secara rumusannya, program "Cakna Ilmu" ini membuktikan bahawa usaha kerjasama dan kolaboratif antara universiti dan komuniti dapat memberikan impak positif yang signifikan terhadap motivasi dan kesedaran pelajar mengenai pendidikan tinggi, sekaligus menyumbang kepada pembangunan sosial dan pendidikan dalam kalangan belia di Malaysia.

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Synergizing for Social Impact: Collaborative Communities Strategies

Discovering and Empowering Rural Women's Skills based on Creativity Highlights Community Potential (Creativepreneur) program adapting a Sustainable Development Approach (Circular Economy: Sustainability) in Sungai Petani, Kedah, Malaysia

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ABSTRACT

This study aims to provide a comprehensive understanding of how to identify and enhance creativity and innovation abilities by utilizing the "waste to wealth" sources within the framework of the circular economy concept. The primary goal is to support the rural women's community in Sungai Petani, Kedah, Malaysia. The main challenge faced by this community is the lack of innovative utilization of available resources, without incurring significant expenses (Do-It-Yourself), to create a marketable product of value. This program aims to identify recycled materials as a means of generating revenue by incorporating elements of "designer touch" through brainstorming and product innovation. The program offered two primary improvements in local products, specifically '*Buah Kulim*' and shellfish sources. Consequently, the community receives education indirectly by becoming aware of the increase in home income, while the environment benefits from the development of handcraft items and the local economy, leading to its sustainability. Furthermore, this program is anticipated to emphasize and promote the enhancement and execution of Sustainable Development Goals (SDG).

Keywords: Waste to wealth, Sustainable development approach, Community potential

INTRODUCTION

The cooperation program of Universiti Teknologi MARA (UiTM) Kedah Branch with Universiti Putra Malaysia (UPM) under the provisions of the Kedah State Women's Development Department, Ministry of Women, Family and Community Development is being carried out from 1 February 2024. It is expected to end on 30 November 2024. This program was carried out at the Sungai Petani Women's Website (LAWA) at the Women's Development Department, no. 10, Jalan Seroja 1/1, Persiaran Bandar Amanjaya, 08000 Sungai Petani, Kedah. This program involves a total of 30 participants from B40 rural women's communities around the Sungai Petani area including Kuala Muda and Yan districts.

Kedah is situated at the northern tip of Peninsular Malaysia, which covers a total area of over 9,500 km2 and a population of 1,890,098. Kedah is bordering with Perlis to the north and also shares an international boundary with Thailand. It borders the states of Perak to the south and Penang to the southwest. Kedah is one of the less advanced and poorer states in Malaysia because of its low industrial development base. This leads to a low gross monthly family income that is 40 percent lower than the Malaysian mean level (Hami et al., 2021).

This program is designed to solve problems among rural women's communities by improving their creativity and innovation skills based on "waste to wealth" with the circular economy concept as an effort to help the B40 community and below by using reusable materials as a source of income by applying elements of "designer touch". In addition, this

program also emphasizes the strengthening and application of Sustainable Development (SDG). Most of the participants come from various backgrounds and already run small businesses and practice entrepreneurship from their homes. Rural entrepreneurship is essential for alleviating poverty, minimizing migration, and maximizing job prospects in rural areas (Abdul Rashid, Md Sharif, & Md Nor, 2023). Rural entrepreneurship refers to the significant contribution to economic growth in rural areas through the generation of beneficial transformations, innovation, and production services. Moreover, rural entrepreneurship is a substantial endeavor aimed at addressing several issues experienced in rural regions, including unemployment, poverty, and limited economic variety. Moreover, it has a strong positive influence on other facets of the villagers' lives (Abbasi, Jafari, & Alizadeh, 2021). Thus, the promotion of rural entrepreneurship is widely recognized as an essential strategy for achieving sustainable rural development. The occurrence has also been seen as an evolutionary mechanism for attaining positive economic and community benefits (Ihejiamaizu, 2019).

The "waste to wealth" concept module uses existing resources without requiring a lot of cost (DIY) to produce products that have value to be commercialized. This will preserve natural resources protection and conserve the environment in proper ways by avoiding pollution. The participants were exposed to and practiced through "hands-on" practical training. The products produced are oriented to waste (recycled) and easily obtainable materials such as food waste (organic fertilizer), tires (furniture), boxes (decorative items), and many more. This module is oriented to the 4R elements (Reduce, Reuse, Recycle & Redesign). All activities through this module aim to create a community that can generate income through simple innovation that produces high commercial value. Therefore, indirectly the community that participates in this module will be able to expand the skills acquired to other communities (family members, friends, local communities, and then other areas).

Through this program, participants will be taught various creativity and innovation techniques from easily available waste and natural materials. Through this skill, participants can innovate through a more aesthetic redesign and can produce an X-Factor element in the user himself. Not to be left out, the skill techniques applied can produce a variety of personal accessory products such as bracelets, necklaces, brooches, and home decorations that have a high commercial value that can attract interest among tourists and can indirectly be used as Malaysian handicraft products that identify racial and ethnic diversity.

METHODS

The selected participants have gone through an interview session by the panelists and facilitators involved and among the participant criteria are women, Malaysian citizens aged 18 years and above, household income below RM 4,000 per month, living in rural areas, B40 and below, healthy body and interested in increasing income and standard of living, residing in the locality that has been identified (Sungai Petani) for more than five years or the original community, having experience in small sales business (directly/indirectly), interested in becoming an entrepreneur as well as having an interest in following a skills program based on innovation and creativity based on source empowered locality.

The method employed in this study was the Nominal Group Technique (NGT). The typical Nominal Group Technique (NGT) comprises four key stages: silent generation, round robin, clarification, and voting or ranking (S. McMillan, King, & P. Tully, 2016). Hence, this study adopts voting and ranking as part of the main keys to getting the participants involved. This NGT aims to get the participants' direct involvement to identify available local resources and potential resources and challenges. The Nominal Group Technique (NGT) is a technique used to obtain feedback or engage participants in acquiring information based on their own experiences. Moreover, this approach has been adapted depending on the appropriateness of the project, which relies on readily available and reusable materials with significant economic worth. Therefore, this method is given the name Nominal Local Resources Technique (NLRT).

The procedure entails the involvement of all participants, who are required to furnish seven readily available and easily accessible materials inside their neighbourhood and surrounding areas. Participants must compile a comprehensive inventory of all the materials

that are accessible. The procedure is divided into three steps based on the criteria of ranking and the maximum number of options.

Figure 1 Explanation/briefing session and the first screening of participants



Analysis of Data

The results of the selection found that the sources of materials identified through the involvement of participants are materials from forest products based on wood and mangrove wood and sources based on fabric. As a result of the implementation of this module, several local resources have been identified and agreed by the participants to be implemented.

The resources identified according to priority and potential and challenges based on the environment and the market are resources from the forest and resources from sea products based on shells. The number of members in each group is determined by the participants themselves based on the participants' own interests.

Figure 2 Stages involved indicate voting and ranking as one of the Nominal Group Technique (NGT) key stages employed in the study



Figure 3 Engagement session with participants in identifying resources, potential, and challenges using Modules 'Nominal Local Resources Technique NLRT'



RESULT AND DISCUSSION

Among the main objectives of this program is to create and implement modules that help B40 women (rural) generate income through creative and innovative approaches based on recycled materials to help B40 women in rural areas. Apart from that, this program also aims to improve technical skills in line with the government's desire to produce skilled human capital (TVET) in addition to increasing local economic resources as well as making it a handicraft-oriented tourism product. This program is also targeted to assess the effectiveness of the project through knowledge empowerment and empowerment as well as competitiveness by evaluating changes in the community's knowledge, skills, attitudes, and practices.

The expected impact of the program on the community is to provide opportunities for the community to improve the economy by doing appropriate skill activities to increase income with high-impact and knowledge-intensive activities. Apart from that, the community indirectly gets education through the awareness of increased household income as well as the unemployment rate can be reduced and the environment is more guaranteed through the re-innovation of handicraft products and the local economy. In addition, the impact of this program is expected to educate the community with knowledge and skills (TVET) often with IR4.0.

The program's impact on the country is expected to increase Malaysian productivity based on innovative products of environmental sustainability that can penetrate overseas markets. Apart from that, can encourage innovation at the enterprise level by involving the community by using research studies (Knowledge Transfer) at the university level conducted by academia. This program is also expected to help the government reduce urban and rural poverty rates and promote economic growth through income generation as well as reduce the unemployment rate and eradicate the extremely poor. Apart from that, this program is one of the efforts to support one of the Sustainable Development Goals (SDG) which is to improve the B40 economy by moving towards community equality.

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Synergizing for Social Impact: Collaborative Communities Strategies

Kolaborasi Pemerkasaan Bantuan Zakat Antara UiTMCT dan UNSIQ: Satu Kajian Rintis

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ABSTRAK

Umum mengetahui bahawa ilmu dan pendidikan merupakan solusi terbaik dalam mengubah kehidupan golongan asnaf daripada belenggu kemiskinan. Ekoran itu, institusi zakat giat memainkan peranan dalam menyalurkan dana zakat dalam bentuk bantuan pendidikan kepada golongan asnaf di Malaysia dan Indonesia dan memastikan golongan asnaf fisabilillah mendapat peluang pendidikan dan berjaya seperti orang lain. Isu-isu pendidikan seperti keciciran dalam pelajaran kerana gagal melunaskan yuran pengajian merupakan antara isu yang sering dilaporkan dalam kebanyakan kajian-kajian lepas. Justeru itu, kajian ini dilakukan adalah untuk mengenal pasti dan menganalisis pengaruh bantuan zakat terhadap pencapaian akademik pelajar yang mendapat bantuan zakat pendidikan di Universiti Teknologi MARA Cawangan Terengganu (UiTMCT) dan Universitas Sains Al-Qur'an, Indonesia (UNSIQ). Kajian ini turut merumuskan beberapa cadangan untuk memperkasakan bantuan zakat di UiTMCT dan UNSIQ. Kajian ini menggunakan kaedah penyelidikan kuantitatif yang melibatkan kaedah pengumpulan data dengan mengedarkan soal selidik kepada 54 orang pelajar di UiTMCT dan UNSIQ. Dapatan yang diperoleh dianalisis menggunakan perisian Statistical Package for Social Science (SPSS) versi 24. Menerusi hasil ujian-t, terdapat perbezaan yang signifikan yang ditunjukkan oleh pemboleh ubah prestasi akademik dan tadbir urus di antara UiTMCT dan UNSIQ dengan nilai p kurang daripada 0.05. Diharapkan kajian ini dapat memberi gambaran kepada masyarakat terhadap usaha pemerkasaan pembangunan zakat pendidikan tinggi yang telah dilakukan oleh institusi zakat di kedua-dua negara, Malaysia dan Indonesia dalam membantu asnaf fisabilillah yang memerlukan.

Kata Kunci: Zakat, Asnaf, Prestasi Akademik, UiTM, UNSIQ

PENDAHULUAN

Bantuan daripada institusi zakat sangat diperlukan supaya pelajar asnaf dapat meneruskan pengajian dengan lebih selesa. Selain bantuan alatan sokongan seperti peranti dan internet, institusi zakat di Insitusi Pengajian Tinggi (IPT) turut berperanan mengadakan pelbagai program yang dapat meningkatkan sahsiah diri pelajar dan meningkatkan motivasi pelajar untuk mencapai kecemerlangan akademik. Hal ini secara tidak langsung dapat meningkatkan keberkesanan pengagihan zakat di IPT berkenaan (Jalil, Wahid & Ahmad, 2017).

Hasil kutipan zakat di UiTM diagihkan menerusi Tabung Amanah Zakat yang mengambil kira keperluan sara hidup dan keperluan akademik pelajar. Keperluan ini tidak diagihkan secara spesifik, namun syarat utama zakat UiTM adalah pendapatan keluarga pelajar sebanyak RM2500 ke bawah sahaja. Pelajar UiTM membuat permohonan menerusi borang permohonan manual atau secara online serta menghadiri tapisan temuduga. Menurut pihak zakat UiTMCT,

statistik dana agihan zakat di UiTMCT adalah sebanyak RM177,300 bagi semester Oktober 2023, manakala RM141,800 bagi semester Mac 2024.

Di Indonesia, menurut Bashori (2021), program bantuan pendidikan ini bertujuan untuk memberikan akses pendidikan kepada pelajar sama ada di kawasan bandar mahupun di luar bandar. Program pendidikan ini sebagai usaha untuk meningkatkan pembangunan insan melalui pelajar yang berprestasi tinggi. Di Indonesia juga terdapat pelbagai program telah dibangunkan oleh Unit Pengumpul Zakat UNSIQ yang berkolaborasi dengan Badan Amil Zakat Nasional (BAZNAS). UNSIQ telah memberikan komitmen sepenuhnya dengan bersama-sama meningkatkan kualiti pelajar. UNSIQ memberikan peluang kepada pelajar untuk memohon bantuan zakat dengan syarat: 1) sedang berada di semester 5, 2) aktif dalam kegiatan kampus, 3) Indeks Prestasi Akademik minimum 3.30. Selepas itu, pelajar mengikuti pula proses temuduga yang diadakan oleh Bahagian Kemahasiswaan UNSIQ. Program-Program yang ditawarkan bagi pelajar yang menerima bantuan zakat antara lain adalah menguatkan asas akademik, kemahiran pengurusan perlembagaan serta mengadakan webinar zakat yang dipantau oleh pensyarah kanan dan juga BAZNAS di Indonesia.

Institusi zakat memainkan peranan penting untuk membantu golongan asnaf yang dikategorikan sebagai asnaf fisabilillah. Asnaf fisabilillah melibatkan pelajar-pelajar universiti yang berjuang menyelesaikan pengajian mereka dan perlu diberi perhatian serius memandangkan seringkali timbulnya isu melibatkan pelajar ini. Antara isu yang dikenal pasti, pertamanya, isu berkaitan keciciran dalam pelajaran kerana gagal untuk melunaskan yuran persekolahan (Haznan, 2017). Institusi zakat telah melaksanakan pelbagai inisiatif dalam menawarkan bentuk bantuan zakat pendidikan. Menurut Jalil, Wahid dan Ahmad (2017), tahap persepsi pelajar terhadap peranan yang dimainkan oleh unit zakat di IPT masih rendah terutamanya melibatkan peranan amil zakat di IPT yang mengagihkan zakat. Selain itu, kesukaran untuk mengenal pasti penggunaan wang bantuan zakat yang disalurkan kepada pelajar telah dinyatakan dalam kajian oleh Hamzah et al., (2021).

Justeru, satu kajian perlu dilakukan bagi mengenal pasti dan menganalisis sama ada bantuan zakat tersebut membantu meningkatkan prestasi akademik pelajar. Akhirnya, merumuskan kaedah terbaik untuk memperkasakan lagi bantuan zakat pendidikan dan kolaborasi antara UiTMCT dan UNSIQ. Malaysia dan Indonesia merupakan negara yang didominasi oleh penduduk Islam. Rentetan daripada itu, terdapat keperluan yang tinggi untuk kedua-dua buah negara ini menggunakan dan meningkatkan pengoperasian institusi zakat mereka sepenuhnya. Justeru, kajian ini memfokuskan pengagihan zakat kepada pelajar asnaf di dua buah universiti di dua buah negara iaitu UiTM cawangan Terengganu (UiTMCT), Malaysia dan UNSIQ yang berpangkalan di Jawa Tengah, Wonosobo, Indonesia.

Perbandingan Zakat di Indonesia dan Malaysia

Ironinya, kajian perbandingan di antara perkembangan zakat di Malaysia dan Indonesia juga telah banyak dilakukan. Antaranya, Suprayitno (2017) yang menganggap zakat di Malaysia berkembang lebih maju berbanding di Indonesia kerana kaedah pentadbiran zakat di Malaysia dikatakan lebih jelas dan tersusun. Hal ini kerana Indonesia masih belum melaksanakan kredit cukai dan belum mempunyai piawaian nasional untuk pengiraan zakat sepertimana yang dilaksanakan di Malaysia (Nugraha, Refmansari & Akhbar, 2021). Dari segi pelaksanaan zakat di Malaysia dan Indonesia juga terdapat beberapa perbezaan yang ketara. Menurut Aminuddin et al. (2020) di Malaysia potongan cukai diberikan sekiranya muzakki membayar zakat, namun berbeza di Indonesia apabila potongan zakat hanya diberikan jika zakat didepositkan oleh muzakki melalui BAZNAS dan Lembaga Amil Zakat (LAZ) sahaja. Kajian oleh Suprayitno (2017) pula mengkaji tentang pengaruh zakat terhadap pertumbuhan ekonomi dan kesannya terhadap penerimaan hasil cukai di Malaysia dan Indonesia. Namun berbeza dengan kajian ini yang akan mengkaji pengaruh zakat terhadap prestasi akademik pelajar di kedua-dua buah negara yang bermajoriti Muslim ini.

Pelajar Universiti sebagai Asnaf Fisabilillah

Pelajar universiti termasuk dalam golongan asnaf fisabilillah. Demikian itu. terdapat beberapa kajian yang memfokuskan perbincangan kepada asnaf fisabilillah. Misalnya, kajian oleh

Hamzah et al. (2021) yang mendapati, terdapat tiga pola utama penggunaan wang zakat oleh asnaf fisabilillah iaitu untuk perbelanjaan makan dan minum, keperluan harian dan membantu keluarga. Kajian oleh Shaharin et al. (2021) pula bersetuju bahawa pelajar yang layak menerima zakat semakin meningkat ekoran pandemik Covid-19 yang berlaku. Ekoran itu, bantuan zakat kepada pelajar yang tidak berkemampuan dapat membantu meringankan beban mereka ketika belajar di universiti dan meningkatkan fokus terhadap pelajaran (Aziz et al., 2020).

Zakat telah terbukti membantu asnaf fisabilillah di universiti awam khususnya di Universiti Teknologi MARA Cawangan Kedah (Ayub et al., 2022). Zakat telah berjaya memenuhi keperluan pelajar seperti internet, telefon pintar, buku, alatan tulis, makan dan minum. Namun, beberapa kajian telah mencadangkan agar bentuk bantuan zakat kepada pelajar asnaf fisabilillah dipelbagaikan dalam beberapa bentuk bantuan yang sesuai dengan kehendak semasa. Kajian oleh Mohd Aris, Mohamed @ Daud dan Abas (2021) misalnya, menyalurkan zakat kepada asnaf dalam bentuk bantuan makanan untuk memastikan asnaf yang terlibat mendapat makanan sihat yang cukup nutrisi yang sangat penting untuk keperluan hidup. Hal ini kerana masih ramai pelajar universiti yang mengambil makanan harian yang kurang nutrisi kerana masalah kewangan yang dihadapi.

Persepsi Pelajar Terhadap Bantuan Zakat yang Diterima

Beberapa kajian juga turut memfokuskan perbincangan terhadap persepsi pelajar terhadap bantuan zakat yang diterima. Kajian oleh Saud dan Abd. Khafidz (2018) dilakukan dengan mengkaji persepsi pelajar profesional Baitulmal terhadap permohonan bantuan zakat pendidikan Majlis Agama Islam Wilayah Persekutuan (MAIWP). Penelitian kajian lepas oleh mereka juga mendapati faktor keberkesanan prosedur permohonan mempengaruhi tahap kepuasan asnaf terhadap agihan zakat dan hal ini secara tidak langsung mempengaruhi kualiti hidup asnaf secara signifikan. Pihak pengurusan zakat juga berperanan menguruskan zakat dengan baik supaya dengan ini dapat meningkatkan lagi tahap kesedaran pelajar terhadap zakat dan seterusnya membantu menambahkan hasil kutipan zakat supaya lebih ramai lagi pelajar dapat menyambung pengajian ke peringkat yang lebih tinggi (Abd Rahim et al., 2023). Ekoran itu, Abd Rahim et al. (2023) mengatakan 90.1% pelajar bersetuju bahawa Unit Zakat dan Sedeqah di Selangor telah melaksanakan tugasnya dengan baik dalam membantu pelajar yang memerlukan.

Isu dan Cabaran Pengurusan Bantuan Zakat Kepada Pelajar

Tidak terkecuali juga, beberapa kajian ada membahaskan tentang isu dan cabaran dalam pengurusan agihan zakat. Antara cabaran yang dihadapi oleh pelajar ialah apabila terpaksa melalui proses permohonan melalui temuduga dan proses siasatan yang terlalu teliti dengan prosedur yang merumitkan (Saud & Abd. Khafidz, 2018). Ramai juga pelajar yang tidak menyedari kewujudan unit zakat dan mereka juga kurang memahami fungsi unit ini ditubuhkan di institusi masing-masing (Abd Rahim et al., 2023). Cabaran ini menunjukkan bahawa masih terdapat kelemahan dalam promosi atau pengedaran maklumat yang dilakukan oleh pihak pengurusan zakat.

Mengikut Mohamad Zaki dan Abdul Rahman (2019), isu yang ditimbulkan apabila masih ramai pelajar yang tergolong dalam kalangan fakir dan miskin yang tercicir daripada menerima sebarang bantuan zakat disebabkan oleh sistem perekodan yang kurang efisyen. Ekoran itu, Nasir (2023) bersetuju agar institusi zakat mengurangkan karenah birokrasi agar permohonan zakat dapat diproses dengan cepat dan diluluskan. Pengurusan agihan zakat di UiTM pula tidak terkecuali menghadapi isu kelemahan pengurusan seperti kehilangan borang permohonan, memakan masa yang lama, kekurangan sebaran maklumat dan kesukaran menapis kelayakan pelajar yang memerlukan bantuan zakat (Tuan Mohd Zamli, 2019).

Pengaruh Bantuan Zakat Terhadap Prestasi Akademik Pelajar

Kajian berkenaan dengan pengaruh bantuan zakat terhadap prestasi akademik pelajar pula pernah dilakukan oleh Ahmad Mustaffa, Wahid dan Ahmad (2015). Menurut mereka, pengaruh faktor lokalisasi memainkan peranan yang penting dalam aspek pengurusan agihan zakat

kepada pelajar. Hal ini menurut mereka termasuklah kedudukan masjid yang strategik bagi melancarkan proses agihan zakat kepada pelajar asnaf. Md Rosdi (2014) bersetuju bahawa bantuan zakat oleh pihak Baitulmal Majlis Agama Islam Wilayah Persekutuan (MAIWP) telah meningkatkan kecemerlangan akademik pelajar di Institusi Pengajian Tinggi Awam sekitar Kuala Lumpur, Selangor dan Negeri Sembilan.

Kajian di Indonesia pula seperti kajian yang dilakukan oleh Rohmawaty dan Ima Mutammima (2018) menunjukkan pengaruh zakat terhadap prestasi pengajian pelajar di universiti hanya 45.6% sahaja. Manakala kajian yang dilakukan oleh Nur Eviyati (2015) mendapati hasil dari kejayaan pelajar dalam akademik tidak sepenuhnya dari dorongan agihan zakat, namun motivasi keluarga dan persekitaran turut mempengaruhi pencapaian akademik. Namun begitu, kajian tersebut menunjukkan peranan zakat turut menyumbang terhadap pencapaian akademik pelajar. Demikian juga kajian yang dilakukan oleh Wulandari (2017) menunjukkan zakat turut memberi pengaruh yang besar terhadap prestasi pencapaian akademik mahasiswa. Dari kajian tersebut menunjukkan pengaruh agihan zakat kepada pelajar di institusi pengajian di Indonesia turut memberi implikasi yang signifikan terhadap prestasi akademik pelajar.

Berdasarkan kajian-kajian lepas, terdapat beberapa isu dan permasalahan dalam hal berkaitan pengurusan agihan zakat yang memerlukan kepada kajian yang lebih mendalam. Begitu juga kajian yang melibatkan pengaruh bantuan zakat kepada pelajar yang masih memerlukan kajian mendalam kerana masih tidak banyak kajian lepas yang mengkaji tentang perkara ini, apatah lagi juga belum ada bentuk kajian yang memfokuskan perbandingan amalan pengagihan zakat di antara kedua-dua buah universiti iaitu UiTMCT dan UNSIQ.

METODOLOGI

Reka Bentuk Kajian

Kajian kuantitatif digunakan dalam kajian ini melalui pengedaran borang soal selidik kepada pelajar UiTMCT dan pelajar UNSIQ yang menerima bantuan zakat. Kajian empirikal telah dijalankan untuk menjawab semua objektif kajian. Keputusan yang diperolehi dianalisis menggunakan perisian Statistical Package for Social Science (SPSS) versi 24.0 melalui statistik deskriptif dan inferens (ujian-t) digunakan untuk menganalisis data primer yang diperolehi.

Populasi dan Sampel

Dalam kajian ini, populasi yang dipilih adalah terdiri daripada pelajar UiTMCT dan UNSIQ yang menerima bantuan zakat. Sebagai kajian awalan, hanya seramai 54 orang pelajar telah menjadi responden dalam kajian ini. Bilangan 54 set soal selidik yang diedarkan tersebut mencukupi bagi kajian rintis kerana menurut Tiun (1995), sampel bersaiz 30 telah diterima umum sebagai jumlah kes minimum jika menggunakan kaedah statistik tertentu untuk menganalisis data.

Pemilihan lokasi kajian iaitu di UiTMCT dan UNSIQ adalah kerana mengambil kira memorandum persefahaman yang telah dimeterai oleh kedua-dua buah universiti ini. Perjanjian ini termasuklah perjanjian kerjasama atau kolaborasi untuk penyelidikan yang melibatkan zakat. Justeru, atas kolaborasi yang dimeterai ini, maka kajian ini sesuai dilaksanakan di kedua-dua buah universiti ini untuk mengkaji pelaksanaan zakat yang akhirnya dapat memperkasakan lagi operasi zakat yang berlangsung di UiTMCT dan UNSIQ.

Teknik Persampelan

Dalam kajian ini, pelajar-pelajar UiTMCT dan UNSIQ yang menerima zakat telah dipilih sebagai responden. Oleh itu, teknik persampelan bertujuan dilakukan kerana ia merupakan kaedah yang paling mudah untuk mendapatkan maklumat daripada kumpulan tertentu (Sekaran, 2006).

Pemilihan responden ini juga dipengaruhi beberapa faktor. Selain daripada faktor perjanjian persefahaman antara UiTMCT dan UNSIQ, pemilihan ini juga disebabkan oleh prestasi kedua-dua buah universiti yang menjadi antara universiti terulung di kedua-dua

negara tersebut. Selain itu, UiTMCT dan UNSIQ juga merupakan universiti yang turut menjalankan operasi zakat iaitu mengeluarkan dana untuk pelajar yang memerlukan bantuan pendidikan. Pemilihan ini juga dipengaruhi oleh faktor di mana majoriti pelajar di kedua-dua buah universiti ini merupakan pelajar beragama Islam dan zakat merupakan instrumen kewangan Islam yang wajib ditunaikan dan diagihkan kepada umat Islam. Rentetan dari itu, kajian ini sesuai dilaksanakan di UiTMCT dan UNSIQ untuk mengkaji pengaruh bantuan zakat terhadap prestasi akademik pelajar.

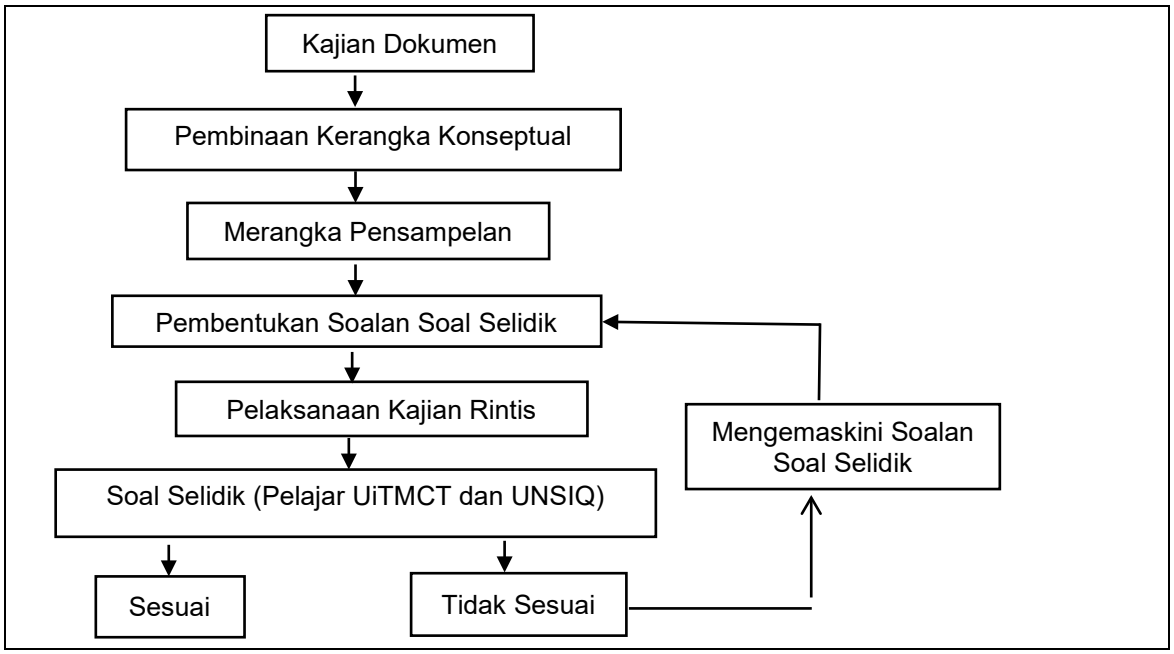
Reka Bentuk Soal Selidik

Bagi mencapai objektif dan persoalan kajian, terdapat beberapa pembolehubah bersandar dan pembolehubah bebas yang dikaji. Pembolehubah bebas yang dikaji dalam kajian ini ialah faktor jantina, manakala pembolehubah bersandar diwakili oleh prestasi akademik (Prestasi), faktor keperluan pelajar terhadap zakat (Faktor), pengaruh bantuan zakat kepada pelajar (Pengaruh) dan tadbir urus institusi zakat (Tadbir). Soalan-soalan yang ditujukan kepada responden dijelaskan secara terperinci dalam Jadual 4.

Tatacara Kajian

Rajah 1 menggambarkan carta alir keseluruhan proses yang terlibat dalam kajian ini, yang bermula dengan semakan bahan rujukan dan dokumen. Semakan dokumen membantu dalam membangunkan rangka kerja konsep untuk kajian ini. Selepas mewujudkan rangka kerja konseptual, persampelan kajian telah direka bentuk. Ini membawa kepada reka bentuk borang soal selidik dan diedarkan kepada responden (pelajar UiTMCT dan UNSIQ yang menerima bantuan zakat) melalui kajian rintis. Sebarang soalan soal selidik yang tidak sesuai selepas melaksanakan kajian rintis, akan kemaskini semula sebelum kajian sebenar ke lapangan dijalankan semula.

Rajah 1 Tatacara Kajian



DAPATAN DAN PERBINCANGAN

Statistik deskriptif digunakan untuk mengetahui ciri-ciri profil responden. Profil demografi pelajar dibahagikan kepada jantina, umur, institusi pengajian, tahap program pengajian, agensi penyumbang zakat dan tahap keputusan peperiksaan semasa. Profil demografi pelajar dipamerkan dalam Jadual 1.

Maklumat Latar Belakang Responden

Jadual 1 Maklumat Latar Belakang Responden (N=54)

Bil	Profil Responden	Bilangan (n)	Peratus (%)
1	**Jantina**		
	Lelaki	13	24.1
	Perempuan	41	75.9
	Jumlah	54	100
2	**Umur**		
	18 – 19 tahun	7	13
	20 – 21 tahun	28	51.9
	22 – 23 tahun	14	25.9
	24 tahun dan ke atas	5	9.3
	Jumlah	54	100
3	**Institusi Pengajian**		
	UiTMCT	29	53.7
	UNSIQ	25	46.3
	Jumlah	54	100
4	**Tahap Program Pengajian**		
	Diploma	21	38.9
	Degree / Ijazah Sarjana Muda	33	61.1
	Jumlah	54	100
5	**Agensi Penyumbang Zakat**		
	Majlis / Jabatan Agama Islam Negeri / BAZNAZ / LAZ	22	40.7
	Universiti	28	51.9
	Lain-lain	4	7.4
	Jumlah	54	100
6	**Tahap Keputusan Peperiksaan Semasa**		
	CGPA 2.00 - 2.49 / Indeks Prestasi Kumulatif (IPK) 2.00 - 2.49	1	1.9
	CGPA 2.50 – 2.99 / Indeks Prestasi Kumulatif (IPK) 2.50 – 2.99	7	13
	CGPA 3.00 – 3.49 / Indeks Prestasi Kumulatif (IPK) 3.00 – 3.49	22	40.7
	CGPA 3.50 – 4.00 / Indeks Prestasi Kumulatif (IPK) 3.50 – 4.00	24	44.4
	Jumlah	54	100

Sumber: Diolah dari data primer (2024)

Berdasarkan Jadual 1, bilangan responden berjumlah 54 orang iaitu 13 orang lelaki (24.1%) dan 41 orang Perempuan (75.9%). Majoriti responden (51.9%) berada dalam lingkungan kumpulan berumur 20-21 tahun, diikuti oleh kumpulan berumur 22-23 tahun (25.9%), 18-19 tahun (13.0%), dan kelompok yang berumur 24 tahun ke atas adalah (9.3%). Seramai 29 orang pelajar atau (53.7%) adalah datangnya dari UiTMCT manakala 25 orang pelajar atau (46.3%) adalah dari UNSIQ. Berdasarkan jadual di atas juga, pelajar mengakui bahawa mereka menerima bantuan zakat majoritinya dari unit/bahagian zakat universiti iaitu sebanyak (51.9%), diikuti dari majlis agama Kerajaan negeri/wilayah (40.7%), dan hanya sejumlah kecil dari pihak individu (7.4%).

Berdasarkan ringkasan Jadual 1 juga, hanya terdapat 7 individu, menyumbang 13.0% berada dalam GCPA semasa 2.50-2.99, manakala seramai 23 individu atau 42.6% daripada jumlah keseluruhan berada dalam kelompok 3.00-3.49. Jumlah pelajar terbesar berada dalam kelompok 3.50-4.00 dengan jumlah seramai 24 orang atau 44.4% daripada jumlah keseluruhan.

Pengaruh Bantuan Zakat oleh Pelajar UiTMCT dan UNSIQ

Bagi meneliti secara terperinci tentang pengaruh bantuan zakat terhadap pencapaian akademik pelajar asnaf di UiTMCT dan UNSIQ, maka setiap pembolehubah diketengahkan. Bahagian ini meneliti tentang bagaimana setiap pembolehubah yang diketengahkan telah dipertimbangkan oleh pelajar. Terdapat empat pembolehubah yang dikaji iaitu 1) prestasi akademik (Prestasi), 2) faktor keperluan pelajar terhadap zakat (Faktor), 3) pengaruh bantuan zakat terhadap pelajar dan 4) tadbir urus institusi zakat (Tadbir). Penelitian ini dapat menjawab objektif kajian pertama iaitu mengenal pasti pengaruh bantuan zakat terhadap pencapaian akademik pelajar yang mendapat bantuan zakat pendidikan di UiTMCT dan UNSIQ. Dapatan ini dijelaskan dengan menggunakan statistik deskriptif menerusi peratusan bagi setiap skala, min dan purata min terhadap item-item untuk setiap pembolehubah.

Sebelum itu, Skala Likert 5-point digunakan dalam kajian ini. Terdapat 5 skala digunakan bagi menilai pengaruh pelajar asnaf terhadap zakat. Perincian skala adalah seperti yang dipamerkan dalam Jadual 2.

Jadual 2 Skala Likert

Maksud	Skala
Sangat tidak setuju	1
Tidak Setuju	2
Agak Setuju dan Tidak Setuju	3
Setuju	4
Sangat setuju	5

Berdasarkan Jadual 2, terdapat 5 skala digunakan. Skala 1 dan 2 mewakili tafsiran negatif pelajar asnaf tentang zakat. Skala 3 mewakili tafsiran tidak pasti, manakala skala 4 dan 5 mewakili tafsiran positif terhadap zakat. Tahap tafsiran persepsi bagi nilai min pula ditunjukkan dalam Jadual 3.

Jadual 3 Nilai Min dan Tafsiran Persepsi

Nilai Min	Tafsiran Persepsi
1.0 hingga 2.49	Rendah
2.5 hingga 3.49	Sederhana
3.5 hingga 5.00	Tinggi

Jadual 3 menunjukkan tentang hubungan nilai min dengan tafsiran persepsi pelajar asnaf terhadap zakat. Tafsiran persepsi ini berdasarkan intrepretasi Oxford (1990). Tafsiran persepsi berada pada tahap yang rendah bagi nilai min 1.00 hingga 2.49, manakala nilai min berada pada tahap yang sederhana bagi nilai min 2.5 hingga 3.49. Tafsiran persepsi yang tinggi dan baik pula menunjukkan nilai min antara 3.5 hingga 5.00.

Seterusnya, bahagian ini diteliti untuk mengenal pasti bagaimana pelajar asnaf UiTMCT dan UNSIQ mempertimbangkan pembolehubah Prestasi, Faktor, Pengaruh dan Tadbir. Jadual 4 memperincikan jawapan responden tentang ini.

Jadual 4 Pengaruh Bantuan Zakat oleh Pelajar UiTMCT dan UNSIQ

No	Soalan	1	2	3	4	5	Min
	Prestasi Akademik Pelajar (Prestasi)						
1	Prestasi akademik saya meningkat pada setiap semester	1.9	1.9	29.6	38.9	27.8	3.89

2	Saya tahu syarat kelayakan minimum akademik untuk memohon zakat	0	1.9	25.9	27.8	44.4	4.15
3	Saya akan memastikan mendapat keputusan akademik minimum untuk mendapat zakat	0	3.7	20.4	38.9	37	4.09
4	Bantuan zakat telah menyebabkan peningkatan pencapaian akademik saya	0	1.9	20.4	33.3	44.4	4.20
5	Saya berpuas hati dengan pencapaian akademik saya	1.9	7.4	14.8	44.4	31.5	3.96
6	Saya pernah mendapat anugerah atas kecemerlangan akademik saya (contoh: anugerah dekan)	14.8	9.3	24.1	25.9	25.9	3.39
7	Saya seringkali menerima anugerah kecemerlangan akademik	11.1	20.4	33.3	20.4	14.8	3.07
	Faktor Keperluan Pelajar Terhadap Bantuan Zakat (Faktor)						
1	Saya memerlukan bantuan zakat kerana tidak menerima sebarang bantuan kewangan	3.7	16.7	11.1	31.5	37	3.81
2	Saya memerlukan bantuan zakat kerana tidak mempunyai ibu-bapa atau penjaga.	48.1	29.6	7.4	7.4	7.4	1.96
3	Saya memerlukan bantuan zakat kerana ibu bapa mempunyai pendapatan yang kecil	1.9	5.6	13	38.9	40.7	4.11
4	Saya memerlukan bantuan zakat kerana ibu bapa mempunyai tanggungan yang ramai.	7.4	11.1	16.7	25.9	38.9	3.94
5	Saya memerlukan bantuan zakat kerana gaya hidup saya yang tinggi	44.1	25.9	20.4	5.6	3.7	1.98
6	Saya memerlukan bantuan zakat kerana ingin menampung kos pembelian buku-buku, kursus, aktiviti dan sebagainya.	5.6	5.6	9.3	18.5	61.1	4.24
7	Saya memerlukan bantuan zakat kerana menampung perbelanjaan harian	18.5	13	11.1	13	44.4	3.52
8	Saya memerlukan bantuan zakat kerana perlu menampung perbelanjaan keluarga	37	14.8	24.1	13	11.1	2.46
	Pengaruh Bantuan Zakat Terhadap Pelajar (Pengaruh)						
1	Bantuan zakat mampu menyediakan persediaan awal untuk pengajian	1.9	1.9	9.3	29.6	57.4	4.39
2	Bantuan zakat yang diterima mampu mengurangkan	1.9	0	14.8	27.8	55.6	4.35

	perbelanjaan pendidikan saya ketika di universiti						
3	Saya tidak lagi tertekan sepanjang belajar kerana masalah kewangan	0	1.9	22.2	27.8	48.1	4.22
4	Bantuan zakat meningkatkan motivasi saya untuk belajar bersungguh-sungguh	0	1.9	13	29.6	55.6	4.39
5	Bantuan zakat telah menyebabkan saya dapat mengatur masa untuk pembelajaran dengan terbaik	0	3.7	16.7	29.6	50	4.26
6	Bantuan zakat telah menyebabkan saya mampu memberi lebih fokus terhadap pembelajaran yang dilakukan	0	3.7	14.8	29.6	51.9	4.30
	Tadbir Urus Institusi Zakat (Tadbir)						
1	Pada pandangan saya, permohonan zakat adalah mudah untuk dilakukan	3.7	5.6	33.3	24.1	33.3	3.78
2	Saya terlibat dengan temuduga sebelum mendapat bantuan zakat	9.3	18.5	31.5	9.3	31.5	3.35
3	Bantuan zakat pendidikan kepada pelajar adalah sangat penting	0	0	11.1	22.2	66.7	4.55
4	Bantuan yang diberikan adalah tepat kepada kumpulan sasaran	1.9	1.9	11.1	29.6	55.6	4.35
5	Saya merasakan wujudnya karenah birokrasi yang mempengaruhi permohonan zakat ini	0	1.9	38.9	25.9	33.3	3.91
6	Ketelusan yang diberikan kepada institusi zakat adalah sangat memuaskan	1.9	1.9	14.8	33.3	48.1	4.24

Sumber: Diolah dari data primer (2024)

Berdasarkan Jadual 4, terdapat empat pembolehubah yang dikaji. Bagi pembolehubah pertama iaitu prestasi akademik pelajar (Prestasi) mempunyai tujuh item yang ditanyakan kepada responden. Daripada tujuh item tersebut, pilihan tentang “bantuan zakat telah menyebabkan peningkatan pencapaian akademik saya” menunjukkan nilai min tertinggi iaitu 4.20 yang menjadi perkara yang paling dipertimbangkan oleh responden. Demikian pula, pilihan tentang “saya seringkali menerima anugerah kecemerlangan akademik” mempamerkan nilai min terendah iaitu 3.07. Responden menunjukkan pengaruh yang positif terhadap zakat berdasarkan nilai skor min yang tinggi bagi kesemua item dalam pembolehubah prestasi akademik pelajar, kecuali item bagi “saya pernah mendapat anugerah atas kecemerlangan akademik saya (contoh: anugerah dekan)” dan juga item “saya seringkali menerima anugerah kecemerlangan akademik” yang menunjukkan skor min dengan tafsiran sederhana.

Bagi pembolehubah kedua iaitu faktor keperluan pelajar terhadap zakat (Faktor) memiliki lapan item yang ditanyakan kepada responden. Daripada lapan item tersebut, item bagi “saya memerlukan bantuan zakat kerana ingin menampung kos pembelian buku-buku, kursus, aktiviti dan sebagainya” menunjukkan nilai min tertinggi iaitu 4.24. Selain itu, nilai min

terendah pula ditunjukkan bagi item "saya memerlukan bantuan zakat kerana tidak mempunyai ibu-bapa atau penjaga" dengan nilai min sebanyak 1.96.

Seterusnya, pembolehubah ketiga yang dikaji ialah pengaruh bantuan zakat terhadap pelajar (Pengaruh) yang melibatkan enam item. Hasil dapatan mendapati, item "bantuan zakat mampu menyediakan persediaan awal untuk pengajian" mempamerkan nilai min tertinggi iaitu 4.39, manakala item bagi "bantuan zakat meningkatkan motivasi saya untuk belajar bersungguh-sungguh" juga menunjukkan min tertinggi dengan nilai yang sama. Kesemua enam item mempamerkan nilai tafsiran persepsi yang tinggi oleh responden. Hal ini menunjukkan responden mempunyai persepsi yang positif terhadap bantuan zakat berdasarkan nilai skor min yang tinggi bagi kesemua item dalam pembolehubah Pengaruh.

Akhir sekali, pembolehubah bagi tadbir urus institusi zakat (Tadbir) yang turut menyenaraikan enam soalan. Item "bantuan zakat pendidikan kepada pelajar adalah sangat penting" menjadi perkara utama yang paling dipertimbangkan oleh responden dengan skor min sebanyak 4.55. Majoriti responden iaitu 66.7% sangat setuju, manakala 22.2% memilih jawapan setuju. Sementara itu, item "saya terlibat dengan temuduga sebelum mendapat bantuan zakat" mempamerkan nilai min terendah iaitu 3.35. Keadaan ini menunjukkan sesetengah pelajar asnaf mendapat bantuan zakat tanpa melalui proses temuduga.

Perbezaan Pengaruh Bantuan Zakat berdasarkan Institusi Pengajian

Sebagai permulaan dan kajian rintis, analisis dilakukan terlebih dahulu terhadap demografi pelajar asnaf zakat dan pengaruhnya terhadap pembolehubah Prestasi, Faktor, Pengaruh dan Tadbir. Analisis secara deskriptif digunakan untuk mengetahui perbezaan nilai min dan sisihan piawai bagi UiTMCT dan UNSIQ. Analisis ini dipaparkan dalam Jadual 5.

Jadual 5 Analisis berdasarkan Perbezaan Institusi Pengajian

Group Statistics					
	Institusi	N	Mean	Std. Deviation	Std. Error Mean
Prestasi	UiTMCT	29	3.4729	.69892	.12979
	UNSIQ	25	4.2286	.53293	.10659
Faktor	UiTMCT	29	3.2672	.70531	.13097
	UNSIQ	25	3.1950	.69511	.13902
Pengaruh	UiTMCT	29	4.1897	.75557	.14031
	UNSIQ	25	4.4667	.70547	.14109
Tadbir	UiTMCT	29	3.7471	.61660	.11450
	UNSIQ	25	4.3600	.65737	.13147

Sumber: Diolah dari data primer (2024)

Secara keseluruhan berdasarkan Jadual 5, perbandingan min antara institusi pengajian iaitu UNSIQ dan UiTMCT menunjukkan bahawa UNSIQ mempunyai purata yang lebih tinggi dalam pembolehubah Prestasi, Pengaruh dan Tadbir, manakala UiTMCT mempunyai purata yang lebih tinggi dalam pembolehubah faktor.

Prestasi akademik pelajar UNSIQ adalah lebih baik berbanding pelajar UiTMCT dengan purata nilai min UNSIQ adalah 4.22, berbanding UiTMCT dengan min 3.47. Perbezaan ini menunjukkan pelajar asnaf UNSIQ lebih cemerlang dari segi akademik disebabkan motivasi yang diperoleh daripada institusi zakat. Pelajar yang menerima zakat perlu melepasi syarat kelayakan minimum dalam akademik. Rentetan itu, pelajar asnaf akan bermotivasi untuk mengekalkan kecemerlangan bagi membolehkan mereka tidak terkecuali untuk menerima bantuan zakat pada setiap semester.

UNSIQ juga mempamerkan nilai purata min yang lebih tinggi berbanding UiTMCT bagi pembolehubah pengaruh bantuan zakat terhadap pelajar. Nilai purata min bagi UNSIQ sebanyak 4.46, manakala UiTMCT sebanyak 4.18. Dapatan ini menunjukkan, zakat memberi pengaruh yang besar kepada pendidikan pelajar asnaf terutamanya dari segi perbelanjaan sepanjang pengajian dan mengatasi masalah kewangan.

Dapatan kajian menerusi analisis deskriptif juga mempamerkan tadbir urus zakat oleh UNSIQ lebih baik berbanding UiTMCT berdasarkan nilai min yang tinggi yang ditunjukkan oleh UNSIQ iaitu sebanyak Min=4.36, manakala UiTMCT sebanyak Min=3.75. Tadbir urus yang diselenggarakan oleh UNSIQ adalah lebih baik apabila rata-rata responden bersetuju bahawa zakat UNSIQ mudah untuk dipohon, kurang karenah birokrasi dan mengamalkan ketelusan yang tinggi.

Walaubagaimanapun, hanya pembolehubah faktor keperluan pelajar terhadap zakat yang menunjukkan nilai purata min tinggi oleh UiTMCT iaitu 3.26 berbanding UNSIQ sebanyak 3.19. Majoriti pelajar bersetuju bahawa terdapat beberapa faktor yang menyebabkan keperluan mereka terhadap zakat sangat tinggi. Antara faktor tersebut termasuklah zakat menampung perbelanjaan harian, menampung kos pembelian buku dan yuran pengajian serta membantu menambah pendapatan ibu bapa yang rendah.

Seterusnya, analisis menggunakan Ujian-t pula dilakukan untuk melihat perbandingan min antara Kumpulan sampel yang dikaji. Ujian-t digunakan dalam kes yang melibatkan perbandingan dua Kumpulan sahaja iaitu institusi pengajian (UiTMCT dan UNSIQ). Hasil analisis perbezaan ini dapat menjawab objektif kajian kedua iaitu menganalisis pengaruh bantuan zakat terhadap pencapaian akademik pelajar yang mendapat bantuan zakat pendidikan di UiTMCT dan UNSIQ. Jadual 6 mempamerkan secara terperinci tentang perkara ini.

Jadual 6 Analisis Ujian-t Berdasarkan Perbezaan Institusi Pengajian

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Prestasi	Equal variances assumed	3.012	.089	-4.411	52	.000	-.75567	.17133	-1.09947	-.41186
	Equal variances not assumed			-4.500	51.288	.000	-.75567	.16794	-1.09278	-.41855
Faktor	Equal variances assumed	.001	.971	.378	52	.707	.07224	.19121	-.31145	.45593
	Equal variances not assumed			.378	51.043	.707	.07224	.19100	-.31120	.45568
Pengaruh	Equal variances assumed	.012	.915	-1.385	52	.172	-.27701	.20001	-.67836	.12434
	Equal variances not assumed			-1.392	51.646	.170	-.27701	.19898	-.67636	.12234
Tadbir	Equal variances assumed	.888	.350	-3.532	52	.001	-.61287	.17350	-.96103	-.26471
	Equal variances not assumed			-3.515	49.704	.001	-.61287	.17434	-.96310	-.26264

Sumber: Diolah dari data primer (2024)

Jadual 6 mempamerkan hasil ujian-t berdasarkan perbezaan institusi pengajian iaitu UiTMCT dan UNSIQ. Hasil Ujian-t mendapati, bagi pembolehubah (Prestasi dan Tadbir) menunjukkan terdapat perbezaan yang signifikan secara statistik ditemui antara UNSIQ dan UiTMCT dalam pembolehubah tersebut. Ini dibuktikan apabila nilai p kurang daripada 0.05, iaitu bagi pembolehubah Prestasi dengan hasil dapatan Sig. (2tailed) 0.000 > 0.05, pembolehubah Tadbir dengan hasil dapatan Sig. (2tailed) 0.001 > 0.05. Hasil dapatan ini menunjukkan bahawa pelajar UNSIQ yang menerima bantuan zakat memperoleh prestasi akademik yang lebih cemerlang berbanding pelajar UiTMCT yang menerima bantuan zakat. Salah satu sebab yang jelas adalah kerana pelajar UNSIQ yang menerima zakat tersebut terdiri daripada pelajar Ijazah Sarjana Muda berbanding pelajar UITMCT yang merupakan pelajar yang masih di peringkat pengajian diploma. Justeru prestasi akademik bagi pelajar Ijazah Sarjana Muda adalah lebih baik berbanding pada peringkat diploma.

Ekoran daripada hasil dapatan yang menunjukkan perbezaan yang signifikan bagi tadbir urus di institusi zakat UiTMCT dan UNSIQ, maka ini mempamerkan bahawa tadbir urus institusi zakat di UNSIQ adalah lebih baik berbanding UiTMCT bersandarkan kepada hasil ujian-t yang diperoleh. Hal ini jelas menunjukkan pelajar UNSIQ berpuas hati dengan tadbir urus zakat di UNSIQ, manakala pelajar UiTMCT masih kurang berpuas hati dengan tadbir urus zakat di UiTMCT. Aspek kepuasan hati ini termasuklah aspek mudah untuk memohon zakat, kurang karenah birokrasi dan ketelusan pihak institusi zakat. Menurut pihak zakat UiTMCT, pelajar asnaf akan mendapat wang bantuan kurang dari dua bulan dari tempoh tutup permohonan.

Manakala bagi pemboleh ubah faktor dan pengaruh tidak menunjukkan perbezaan yang signifikan antara UiTMCT dan UNSIQ. Hal ini dibuktikan apabila hasil dapatan bagi faktor menunjukkan nilai Sig. (2tailed) 0.707 > 0.05 dan hasil dapatan bagi pengaruh menunjukkan nilai Sig. (2tailed) 0.172 > 0.05.

Cadangan Memperkasakan Bantuan Zakat di UiTMCT dan UNSIQ

Seterusnya, perbincangan selepas ini adalah untuk menjawab objektif kajian ketiga iaitu merumuskan beberapa cadangan untuk memperkasakan bantuan zakat di UiTMCT dan UNSIQ. Prestasi akademik pelajar UNSIQ menunjukkan penilaian kecemerlangan yang lebih baik berbanding UiTMCT. Hal ini menunjukkan, pelajar UNSIQ yang menerima bantuan zakat berusaha bersungguh-sungguh untuk memperoleh keputusan akademik yang cemerlang supaya nama mereka tidak tercicir untuk menerima bantuan zakat pada sesi akademik yang seterusnya. Hal ini kerana setiap pelajar yang menerima bantuan zakat perlu memenuhi syarat kelayakan akademik yang baik setiap semester untuk memastikan mereka menerima bantuan pada semester yang berikutnya. Hal ini mempamerkan bahawa bantuan zakat telah mendorong pelajar UNSIQ untuk belajar bersungguh-sungguh demi mencapai kecemerlangan dan seterusnya menerima zakat pada semester yang berikutnya.

Ekoran itu, sebagai cadangan, zakat UiTMCT wajar meningkatkan motivasi kepada pelajar dengan menimbangkan untuk turut menyediakan bantuan keperluan bukan hanya dalam bentuk kewangan, tetapi juga dalam bentuk bukan kewangan seperti menyediakan ceramah motivasi secara berkala, penyediaan bantuan dalam bentuk makanan berkhasiat, peranti seperti laptop, tablet, alat tulis atau buku-buku pengajian. Penyediaan bantuan dalam bentuk sampingan ini mampu untuk meningkatkan lagi motivasi pelajar untuk cemerlang dalam pengajian masing-masing. Cadangan ini telah dipersetujui dalam beberapa kajian agar zakat menyalurkan bantuan dalam bentuk makanan bernutrisi (Mohd Aris, Mohamed @ Daud, & Abas, 2021), kemudahan internet, telefon pintar, buku dan alat tulis (Ayub et al., 2022).

Tadbir urus zakat UiTMCT dilihat mempunyai kelemahan dari segi kaedah untuk memohon, karenah birokrasi yang pelbagai dan ketelusan. Kelemahan ini perlu diperbaiki dengan menjadikan pengalaman yang diuruskan oleh zakat UNSIQ sebagai contoh yang dikatakan lebih baik dalam menguruskan bantuan dana zakat kepada pelajar universiti. UiTMCT perlu mempermudahkan permohonan, menghapuskan karenah birokrasi dan meningkatkan ketelusan dalam mengagihkan dana bantuan zakat. Kaedah ini akan meningkatkan permohonan terutamanya dalam kalangan pelajar yang tidak berkemampuan dan berpotensi untuk mendapat bantuan zakat pendidikan, yang mungkin selama ini tercicir

daripada mendapat bantuan disebabkan karenah birokrasi. Kaedah ini sebagaimana yang dipersetujui oleh Nasir (2023) yang turut mencadangkan agar karenah birokrasi dalam permohonan zakat dikurangkan untuk mempercepatkan kelulusan kepada pemohon.

Setelah mengenal pasti kelemahan pengurusan zakat di institusi masing-masing, UiTMCT dan UNSIQ perlu meningkatkan kolaborasi, memperbaiki kelemahan dan mencari penyelesaian secara bersama untuk memastikan dana zakat di institusi pengajian tinggi ini dapat membangunkan pendidikan di negara masing-masing. Kolaborasi ini termasuklah bertukar-tukar idea dan pengalaman masing-masing dalam mengendalikan bantuan zakat kepada pelajar pendidikan tinggi.

KESIMPULAN

Dapatan yang diperoleh menerusi hasil analisis ujian-t, terdapat perbezaan yang signifikan yang ditunjukkan oleh pembolehubah prestasi akademik dan tadbir urus di antara UiTMCT dan UNSIQ dengan nilai p kurang daripada 0.05. Prestasi akademik oleh pelajar UNSIQ yang memberansangkan adalah hasil daripada kepuasan yang tinggi oleh pelajar asnaf terhadap tadbir urus yang dilakukan oleh pihak institusi zakat UNSIQ. Justeru pengalaman yang dimainkan oleh pihak UNSIQ ini perlu dicontohi oleh UiTMCT agar kekurangan yang ada dapat diperbaiki. Selain itu, perancangan untuk memantapkan pengurusan serta meningkatkan lagi pencapaian prestasi pelajar menerusi potensi zakat perlu dirancang dengan baik.

Secara tuntasnya juga, UiTMCT dan UNSIQ telah memainkan peranan yang proaktif untuk memastikan pelajar yang tidak berkemampuan dan terjejas terus mendapat bantuan yang sewajarnya. Hal ini agar masalah keciciran pembelajaran tidak terus berlaku dan pelajar dapat meneruskan pengajian sehingga tamat. Seterusnya nanti akan menjadi figura yang mampu membangunkan negara pada masa hadapan. Bagi membuka peluang yang lebih besar kepada warganya untuk menyambung pengajian ke peringkat yang lebih tinggi, UiTMCT dan UNSIQ perlu mempertingkatkan kerjasama dengan bergabung tenaga menyumbang kepada bantuan kewangan yang membolehkan pelajar menamatkan pengajian mereka. Pada akhirnya, kekangan kewangan tidak akan menjadi penghalang kepada pelajar asnaf untuk mendapatkan pendidikan dan seterusnya berjaya pada masa hadapan.

PENGHARGAAN

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Synergizing for Social Impact: Collaborative Communities Strategies

Supporting Children with Cerebral Palsy with a Caregiver Training Program in a Northern Malaysian Hospital

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ABSTRACT

The care of children diagnosed with cerebral palsy (CP) has been demonstrated to adversely affect the physical and psychological health of the primary caregivers. This study aims to provide knowledge and training to caregivers/parents with CP children in handling their children and to examine the overall implementation of this program. A half-day training program for the caregivers of children with CP was conducted. Thirty children with CP (aged 2-12 years), and their caregivers were enrolled on this program held at the Tunku Fauziah Hospital, Kangar. This program consists of three slots which are divided into two talk sessions and one practical session. Caregivers were interviewed and required to complete pre-test questions before the talks and practical session. The post-test questionnaire was completed by the caregivers after the talks and practical session. The result showed significant improvement among caregivers of children with CP regarding their knowledge about cerebral palsy and the knowledge of general development in children. In summary, this caregiver training program built expressly for helping children with cerebral palsy (CP) is critical and provides several benefits that may considerably improve the quality of care and the general well-being of both the child and their carer.

Keywords: Cerebral palsy, children, program.

INTRODUCTION

Developmental disabilities are prevalent worldwide, as indicated by global estimates derived from the Global Burden of Disease (GBD) 2019 study. The prevalence of these conditions varied significantly, ranging from 7.5% among children under the age of 5 years to 13.9% among individuals aged 15 to 19 years. These figures reveal that approximately 316.8 million children and adolescents globally are affected by health conditions that contribute to developmental disabilities (WHO, 2023). The five most common conditions include hearing loss, idiopathic developmental intellectual disability, Attention Deficit Hyperactivity Disorder (ADHD), Cerebral Palsy (CP), and vision loss (GBD, 2020). The prevalence of cerebral palsy (CP) in Malaysia is estimated at 2.6 per 1000 live births (Syed, et al., 2023).

Cerebral Palsy (CP) constitutes a cluster of non-progressive neurological disorders, resulting from damage inflicted upon the developing brain. It can affect the overall development of the children mainly the movement, muscle tone, and posture (Patel, Neelakantan, Pandher, & Merrick, 2020). The aetiology of this condition is multifaceted, encompassing prenatal, perinatal, or postnatal factors. Associated comorbidities may include epilepsy, musculoskeletal disorders, intellectual disability, challenges with feeding, visual and auditory abnormalities, and communication difficulties (Hallman-Cooper & Rocha Cabrero, 2024).

While the primary neuropathologic lesion remains non-progressive, it is important to note that children diagnosed with CP may subsequently experience a variety of secondary conditions. These conditions can vary in their impact on the child's functional abilities and require a multidisciplinary approach to care and support throughout their lifespan (National Guideline Alliance UK, 2017). The early identification of children with CP and their access to interventions grounded in empirical evidence, such as community-based rehabilitation (CBR), is pivotal in enhancing the long-term health-related quality of life, motor function, cognitive abilities, and other health outcomes in children with CP (Al Imam, et al., 2021; Bongo, Dziruni, & Muzenda-Mudavanhu, 2018).

In the realm of healthcare management, the issue of queueing has persistently been a significant concern for the general populace (Küçük, Demirci, Kerman, & Özsoy, 2021; Cao, Wan, Tu, & et al., 2011). In addition, many health facilities across Malaysia face challenges in managing prolonged queueing issues (Koay, Sukumar, & Abdalla, 2019). This includes children with CP, who often face long wait times in health facilities. Furthermore, the limited availability or complete lack of rehabilitation services often leads to families assuming the primary responsibility for the care of their child. This situation frequently results in minimal or no access to training and support (Zuurmond, et al., 2018). The rehabilitation program for Malaysian primary caregivers and their families must be pinpointed and addressed to assist them effectively in managing children with CP. As such, addressing long wait times in health facilities for children with CP is warranted and requires a multifaceted approach involving increased resources, streamlined processes, and community support. The aims of this study are (1) to provide knowledge to caregivers/parents with CP children about general knowledge of the condition; (2) to teach the caregivers/parents about sensorimotor approach, positioning, and activity to promote normal development; (3) to evaluate the overall implementation of this program.

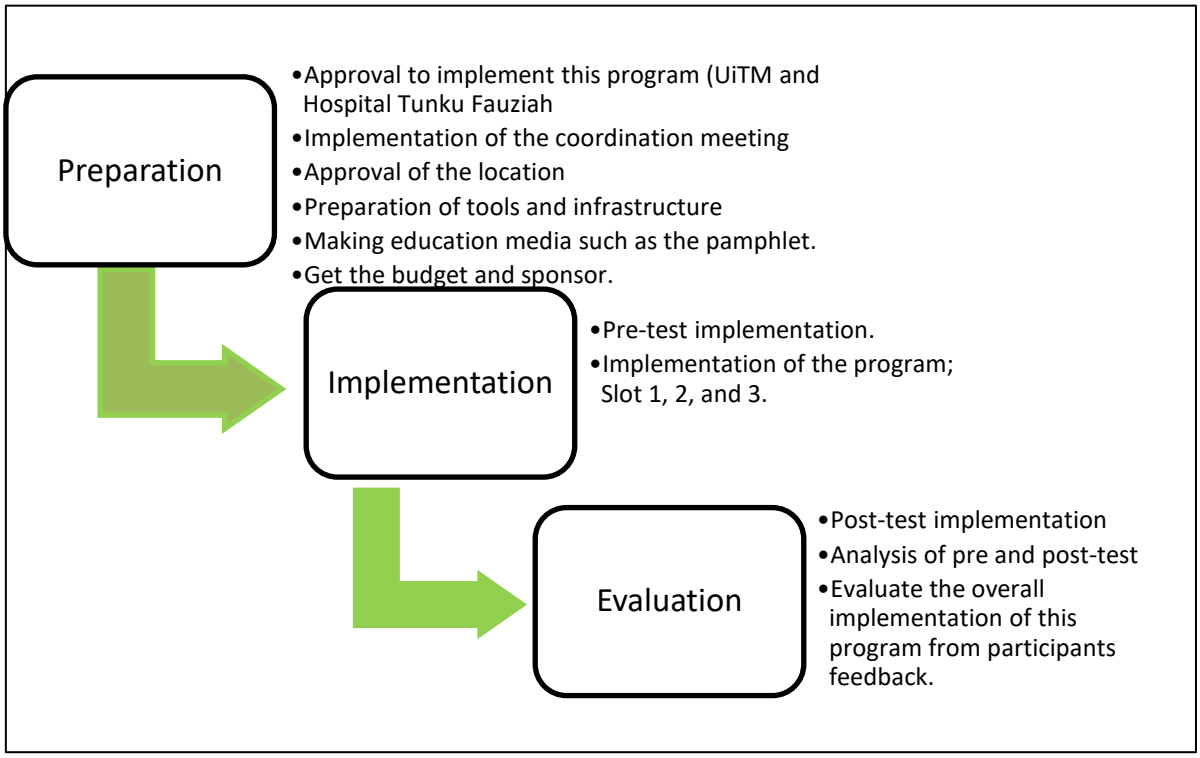
METHOD

The participants were identified and gathered by the Occupational Therapy Unit, Tuanku Fauziah Hospital, Kangar through the hospital record and those who actively attended the rehabilitation at the Occupational Therapy unit in the past six months. The Occupational Therapy Unit, Tuanku Fauziah Hospital, chose these locations due to their current primary health care or community-based programs, which facilitated the referral of children with CP in this study. A total of 30 children and their caregivers were identified and agreed to participate in this program. The children's age ranges from 2-12 years old.

This caregiver training program was held at CME Hall, Tuanku Fauziah Hospital, Kangar, Perlis. This program was conducted by the Occupational Therapy programme, Faculty of Health Sciences, Universiti Teknologi MARA (UiTM) Penang Branch, Bertam Campus in collaboration with the Occupational Therapy Unit, Tuanku Fauziah Hospital, Kangar. The time of implementation of this program community service was held on the 25th of May 2023, from 9.00 am to 1.00 pm. The method of implementing this program includes Preparation, Implementation and Evaluation (Figure 1).

For the preparation phase, we have been engaging in collaborative efforts with a diverse range of stakeholders, encompassing the leadership of the Occupational Therapy Unit, Tuanku Fauziah Hospital, Kangar and the Senze for Minz Therapy Centre, Kangar. This has involved the organization of coordination meetings, the decision on the location, and the establishment of the requisite tools, budgeting, and sponsorship to support this community program. We have created parents-mediated therapy material, such as pamphlets focusing on basic intervention for home programmes, Subsequently, we also prepared and applied the budget from UiTM and sponsorship from Senze for Minz Therapy Centre.

Figure 1 The method of implementing this program



During the implementation phase, participants of this program which consists of parents and caregivers of children with CP are required to complete pre-test questions that consist of questions on "Knowledge about general development of children" and "Knowledge about Cerebral Palsy". After that, the participants joined the program. This program is divided into three (3) different slots;

- 1st slot: A talk by a paediatrician from the Paediatric Department, Tuanku Fauziah Hospital, Kangar on topics such as Introduction to Cerebral Palsy and Developmental Delays. The topic includes the risk factors, the signs and symptoms, the evaluation, and medical management in CP children.
- 2nd slot: A talk by an occupational therapy lecturer from Universiti Teknologi MARA (UiTM) Penang Branch, Bertam Campus about The Role of Occupational Therapy Rehabilitation for Cerebral Palsy and Developmental Delays. The topic includes the sensorimotor approach, positioning, and activity to promote normal development among children with CP (Figure 2).
- 3rd slot: Hands-on session by an occupational therapy lecturer from Universiti Teknologi MARA (UiTM) Penang Branch, Bertam Campus with the children with CP using the sensorimotor approach, positioning, activity to promote postural control, and activity to promote normal development. During this slot also, each caregiver is taught about the mentioned technique and approach, with direct explanation and they have to hands-on and perform the intervention with their children. This lecturer also provided direct feedback and corrected strategies to the caregivers in performing the intervention (Figures 3 and 4).
- At the end of this slot, participants will also be given space to ask questions for further explanation and validation.

Figure 2 The talk by an occupational therapy lecturer



Figure 3 Hands-on session by the lecturer to improve the child's neck control



Figure 4 The lecturer integrated the play-based strategy to acquire the child's postural and trunk control



In the evaluation phase, we conducted the post-test questions with the caregivers. Then, we assessed our program to determine the change in the participants' knowledge levels before and following this community program, and the overall implementation of this program. The participants must fill out the post-test questionnaire. Then we analysed the pre and post-test questionnaires.

RESULT

The characteristics of the participants who took part in this program are displayed in Table 1. 30 children with CP between the ages of 2 and 12 have participated in this program. There were 9 males (30.0%) and 21 females (70.0%) with all of them attending the therapy session at the Occupational Therapy Unit, Tuanku Fauziah Hospital, Kangar. Most children in this program (n=20, 66.7%) were 2–6 years old, while the remaining children (n=10, 33.3%) were in the 7–12 age range. Parents or caregivers who cared for these children answered the survey. Of the respondents, 23 were female (76.7%), making up the majority. Only 7 men (23.3%) took part in the survey.

Table 1 Characteristics of the program participant

Characteristics	*N*= 30 n (%)
Child Gender Males Females	 9 (30.0%) 21 (70.0%)
Child Age Group (years) 2-6 7-12	 20 (66.7%) 10 (33.3%)
Caregivers (Gender) Males Females	 7 (23.3%) 23 (76.7%)

For the pre-test and post-test knowledge which is shown in Table 2, the participants demonstrated significant improvement regarding their “Knowledge about Cerebral Palsy” which the results show from 37.0% (Pre-test) to 93.0% (Post-test). Also, the participants demonstrated improvement regarding their “Knowledge about the general development of children” which the results show from 60.0% (Pre-test) to 80.0% (Post-test).

Table 2 Pre-test and post-test knowledge

Question	*Pre-test (%)*	*Post-test (%)*
Knowledge about the general development of children	60.0%	80.0%
Knowledge about Cerebral Palsy	37.0%	93.0%

The overall feedback regarding the implementation of this program is shown in Table 3. Most of the participants consisting of caregivers of children with CP are very satisfied with the implementation of this program with 90% for General feedback about the program. 90.0% of the participants believe that the content of the program is suitable and clear for them. Meanwhile, a total of 96.0% of participants agreed that both speakers delivered the topics and hands-on session of this program clearly and interesting. 93.0% of the participants believe that the program is effective for them. The feedback on logistics & location of the program, and feedback about the secretariat achieved both of 93.0%.

Table 3 Overall implementation of this program

Question	%
General feedback about the program	90.0%
Feedback on the Program Contents	91.0%
Feedback on Speakers of the program	96.0%
Program Effectiveness for Participants	93.0%
Feedback on Logistics & location of the program	93.0%
Feedback about the Secretariat	93.0%

DISCUSSION

This study conducted in Malaysia revealed significant improvement among caregivers of children with CP regarding their knowledge about cerebral palsy, who engaged in a caregiver training program facilitated by the establishment of a theory and practical session in an inclusive program. In addition, improvements regarding the knowledge of general development in children were also observed as these will help parents set realistic expectations for their child's growth and achievements. This knowledge also helps early detection and enables quicker intervention, which can significantly improve outcomes for children with CP. This is aligned with a study by Zuurmond, et al., 2018, in Ghana, where they reported that caregivers showed improvement in understanding and the bolstering of confidence in the care of their child, after participating in a community-based parent training programme for children with CP. They also added that the program has the potential to provide a more sustainable mechanism for enhancing long-term outcomes for the child and family (Zuurmond, et al., 2018). Furthermore, another study in Bangladesh where they conducted an RCT study on an outreach program for mothers of children with CP, found that this program is beneficial in enhancing the skills of mothers with young children with CP, and is generally perceived as useful. This encompasses the adaptive skills of children, the stress levels and adaptation of mothers towards their children, the satisfaction with social support, and the understanding of managing a child with physical disabilities (McConachie, et al., 2000).

Other than that, the participants rated the overall implementation of this program as good and beneficial for them. Nonetheless, the objective of this intervention is not to supplant the current specialised services, but rather to enhance the referral process with issues such as long wait times in health facilities. It is also intended to employ the caregivers with an intensive educational program that includes theory and practical sessions with the experts. By involving parents, caregivers, and healthcare professionals, as in this program in the planning process, it can ensure the program addresses real needs. This is consistent with the research by Al Imam, et al. (2021), who conducted a CBR program to maintain the sustainability of the rehabilitation procedures and care for the participating children with CP, with the involvement of the experts to educate and train parents in evidence-based interventions and education linked to CP children. However, this study differs from a study by Bongo, Dziruni, & Muzenda-Mudavanhu (2018) where they found that the community continues to demonstrate that their involvement is restricted to labour supply and instruction on how to occasionally perform therapy at home settings on their children even though a community-based rehabilitation has been conducted for them and their children. The parents still show a great deal of reliance on government agencies and benefactors who "brought" this program to them. In addition, there could be serious consequences for the community-based rehabilitation program, affecting its quality, sustainability, and overall impact. Proactive measures will be necessary to address these challenges and ensure the program can continue to serve the community effectively.

Finally, the findings indicate that a moderately straightforward intervention can enhance outcomes for caregivers of children with CP. It is imperative to identify and fortify certain elements of the training and methodology, which are currently in progress. The approach of establishing a community program, with a focus on empowering caregivers, may provide a more enduring solution for addressing the needs of a child with a disability who necessitates care throughout their lifetime. Furthermore, a more extended re-evaluation of caregivers and

their children is advisable to gain a deeper understanding of the sustainability of these programs.

CONCLUSION

Overall, this caregiver training program specifically designed for supporting children with cerebral palsy (CP) is crucial and offers numerous benefits that can significantly enhance the quality of care and the overall well-being of both the child and the caregiver. It empowers parents of children with CP to provide more effective, empathetic, and tailored support, enhancing their child's overall quality of life and development. Being equipped with the knowledge boosts parents' confidence in making decisions and providing the best possible care for their children. This study may provide guidelines for occupational therapists, government organizations such as the Ministry of Health (MOH) Malaysia, The Malaysian Department of Social Welfare, and other various associations in promoting community rehabilitation programs among children with physical or neurological problems, particularly CP children. Finally, it aligns with the Sustainable Development Goals (SDGs) 3, which is dedicated to significantly enhancing the health and well-being of children until the year 2030.

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Synergizing for Social Impact: Collaborative Communities Strategies

Coffee Barista Training as a Pathway to Employment Opportunity in Malaysia

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ABSTRACT
This paper explores the role of barista training as a pathway to employment opportunities within the hospitality and tourism industry in Malaysia. The study highlights the potential of barista training programs introduced by Kolej Komuniti Sungai Petani (KKSP), Kedah, as one of the Technical and Vocational Education and Training (TVET) course providers. This will bridge employment gaps and foster economic growth. Through this training program, potential baristas can cultivate hard and soft skills, significantly enhancing participants' employability. Notably, the hospitality and tourism sector in Malaysia is a vital component of the nation's economy, employing millions of individuals and continually expanding to meet global and domestic demand. As of July 2024, Glassdoor Inc. recorded 167 job openings for baristas, while Jobstreet recorded 145 job openings, indicating a robust market for skilled baristas in the industry. Targeted Sijil Pelajaran Malaysia (SPM) leavers who join this barista training program can enhance employability by equipping individuals with the necessary technical skills, such as espresso preparation and latte art, as well as soft skills, including customer service and communication. These programs not only meet industry needs but also contribute to sustainable hospitality and tourism development by fostering a skilled workforce capable of supporting the industry's growth. As the demand for skilled baristas continues to rise, it is imperative to implement comprehensive training programs that address both current and future industry requirements.
Keywords: barista, hard skills, soft skills, employment opportunity, TVET

INTRODUCTION
The hospitality and tourism industry in Malaysia is a cornerstone of the national economy, contributing significantly to job creation and economic growth. This sector's expansion necessitates a continual supply of skilled professionals to maintain and enhance service quality. One of the emerging avenues for employment within this industry is barista training, which equips individuals with the specific skills required to excel in coffee preparation and customer service.

Kolej Komuniti in Malaysia plays a crucial role in delivering Technical and Vocational Education and Training (TVET) courses. Managed under the Department of Polytechnic and Community College Education (Jabatan Pengajian Politeknik dan Kolej Komuniti), these colleges offer a wide range of TVET programs aimed at preparing students for the workforce and enhancing their employability opportunities. These colleges focus on practical, hands-on learning in engineering, hospitality, and IT fields, enhancing employability and meeting industry demands (Ahmad Shukri, 2023).

This paper reviews different types of barista skills and challenges in industry.Thus, the barista training programs, particularly those introduced by Kolej Komuniti Sungai Petani (KKSP) will bridge employment gaps and foster future economic growth.

BARISTAS TRAINING PROGRAMS

Barista training programs effectively address the employment needs of Malaysia's growing hospitality and tourism industry. The training provided by higher learning institutions, such as KKSP, encompasses a comprehensive curriculum that includes espresso preparation, latte art, and customer service. In particular, these programs are designed to produce skilled baristas who can meet the high standards required in contemporary coffee shops and cafes.

In 2023, a total of 383,685 candidates registered for the SPM examination, yet 10,160 of these students did not sit for the exams (Mahari & Mohd Rahmat, 2024). These students represent a segment of the future workforce in Malaysia, particularly significant for industries such as hospitality and tourism. The absence of these students from a critical academic assessment has far-reaching implications for their employability and the broader economic landscape.

By equipping SPM leavers with both hard and soft skills, barista training programs enhance their employability and enable them to contribute meaningfully to the hospitality and tourism sectors. By implementing comprehensive training programs that cater to these students, particularly in high-demand roles such as baristas, Malaysia can mitigate the potential negative impacts on the hospitality and tourism industry and support its continued expansion and success.

Moreover, targeted barista training programs can address the labour shortages in the hospitality and tourism industry, ensuring a steady supply of skilled workers capable of meeting industry demands. This approach not only supports individual career development but also contributes to the sustainable growth of the hospitality sector by fostering a skilled and versatile workforce.

Figure 1 Barista Hard Skills



In the hospitality and tourism industry, particularly within coffee shops and cafes, baristas are required to possess a diverse range of hard skills. These skills are vital for ensuring efficient operations and providing exceptional customer experiences. Below are the most common hard skills for baristas. The above Figure 1 displays a list of hard skills identified by Jobscan (2024) and generated by WordArt.com. Customer service is paramount, with 61% of job descriptions emphasizing its significance. Hence, baristas must efficiently manage customer interactions, ensuring a positive experience by addressing inquiries, handling complaints, and providing recommendations. Exceptional customer service fosters loyalty and repeat business, which is crucial for a café's success.

In addition to hard skills, soft skills are also crucial to baristas. Figure 2 illustrates the soft skills as reported by Jobscan (2024) and generated by WordArt.com. Baristas, essential personnel in the hospitality industry, must exhibit various soft skills that are pivotal to their success and the overall customer experience. These soft skills are commonly highlighted in job descriptions, and it is essential to underscore them in both the summary and work experience sections of one's resume.

Figure 2 Barista Soft Skills



A study by Jobscan (2024) discovered that flexibility is the most sought-after soft skill, noted in 41% of job descriptions. This skill entails adapting to changing situations, managing multiple tasks simultaneously, and effectively handling unexpected challenges in completing the task. Thus, baristas with flexibility can smoothly transition between various duties and accommodate diverse customer needs, contributing to a dynamic and responsive service environment.

Furthermore, the statistics in Table 1 underscore the demand for trained baristas. As of July 2024, Glassdoor Inc. reported 167 job openings for baristas, while Jobstreet recorded 145 job openings, highlighting a robust market for these skills. This demand is driven by the increasing popularity of coffee culture in Malaysia, which has seen a proliferation of specialty coffee shops and cafes.

Table 1 Coffee Barista Jobs in Malaysia

Glassdoor Inc.	Jobstreet
167	145

Source: Glassdoor Inc. and Jobstreet (2024)

CHALLENGES OF COFFEE BARISTAS

Coffee baristas in Malaysia face several challenges in mastering both the hard and soft skills necessary for their roles. The primary technical challenges include acquiring detailed knowledge of coffee varieties, mastering brewing techniques, and perfecting skills such as steaming milk, which is noted as one of the most challenging skills to teach. Baristas not only focus on speed, precision and mastery of coffee blending but also are responsible to serve customers from the arrival until the final sip of brewed coffee (Diba, 2024).

On the other hand, developing soft skills is equally challenging. Baristas must adeptly handle customer interactions and manage multiple tasks simultaneously. Previous study by Drábeková and Spiššáková (2023) found that baristas' attitude and professionalism with a wide range of experience and education are able to influence the men and women between the ages of 18 to 50 years old to visit coffee shops. The challenge in the coffee industry is scarcity of structured training programs encompassing technical and interpersonal skills further complicates the baristas' ability to excel in their roles. Most baristas learnt to prepare coffee and hospitality by working in a cafe and did not obtain standard competencies and skills as a professional barista. There are nine standard work skills of a professional barista: managing raw materials, managing equipment and supplies, managing work area, handling customers, operating equipment, developing coffee beverages products, managing health and safety procedures in the workplace, managing conflict situations and, communication skills, both writing and spoken (Prehanto et al, 2021). Therefore, addressing these challenges, KKSP provides training programs, resources and facilities including the KKSP coffee lab as shown in Figure 3, commercial coffee machines and other toolmakers. These are essential for the

professional growth of baristas skills development and the overall enhancement of the coffee industry in Malaysia. The training is diverse, and it is recommended that the training range from basic courses to comprehensive programs led by experienced baristas and industry champions in the future.

Figure 3 The Coffee Lab at KKSP



CONCLUSION

The integration of effective training programs and a focus on sustainable employment practices are pivotal to addressing the industry's existing skills gap. Additionally, there is a clear emphasis on the importance of Technical and Vocational Education and Training (TVET) in closing the competency gap for baristas, thereby ensuring a workforce that is both professional, skilled and adaptable. Various training programs have been introduced by Kolej Komuniti Sungai Petani, Kedah. One of the initiatives is introducing a training course that focuses on cultivating the hard and soft skills of baristas through hands-on training sessions. Thus, the initiative is to support the sustainable growth of Malaysia's hospitality and tourism industry. By addressing these factors, Malaysia can enhance its competitiveness in the global tourism market and secure a prosperous future for its hospitality workforce.

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Synergizing for Social Impact: Collaborative Communities Strategies

Developing a Job-Based Curriculum Framework to Bridge SKAO Gaps for Graduate Employability

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ABSTRACT

This research project seeks to develop a job-based curriculum framework that aligns graduates' Skills, Knowledge, Abilities, and other Attributes (SKAOs) with labor market requirements to enhance employability and increase their marketability. By examining job specifications (JS) and job descriptions (JD) from 3,000 job advertisements across platforms such as MyFutureJobs and JobStreet Malaysia, the study aims to identify the essential SKAOs required by industries. Higher Education Institutions (HEIs) are encouraged to adapt their curricula to reflect the demands of the workforce, ensuring that the education provided is dependable, reliable, and up-to-date. Data gathered from job advertisements will be corroborated through interviews with selected employers and Ministry of Human Resources (MOHR) personnel. This framework specifically targets jobless alumni and final-semester students from Northern Region public universities, offering training and development programs managed by UiTM Pulau Pinang Branch in collaboration with MOHR. By addressing gaps in SKAOs, this initiative aims to ensure graduates are well-prepared for the workforce, possessing the competencies needed to meet industry demands and securing immediate employment upon graduation.

Keywords: curriculum development, job analysis, job description and job specification

INTRODUCTION

In an increasingly dynamic labor market, the role of higher education institutions (HEIs) in preparing students for employment is paramount. A well-designed curriculum serves as the foundation for equipping students with the necessary skills, knowledge, and abilities to succeed in their chosen careers (Mahmud & Wong, 2022). To achieve this, curricula must be regularly reviewed, revised, and updated to reflect current industry standards and the evolving demands of the job market. Enhance Virgolesi et al. (2020) stated that one of the critical factors in ensuring that a curriculum remains relevant is the active involvement of stakeholders, particularly employers, in the curriculum development process. Employers possess invaluable insights into the qualities and competencies they seek in potential candidates, including specific knowledge, skills, and abilities that are necessary to fill open positions effectively. By engaging these stakeholders, HEIs can gather feedback that informs the design and content of the curriculum, ensuring that it is aligned with the practical needs of the labor market.

Higher education institutions must systematically determine the skills, knowledge, abilities, and other attributes (SKAOs) that are essential for success in various professions and industries. This determination is typically accomplished through a process known as job analysis (JA),

which involves the detailed examination of job descriptions (JD), and job specifications (JS) specified by the employers or industries in the labor market. Job analysis provides a robust framework for identifying the competencies required in specific roles, which can then be integrated into the curriculum.

To enhance graduates' marketability, the curriculum should incorporate the employability skills, knowledge, abilities, and competencies identified through job analysis. These elements must be strategically embedded in the curriculum to ensure that students acquire not only the technical expertise required for their field but also the soft skills and professional attributes that are highly valued by employers. A curriculum designed with employability in mind helps bridge the gap between academic learning and practical application, thereby increasing the likelihood of successful employment outcomes for graduates.

The continuous development and refinement of educational curricula are crucial to maintaining their relevance in an ever-changing job market. By actively engaging employers and other stakeholders in the curriculum development process, HEIs can ensure that their programs produce graduates who are well-prepared to meet the demands of their professions. Through the systematic identification and integration of essential SKAOs, derived from rigorous job analysis, HEIs can design curricula that not only meet industry standards but also enhance the employability and marketability of their graduates.

THE JOB ANALYSIS

In today's rapidly evolving labor market, the responsibility of higher education institutions (HEIs) to prepare students for successful careers has never been more critical. A robust curriculum is fundamental in providing students with the skills, knowledge, and abilities necessary for their professional journeys. To ensure that the curriculum remains relevant and effective, it must be regularly reviewed, revised, and updated in alignment with current industry standards and the changing demands of the job market.

A key element in maintaining curriculum relevance is the active engagement of stakeholders, especially employers, in the curriculum development process. Employers bring valuable insights into the competencies and qualities they seek in candidates, including specific skills, knowledge, and abilities crucial for effectively filling job positions. By involving these stakeholders, HEIs can collect feedback that helps tailor the curriculum to meet the practical needs of the labor market, ensuring graduates are well-equipped for employment.

HEIs must systematically identify the essential skills, knowledge, abilities, and other attributes (SKAOs) required across various industries. This process is typically carried out through job analysis (JA), which involves a detailed examination of job descriptions (JD) and job specifications (JS) (Brannick et al., 2019; Qin et al., 2022; Rudolph et al., 2017). Job analysis provides a comprehensive framework for understanding the competencies necessary for specific roles, allowing HEIs to integrate these requirements into their curricula.

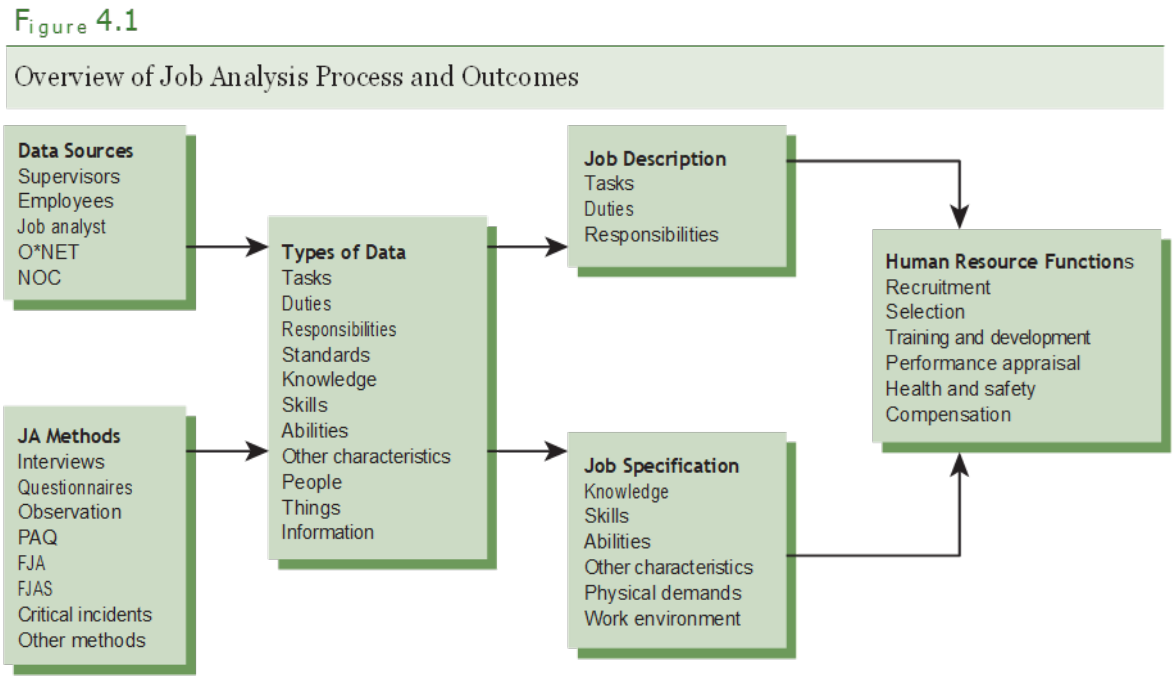
To increase graduates' marketability, the curriculum should incorporate the employability skills, knowledge, abilities, and competencies identified through job analysis. These elements should be strategically embedded in the curriculum to ensure that students not only gain technical expertise but also develop the soft skills and professional attributes that employers highly value. A curriculum designed with employability in mind effectively bridges the gap between academic learning and practical application, enhancing graduates' chances of securing employment.

The ongoing development and refinement of educational curricula are essential to maintaining their relevance in a constantly changing job market. By actively involving employers and other stakeholders in the curriculum development process, HEIs can ensure that their programs prepare graduates to meet the demands of their professions. Furthermore, Masengu et al. (2023) stated the systematic identification and integration of critical SKAOs, derived from rigorous job analysis, HEIs can design curricula that meet industry standards while enhancing the employability and marketability of their graduates.

The schematic diagram, titled "Overview of Job Analysis Process and Outcomes," by (Catano, Wiesner, Hackett & Methot, 2010) shows the integration of job analysis with other HR

functions, particularly recruitment and selection, is crucial for ensuring that graduates are recruited and selected based on the "person-task fit." This approach not only enhances the efficiency of the recruitment process but also ensures that the selected candidates are well-suited for the roles they are hired for (Figure 1).

Figure 1 Catano VM, Wiesner WH, Hackett RD, Methot LL (2010)



Source: KELLOWAY/CATANO/DAY. People and Work in Canada, 1E. © 2011 Nelson Education Ltd. Reproduced by permission (www.cengage.com/ permissions).

Therefore, as indicated by Khtatbeh et al. (2020), job descriptions and specifications, derived from job analysis, provide employers and recruiters with a detailed overview of job duties, responsibilities, and the necessary personal attributes of job candidates. The primary objective of conducting a job analysis is to distinguish specific job tasks and the varying levels of effort required across different work environments. This enables employers to make informed pay scale adjustments that align with the qualifications, attributes, and characteristics of job applicants, ensuring compensation is both fair and appropriate for the role.

WHAT ARE SKAOs?

Skills, Knowledge, Abilities, and Other Attributes (SKAOs) are the foundational components that define an individual's readiness and effectiveness in performing a specific job. Skills refer to the specific competencies or expertise that an individual develops through training, practice, or experience (Vaci et al., 2019). These are often task-specific and can range from technical skills, like software proficiency or equipment handling, to soft skills, such as communication, teamwork, or problem-solving. Skills are crucial because they directly influence how well a person can execute the tasks required by a job.

Knowledge represents the information, concepts, and understanding that an individual must possess to perform a job effectively. In addition, Campbell-Barr (2018) interpreted knowledge as usually acquired through education, training, and experience. It includes the principles, facts, and theories relevant to a particular field, such as industry regulations, company procedures, or technical specifications. Having the right knowledge base allows individuals to make informed decisions and apply their skills effectively in their roles.

Abilities are the inherent capabilities or potential that enable individuals to perform tasks successfully. Unlike skills, as elaborated by Ellis et al. (2022), abilities are acquired over time, abilities are more innate. They include cognitive abilities, such as analytical thinking and

problem-solving, physical abilities like strength and coordination, and interpersonal abilities that facilitate communication and teamwork. Abilities are essential because they underpin how quickly and effectively an individual can learn new skills and adapt to changing job requirements.

Other Attributes encompass a range of additional characteristics that contribute to job performance but do not fall strictly under skills, knowledge, or abilities. Harzer et al. (2021) argued that personality traits, such as resilience, adaptability, and motivation, as well as work styles and values, like attention to detail, dependability, and a commitment to continuous learning. These attributes often determine how well an individual fits within a specific organizational culture and how they approach their work.

Together, SKAOs provide a comprehensive framework for evaluating the qualifications and potential of candidates for various roles. They guide the development of job descriptions, inform recruitment and selection processes, and shape the design of educational programs that prepare individuals for the demands of the workforce. By understanding and targeting the right SKAOs, organizations can ensure they are attracting and developing talent that meets their needs both now and in the future.

PROBLEM STATEMENT

The advent of the Fourth Industrial Revolution (IR4.0) marks a pivotal moment in history, characterized by rapid technological advancements that are reshaping industries, economies, and societies on a global scale. At the heart of this revolution lies a fundamental shift in how work is approached, with task-based roles being replaced by human-centered values that prioritize creativity, critical thinking, collaboration, and innovation. This shift presents both challenges and opportunities for Higher Education Institutions (HEIs) as they strive to prepare graduates for the evolving demands of the job market. Traditional recruitment and selection practices, often based on outdated models, are proving inadequate in meeting the needs of IR4.0-driven industries, where adaptability and advanced skills are paramount. To address this issue, the integration of job analysis with recruitment and selection practices becomes crucial (Singaram et al., 2023).

Job analysis, which involves systematically studying job roles to identify tasks, responsibilities, and required competencies, provides a clear foundation for aligning recruitment processes with industry demands. This integrated approach ensures a strong person-task fit, meaning that the skills and attributes of candidates are closely aligned with the specific requirements of the roles they are selected for. As industries increasingly emphasize innovation and digital literacy, the importance of ensuring person-task fit becomes even more pronounced. Graduates entering the workforce must not only possess technical skills but also demonstrate the ability to adapt to new technologies, collaborate in diverse teams, and think critically about complex problems. Job analysis provides essential insights that help HR professionals assess these competencies and, in turn, inform more effective recruitment and selection strategies. Furthermore, incorporating job analysis into recruitment practices helps avoid poor hiring decisions, reduces turnover, and enhances organizational efficiency by ensuring that the selected candidates are equipped to meet the challenges of their roles (Barrick & Parks-Leduc, 2019).

In this context, the Malaysian Higher Education Ministry has recognized the necessity of aligning HEIs with the demands of IR4.0, as seen in its 2015-2025 strategic plan. This plan emphasizes the development of curricula that equip students with critical skills such as digital literacy, creativity, and leadership. However, there remains a gap in understanding the specific educational competencies required for success in IR4.0, highlighting the need for ongoing research and innovation in educational practices. By focusing on person-task fit through the integration of job analysis and recruitment, organizations can optimize the efficiency of their hiring processes and ensure that graduates are adequately prepared to thrive in the rapidly changing job market. Ultimately, this integrated approach to human resource practices will play a crucial role in shaping a future-ready workforce capable of meeting the challenges and opportunities presented by the Fourth Industrial Revolution.

Despite Malaysia's low unemployment rate, the labor market is currently exhibiting signs of mismatch, indicating a misalignment between labor demand and supply across various dimensions, including education, skills, geography, occupation, and industry. Failure to accurately identify these mismatches could exacerbate unemployment issues. This study aims to calculate the labor mismatch index and assess the contribution of mismatch unemployment to the rising unemployment rate, using the matching function as a framework. Data from the Department of Statistics Malaysia, the Ministry of Human Resources Malaysia, and Bank Negara Malaysia are examined. The findings reveal that the skills mismatch index in the Malaysian labor market has gradually increased from 0.108 in 2007 to 0.273 in 2017, contributing to the rising unemployment rate and signaling a significant mismatch in the labor market (Chen et al., 2020). Mismatch unemployment has become a significant factor contributing to the rising unemployment rate in the Malaysian labor market. Critical issues such as mismatches and misallocation between demand and supply lead to an increased labor mismatch index. Mismatch unemployment accounts for nearly half of the total increase in the unemployment rate, underscoring the severity of labor market mismatches in Malaysia.

A study by Ma'dan et al. (2020) found that Malaysian graduates are facing increasing challenges in securing jobs within the employment market. The rising unemployment rate has the potential to negatively impact the reputation of Malaysia's educational system and erode employers' confidence in the capabilities of local graduates. Although Malaysian universities produce many graduates, only a small percentage secure employment. This issue arises when graduates prioritize academic achievements over the cultivation of essential traits and skills required for the workforce. Additionally, Mohd Abdul Kadir et al. (2020) argued many graduates are selective in seeking high-paying jobs, yet do not meet the necessary job requirements. Addressing the root causes of this issue is critical in understanding the relationship between graduates' attributes, skills, job mismatches, unrealistic salary expectations, and unemployment. A study conducted among alumni of a public university revealed that graduates' attributes are the most significant contributing factor to unemployment.

The study of industry job requirements, particularly from the perspective of tasks expected from graduates and employer expectations, remains limited. The Malaysian Education Blueprint outlines the competencies needed across various fields and professions, offering valuable insights for guiding curriculum renewal (Broome & Gillen, 2014). However, the SKAOs (Skills, Knowledge, Abilities, and Other Attributes) specified by employers in job postings tend to be more reliable, accurate, and up-to-date compared to the skills and competencies described in literature from professional bodies (Reeves & Hahn, 2012; Cramer & Tenzek, 2013). These employer-specified requirements better reflect the current demands of the labor market.

It has been demonstrated that the abilities required to secure a job often differ from those needed in practice once the job is obtained (Semeijn et al., 2006; Messum, Wilkes & Jackson, 2016). As Bennett (2002) suggests, job advertisements are generally reliable and accurate in reflecting the competencies required, as they are carefully crafted based on a thorough job analysis. The most up-to-date industry competencies are relevant, practical, and accurate, making them a valuable guide for curriculum development. Their reliability allows current and future graduates to compare and assess competency gaps, providing a clear framework for aligning educational outcomes with industry expectations.

The rapid advancement of 21st-century technologies, such as artificial intelligence, robotics, automation, nanomaterials, and additive manufacturing, is reshaping business processes through digital platforms and networks. As the future work landscape evolves rapidly, it becomes essential to design education systems that offer a flexible array of disciplines and degrees, enabling learners and graduates to navigate and succeed in a VUCA (volatility, uncertainty, complexity, ambiguity) environment. Teaching 21st-century skills, which are inherently metacognitive and fractal, is crucial, as they apply fundamental principles across various levels of detail and knowledge (Reaves, 2019).

IMPACT OF IR 4.0 ON EDUCATION

The Fourth Industrial Revolution (IR4.0) is transforming higher education by emphasizing human-centered qualities over traditional task-based attributes. To thrive in this era, education systems worldwide must adapt by enhancing human resources' ability to master technology. This includes aligning curricula with technological advancements and fostering 21st-century skills such as critical thinking, creativity, digital literacy, and career adaptability. In particular, the 4Cs—collaboration, communication, critical thinking, and creativity—are essential for students to succeed in this evolving landscape.

Higher Education Institutions (HEIs) play a critical role in this transformation by developing academic programs that align with the demands of IR4.0. This requires incorporating smart technologies and networked systems into teaching and learning, ensuring that graduates possess the skills needed to navigate new job markets and emerging industries. However, there remains a gap in research regarding the specific educational skills required for Industry 4.0, particularly for higher education, with no established framework to guide curriculum development in this context.

The Malaysian Higher Education Ministry, through its 2015-2025 Education Higher Strategic Plan, has emphasized the need for a relevant and sustainable education system. As IR4.0 drives the innovation of new products, processes, and services, HEIs must ensure their curricula prepare students for these changes, thereby enhancing employability and contributing to sustainable development. Addressing the challenges of IR4.0 in education is essential for maintaining the relevance and effectiveness of higher education in the 21st century (Malaysia Education Blueprint, 2015-2025; Bernama, 2021).

THE JOB ANALYSIS AND ITS APPLICATION

Recent job postings for Human Resource Development (HRD) practitioners reveal a growing demand for expertise in educational technology, particularly in instructional design, training delivery, and learning management systems. This shift underscores the increasing integration of technology into learning and development (L&D) practices. Although the study is limited by its focus on job postings from the Association for Talent Development (ATD) site, it has significant implications for educational programs. By aligning curricula with these technological competencies, educators can better prepare students for the evolving demands of the HRD field (Hirudayaraj & Baker, 2018).

Job analysis is crucial for developing behavioral interviewing protocols and validating pre-employment selection methods, including personality assessments like the Myers-Briggs and Big Five tests. Studies have shown that online job advertisements provide valuable insights into employer expectations and skill requirements. For instance, research by Wise et al. (2011) and Broome and Gillen (2014) highlighted high-demand skills, while other studies examined ideal employee characteristics over time. This data is particularly useful for updating curriculum frameworks to ensure they reflect current industry needs (Lavy & Yadin, 2013; Emery, Crabtree, & Kerr, 2012; Messum, Wilkes, & Jackson, 2016).

Employability skills such as communication, teamwork, and relevant experience are frequently highlighted in job postings, with experience being a critical factor for many positions. The importance of work-based exposure, especially for entry-level roles, has led to calls for higher education institutions to incorporate internships and apprenticeships into their curricula. This approach not only addresses skill gaps identified in job postings but also enhances the marketability of graduates (Orme, 2008; Graduate Careers Australia, 2015).

Analyzing online job advertisements offers a cost-effective and comprehensive method for identifying the skills, knowledge, and attributes required by employers. This data helps higher education institutions align their curricula with the evolving demands of the job market, ensuring that graduates are equipped to meet these needs. By continuously assessing job postings, educators can stay updated on industry trends and make informed decisions to improve their programs (Lavy & Yadin, 2013; Emery, Crabtree, & Kerr, 2012; Messum, Wilkes & Jackson, 2016).

Applicant attraction is influenced by multiple factors, including job characteristics, recruiter behavior, and perceptions of the recruitment process. Research by Chapman et al.

(2005) shows that positive recruiter interactions and a well-organized recruitment process enhance applicant attraction. The perceived fit between the applicant's values and the organization's culture, as well as hiring expectancies, further influences this attraction. However, these factors are mediated by applicant attitudes and intentions, making the recruitment process a complex and dynamic one that organizations must carefully manage to secure top talent (Chapman et al., 2005).

SIGNIFICANCE OF STUDY, AIMS & TARGETED COMMUNITY

The main aim of conducting this study is to develop a job-based curriculum framework. The job-based framework would align graduates' SKAOs (Skills, Knowledge, Abilities, and other competencies) with labor market requirements. This alignment boosts graduates' marketability by ensuring they develop the essential SKAOs needed to meet industry demands. Consequently, higher education institutions must cater to workforce needs by equipping graduates with pertinent SKAOs. The SKAOs identified by the job-based framework will guide the creation of reliable, accurate, and comprehensive educational curricula. The proposed framework will list down the present skills, knowledge, attributes, and competencies needed for a job. It would divide the job components according to their weightage, degree levels, and ranking. The job-based curriculum framework will guide not only Higher Education Institutions (HEIs) in developing relevant curricula based on industry requirements but also serve as a reference for the Malaysian Qualifications Agency (MQA) and the Ministry of Human Resources (MOHR).

The knowledge, skills, and abilities required to carry out specific job activities are the emphasis of the Person-Job Fit (PJ fit). This kind of fit guarantees that workers possess the technical know-how to carry out their given tasks. The goal of selection is to identify candidates who possess the appropriate behaviors and skills for a position. Assessment of candidates' most important traits and abilities to fit the key components of the work setting is part of the selection process. By conducting the job analysis, these work requirements are identified. For organizations emphasizing PJ fit, it is important to select employees based on specific skills, knowledge, and abilities (Edwards, 1994). Employees who have the skills, knowledge, and abilities to perform the designated job tasks can perform the tasks more proficiently than those without those skills. Job analysis and traditional selection procedures form the backbone to guide this type of assessment. These tools have predictive validity for individual job performance as long as appropriate objective measures are used to assess skills, knowledge, and abilities (Schmitt & Landy, 1992).

The primary objective of this study is to develop a job-based curriculum framework that aligns graduates' SKAOs with labor market requirements. This alignment aims to boost graduates' marketability by ensuring they acquire the essential SKAOs needed to meet industry demands. Consequently, higher education institutions must adapt their curricula to cater to workforce needs, equipping graduates with the pertinent SKAOs.

The proposed framework will outline the present skills, knowledge, abilities, and attributes required for various jobs. It will categorize job components based on their weightage, degree levels, and ranking. This structured approach will guide the creation of reliable, accurate, and comprehensive educational curricula.

The significance of this study lies in addressing the gaps between graduates' SKAOs and industry job requirements through the job-based curriculum framework. By identifying and bridging these gaps, the framework will provide training and development assistance to graduates, enhancing their employability. The targeted participants for this initiative are jobless ALUMNI and final-semester students in the Northern Region Public Universities. The targeted number of participants is 3000 final semester graduates and ALUMNI for the first year of establishment. Training programs will be provided by Higher Education Institutions (HEIs), managed by the UiTM in collaboration with the Ministry of Human Resources, which is responsible for skills development, labor, occupational safety and health, trade unions, industrial relations, industrial court, labor market information analysis, and social security.

The Graduates Statistics 2022 report, released by the Department of Statistics Malaysia (DOSM), indicated that the total number of graduates in Malaysia reached 5.92

million in 2022, reflecting a 5.1% increase from 5.63 million in 2021 (The Star; The Sun; DOSM, 2022). Of this total, 53.9% (3.19 million individuals) held degrees, while 46.1% (2.73 million individuals) were diploma holders. The Graduates' Labor Force Participation Rate (GLFPR) stood at 85.4%, representing 5.06 million individuals active in the workforce. Despite the overall increase in graduate participation, the unemployment rate for graduates saw a modest decrease, falling from 4.1% in 2021 to 3.7% in 2022, a reduction of 0.4 percentage points. Additionally, the number of unemployed graduates declined by 5.5%, from 198,700 in 2021 to 187,800 in 2022. These figures indicate a gradual improvement in the employment landscape for Malaysian graduates.

Graduate employability has remained a pressing issue in recent years. Despite significant government efforts, including the allocation of RM4.8 billion through initiatives like Penjana HRD Corp (RM500 million) and Malaysians@Work (RM6.5 billion), the unemployment rate among graduates remains relatively high due to limited job vacancies in the labor market. Although the graduate unemployment rate saw a slight decrease from 3.7% in 2022 to 3.5% in 2023, this reduction represents only a marginal improvement, as noted in the economic report issued by the Ministry of Finance. This modest decline highlights the need for continued government intervention to address graduate unemployment effectively. The ongoing increase in the number of graduates entering the workforce continues to outpace the availability of suitable employment opportunities, underscoring a significant mismatch between labor supply and demand in Malaysia's job market.

By focusing on the aims and targeted participants, this study seeks to enhance graduate employability through a job-based curriculum framework. Addressing the gaps in graduates' SKAOs and industry requirements will ensure that graduates are better prepared for immediate employment, thereby benefiting both the graduates and the labor market.

METHODOLOGY

Job advertisements are the platform in which the level of job qualifications is publicly expressed. A study by McArthur et al., (2017) analyzed job advertisements to gain insights into the specific skills and attributes employers seek in candidates for graduate marketing roles in Australia. The content analysis examined 359 marketing job advertisements from the leading Australian job website, seek.com.au. This data provided detailed primary information directly from employers, contrasting with the generic variables often emphasized by academia, thus highlighting the gap between academic preparation and industry needs. The study found that the most sought-after attributes include motivation, time management, communication skills, and digital marketing experience. These findings raise important questions regarding the objectives of a marketing degree and whether current marketing curricula adequately align with industry job requirements. The research also delves into the prerequisites for graduates in Australia to be considered "work-ready.

Another supporting empirical study examined the 21st-century learning skills essential for workplace success by analyzing employers' job advertisements. A descriptive analysis of 142,000 job postings was conducted to rank skill demand across various industries. The findings highlighted that oral and written communication, collaboration, and problem-solving skills are highly sought after by employers. Although numerous 21st-century skills are emphasized in the literature as critical for workplace success, their relevance varies depending on job characteristics. The study also uncovered differences in the education levels and degree fields required by employers. A follow-up sample of approximately 120,000 job advertisements was collected over a year, reinforcing the initial findings. These results have significant implications for shaping educational standards focused on developing 21st-century (Rios et al., 2020). Virgolesi et al., (2020) claimed that graduates who possess strong language abilities, solid industry knowledge, and multidimensional competencies. The study aims to guide universities offering translation majors in developing curricula that align with industry needs, thereby enhancing graduates' professional growth and improving their employment prospects. The study examined 160 job descriptions specific to the translation profession, focusing on educational backgrounds, experience requirements, and knowledge skills. By employing a corpus data method, the study analyzed the linguistic characteristics of translation

job descriptions and assessed the job market demand for translation graduates. The findings revealed a significant disparity between the current supply of translation graduates and the job market demand, with employers seeking candidates who possess strong language abilities, solid industry knowledge, and multidimensional competencies. Furthermore, the study aims to guide universities offering translation majors in developing curricula that align with industry needs, thereby enhancing graduates' professional growth and improving their employment prospects (Quan, 2023). The recruitment process highly relies on the job analysis outputs; Job Description (JD) and Job Specification (JS) in creating job advertisements for personnel selection, considering expectations of employee-employer relations in identifying the best job fit employees (Rose, 2008).

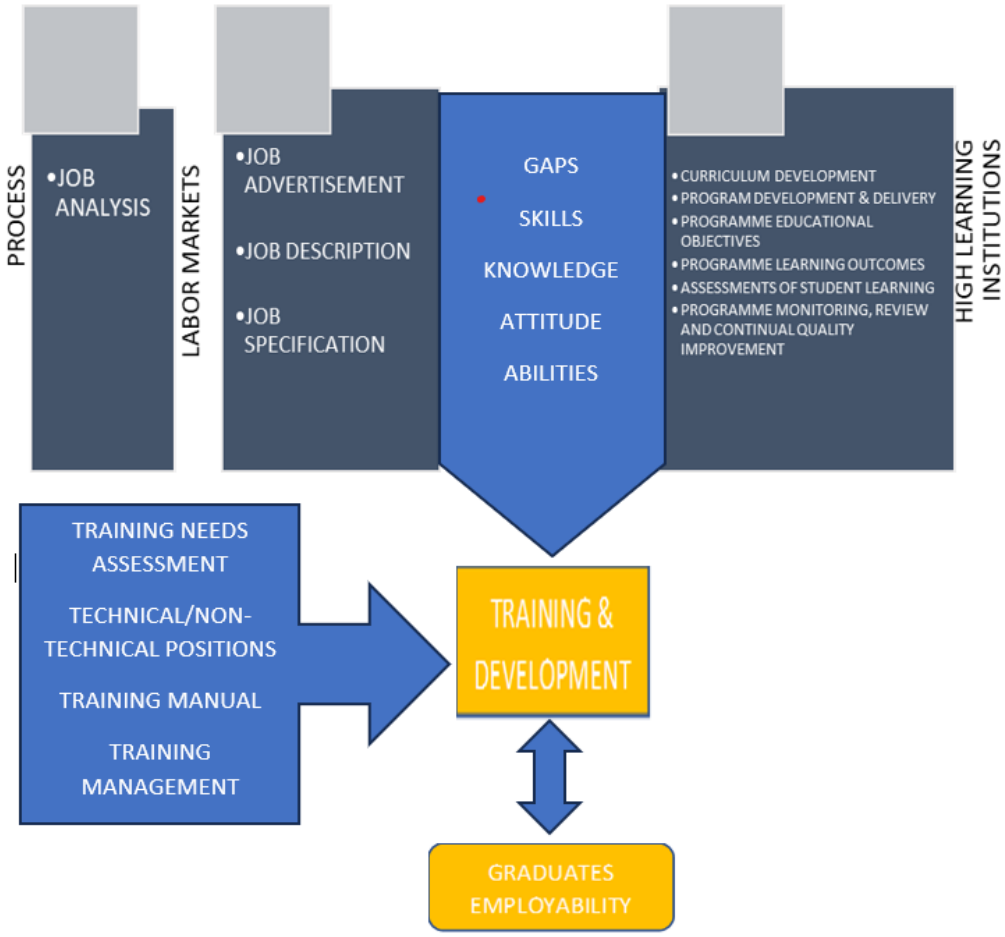
Thus, the job qualification levels as well as the job benefits mentioned in the job advertisements can be revealing. In this CSR project, researchers would undergo a few phases starting with the selection of the private sector's managerial, professional, and technical positions at different levels of approximately 3,000 job advertisements in the largest job ads online website available on https://www.myfuturejobs.gov.my/, under the management of the Ministry of Human Resources (MOHR) and https://www.jobstreet.com/, Malaysia as the source for our empirical examination. The MOHR online job advertisement is one of the most important national recruitment channels and should therefore offer representative results.

The current job advertisements are collected for the year of 2024. All related private sector position advertisements (as per above mentioned) from all levels are to be included in the examination. The focus would be on the managerial positions only. The skills, knowledge, abilities, and other attributes, as well as competencies, will be ranked accordingly and allocated weightage and specify their degree levels. The SKAO results gained are then further examined and justified by the selected employers and MOHR Personnel to finalize findings via personal interview. The project spans one year to conduct the study, construct the job-based curriculum framework, and implement the training and development activities, which will be completed by the end of 2025 (July – September 2025).

Following the examination of Skill, Knowledge, Attitude, and Other Attributes (SKAOs) gaps—based on weightage, degree of importance, and proficiency levels—by comparing them against the Program Educational Objectives (PEOs) and Program Learning Outcomes (PLOs), the next step will involve identifying relevant training types. A comprehensive training needs assessment will be conducted for both technical and non-technical roles to inform the development of a targeted training manual aimed at addressing the identified SKAOs gaps. The selection of experts or instructors and the development of the training manual will be overseen by Universiti Teknologi MARA (UiTM) Pulau Pinang Branch. The training program will primarily focus on the Northern Region, with collaborations from other public universities to engage specialists in relevant fields. To ensure the program's effectiveness and avoid redundancies, the Ministry of Human Resources (MOHR) list of training programs will be carefully reviewed. Additionally, a close integration and collaboration with MOHR is anticipated to align the training initiatives with government efforts aimed at addressing graduate unemployment and enhancing employability.

The proposed Job-Based Curriculum Framework (Figure 2) will be developed through an in-depth analysis of 3,000 online job postings. This framework will integrate critical elements such as skills, knowledge, abilities, and other attributes, assigning weightage to each based on their relative importance and their levels. The degree of importance and ranking levels for these SKAOs will be determined by examining job market demands as reflected in the postings. By systematically assessing the relevance of each skill, knowledge, ability, and attribute, the framework aims to align academic curricula more closely with industry expectations. This alignment will help ensure that graduates are equipped with the most essential competencies, facilitating their professional growth and increasing their employability in an increasingly competitive job market.

Figure 2 Proposed Job-Based Curriculum Framework



CONCLUSION

Job advertisements serve as a valuable source of data for identifying the critical skills, knowledge, abilities, and other attributes (SKAOs) required for various positions. This data is instrumental in shaping a job-based curriculum framework that aligns with the demands of the industry. Higher Education Institutions (HEIs) can leverage this information to address the growing need for a workforce that meets employers' expectations in terms of job-specific competencies. Job descriptions (JDs) and job specifications (JSs) provide comprehensive details on the necessary SKAOs, including their weightage, components, and the degree of proficiency required for different positions. These insights are crucial for developing a curriculum that reflects the current labor market and anticipates future trends.

In today's rapidly evolving job market, curriculum development must be an ongoing, dynamic process. Continuous data collection on job-related requirements is essential for keeping educational programs relevant and effective. By systematically integrating labor market demands into curriculum planning, HEIs can ensure that graduates are well-prepared for employment, and equipped with the competencies that industries are actively seeking. This proactive approach not only enhances graduates' marketability but also helps to address the skills mismatch that is increasingly prevalent in the labor market.

The proposed job-based curriculum framework incorporates findings from a comprehensive analysis of 3,000 online job postings, identifying the essential skills, knowledge, and attributes that employers prioritize. Weights and ranking levels for these competencies are determined based on their importance in the marketplace. This framework offers HEIs actionable insights into how to tailor their curricula to better prepare students for employment, emphasizing the skills most in demand by employers. As the job market needs

to continue to evolve, the curriculum must also be flexible enough to adapt to these changes, ensuring that graduates remain competitive.

Moreover, this initiative targets final-year students and ALUMNI from public universities in Malaysia's Northern Region. Through collaboration between these universities, gaps in SKAOs can be identified, allowing for targeted interventions in the form of specialized training programs. These programs, managed by UiTM and supported by the Ministry of Human Resources (MOHR), aim to enhance the employment prospects of jobless graduates. By addressing specific skills gaps and aligning educational outcomes with job market requirements, these training initiatives strive to improve graduates' marketability and expedite their entry into the workforce.

Recognizing the rapid changes in job markets, curriculum development should be an ongoing process, continuously collecting data on companies' job-related requirements to maintain an efficient, up-to-date, and comprehensive curriculum. By integrating labor market perspectives, HEIs can develop curricula that meet industry needs and adapt to market changes. The target market for this initiative includes final semester graduates and alumni of Northern Region public universities will attain its objectives through collaboration among these universities. Assessing the SKAOs gap will identify relevant training needs, ensuring graduates are equipped with the necessary skills as per job specifications and descriptions. Training providers from HEIs managed by UiTM will support the initiative of Ministry of Human Resources (MOHR) skill development programs aiming to expedite employment and enhance the marketability index among jobless graduates.

In conclusion, the development of a job-based curriculum framework grounded in labor market data offers a promising approach to bridging the gap between education and employment. By continuously aligning curricula with industry needs, HEIs can play a pivotal role in reducing unemployment rates, particularly among graduates, and ensuring that their educational offerings remain relevant in an increasingly competitive and fast-changing job market. This approach highlights the importance of collaboration between academia, industry, and governmental bodies to create a workforce that is adaptable, skilled, and ready to meet the challenges of the 21st-century labor market.

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Synergizing for Social Impact: Collaborative Communities Strategies

Digital Competency Framework in Digital Technology towards Future Industrial Revolution in Malaysia

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ABSTRACT
This study aimed to identify the digital competency domains and elements necessary for IT graduates to succeed in the future job market in Malaysia and to develop a digital competency framework specifically for future IT graduates. The research employed a quantitative approach, using surveys as the data collection method, and applied exploratory factor analysis (EFA) in pilot research across five polytechnics that offer information technology programmes. The results of the EFA were applied to actual data collection across ten polytechnics and were validated using confirmatory factor analysis (CFA). The study found a need for a Digital Competency Framework for Polytechnic IT Graduates to guide and standardise their level of competence. The framework covers four domains of digital competencies: Personal Effective Competencies, Functional Competencies, Essential Competencies, and 4IR Competencies. It consists of 15 elements, and quantitative analysis showed that two domains were at a high level of digital competence, and one was at an average level. The CFA confirmed that the four dimensions of the framework were significantly represented by their domains and elements. The research provides valuable insights into the necessary digital competencies required for future IT graduates and contributes to the development of a more robust educational system that can prepare students for the challenges of the Fourth Industrial Revolution (IR4.0) in Malaysia.
Keywords: Digital Competency, IT Graduates, TVET, IR4.0.

INTRODUCTION
The increased dissemination of technology contributes to improvements in communication, development, and work to the extent that most academics consider it to be a new industrial revolution, IR4.0 (Corò & Volpe, 2020; Drath & Horch, 2014). The Malaysian government has made various efforts and initiatives to empower human capital, including the development of human resources, which is one of the transformation agendas of the 11th Malaysia Plan. The plan includes creating more job opportunities, maintaining full employment, implementing law reforms, and strengthening labour market institutions that provide quality education and training through TVET (MBOT, 2018; Economic Planning Unit, 2015; Seameo Voctech, 2019).

Investment in human capital for education and training is necessary for local governments to ensure future productivity and the country's productive capacity (Giroth et al., 2023). The transformation of incremental human capital is crucial to prevent its depletion in future industries (Qureshi, 2023). The Fourth Industrial Revolution, known as IR4.0, has influenced production, the labour market, and the educational system, resulting in new jobs being created as old ones are replaced by new technology (Shahzad et al., 2023). The Economic Planning Unit (2015) and Fateh, Mohamed, & Omar (2022) raised the issue that Malaysia is still largely reliant on unskilled and semi-skilled workers, which contributes to the

country's ongoing high unemployment. The ICT sector is crucial for improving this situation (Baker, 2016). While new technologies allow industries to create new jobs, unemployment among Information Technology (IT) and Computer Science (CS) graduates has been a concern. To meet these challenges, IT practitioners need to strengthen their holistic ICT skills and approaches in specific areas (Al-Daajeh et al., 2022). This study aims to bridge a current gap by identifying the specific digital skills and competencies crucial for the success of IT graduates in the upcoming job market.

INDUSTRIAL REVOLUTION 4.0

In the past, technological transitions and innovations were influenced by industry and referred to as industrial revolutions. Most previous researchers highlighted that the industrial revolution began with the first industrial revolution, which was characterised by mechanisation and steam technology. Next, the second industrial revolution spotlighted the use of electrical energy, followed by the third industrial revolution, which was marked by the rise of electronics and automation (Darma et al., 2020; Wong & Hazley, 2020).

Currently, the Fourth Industrial Revolution (IR4.0) is trending among industries, particularly in areas such as smart manufacturing and IR4.0 components like the Internet of Things, Big Data, cloud computing, and cybersecurity (Ali et al., 2023). Previously, Pfeiffer (2015) highlighted that the fundamental concept of IR4.0 integrates information and communication technologies into industrial technology. Agreeing with this concept, Zhou et al. (2015) stated that IR4.0 is associated with the incremental adaptation of work systems. Benešová and Tupa (2017) mention that this fourth industrial revolution also links most sub-components of the production process in the manufacturing line via IoT technology.

Modoni et al. (2019) consider IR4.0 to be the trend towards automation and data exchange in manufacturing technologies, focusing more on cyber-physical systems with IoT and cloud computing features. Ross and Maynard (2021) further explain that this fourth industrial revolution is more accessible due to mobile internet and employs more powerful sensors that have become cheaper and more convenient, alongside machine learning and artificial intelligence. Shahzad et al. (2023) concluded that IR4.0 is an evolution now defined by the complete incorporation of all IR4.0 technologies into cyber-physical systems (CPS), known as smart factories, to meet new demands in the industrial environment.

A transformative industrial strategy is crucial for recruiting highly skilled employees with strong networking abilities and multiple skills to adapt to current technological developments. The quality of human capital is significant for technology adoption, and Technical and Vocational Education and Training (TVET) is becoming increasingly crucial as a method of learning (Shi & Bangpan, 2022). ASEAN-5 countries face challenges in addressing the shortage of industry-ready skilled workers (Tan & Tang, 2016). Disruptive technologies, especially in the ICT sector, pose a threat of rendering many jobs obsolete (Rathfelder, 2015). The sectors most affected during the IR4.0 transformation are information and communication, mechanical and electronic engineering, and production technology and processes.

IR4.0 technologies constantly shift between the physical, digital, and human dimensions of international production processes, affecting how people live and function, and influencing all sectors, including businesses, products, and services. The demand for highly skilled workers has increased (Souto-Otero, Brown & Freebody, 2023), while that for low-educated and low-skilled workers has decreased, leading to labour market imbalances. However, the transition can also create new employment opportunities and generate new demand for skills. Future collaborations between businesses and higher education institutions will be crucial to maintain these new technologies and cope with their disruptive effects. It will be necessary to open up access to real-world work to emphasise transferable skills and skills evaluation as initiatives to bridge the gap between academic and industrial knowledge and skills. The crucial impact of Industry 4.0 has always involved focusing on job competencies (Alhloul & Kiss, 2022).

DIGITAL COMPETENCY FRAMEWORK

Digital competence, often defined as the ability to effectively use digital technology to achieve personal or professional goals, is becoming increasingly crucial in today's rapidly evolving technological landscape. This competence encompasses a range of skills, including technical proficiency, digital literacy, and critical thinking. Calvani et al. (2008) argue that digital competence should be viewed through four key components: technical, cognitive, ethical, and integrated aspects. Ilomäki et al. (2011) further expanded on this by including learning methods, digital creation, didactic ICT competence, and fundamental ICT abilities. As digital technologies continue to advance, the ability to navigate and leverage these tools is essential for both personal and professional success.

The significance of digital proficiency in the IT sector cannot be overstated, particularly as it relates to job performance and career success. Research by Chen et al. (2024) reveals a positive correlation between digital competence and job performance, particularly in areas such as problem-solving, teamwork, and job satisfaction. Winterton and Turner (2019) and Sidhu, Abdullah, and Jalil (2024) emphasise the growing concern among industries regarding the readiness of IT graduates, stressing the need for education to equip them with the necessary digital competencies to meet the evolving demands of the workforce.

Higher education plays a critical role in equipping students with the digital competencies needed for both personal and professional growth. Cheng et al. (2021) state that higher education should aim to provide students with the knowledge and skills required for career advancement. Ho et al. (2022) argue that the career prospects of new IT graduates depend on their academic background and practical skills, which contradicts Calvani et al. (2010) and Ilomäki et al. (2014), who suggest that digital competence involves not only technical skills but also the ability to critically assess and adapt to new technologies. This study aims to develop a unique framework of digital competency among IT graduates, integrating various aspects of digital competence as outlined by previous research.

METHODOLOGY

Confirmatory factor analysis (CFA) was conducted to validate the data collection strategy for this quantitative study, which included surveys. A total of 253 respondents completed the provided questionnaire. The stability and accuracy of the model created by the latent variables in the exploratory factor analysis (EFA) were tested using the validation factor analysis (CFA) method suggested by Knekta, Runyon, and Eddy (2019). The CFA analysis assessed convergent, construct, and discriminant validity, enabling the calculation of valid values for the instruments (Baistaman et al., 2020).

Convergent validity was evaluated to determine the degree to which indicators shared or converged within a single construct. This was achieved by calculating the Average Variance Extracted (AVE) for each construct and confirming that all items were statistically significant. Convergent validity is considered achieved when the AVE (average percentage of variance explained by the measuring items) for a construct is greater than 0.5 (AVE > 0.5). Additionally, the internal consistency and reliability of each construct were assessed using Composite Reliability (CR), which requires a value greater than 0.6 (CR > 0.6) to be considered reliable (Awang, 2012).

Construct validity was attained when a construct's Fitness Indices met the necessary threshold. The items' respective latent constructs were assessed based on the Fitness Indices. Previous studies have proposed several Fitness Indices representing the model's fitness. The absolute fit index of the smallest discrepancy chi-square p-value can be disregarded if the sample size for the research exceeds 200, as noted by Hair et al. (2021).

Discriminant validity was used to determine whether the measurement model of a construct was free from redundant items through a discrepancy measure called Modification Indices (MI). A high MI value indicated that the respective items were redundant. If items were redundant, the researcher had two options: either delete the identified items or constrain the redundant pair as a free parameter estimate. Another requirement for discriminant validity was the correlation between exogenous constructs. The correlation between each construct should

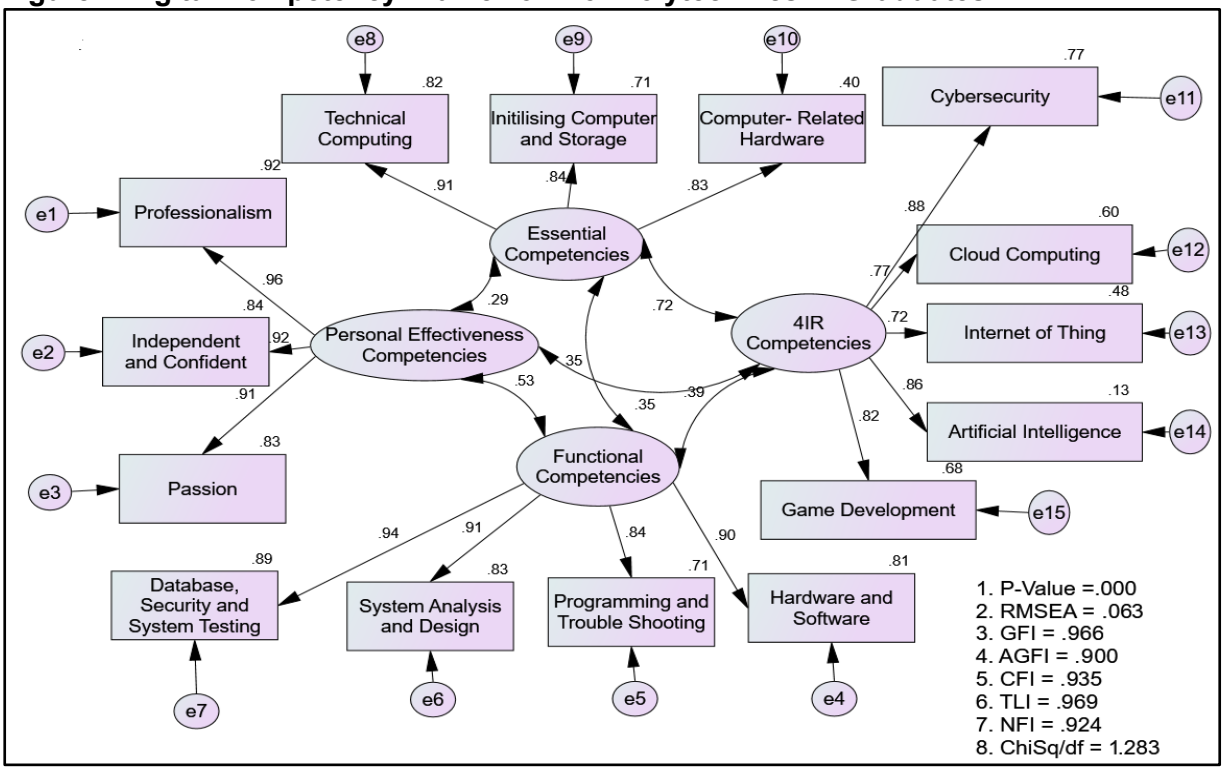
not exceed 0.85; otherwise, the constructs might be redundant or exhibit a serious multicollinearity problem (Awang, 2012).

FINDING AND DISCUSSION ON DIGITAL COMPETENCIES FRAMEWORK FOR IT GRADUATES

The measurement model is the specification of the measurement theory that shows how the constructs are operationalised by a set of measured variables. Analysis of the second-order measurement model was conducted to assess the model fit, also known as the goodness of fit, for the structural model developed in this study. Researchers performed a second-order measurement model analysis on the entire study sample, which is n=253n=253n=253, to evaluate the suitability of the developed model structure. The overall results of the analysis are shown in Figure 1.

The analysis in Figure 1 indicates that all four domains and 15 elements contributed Standardised Loading values exceeding 0.60 to the digital competencies of Polytechnic IT graduates. The model also met the fitness index criteria with CMIN/df = 1.283, CFI = 0.966, GFI = 0.935, AGFI = 0.900, TLI = 0.969, NFI = 0.924, and RMSEA = 0.063. Based on the analysis, the overall construct was tested, and the results indicate that the measurement model has achieved a good fit. This confirms that the model is confidently suitable for the Digital Competency Model, which consists of four domains and 15 elements.

Figure 1 Digital Competency Framework for Polytechnics IT Graduates'



The study then proceeded with the AVE to assess Convergent Validity. The AVE values indicated that each component had a value between 0.66 and 0.865, and the CR for all constructs was calculated, with values exceeding 0.8, as shown in Table 1 below.

Table 1 Average Variance Extracted (AVE) and Composite Reliability (CR)

Items	Standardised Loading	SMC	CR	AVE
Personal Effectiveness Competencies			0.951	0.865
Professionalism	0.96	0.922		
Independent & Confident	0.92	0.846		
Passion	0.91	0.828		
Functional Competencies			0.943	0.807
Database, Security and System Testing	0.94	0.884		
System Analysis and Design	0.91	0.828		
Programming and Troubleshooting	0.84	0.706		
Hardware and Software	0.90	0.810		
Essential Competencies			0.895	0.741
Technical Computing	0.91	0.828		
Initilising Computer and Storage	0.84	0.706		
Computer-Related Hardware	0.83	0.689		
4IR Competencies			0.906	0.666
Cloud Computing	0.77	0.593		
Cybersecurity	0.88	0.774		
Internet of Thing	0.72	0.518		
Artificial Intelligence	0.86	0.740		
Game Development	0.82	0.672		

According to the AVE and CR values in Table 1, all constructs surpass their threshold estimations of 0.5 and 0.6, respectively. Therefore, the findings conclude that Convergent Validity and Composite Reliability for all constructs in the model have been achieved.

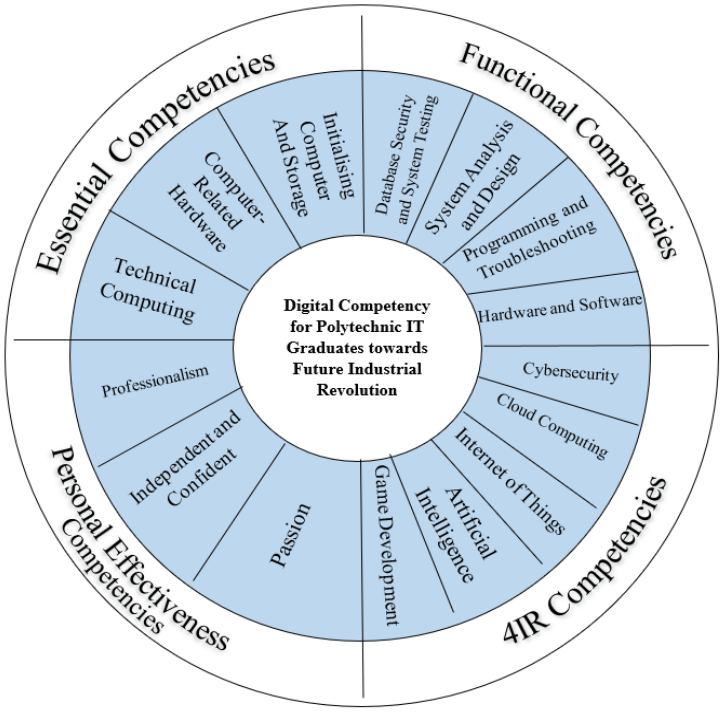
Discriminant validity is used to assess how distinct a concept is from other concepts. The diagonal values in bold must be higher than the values in the same row and column to fulfil the requirement for discriminant validity. The assessment of discriminant validity is crucial to ensure there is no redundancy between concepts. Table 2 shows the Discriminant Validity Index Summary, which indicates that all concepts have achieved discriminant validity.

Table 2 The Discriminant Validity Index Summary.

Construct	PEC	FC	EC	4IRC
PEC	**0.930**			
FC	0.530	**0.898**		
EC	0.292	0.351	**0.861**	
4IRC	0.350	0.393	0.724	**0.816**

The study, therefore, identified the need for a Digital Competency Framework for Polytechnic IT Graduates to guide and standardise their level of competence. The framework encompasses four domains of digital competencies: Personal Effective Competencies, Functional Competencies, Essential Competencies, and 4IR Competencies. It consists of 15 elements, and quantitative analysis showed that two domains were at a high level of digital competence, while one was at an average level. Confirmatory factor analysis (CFA) confirmed that the four dimensions of the framework were significantly represented by their respective domains and elements. Overall, the development of the framework is summarised in Figure 2.

Figure 2 Digital Competency Framework for Polytechnics IT Graduates'



CONCLUSION

Improving the reputation and value of IT graduates in Malaysia is a key concern among industry experts, given the sector's importance during IR 4.0, where digitalisation is central. Reskilling and upskilling are therefore critical, particularly for the next generation of workers. To ensure that these workers possess the requisite competencies to succeed in the new work environment, all stakeholders, including industry and educational institutions, must support the MOHE's technical and vocational education transformation plan. The study's results are expected to contribute to the development of IT curricula and systems at Polytechnics, adding to the collective knowledge. Future studies should build on this research by refining the study's perspective and concepts, continuously updating and aligning digital competencies with Malaysia's digital development plans, including the government's digital transformation initiatives through MITI.

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Synergizing for Social Impact: Collaborative Communities Strategies

Nurturing Potential: The Positive Effects of Hydroponic Farming on People with Disabilities (PWD)

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ABSTRACT
Hydroponic farming has emerged as a modern alternative to traditional agriculture, offering numerous benefits such as space savings, water conservation, and the ability to grow crops in urban settings. For persons with disabilities (PWD), hydroponics provides a more accessible and inclusive farming method by eliminating many of the physical barriers associated with traditional farming. This study examines the positive effects of hydroponic farming on PWD, focusing on emotional well-being, skill development, and community engagement. The main issue addressed is the need for inclusive farming techniques that accommodate the physical limitations of PWD while promoting their well-being and empowerment. The objective of the study is to explore how activity-based hydroponic programs can enhance the lives of PWD by providing practical skills, emotional support, and social integration. A mixed-method approach was employed, including hands-on training sessions where PWD trainees taught community members the steps of hydroponic farming, followed by interviews with participants and stakeholders to assess the program's effectiveness. Analysis of the data revealed that hydroponic farming activities significantly boosted the emotional well-being of PWD by fostering positive emotions and reducing stress. The program also enhanced essential skills such as communication, basic calculations, and knowledge transfer, which contributed to the trainees' confidence and independence. Furthermore, community engagement through the program helped reduce social isolation and promoted inclusion. The study concludes by proposing future research on incorporating gamification-based activities to further enhance engagement and learning outcomes in hydroponic programs for PWD.
Keywords: Effects, hydroponics farming, interview, People with Disabilities

INTRODUCTION
Hydroponic farming has gained popularity as a modern and productive alternative to traditional soil-based agriculture in recent years. There are many benefits such as space savings, water preservation and the capability to grow crops anywhere including urban settings (Nazir et al., 2024; Selanon & Chuangchai, 2023). In addition to its environmental and economic benefits, hydroponics has appeared as a particularly suitable and friendly farming technique for persons with disabilities (PWD). In fact, traditional farming activities like digging, bending or handling large plots of land becomes quite terrifying to PWD which faces both physical and logistical challenges. Hydroponic is here at the perfect time to break free the terrifying traditional farming activities and allow PWD to get involved in farming. A key feature of these systems, like raised

beds and vertical, is how they can be custom designed to accommodate a variety of disabilities (Selanon & Chuangchai, 2023). This makes agriculture more inclusive and empowering.

Persons with disabilities (PWD) often experience social exclusion and miss out on potential therapeutic and economic benefits due to the limitations imposed by their disabilities. Traditional farming methods are generally not designed with the accessibility needs of PWD in mind, which further amplifies their exclusion from agricultural activities that could otherwise offer significant personal and social benefits. These barriers not only limit their ability to engage in productive work but also deny them the psychological and physical advantages associated with hands-on farming, such as stress relief, improved mood, and enhanced self-esteem. By introducing friendly farming techniques, such as hydroponics, specifically designed to accommodate a range of disabilities, we can empower PWD by creating an inclusive platform that fosters independence, skill development, and social integration. Hydroponic farming, with its adaptable systems like raised beds and vertical gardens, reduces the physical strain and logistical challenges of traditional agriculture, allowing PWD to participate meaningfully. This approach not only makes farming accessible but also opens up new avenues for PWD to contribute economically, gain valuable skills, and integrate more fully into their communities, thereby enhancing their overall quality of life (Ithnin, 2024 and Lifestyle, 2019).

Activities based program is useful in educating hydroponic farming to PWD (Khasnabis C, 2010; Lesser & Nienhuis, 2020). It also provides direct psychological support for PWD. According to (Khasnabis C, 2010; Mmako et al., 2019), there are many reinforcing pathways and mechanisms through pleasant activities might promote well-being by boosting engagement, encouraging good feeling and strengthening social bond via positive emotions engagement and social connectedness (Triguero-Mas et al., 2020). These qualities are embodied in hydroponic farming, which gives people with disabilities the chance to feel the delight of caring for plants, the fulfilment of producing food, and the pleasure of making a positive contribution to their communities. In addition, engaging in meaningful activities not only enhances well-being but also nurture the PWD's potential. In short, hydroponics has potential as a kind and efficient farming technique that enables PWD to succeed in both agricultural and personal endeavors such as emotion, focus, creativity, social and motor skills. Hence, the aim of the paper is to examine the positive effects of hydroponic farming on PWD based on activities provided.

LITERATURE REVIEW

Hydroponics: An Overview

Hydroponics is an innovative approach to modern agriculture, which involves growing plants without the use of soil. It has several benefits, such as the ability to grow plants in non-agricultural areas, space efficiency, and water saving (Global Youth Mental Health Awareness (GYMHA), 2024; Selanon & Chuangchai, 2023). Due to the physical needs of soil-based agriculture, traditional farming can provide substantial obstacles for PWD. With its flexible systems and easy-to-use setups, hydroponics offers a substitute that can enable people with disabilities to participate in farming operations (Center for Excellence in Disabilities, 2023). Hydroponics is the best agricultural method for PWD since it offers several essential advantages. Although the hydroponic is suitable for PWD, nevertheless this farming suits individuals with mild to moderate physical disabilities, cognitive impairments, or developmental disorders due to its low physical strain and structured tasks. It is accessible for those with mobility challenges and provides clear routines beneficial for cognitive focus. However, it is not ideal for those with severe visual impairments, like blindness, as the tasks rely on visual monitoring and plant care. These advantages focus on accessibility, and effectiveness; each of these factors is critical in enhancing agriculture's inclusiveness and accessibility for people with various disabilities.

Availability

By removing many of the physical obstacles associated with traditional farming, hydroponic systems provide notable accessibility benefits for PWD. In contrast to traditional techniques that need bending, kneeling, or crossing uneven terrain, hydroponics may be tailored to accommodate varying physical capacities. Farming is made more pleasant and practical for PWD by means of raised beds, vertical gardens, and tabletop arrangements that enable them to care to plants without injuring their body(Center for Excellence in Disabilities, 2023; Global Youth Mental Health Awareness (GYMHA), 2024). These flexible arrangements put plants within convenient reach, allowing people with mobility impairments to participate in farming activities in a manner that best meets their requirements.

Effectiveness

Due to its enormous efficiency, hydroponic farming is perfect for PWD with limited resources, space, or finances (Center for Excellence in Disabilities, 2023). Due to its recirculating nature, the system consumes a great deal less water than traditional farming, which is advantageous for those who live in dry locations. Hydroponics may also be put up in small areas, so people with disabilities can grow a significant amount of vegetables even in urban settings with little space. precise management of nutrients guarantees less wastage and lessens the need for ongoing modifications, which simplifies and makes farming easier for people with disabilities.

Hydroponics and Persons with Disabilities (PWD): Effects of Activity Based programme Towards PWD's wellbeing

Activity-based programs utilizing hydroponics have shown to positively impact PWD across various dimensions, particularly in terms of emotional well-being, skills development, and community engagement (Institute on Community Integration, 2023).

Emotional Well-being

Engagement in hydroponic farming activities has been linked to improved emotional well-being among PWD. Studies suggest that hands-on involvement in plant cultivation fosters a sense of accomplishment and purpose, which leads to positive emotions such as happiness, satisfaction, and reduced stress (Kiefer & Barclay, 2012). The therapeutic nature of tending to plants allows PWD to focus on nurturing growth, providing a calming and fulfilling experience that enhances their overall mood. Reward systems that acknowledge their efforts further boost their self-esteem and motivation, reinforcing a positive cycle of emotional well-being.

Skills Development

Hydroponic programs for PWD also contribute significantly to skills development. These programs offer practical training in areas such as plant care, resource management, and basic business skills, which include handling transactions and promoting products (Triguero-Mas et al., 2020). The structured learning environment helps PWD improve their technical abilities in hydroponics while also enhancing essential life skills such as communication, problem-solving, and basic calculations. The process of teaching others or selling produce further solidifies their knowledge and boosts their confidence in their capabilities.

Community Engagement

Community engagement is another critical outcome of hydroponic programs for PWD. By participating in community-based hydroponic projects, PWD can build connections with external stakeholders, including local buyers, agricultural experts, and community members. These interactions help reduce social isolation and demonstrate that PWD can actively contribute to and benefit from community life (National Disability Institute, 2023). Engaging with the community through teaching and selling produce fosters mutual understanding and respect, promoting an inclusive environment where PWD are seen as valuable and equal participants.

Activity-based hydroponic programs for PWD provide a multifaceted impact by enhancing emotional well-being, developing valuable skills, and fostering community engagement. These programs not only empower PWD by improving their self-sufficiency and confidence but also help integrate them more fully into society, demonstrating the broader potential of hydroponics as a tool for inclusion and empowerment.

METHODOLOGY

The methodology for the knowledge transfer program on hydroponic farming involved a hands-on, practical approach, where nine PWD trainees were paired with ten community members to teach them the essential steps of hydroponic farming. The training included a step-by-step demonstration of preparing cocopeat, placing pots on the hydroponic rack, planting seeds, and mixing and applying fertilizer. After the practical session, community members were surveyed to evaluate the trainees' ability to explain the process clearly. Additionally, interviews were conducted with the trainees, community members and the head of *Pusat Pemulihan dalam Komuniti* (PPdK) to assess the effectiveness of the knowledge transfer and the benefits of the program for the trainees. This mixed-method approach, combining direct observation, feedback, and interviews, allowed for a comprehensive evaluation of the program's outcomes.

KNOWLEDGE TRANSFER ACTIVITY

Figure 1 Knowledge transfer program on hydroponics farming



Hydroponic Farming from Persons with Disabilities (PWD) to the Community

The knowledge transfer program on hydroponic farming, conducted at *Pusat Pemulihan dalam Komuniti* (PPdK), involved nine PWD trainees, ten community members, a training provider, representatives from the Department of Agriculture, teachers, and the head of PPdK. The program had two main objectives: **1) to examine the ability of PWD trainees to teach the community the steps involved in hydroponic farming**, and **2) to determine the benefits of hydroponic farming for the trainees.**

This activity was initiated one year after the hydroponic HTL 100 system was placed at PPdK. During that year, all trainees received comprehensive training on hydroponic farming

techniques. The hands-on activity was the focal point of the knowledge transfer program, where the PWD trainees took on the role of instructors, teaching community members the essential steps of hydroponic farming. (refer Figure 2 and 3)

Figure 2 Place HLT 100 Hydroponic Set at PPdK

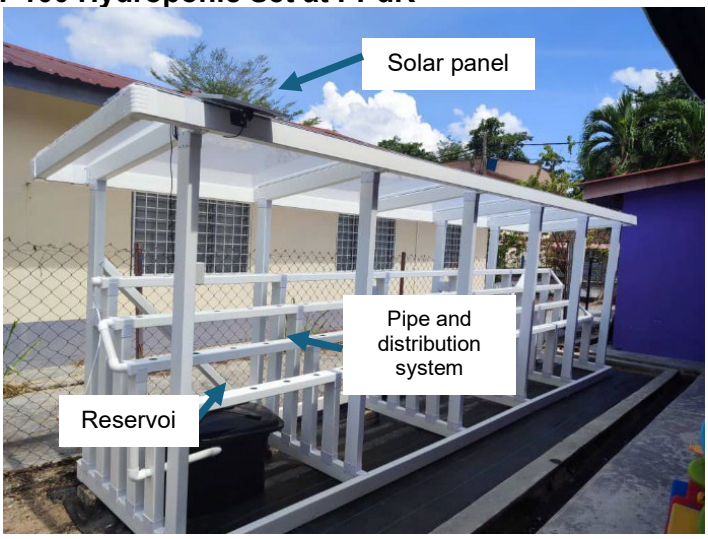


Figure 3 Training on handling hydroponic a year before



Hands-On Activity

The first activity involved a practical, hands-on session where PWD trainees guided community members through the entire process of hydroponic farming. The session began with an introduction to the equipment required for hydroponic farming, including the hydroponic system itself, cocopeat as the growing medium, and the necessary tools for planting.

The step-by-step process taught by the trainees included:

1. **Preparing the Cocopeat:** The trainees demonstrated how to properly place cocopeat in the pots, ensuring it was evenly distributed.

Figure 4 The trainee demonstrates to the community how to fill the pot with cocopeat.



2. **Placing the Pot on the Rack:** Once the cocopeat was ready, the trainees instructed the community members on how to position the pots on the hydroponic rack, ensuring stability and proper spacing.
3. **Planting the Seeds:** Trainees then showed how to plant seeds in the cocopeat, explaining the importance of depth and spacing for optimal growth.

Figure 5 The trainee demonstrates to the community how to place the pot on rack and put the seed in the pot.



4. **Mixing and Applying Fertilizer:** Finally, the trainees explained how to mix the fertilizer correctly and apply it to the system, emphasizing the importance of nutrient balance for healthy plant development.

Figure 6 The trainee demonstrates to the community how to mix the fertilizer.



Each PWD trainee was paired with a community member, allowing for personalized instruction and direct knowledge transfer. At the end of the session, the community members were asked to evaluate whether the trainees had explained the process clearly and effectively.

Evaluation of Benefits

To assess the effectiveness and benefits of the program, interviews were conducted with various stakeholders, including the community members, PWD trainees, the head of PpDK, teachers, and a representative from the Department of Agriculture. These interviews aimed to gather insights on two main aspects:

1. **Trainees' Teaching Abilities:** The community members provided feedback on the trainees' ability to communicate and teach the steps of hydroponic farming. This feedback helped determine whether the PWD trainees were able to successfully transfer their knowledge to others, fulfilling the first objective of the program.
2. **Benefits to the Trainees:** The interviews also explored the personal and practical benefits that the trainees gained from their involvement in hydroponic farming. This included assessing their confidence, skill development, and overall well-being, as well as the economic and social impacts of their participation in the program.

RESULT AND DISCUSSION

Semi- structured interview with community (Respondent (R) 1-10)

The semi-structured interview conducted as part of the evaluation for the knowledge transfer program included specific questions to assess the PWD trainees' ability to demonstrate the key steps in hydroponic farming. The questions are devided into two (2): Knowledge transfer ability and positive outcome:

Knowledge transfer ability

The questions focused on whether the trainees could effectively show how to use all the necessary equipment, insert cocopeat into pots, plant seeds, place the pots on the rack, and prepare the fertilizer water. *All respondents agreed that the trainees were able to clearly demonstrate these steps*, R3 added that "*they are clear with the demonstration made by trainees although"* without verbal explanation, as the process was easy to understand through their actions alone.

Positive Outcomes

The program granted several positive effects for the trainees:

1. **Increased Happiness:** *All respondent agreed that the program had a noticeable positive impact on the trainees' mood*, as they appeared very happy and engaged throughout the activity.
2. **Income Generation:** *All respondent agreed that the program also provided an opportunity for income generation*. As mentioned by the head of PpDK during the presentation.
3. **Productive Use of Free Time:** *All respondents agreed that the program offered the trainees a productive way to spend their free time.* Engaging in meaningful activities such as hydroponic farming provided a beneficial alternative to idle time, helping them stay active and focused on constructive tasks.

Head of PPdK

The interview provides insights into the outcomes and benefits of the hydroponic farming program for persons with disabilities (PWD).

1. Sales Results for 2023: Throughout 2023, the program generated a total income of RM735.00 from selling vegetables. The monthly sales varied, with the highest sales recorded in June (RM203) and the lowest in July (RM20). This shows that the program was successful in producing a steady income, indicating the marketability and demand for the produce grown by the trainees.
2. Marketing and Sales Strategy: The vegetables produced by the trainees were sold through promotions on social media. This marketing strategy helped reach potential buyers and ensured that the products were sold efficiently. Notably, there was no unsold products, which demonstrates effective marketing and demand management.
3. Advantages Gained:
    - Increased Knowledge: Trainees gained valuable knowledge and skills related to hydroponic farming, which they can now apply independently, even at home.
    - Income Generation: The sales of vegetables enabled them to earn money, which is an essential aspect of the program's success.
    - Understanding of the Buying and Selling System: Beyond farming skills, the trainees also learned how to promote and sell their produce.
    - Supporting Teachers: The program also benefited teachers by expanding the scope of activities beyond the classroom.

Trainee (T)

Two (2) trainees T1 and T2 had carried out the interview session to response on the benefits of the programme to them:

T1 expressed *enjoyment* in learning the methods of hydroponic farming. The hands-on experience of growing plants provided her with a sense of excitement and fulfillment. Additionally, T1 highlighted the valuable *opportunity to learn how to sell the product to the public*. This experience not only improved her communication skills but also boosted her confidence in interacting with others. Furthermore, she mentioned that the program helped her *enhance her calculation abilities*, which is crucial for managing sales transactions and handling money effectively.

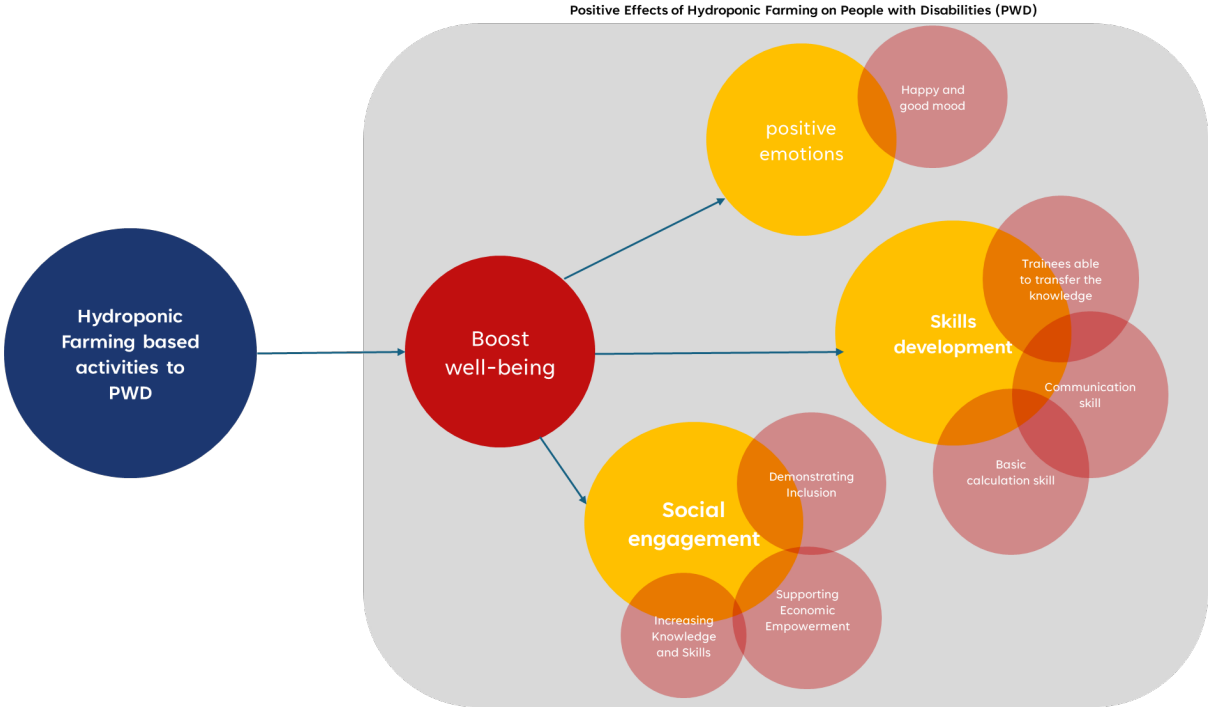
T2 focused on the improvement of his calculation skills through the program. This skill development is essential for fostering independence and building confidence in managing financial aspects of his daily life.

Discussion on the positive effects of hydroponic farming on PWD

As a result of interview sessions with the community, trainees, and the head of PPdK, the diagram highlights the effect of hydroponic farming-based activities on persons with disabilities (PWD). The activities have been shown to boost overall well-being by fostering positive emotions, developing essential skills, and enhancing social engagement, ultimately contributing to improved mood, effective knowledge transfer, and greater economic empowerment. According to (Institute on Community Integration, 2023), meaningful activities

such as hydroponic farming can significantly enhance the overall wellness and flourishing of PWD by focusing on emotional well-being, skill development, and social engagement. These findings support the idea that hydroponic farming not only provides a productive outlet for PWD but also contributes to their broader integration and empowerment within the community.

Figure 7 Positive Effects of Hydroponic Farming on People with Disabilities (PWD)



Positive Emotion in Hydroponic Farming Program

Hydroponic farming has been shown to have a strong positive impact on the emotional well-being of PWD. Engaging in growing plants provides a sense of accomplishment and pride, which in turn boosts happiness and satisfaction (Global Youth Mental Health Awareness (GYMHA), 2024; Scott & Havercamp, 2018). The hands-on nature of hydroponic farming allows PWD to focus their energy on productive tasks, helping to reduce stress and provide a sense of purpose (Global Youth Mental Health Awareness (GYMHA), 2024; Scott & Havercamp, 2018) This aligns with research indicating that meaningful activities contribute to emotional well-being by fostering positive emotions and reducing anxiety.

In addition to the inherent benefits of the activity itself, the training program consistently recognizes and rewards the performance of the trainees. This practice of acknowledging their hard work not only boosts their happiness but also enhances their motivation (National Disability Institute, 2023). By creating a sense of accomplishment and encouraging continued engagement, these rewards help trainees feel valued and proud of their progress (Scott & Havercamp, 2018). This approach reflects the principles of positive psychology, which emphasize the importance of reinforcing positive behavior to build self-esteem and sustain engagement in meaningful activities.

Figure 8 Gift to acknowledge trainees' hard work



Skill Development in Hydroponic Farming Program

The hydroponic farming program helped PWD trainees develop essential skills in communication, basic calculation, and knowledge transfer, as supported by (DayakDaily, 2022).

1. ***Communication Skills:*** Trainees improved their communication by promoting their products to buyers and interacting with the training provider and community during events. This enhanced their ability to confidently engage with others and effectively explain their products and processes (Medalla, 2018).
2. ***Basic Calculation Skills:*** The program required trainees to use basic math skills during transactions, such as calculating totals and giving correct change. This practical experience strengthened their ability to manage money accurately (DayakDaily, 2022).
3. ***Knowledge Transfer Skills:*** Trainees successfully taught community members the steps of hydroponic farming, ensuring that others could understand and apply the process. This experience boosted their confidence as educators and reinforced their own knowledge (Medalla, 2018).

These skills are valuable for both their farming activities and broader life experiences, contributing to their overall empowerment and community integration.

Community Engagement with PWD through Hydroponic Farming

Hydroponic farming provides valuable opportunities for community engagement that significantly benefit persons with disabilities (PWD). By involving PWD in activities that connect them with various stakeholders—such as training providers, agricultural experts, buyers, and the broader community—several key outcomes can be achieved:

1. ***Demonstrating Inclusion:*** Engaging PWD in hydroponic farming projects and connecting them with external parties, such as the Department of Agriculture and training providers, demonstrates that PWD are active and valuable members of society. It promotes an inclusive environment where PWD are recognized as equal participants in community and economic activities.
2. ***Supporting Economic Empowerment:*** Hydroponic farming allows PWD to access markets and buyers, enabling them to sell their produce and achieve financial independence.
3. ***Increasing Knowledge and Skills:*** Interaction with training providers and agricultural experts helps PWD gain new knowledge and skills in hydroponic farming. These learning opportunities keep PWD up-to-date with the latest farming techniques and best practices, boosting their confidence and self-efficacy.

CONCLUSION

In summary, hydroponic farming is more than just a modern agricultural technique; it represents a gateway to independence, dignity, and community for persons with disabilities (PWD). This study reveals how activity-based hydroponic programs break down traditional barriers, offering a uniquely accessible platform that nurtures emotional resilience, improves practical skills, and deepens social connections. By demonstrating that PWD can excel in and contribute significantly to agriculture, hydroponics challenges community perceptions and underscores against PWD. The findings not only highlight the personal benefits for PWD but also promote for a broader adoption of hydroponic systems as channels for social perception change.

Incorporating gamification-based activities into hydroponic programs for PWD could indeed be a promising area for future studies. Gamification can introduce elements like rewards, challenges, and progress tracking, which can make the learning experience more engaging and enjoyable. By adding game-like elements, such as levels, badges, and leaderboards, participants may feel more motivated to complete tasks and achieve goals. This approach could also help in improving focus, enhancing retention of knowledge, and fostering a sense of accomplishment.

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Synergizing for Social Impact: Collaborative Communities Strategies

Mentransformasi Usahawan Kecil dan Mikro Bimbingan Jabatan Kemajuan Masyarakat (KEMAS)

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ABSTRAK

Usahawan kecil dan mikro bimbingan Jabatan Kemajuan Masyarakat (KEMAS) Negeri Perlis memainkan peranan penting dalam pembangunan ekonomi tempatan dan dalam usaha mengurangkan kadar kemiskinan. Namun, mereka sering berhadapan dengan pelbagai cabaran yang menghalang pertumbuhan perniagaan mereka. Salah satu isu utama yang dihadapi ialah kekurangan kemahiran asas dalam pengurusan perniagaan, yang merangkumi aspek pengurusan kewangan, pemasaran, pengurusan operasi dan penggunaan teknologi. Bagi memperkasakan usahawan dengan pengetahuan dan kemahiran yang diperlukan untuk mengurus dan mengembangkan perniagaan mereka dengan lebih berkesan, kerjasama strategik antara UiTM Cawangan Perlis dan KEMAS Negeri Perlis telah dilaksanakan bertujuan untuk memberi latihan praktikal dalam pengurusan kewangan dan perakaunan, kemahiran pemasaran dan penjualan produk dan memperkenalkan penggunaan teknologi dalam pengurusan perniagaan. Seramai 20 orang usahawan bimbingan KEMAS Negeri Perlis terlibat dalam dua siri bengkel yang dijalankan selama empat hari. modul asas keusahawanan yang komprehensif telah dilaksanakan dengan menggabungkan kaedah ceramah dua hala, latihan dalam kumpulan dan pembentangan. Dengan menggunakan kaedah tinjauan menerusi pengedaran soal selidik kepada ke semua peserta bengkel, satu kajian telah dijalankan bertujuan untuk mengukur keberkesanan bengkel asas keusahawanan yang dijalankan tersebut dari aspek peningkatan pengetahuan dan kemahiran, kemahiran praktikal, persepsi terhadap keusahawanan dan juga aspek kepuasan hati peserta. Dapatan kajian mendapati bahawa, terdapat peningkatan ketara dalam pemahaman usahawan mengenai pengurusan kewangan dan strategi pemasaran di kalangan usahawan. Usahawan yang terlibat juga menunjukkan keyakinan yang lebih tinggi dalam menggunakan teknologi untuk memajukan perniagaan mereka. Secara keseluruhannya, bengkel ini telah berjaya mencapai objektifnya dalam memperkasakan usahawan supaya lebih bersedia untuk menghadapi cabaran perniagaan dengan pengetahuan dan kemahiran yang telah dipelajari. Kejayaan ini menunjukkan bahawa pendidikan dan latihan berterusan adalah kritikal untuk meningkatkan keberkesanan dan kemampanan perniagaan kecil dan mikro. Usaha ini harus diteruskan dan diperluaskan untuk memberi manfaat kepada lebih ramai usahawan di masa hadapan.

Kata Kunci: Bengkel Asas Keusahawanan, Jabatan Kemajuan Masyarakat (KEMAS), Keberkesanan, Usahawan Kecil dan Mikro

PENDAHULUAN

Keusahawanan telah lama diiktiraf sebagai salah satu pendorong utama dalam pembangunan ekonomi sesebuah negara, terutamanya dalam kalangan masyarakat berpendapatan rendah. Di Malaysia, golongan B40, iaitu kumpulan isi rumah yang berpendapatan 40% terendah,

sering kali menghadapi cabaran besar dalam meningkatkan taraf hidup mereka akibat keterbatasan akses kepada sumber ekonomi dan pendidikan (Selamat et al., 2023). Sebagai salah satu inisiatif untuk menangani masalah ini, kerajaan Malaysia melalui Jabatan Kemajuan Masyarakat (KEMAS) telah memperkenalkan program latihan asas keusahawanan yang bertujuan untuk membekalkan usahawan daripada golongan ini dengan kemahiran dan pengetahuan yang diperlukan untuk menceburi bidang perniagaan (Santhosh, 2014). Umum mengetahui, KEMAS merupakan agensi yang memainkan peranan penting dalam meningkatkan taraf ekonomi masyarakat luar bandar dan juga golongan yang tidak berkemampuan seperti golongan berpendapatan rendah (B40). Maka, dengan penganjuran bengkel ini dapat membantu usahawan luar bandar yang berpotensi untuk meningkatkan keupayaan diri serta meningkatkan kegiatan ekonomi masyarakat luar bandar.

Program latihan ini merangkumi pelbagai aspek penting dalam keusahawanan, termasuk pengurusan kewangan, strategi pemasaran, dan pembangunan produk. Latihan ini direka untuk memberikan asas yang kukuh kepada usahawan KEMAS dalam usaha mereka memulakan dan mengurus perniagaan kecil-kecilan. Meskipun terdapat bukti yang menunjukkan bahawa latihan keusahawanan dapat memberi impak positif kepada usahawan, persoalan mengenai keberkesanan program latihan asas keusahawanan KEMAS dalam mengubah kehidupan ekonomi usahawan masih memerlukan penyelidikan yang lebih mendalam.

Walaupun pelbagai inisiatif telah diperkenalkan untuk membantu golongan usahawan KEMAS melalui keusahawanan, kejayaan dan keberkesanan program-program ini sering kali dipertikaikan. Salah satu masalah utama ialah kekurangan data empirik yang kukuh untuk menyokong keberkesanan latihan asas keusahawanan yang dijalankan oleh KEMAS. Terdapat laporan yang menunjukkan bahawa sebilangan besar usahawan KEMAS yang telah mengikuti program latihan ini masih menghadapi kesukaran dalam mengurus perniagaan mereka dengan berkesan, sekali gus menimbulkan persoalan mengenai kualiti dan impak latihan yang diterima (Yakob, et. al, 2021). Selain itu, pelaksanaan latihan ini sering kali tidak disesuaikan dengan keperluan khusus usahawan KEMAS yang rata-ratanya daripada golongan B40, yang berbeza dari segi latar belakang pendidikan, pengalaman, dan sumber ekonomi. Kegagalan untuk menyesuaikan kandungan latihan dengan realiti kehidupan peserta mungkin menjadi faktor yang menyumbang kepada kurangnya kejayaan di kalangan usahawan KEMAS selepas mengikuti program ini (Wiramihardja, et. al, 2022). Oleh itu, kajian ini bertujuan untuk menilai keberkesanan bengkel asas keusahawanan yang diinisiatifkan oleh KEMAS kepada usahawan KEMAS, dengan mengfokuskan kepada bagaimana program ini dapat diperbaiki untuk memenuhi keperluan dan meningkatkan kejayaan perniagaan golongan ini.

SOROTAN LITERATUR

Latihan asas keusahawanan memainkan peranan penting dalam meningkatkan keberdayaan ekonomi usahawan. Kajian oleh Affero, et al. (2019) dan Selamat et al. (2023) menunjukkan bahawa latihan asas keusahawanan bukan sahaja dapat membantu usahawan meningkatkan pengetahuan dan kemahiran keusahawanan, tetapi juga membina keyakinan mereka untuk memulakan dan mengembangkan perniagaan. Menurut Santhosh (2014), latihan asas keusahawanan mampu menyalurkan kemahiran yang diperlukan oleh para usahawan untuk mengurus perniagaan dengan lebih efektif dan efisyien. Komponen-komponen kemahiran yang penting termasuklah pengurusan kewangan, pemasaran, dan operasi perniagaan, yang kesemuanya penting untuk memastikan kelangsungan dan kejayaan perniagaan dalam tempoh masa yang panjang. Ini turut disokong oleh kajian Aizuddin dan Adam (2021) yang menunjukkan peningkatan dalam pendapatan dan keupayaan mengurus perniagaan selepas menyertai latihan. Latihan ini juga mampu untuk melahirkan usahawan yang lebih bersedia untuk menghadapi cabaran perniagaan, terutamanya dalam persekitaran ekonomi yang tidak menentu muktahir ini.

Othman, et. al (2022) menekankan bahawa salah satu manfaat utama latihan asas keusahawanan adalah pembentukan rangkaian sokongan di kalangan usahawan. Melalui latihan ini, peserta bukan sahaja memperoleh ilmu pengetahuan, tetapi juga membina

hubungan dengan usahawan lain, fasilitator, dan pihak berkuasa tempatan, yang boleh membantu dalam pertumbuhan perniagaan mereka. Hal ini adalah penting terutamanya dalam kalangan usahawan yang baru menceburi bidang perniagaan dan masih memerlukan bimbingan dan sokongan. Wiramihardja et al. (2022) juga menegaskan bahawa sokongan berterusan selepas latihan, seperti khidmat nasihat dan pemantauan, adalah penting untuk memastikan kelangsungan perniagaan yang dijalankan oleh usahawan B40. Keberkesanan program latihan bukan sahaja bergantung kepada isi kandungan tetapi juga kepada sokongan yang diberikan selepas latihan tamat. Sokongan seumpama ini dapat membantu dalam meningkatkan keupayaan diri peserta untuk bertindak sebagai pemimpin dalam perniagaan mereka sendiri (Yakob et al., 2021). Ini kerana, latihan ini memberikan mereka alat dan juga input yang diperlukan untuk membuat keputusan yang lebih baik, merancang perniagaan dengan lebih strategik, dan menangani risiko dengan lebih efektif.

Selain itu, menurut Burchi et al. (2021), elemen penting yang menentukan keberkesanan latihan ialah pendekatan praktikal yang diaplikasikan dalam modul latihan. Latihan yang melibatkan simulasi perniagaan dan mentor perniagaan didapati lebih berkesan dalam memberikan peserta pengalaman sebenar dalam dunia keusahawanan. Tambahan pula, kajian oleh Azmi dan Zakaria (2023) menunjukkan bahawa penyediaan modul latihan yang disesuaikan dengan keperluan tempatan mampu meningkatkan kadar penyertaan dan komitmen peserta dalam program latihan. Modul yang melibatkan teknologi digital seperti pemasaran dalam talian turut meningkatkan kebolehpasaran usahawan dalam era ekonomi digital.

METODOLOGI KAJIAN

Setiap tahun, seramai 20 usahawan industri kecil dan sederhana di Negeri Perlis akan dipilih oleh KEMAS Negeri Perlis untuk menyertai beberapa siri bengkel Latihan asas keusahawanan. Tujuan utama pelaksanaan bengkel bersiri ini adalah untuk memperkasa para usahawan industri kecil dan sederhana di Negeri Perlis dalam menjalankan perniagaan mereka dengan lebih efektif dan berdaya saing. Salah satu siri yang perlu dilengkapkan oleh setiap usahawan yang terpilih adalah dengan menghadiri bengkel dengan modul asas keusahawanan selama empat hari. Bengkel ini telah dijayakan dengan kerjasama KEMAS Negeri Perlis dan juga tiga orang tenaga pengajar daripada UiTM Cawangan Perlis. Antara pengisian bengkel adalah pemahaman tentang asas-asas keusahawanan, pembangunan perancangan perniagaaan dan merancang strategi pemasaran yang berkesan. Selain pelaksanaan melalui kaedah ceramah dan sesi perkongsian dua hala, para usahawan juga melalui proses “coaching and mentoring” serta terlibat dalam beberapa siri perbincangan dan sesi kerja berkumpulan bagi meningkatkan aspek kemahiran dan pembangunan peribadi setiap usahawan.

Bagi melihat keberkesanan bengkel yang telah dijalankan, kajian ini telah menggunakan pendekatan kuantitatif iaitu dengan menggunakan kaedah kaji selidik sebelum dan selepas ke atas 20 orang responden kajian yang terdiri daripada para peserta (usahawan industri kecil dan sederhana di Negeri Perlis) bengkel latihan asas keusahawanan KEMAS. Responden yang dipilih adalah merupakan usahawan KEMAS dan pernah mengikuti program keusahawanan sepanjang tempoh perniagaan mereka serta merupakan seorang usahawan yang sedang aktif menjalankan perniagaan. Instrumen kajian mengandungi 24 item yang dirangka berdasarkan objektif kajian, dengan fokus kepada peningkatan pengetahuan dan kemahiran, kemahiran praktikal, persepsi terhadap keusahawanan dan juga aspek kepuasan hati peserta. Skala Likert lima mata bermula daripada 1 (sangat tidak setuju) sehingga 5 (sangat setuju) digunakan untuk mengukur tahap persetujuan responden terhadap setiap pernyataan yang disediakan, membolehkan analisis statistik deskriptif dijalankan bagi mengenal pasti tahap keberkesanan bengkel. Setiap peserta bengkel diberikan masa 10 ke 15 minit untuk melengkapkan soal selidik yang diedarkan secara fizikal. Bantuan diberikan bagi mereka yang memerlukan bantuan semasa menjawab soalan. Data yang dikumpulkan dianalisis menggunakan perisian statistik Statistical Package for Social Science (SPSS) melalui analisis kekerapan untuk mendapatkan nilai purata (min) dan juga kekerapan bagi menentukan keberkesanan keseluruhan bengkel yang dijalankan.

DAPATAN KAJIAN DAN PERBINCANGAN

Kajian ini dianalisis berdasarkan lima aspek maklum balas daripada responden peningkatan pengetahuan dan kemahiran, kemahiran praktikal, persepsi terhadap keusahawanan dan juga aspek kepuasan hati peserta

Demografi Responden Kajian

Berdasarkan analisis kajian, ke semua responden kajian terdiri daripada 20 (100%) orang perempuan. Dari segi komposisi umur, majoriti responden adalah berumur di antara 26 sehingga 30 tahun (45%), diikuti oleh peringkat umur di antara 31 sehingga 35 (20%), di antara 36 sehingga 40 tahun (20%), di antara 21 sehingga 25 tahun (10%) dan seorang lagi daripada peringkat umur di antara 41 sehingga 45 tahun. Dari segi pengelasan perniagaan yang dijalankan oleh responden pula, seramai 9 orang responden menjalankan perniagaan yang berasaskan dandanan diri, 6 orang responden menjalankan perniagaan yang berkaitan makanan dan minuman dan 5 orang responden lain menjalankan perniagaan yang berkaitan dengan jahitan pakaian. Jadual 1 menunjukkan ringkasan dapatan bagi demografi responden kajian.

Jadual 1 Demografi Responden

N = 20		N	%
Jantina	Lelaki	0	0
	Perempuan	20	100
Umur	21 – 25 Tahun	2	10
	26 – 30 Tahun	9	45
	31 – 35 Tahun	4	20
	36 – 40 Tahun	4	20
	41 – 45 Tahun	1	5
Jenis Perniagaan	Dandanan Diri	9	45
	Makanan dan Minuman	6	30
	Jahitan Pakaian	5	25

Jadual 2 Interpretasi Skor Purata (Sumber: Pimentel (2010))

Skala Likert	Interpretasi
1.00 – 1.80	Sangat Tidak Setuju
1.81 – 2.60	Tidak Setuju
2.61 – 3.40	Neutral/Tidak Pasti
3.41 – 4.20	Setuju
4.21 – 5.00	Sangat Setuju

Keberkesanan Bengkel

Objektif utama kajian adalah untuk menilai keberkesanan bengkel asas keusahawanan yang dianjurkan dalam meningkatkan pengetahuan, Kemahiran dan keyakinan usahawan KEMAS untuk menjalankan dan mengembangkan perniagaan mereka. Dapatan kajian ini memberikan tumpuan kepada aspek peningkatan pengetahuan dan kemahiran, pengaplikasian praktikal ilmu yang dipelajari, keberkesanan fasilitator serta kepuasan peserta secara keseluruhan terhadap kandungan bengkel.

Pertama, melihat daripada aspek peningkatan pengetahuan dan kemahiran, skor purata sebelum dan selepas pelaksanaan bengkel ialah 3.2 (neutral/tidak pasti) dan 4.4 (sangat setuju). Sebelum dijalankan, hanya 45% peserta melaporkan mempunyai pengetahuan yang terhad tentang konsep asas keusahawanan seperti perancangan perniagaan, pengurusan kewangan dan pemasaran. Namun, selepas bengkel dijalankan, majoriti peserta melaporkan peningkatan yang ketara dalam pengetahuan dan kemahiran keusahawanan. Dapatan utama berkaitan termasuklah peningkatan daripada sudut pengetahuan asas keusahawanan di mana 82% peserta merasa lebih berpengetahuan

mengenai konsep asas keusahawanan berkaitan perancangan perniagaan dan pengurusan kewangan. Dapatan ini selari dengan kajian yang dijalankan oleh Ahmad et al. (2020) dan Aida dan Sheerad (2022) yang mendapati bahawa latihan keusahawanan mampu meningkatkan tahap literasi kewangan dan kemahiran perniagaan peserta.

Berkaitan kemahiran praktikal pula, skor purata sebelum dan selepas pelaksanaan bengkel ialah 2.6 (tidak setuju) dan 4.1 (setuju). Hanya 30% peserta berasa yakin dalam mengaplikasikan kemahiran praktikal seperti pengurusan kewangan, pengurusan operasi dan strategi pemasaran dalam perniagaan mereka sebelum menghadiri bengkel tersebut. Selepas menghadiri bengkel, 70% peserta melaporkan peningkatan yang signifikan dalam kemahiran praktikal seperti pemasaran dan jualan produk. Mereka lebih berkeyakinan dalam mengaplikasikan kemahiran praktikal yang dipelajar ke dalam perniagaan mereka. Dapatan ini adalah sejajar dengan dapatan kajian yang dijalankan oleh Lim dan Teoh (2021).

Jadual 3 Analisis Kekerapan

N = 20	Sebelum		Selepas	
	Purata	**%**	**Purata**	**%**
Peningkatan Pengetahuan dan Kemahiran	3.2	45 setuju	4.4	82 setuju
Kemahiran Praktikal	2.6	30 setuju	4.1	70 setuju
Persepsi terhadap Keusahawanan	3.0	40 setuju	4.4	80 setuju
Kepuasan Hati Peserta				
• Keseluruhan bengkel		-	4.3	80 setuju
• Kandungan bengkel		-	4.6	85 setuju
• Penyampaian fasilitator		-	4.3	78 setuju
• Kemudahan bengkel		-	4.2	75 setuju

Kajian ini juga mengukur persepsi peserta terhadap keusahawanan. Skor purata sebelum dan selepas bengkel adalah 3.0 (neutral/tidak pasti) dan 4.4 (sangat setuju). Di awal bengkel, hanya 40% peserta peserta bahawa mereka boleh berjaya sebagai usahawan dengan sokongan dan sumber sedia ada. Namun, keyakinan terhadap keupayaan untuk berjaya sebagai usahawan meningkat kepada 80% selepas bengkel dijalankan. Ini menunjukkan peningkatan yang positif dalam persepsi dan motivasi untuk berkembang sebagai seorang usahawan. Menurut kajian yang dijalankan oleh Ida Ketut, et al.l (2021), keyakinan diri adalah elemen penting dalam keusahawanan, kerana ia mempengaruhi keberanian untuk mengambil risiko dan membuat keputusan yang strategik dalam perniagaan. Ini kerana Latihan yang efektif dalam keusahawanan dapat merangsang inovasi dan perkembangan perniagaan disamping membantu pertumbuhan ekonomi tempatan (Rodica Crudu, 2019).

Selain aspek-aspek di atas, kajian juga mengukur kepuasan hati para peserta terhadap pelaksanaan bengkel. Berdasarkan dapatan kajian, sebanyak 80% (purata skor 4.3, sangat setuju) daripada peserta melaporkan bahawa mereka berpuas hati dengan keseluruhan bengkel. 85% (purata skor 4.6, sangat setuju) peserta bersetuju bahawa kandungan bengkel adalah relevan dan bermanfaat, 78% (purata skor 4.3, sangat setuju) peserta berpuas hati dengan cara penyampaian fasilitator, di mana majoriti peserta menyatakan bahawa fasilitator adalah berpengetahuan dan amat membantu sepanjang bengkel di jalankan. Selain itu, 75% (purata skor 4.2, setuju) peserta menyatakan bahawa kemudahan dan tempat bengkel adalah memadai. Kepuasan hati peserta yang tinggi menunjukkan bahawa kandungan dan penyampaian bengkel adalah berkesan. Sebelum menyertai bengkel, sebahagian besar peserta melaporkan pengetahuan yang terhad dalam bidang keusahawanan, khususnya dalam aspek pengurusan kewangan, strategi pemasaran dan perancangan perniagaan. Namun, selepas bengkel, terdapat peningkatan ketara dalam tahap pengetahuan mereka. Hal ini sejajar dengan kajian yang dilakukan oleh Parthiban et al. (2021) yang mendapati bahawa

Latihan keusahawanan mampu meningkatkan tahap literasi kewangan dan kemahiran perniagaan peserta.

KESIMPULAN

Secara keseluruhannya, kajian ini mendapati bahawa bengkel asas keusahawanan memberikan impak positif terhadap usahawan KEMAS. Walaupun secara keseluruhannya para peserta bengkel berpuas hati, namun terdapat beberapa penambahbaikan perlu dilakukan bagi meningkatkan kualiti bengkel di masa akan datang. Ini termasuklah berkaitan masa bengkel, sesi praktikal dan bimbingan lanjutan. Tempoh bengkel adalah terlalu singkat dan dicadangkan agar masa pelaksanaan bengkel dapat dipanjangkan bagi membolehkan pembelajaran yang lebih mendalam agar lebih banyak sesi praktikal dapat dijalankan memandangkan sesi praktikal ini penting bagi para peserta untuk mengukuhkan pemahaman teori yang dipelajari sepanjang bengkel. Selain itu, terdapat juga keperluan untuk mewujudkan program bimbingan lanjutan selepas bengkel untuk memberikan sokongan yang berterusan dalam mengaplikasikan ilmu yang diperolehi kepada para usahawan. Akhir sekali, untuk tujuan meningkatkan taraf hidup masyarakat, terutama sekali daripada golongan yang berpendapatan rendah, adalah disarankan agar bengkel asas keusahawanan seumpama ini dapat diteruskan dan diperluaskan untuk mencapai lebih ramai usahawan yang berpotensi yang berminat untuk meningkatkan pengetahuan berkenaan keusahawanan.

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Synergizing for Social Impact: Collaborative Communities Strategies

Enhancing Motivation and Effectiveness in Chinese Language Learning Through Calligraphy Instruction: A Community-Based Study

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ABSTRACT
Research has consistently highlighted the complexity of learning Chinese characters as one of the most challenging aspects of acquiring the Chinese language. However, recent studies indicate that cultural instruction may enhance learners' motivation in Chinese. This study investigates two primary objectives: 1) Chinese calligraphy instruction can augment learners' motivation in studying Chinese, and 2) the impact of calligraphy instruction on the effectiveness of Chinese language acquisition. A one-hour calligraphy workshop had been implemented at an orphanage in Malacca, where participants engaged in writing and learning 24 Chinese characters. The study sample comprised 25 orphans aged 8 to 18 with no prior background in Chinese. The level of motivation in calligraphy and Chinese characters was assessed through observations of students' engagement during the writing process and their sustained interest over time. The effectiveness of character learning was evaluated based on students' abilities in writing, memory retention, and reading proficiency. Data was analyzed using thematic analysis. The results indicate that Chinese calligraphy instruction significantly enhances students' motivation in learning Chinese and improves their language acquisition effectiveness.
Keywords: Chinese calligraphy, Chinese learning, motivation, effectiveness, CSR

INTRODUCTION
Chinese characters are widely recognized as one of the most challenging aspects for learners of Chinese as a second language (Zhang, 2024). This complexity is well-documented in the literature (Shen, 2005; Huang & Ma, 2007), highlighting the necessity for innovative instructional methods to enhance learning effectiveness. Due to the vast number of Chinese characters, instruction typically involves extensive writing exercises aimed at reinforcing memory retention. However, such repetitive practice can lead to diminished interest and motivation among learners, ultimately resulting in disengagement from the study of Chinese characters. Consequently, mastering Chinese characters remains one of the most significant challenges in the acquisition of the Chinese language. To improve the effectiveness of Chinese character learning, it is essential to increase students' motivation. Dörnyei (1994) suggests that students' interest and involvement can be enhanced by designing or selecting varied and challenging activities, adapting tasks to students' interests, and ensuring that each activity includes something novel or different. This perspective aligns with Li's (2022) argument that experiential learning methods, which immerse students in real-life contexts, promote active engagement in the learning process. Similarly, Wen (2011) emphasizes the importance of incorporating "fun in learning" as a key factor in boosting language learning motivation. Recent studies, such as those by He and Liu (2024), suggest that Chinese calligraphy is both a fun and interactive activity. Li et al. (2020) further asserted that there is a deep-seated relationship between Chinese calligraphy and Chinese characters. Zhang (2023) stated that Chinese

calligraphy practice has been found to enhance learners' ability to recognize Chinese characters more effectively.

Given these considerations, Chinese calligraphy, as an art form that merges visual aesthetics with linguistic practice, presents a novel and challenging activity for learners with no prior background in Chinese. This approach holds promise for language acquisition. This study seeks to address gaps in existing research by exploring two primary questions: 1) Can the Chinese calligraphy instruction can augment learners' motivation in studying Chinese? and 2) Can the calligraphy instruction impact on the effectiveness of Chinese language acquisition? This study investigates two primary objectives: 1) Chinese calligraphy instruction can augment learners' motivation in studying Chinese and 2) The impact of calligraphy instruction on the effectiveness of Chinese language acquisition.

METHODS

A one-hour calligraphy workshop was conducted at an orphanage in Malacca, involving 25 participants aged between 8 and 17 years, all of whom had no prior knowledge of the Chinese language. The participants were divided into two groups based on their age: 8 to 13 years and 14 to 17 years. The workshop was structured into three sessions: reading, demonstration and a writing and memory retention test.

During the initial session, the instructor introduced and explained the meanings of 24 selected Chinese characters (as depicted in Figure 1). Following this, the instructor guided all participants in reading the characters aloud. Participants reading acquisition will be assessed in this session. In the demonstration session, the instructor illustrated the correct sequence for writing the characters using traditional Chinese calligraphy brushes on specialized paper. Participants were required to simultaneously read and write the 24 characters.

The final 15 minutes of the workshop were dedicated to a quick memory retention test, wherein participants were asked to either read aloud or explain the Chinese characters presented to them. The level of interest in calligraphy was assessed based on the duration of time participants spent engaged in writing the characters. The effectiveness of character learning was evaluated by three criteria: the number of Chinese characters successfully written, the number of characters read correctly, and the number of characters accurately recalled during the memory retention test session.

Figure 3 24 Chinese Characters

一	二	三	四	五	六
yī	èr	sān	sì	wǔ	liù
七	八	九	十	口	古
qī	bā	jiǔ	shí	kǒu	gǔ
人	大	天	夫	上	下
rén	dà	tiān	fū	shàng	xià
工	土	干	寸	火	心
gōng	tǔ	gān	cùn	huǒ	xīn

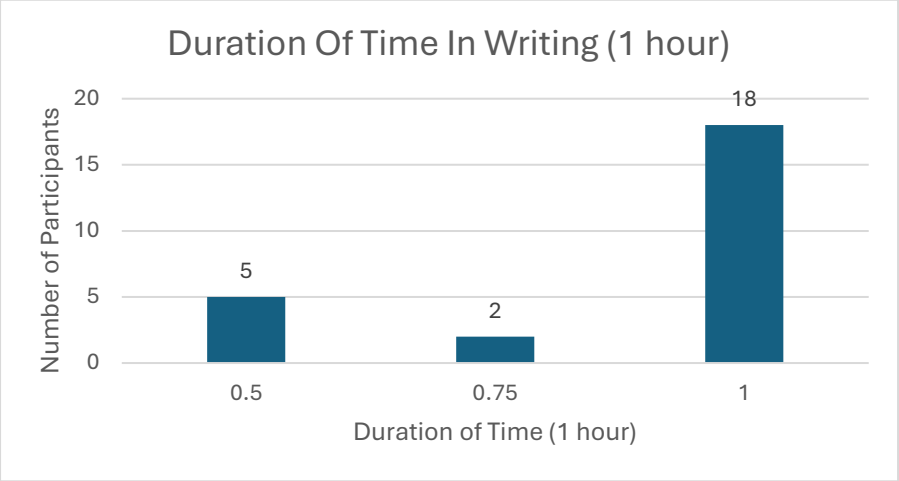
RESULTS AND DISCUSSION

Findings for Duration of Time In Writing

The data depicted in Figure 2 reveals that 18 out of the 25 participants, representing 72%, successfully maintained their engagement throughout the entire one-hour workshop. In contrast, five participants aged 8 to 9 years sustained their attention for only 30 minutes, while

two participants aged 10 years were able to remain focused for 45 minutes. Despite the fact that seven participants were unable to sustain their focus for the full hour, they continued to engage with the calligraphy experience by drawing with the brush, even though they ceased writing. Overall, participants expressed full enjoyment of the calligraphy activity throughout the workshop. The data presented in Figure 2, combined with observations made during the workshop, suggest that participants exhibited significant enthusiasm for calligraphy learning, indicating a high level of interest in the activity.

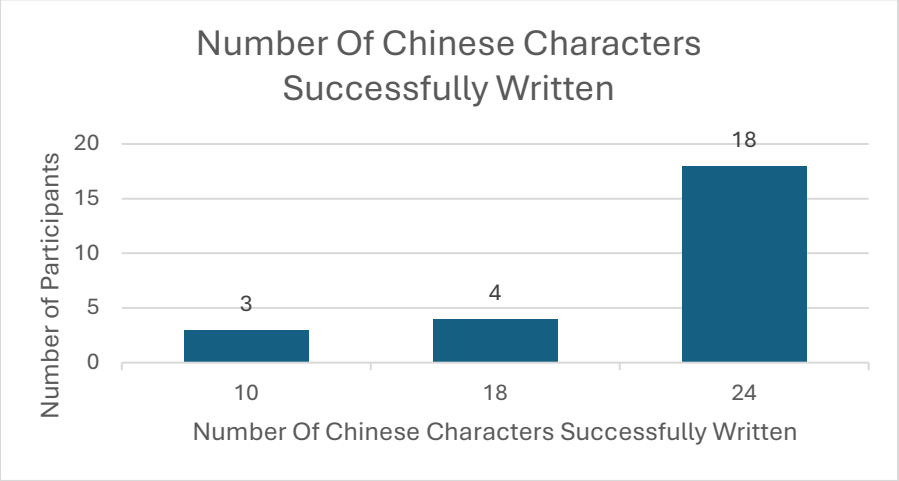
Figure 2 Duration of Time In Writing (1 hour)



Findings for Number of Chinese Characters Successfully Written

The data presented in Figure 3 indicates that 18 out of the 25 participants, representing 72%, successfully completed writing all 24 Chinese characters. Additionally, 3 participants aged 8 to 9 years were able to complete writing only the first 10 Chinese characters, which are the numbers 1 to 10 in Chinese. Furthermore, four participants aged 9 to 11 years completed 18 of the 24 characters. Overall, 88% of the participants were able to write more than half of the Chinese characters.

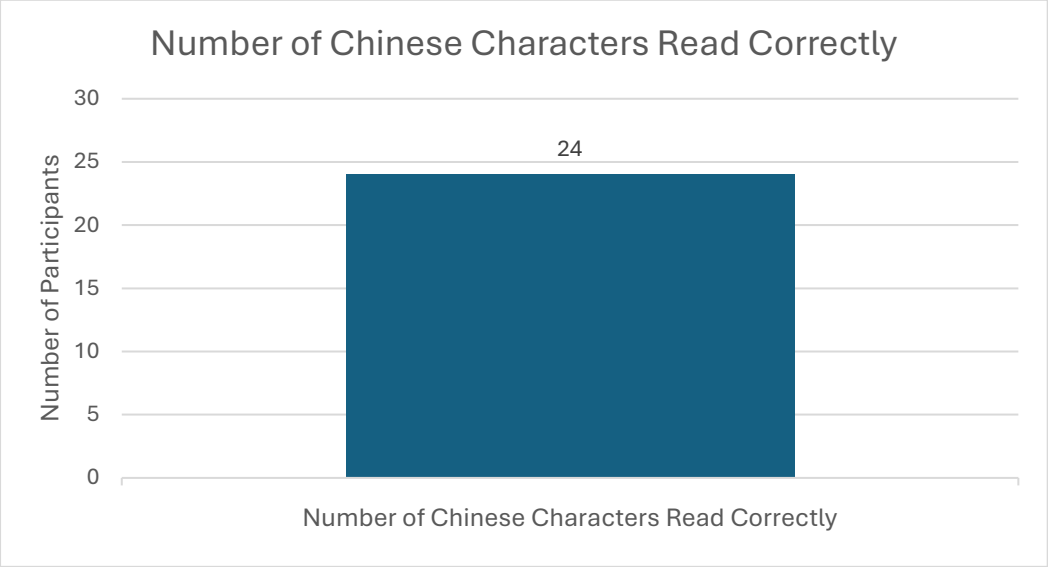
Figure 3 Number of Chinese Characters Successfully Written



Findings for Number of Chinese Characters Read Correctly

The data presented in Figure 4 indicates that all participants successfully read all 24 Chinese characters accurately. This finding suggests that learners with no prior background in Chinese were able to achieve proficiency in reading the characters following the instruction.

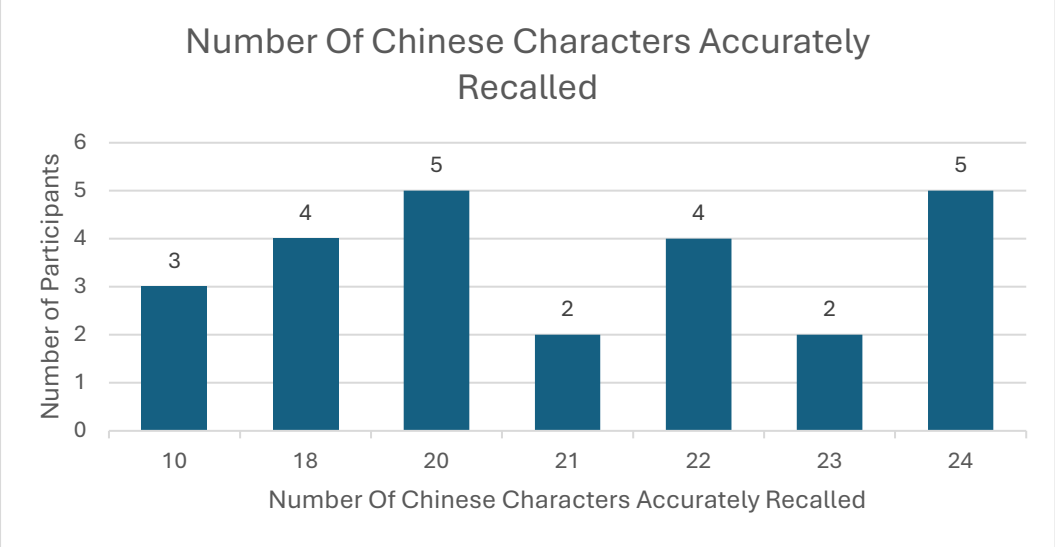
Figure 4 Number of Chinese Characters Read Correctly



Findings for Number of Chinese Characters Accurately Recalled

The data presented in Figure 5 indicates that 22 out of the 25 participants aged 13 to 18 years, representing 88% of the total participants, successfully recalled more than half of the Chinese characters by the end of the workshop. In contrast, only 3 participants, who completed only 10 Chinese characters, were able to recall the 10 characters they had written. These results suggest that the Chinese calligraphy instruction is effective in enhancing Chinese character learning, consistent with findings reported in Zhang's (2023) study.

Figure 5 Number of Chinese Characters Accurately Recalled



The results depicted in figures 2, 3, and 4 demonstrate that over 70% of participants successfully wrote, read, and recalled more than half of the chinese characters taught during the one-hour workshop. This suggests a high level of effectiveness in chinese characters learning through the use of chinese calligraphy instruction.

CONCLUSION

The findings of this study underscore the potential of Chinese calligraphy as an effective instructional tool for Chinese language acquisition. The data reveal that over 70% of

participants were able to write, read, and recall more than half of the Chinese characters taught during the one-hour workshop, demonstrating significant engagement and positive learning outcomes. The majority of participants maintained their focus throughout the session, and a high percentage successfully completed the writing tasks and memory retention tests. These results suggest that Chinese calligraphy instruction significantly enhances students' motivation to learn Chinese and improves the effectiveness of their Chinese language acquisition, consistent with the findings of He and Liu. Consequently, incorporating calligraphy into Chinese language instruction could serve as a valuable supplement to traditional classroom teaching methodologies. This approach appears particularly beneficial for learners with no prior exposure to the language, fostering greater motivation and effectiveness in Chinese character learning.

However, this study acknowledges several limitations. While calligraphy instruction appears to augment learners' motivation in studying Chinese, it requires a significantly longer time investment compared to traditional teaching methods. Furthermore, our findings indicate that younger learners may experience difficulty in maintaining focus during calligraphy practice, which could hinder the effectiveness of this instructional approach. These challenges highlight the need for further research to explore strategies that can mitigate these issues while maximizing the benefits of calligraphy in language acquisition.

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Synergizing for Social Impact: Collaborative Communities Strategies

Research on the Application of Chinese Painting Elements in Contemporary Fashion Design

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ABSTRACT

Clothing is a direct reflection of production level, an external expression of thoughts and emotions, and an important part of national culture. In recent years, with the improvement of the cultural confidence of the whole nation, the development trend of globalization and diversification, and the increasingly popular trend of oriental aesthetics, Chinese painting is quietly infiltrating into various design fields in various novel forms, and it also allows domestic and foreign designers to constantly consider the application of Chinese style elements in clothing design. Incorporating Chinese painting elements into clothing design can create a clothing design brand with Chinese characteristics, which is more conducive to promoting cultural inheritance and exchange. First, the significance of applying Chinese painting elements in modern clothing design is briefly outlined, and then the application of Chinese painting elements in modern clothing design is discussed from the constituent elements of clothing design. Finally, the theory is put into practice by designing and producing a series of clothing for display.

Keywords: Chinese painting, Modern fashion design, Composition elements, Traditional culture, Cultural integration

INTRODUCTION

As more and more brands join the Chinese concept, Chinese style has gradually developed into a trend. In particular, Western designers prefer to use this way of expression to express their yearning and impression of Eastern culture. "Chinese style" has become a common word in the Western fashion dictionary. At present, the most common phenomenon in our design is that when it comes to design with national characteristics, everyone is accustomed to starting with Chinese elements. Under this way of thinking, there is a blind stacking and use of element symbols. The so-called national design is limited to expression and the pursuit of formal sense. Therefore, when element symbols are reused in large quantities, our national design has encountered a bottleneck in development. The reason why Chinese traditional culture has a strong vitality is that its cultural symbols are a perfect combination of form and connotation. In traditional Chinese culture, "expressing meaning" is far more important than "drawing shape". The key is to figure out what is eternal in the context of Chinese traditional culture, and more importantly, to uphold the essence of the Chinese traditional spirit that can be truly reflected behind the symbols.

Chinese painting has a long history. As a highly representative and national painting form in Chinese traditional culture, it reflects China's profound cultural heritage from spiritual connotation to expression. In-depth exploration of this Chinese cultural spirit can find a direction and starting point for designing clothing with Chinese charm from the inner fundamentals. Starting from the spirit of traditional culture rather than focusing on the superficial Chinese elements is not only a way to solve the stereotyped and formalized

Chinese-style clothing caused by the blind abuse of Chinese elements in current clothing design, but also, using Chinese painting as a representative carrier, the intangible spiritual concept is summarized in a tangible form through the study of the spirit, techniques, and color of Chinese painting, and the laws and methods that can be applied to guide practice, providing reference and new thinking methods for the future Chinese-style clothing design.

LITERATURE REVIEW

COMBINATION OF BLANK SPACE TECHNIQUE IN CHINESE PAINTING AND MODERN FASHION DESIGN

Researchers have extensively explored the application of traditional Chinese painting techniques in modern clothing design, especially the application of the "white space" technique. Literature shows that traditional aesthetics can not only enhance the visual effect in modern design, but also give clothing a deeper cultural connotation. In their research, researchers pointed out that the "white space" technique has been innovatively applied in modern clothing design through clothing cutting and layout(Zhou, 2020). In their research, researchers pointed out that design and art complement each other. The unique "white space" art technique of Chinese painting adds a valuable form of expression to the unique conception of clothing design, and provides novel creative thinking and expression techniques for clothing design(Mao, 2019). The essence of Chinese painting, "white space", accommodated the aesthetic psychology of many ethnic groups thousands of years ago, and used unique modeling techniques to show the deeper connotation of Chinese painting. Applying the "white space" art technique of Chinese painting to modern clothing design can not only create a kind of artistic conception for clothing, add more artistic charm to it, but also highlight the deep meaning of traditional Chinese aesthetics(Cai, 2024). There is no complete boundary between design and art. The two are interlinked and can complement each other. The "white space" technique of Chinese painting is the soul of Chinese painting. It embodies the unique aesthetic taste of the Chinese nation. Inheriting and innovating this artistic technique and applying it to modern textile and clothing design can add the unique imprint of the Chinese nation to textile and clothing design, create the artistic conception of textile and clothing, and enhance the market competitiveness of clothing products(Zhang Feng, 2019).

APPLICATION AND INNOVATION OF CHINESE ELEMENTS IN CLOTHING DESIGN

Many papers have explored the specific application of Chinese cultural elements, especially traditional patterns and colors, in modern clothing design. Such studies usually focus on how these elements can adapt to the needs of contemporary fashion while retaining cultural symbolic meanings. Researchers have proposed that by incorporating traditional Chinese elements into design, the cultural expression and market appeal of clothing can be effectively enhanced. Although clothing is an essential basic material in people's daily lives, clothing design is essentially a form of art design, because clothing not only has the function of covering the body and keeping warm, but is also a visual art that conveys the wearer's aesthetics and style through vision, and can even reflect the wearer's cultural charm and personality characteristics(Wang, 2022). Therefore, when designing clothing, relevant designers should pay attention to the reasonable application of Chinese painting elements, compare the composition, color, pattern and artistic conception of Chinese painting elements, and reflect the elements of Chinese painting in clothing through hand-painting and embroidery, so as to enhance the artistic expression and cultural connotation of clothing design(Hou, 2022b).

my country's modern fashion design started relatively late, lacking both design theory and design experience, and fashion design works remain at the stage of imitation and reference. In this case, it is very important to make full use of the traditional culture of the Chinese nation to shape a unique Chinese modern clothing style. By exploring the traditional culture to establish the relationship between traditional art forms and fashion design, fashion design works can be full of Chinese artistic charm(Wang, 2023). Chinese painting is a treasure of the traditional culture of the Chinese nation, with a wide range of themes, rich content, and very diverse forms of expression. At the same time, it reveals profound oriental artistic

characteristics, which cannot be replaced by other painting forms. The application of Chinese painting elements in fashion design uses modern design language to show traditional art forms, so that clothing can have traditional cultural characteristics and modern aesthetic forms, and use clothing as a carrier to spread the traditional art culture of the Chinese nation, while also providing a source of inspiration for modern fashion design(Ren, 2022).

RESEARCH AND ANALYSIS OF SPECIFIC APPLICATION CASES

Specific case studies explore the application of Chinese cultural and artistic elements in modern clothing projects. Analyze the effects of these integrations in the fashion industry and market feedback. The study and analysis of specific application cases occupy an important position in the relevant literature. These studies usually use detailed case analysis to deeply explore the actual application effects of Chinese cultural elements in specific clothing design projects. Such studies not only focus on how traditional art elements are integrated into modern clothing design, but also examine the comprehensive impact of these elements on design aesthetics, brand value and market response(Liang, 2023). By analyzing Chinese painting elements in custom clothing design, Li Yang reveals the application potential of traditional art in modern high-end fashion and emphasizes how this cross-cultural integration enhances the uniqueness and competitiveness of clothing. In addition, these studies often involve consumers' acceptance of traditional cultural elements in fashion products, and how to improve market recognition through design innovation, thereby promoting the influence of traditional Chinese art on the global fashion stage(Li, 2012).

The photo album released by TFBOYS for its tenth anniversary some time ago borrowed traditional ink painting. The three of them stood in front of a white wall, and the traces of ink on the wall stretched out, blurring the outline of time, triggering everyone's memories of ten years of youth. Among them, Wang Yuan wore a black and white tie-dyed suit, which seemed to be made by splashing ink, further highlighting the theme of the blockbuster.

Figures 1 TFBOYS



At the China International Fashion Week, many domestic designer brands have emerged, and designers are also exploring how to integrate traditional ink art into modern clothing design. They use ink printing and dyeing to present ethnic scenes on fabrics; or use ink splashing techniques to create a highly tense visual impact; or borrow the roundness and elegance of "Wu Dai Dang Feng" in ink painting to reconstruct clothing tailoring and create a vivid charm unique to the East, allowing us to see the various possibilities of integrating ink into fashion.

Figures 2 FASHION CHANGESLIFE-Liang Yunxia SS22 series



ELEMENTS

STYLE

Ink painting, only when the spirit and charm are combined can it be vivid. Clothing design is both practical and artistic, and it must also show the beauty of spirit and charm. When designing clothing, the first thing to do is to determine the style: determine the style and charm of the clothing according to the different identities, preferences or personalities of the wearers, whether it is gorgeous or noble, sweet or cold, mature or lively; then determine the style, color, fabric, craftsmanship, decoration, etc. according to the set style(Liu Xin, 2016). Only by accurately positioning can the style and charm of clothing be determined, so that the clothing conforms to its due artistry and the temperament of the wearer. At the same time, the vitality and creativity of the designer are also reflected in the style positioning of the clothing, which also represents the designer's taste and charm.

STRUCTURE

The manipulation of lines has led to the evolution of clothing structure. "Lines" have important value in clothing modeling. They can form a variety of forms, and can also serve as decoration and segmentation forms; they can be flexibly shaped according to people's structures, and can also change the general modeling characteristics of the human body; they play a leading role in clothing modeling and structure. Just like ink painting pays attention to the use of bones. From ancient times to the present, different clothing styles in different eras, with different segmentation and craftsmanship of "lines", show completely different decorative styles and colorful aesthetic tastes and artistic rhythms. In modern clothing, due to the obvious personality of structural lines and dividing lines and good wearing effects, their use in clothing design and craftsmanship is unique(Tong, 2022).

CONTOUR MODELING

The original meaning of silhouette is image, silhouette, silhouette, outline, and in clothing design, it is extended to mean appearance, outer contour line, and overall shape. In ink painting, the shape of an object is depicted in a general way. Similarly, clothing silhouette is the first element to reflect the subject and is people's first impression of clothing. Clothing silhouettes are of a wide variety and the most common four basic shapes are A, H, X, and Y. Different silhouettes indicate the fashion trend of clothing, and also determine the choice of clothing materials and the level of production technology(Hou, 2022a).

COLOUR

Ink painting pays attention to the techniques of using ink and changing the ink color. The rich and varied ink colors, whether thick or thin, sparse or dense, produce a colorful picture effect on the drawing paper. Color has its own hue, brightness, and purity(Bai, 2023). Various colors form tones and color properties with each other, giving people different sensory tendencies. The color of clothing is the most appealing artistic factor in design, which is not only reflected in the color pattern of the clothing material itself, but also in its unique color function, color matching basis, color matching organization rules, color imagery, etc.

CLOTHING MATERIAL APPLICATION

In the theory of ink painting, black ink and colored ink belong to "color", and the whiteness of white drawing paper itself also belongs to "color". Therefore, painters pay special attention to the treatment of blank spaces in the painting. The painter uses the image correspondence generated by the psychological resonance of the viewer to make the blank space tangible. Clothing also has the effect of "leaving blank space". In addition to the patterns of the fabric itself, the hollow patterns on the fabric, the splicing effects of different fabrics and the partial exposure of the style and shape all reflect the "business position" in the clothing, thus giving people unlimited imagination space, winning more with less, and being concise and concise. Through this virtual and real treatment, the artistic conception and taste of the clothing are deepened(Cai Xiaosi, 2022).

DESIGN TECHNIQUES

Clothing belongs to both the field of material culture and the category of spiritual culture. It is a combination of art and technology, a fusion of science and art, and a unity of practicality and aesthetics. In order to make the clothing effect more perfect, the design techniques in clothing are becoming more and more diverse(Lei, 2013). A simple classification includes research method, exaggeration method, reverse method, transfer method, change method, addition and deletion method, combination method, association method, pursuit method, overall method, local method, limitation method, transfer method, derivation method, fun method, etc. No matter which method is used, it is necessary to study the excellent functions, forms, structures, colors and other characteristics of existing things, use generalization or typical methods to sublimate and artistically process the forms of existing things, and selectively use these principles and characteristics in the design process for design.

PROCESS TECHNOLOGY

Ink art, as the name implies, is created with water and ink. In addition to traditional hand-painting on fabrics, the ink elements reflected in clothing design can also be completed by tie-dyeing, batik, hanging dyeing, computer printing and dyeing, laser, fabric compounding, weaving and embroidery, etc., so that clothing fabrics have the hazy beauty of ink charm, with both the thick feeling of ink and the characteristics of modern beauty of change and flow(Cheng Xinyue, 2023). It is based on the tradition of national culture and conforms to the aesthetic image of modern clothing design. In addition, the use of digital technology reorganizes and designs the traditional ink painting from the perspective of shape, structure, color, texture and the decorative patterns formed, so that the embodiment of ink elements in clothing design breaks through the limitations of traditional, classic craftsmanship and materials, and carries out modern pattern design, which can be said to be "keeping pace with the times", with certain theoretical research value and strong practical application.

PRACTICE

In the design practice part of this study, by actually making a series of clothes, we deeply explore and verify the feasibility of applying Chinese painting elements in contemporary clothing design and the artistic effects they can show. The design inspiration comes from the unique aesthetics of traditional Chinese ink painting, especially the classic techniques of "white space" and "black and white contrast". This practice aims to show the unique aesthetic value

of Chinese painting by integrating these traditional art elements into modern clothing design, and to find new ways of expression in the fashion industry.

DESIGN CONCEPT

The core concept of this design is to combine the essence of Chinese painting with modern fashion design, and to convey the profound connotation of Chinese traditional culture through the formal language of clothing. In the design, we focus on the depiction of natural landscapes in Chinese paintings, as well as the philosophical ideas derived from them, such as the unity of man and nature, and the harmonious coexistence of nature and humanity. These ideas are expressed through simple and expressive clothing design, allowing the wearer to feel the inner spirit of Chinese traditional culture in daily life.

DESIGN AND PRODUCTION PROCESS

The design and production process of this series of clothing revolves around the following key elements:

Material selection: In order to faithfully reproduce the texture and style of ink painting, natural cotton and linen materials were selected. This material not only conveys the concept of advocating nature and returning to nature in traditional Chinese culture, but also gives the clothing a profound cultural heritage through its unique texture and texture. At the same time, the selection of cotton and linen materials also takes into account the comfort and practicality of the clothing, which meets the wearing needs of modern consumers.

Pattern design: In pattern design, we selected natural landscape elements such as mountains, rivers, and trees in Chinese paintings, and through innovative printing and dyeing technology, we finely integrated these patterns into various parts of the clothing to form a layered visual effect. This design not only presents the art of leaving blank space in Chinese paintings, but also reflects the ductility of space and the harmonious beauty of nature through the arrangement of patterns.

Color application: In terms of color design, the entire series is dominated by black, white, and gray, supplemented by a small amount of off-white. This simple color combination not only retains the traditional charm of Chinese paintings, but also fits the pursuit of simple aesthetics in modern clothing design. Through the changes in the depth of colors, the design also cleverly expresses the artistic effect of appropriate shades in Chinese paintings, making the overall clothing present a quiet and elegant temperament. Zhuangzi advocates "simple and mysterious" for colors and opposes gorgeous splendor. "Laozi" said: "Tao gives birth to one, one gives birth to two, two gives birth to three, and three gives birth to all things. All things bear yin and embrace yang, and the rush of qi is for harmony." Reflected in the painting, the black and white colors left on the paper have infinite charm. The combination of black and white can produce extremely rich changes, which is impossible with other colors.

Clothing structure: In the design of clothing structure, we combine the loose silhouette of traditional Chinese clothing with modern tailoring techniques. The loose design not only meets the comfort requirements of traditional clothing, but also enhances the layering and three-dimensional sense of clothing. At the same time, the use of modern tailoring technology ensures the fashion sense and functionality of clothing, so that it can not only inherit traditions, but also adapt to the current trend needs.

DESIGN EFFECT AND DISPLAY

After the design was completed and carefully made, we actually displayed this series of clothing. During the display, these clothes successfully combined the profound aesthetics of Chinese painting elements with the simple style of modern fashion through their unique structural design and pattern processing. The positive feedback from the audience showed that this design series not only has a strong cultural recognition visually, but also excels in the practicality and comfort of clothing. Through the display, we verified the application potential of Chinese painting elements in modern clothing design and accumulated valuable practical experience for future creation.

Figures 3 Practice products



PRACTICE SUMMARY

This design practice fully verifies the feasibility and innovation of Chinese painting elements in modern fashion design. Through the cross-border integration of Chinese painting techniques and modern fashion design, it not only enriches the cultural connotation of contemporary clothing, but also opens up a new path for the modern expression of traditional art. This practical achievement shows that traditional cultural elements still have strong vitality and innovation potential in the context of globalization. In future design exploration, it is still necessary to further study and expand the diversified application of different Chinese painting techniques in fashion design, and promote the widespread dissemination and sustainable development of Chinese traditional culture on the international fashion stage.

CHALLENGES

Although integrating ink painting elements into clothing design has rich cultural connotations and unique artistic expression, there are also some challenges and limitations in practical application. These problems need to be considered and solved by designers during the creative process.

CHALLENGES IN FABRIC SELECTION

Ink painting is famous for its unique ink smudge effect and delicate brushstrokes, which puts forward higher requirements for the selection of fabrics. Generally speaking, ink paintings appear best on materials with good ink absorption, such as rice paper or silk, but these materials may face durability and practicality issues in clothing design. For example, although silk has an elegant texture, it has poor wear resistance and wrinkle resistance, making it unsuitable for daily wear. Therefore, how to ensure that the fabric can fully display the artistic effect of ink painting while ensuring the durability and comfort of the clothing is a challenge that needs to be overcome.

LIMITATIONS OF PRODUCTION TECHNOLOGY

Applying ink painting to clothing design also faces challenges in production technology. Traditional ink paintings are mostly drawn by hand, and their complex patterns and delicate brushstrokes are difficult to replicate in mass production. In addition, due to the particularity of the colors of ink paintings, existing clothing production technologies such as printing and dyeing, digital printing, etc. may have color difference problems when restoring the natural gradient effect of ink paintings. How to combine the fine artistic expression of ink painting with modern clothing mass production technology still requires further research and exploration.

DURABILITY AND MAINTENANCE ISSUES

The colors of ink paintings are mostly ink and light colors, which can easily cause discoloration and fading on fabrics, especially after washing and long-term use. Since ink painting elements need to maintain high artistic expression and visual effects on clothing, the durability and cleaning and maintenance of clothing have become practical problems that need to be solved. How to select suitable protective materials or special post-processing processes at the design stage to improve the durability and convenient maintenance of ink-painted clothing is another challenge that needs to be faced.

CONSIDERATION OF MARKET ACCEPTANCE

As a traditional cultural element, the aesthetic orientation of ink painting may not fully conform to the mainstream trends of the modern market. Although ink-painted clothing has cultural value and artistic appeal, its style may be regarded as "too traditional" or "not fashionable enough" by some young consumers, thus affecting its market acceptance. Designers need to find a balance between tradition and modernity, so that ink painting elements in clothing design can not only reflect cultural depth, but also meet the aesthetic needs of modern consumers.

CULTURAL ADAPTABILITY CHALLENGES

As a representative element of traditional Chinese culture, ink painting's symbolic meaning and cultural connotation need to be understood and accepted by consumers in the international market. However, consumers with different cultural backgrounds may have different interpretations of the patterns, colors and expressions of ink paintings, which requires designers to consider their cultural adaptability when designing ink painting clothing to avoid cultural misunderstandings or inappropriate applications. How to make ink painting elements widely recognized globally on the basis of respecting and inheriting culture is a long and complicated process.

CONCLUSION

The unique expression of ink painting is first reflected in the simple formal language unique to ink painting, that is, the simple image of "counting white as black". The simple picture of ink painting does not mean simplicity, but the image is simple and the meaning is rich. The beauty lies in expressing the most information with very few elements. The richness and diversity of ink language, whether from the superficial ink traces or the deeper ink artistic conception, there are many elements worth using in clothing design. With the deepening of understanding of ink painting and the appreciation of the works of ink painting masters such as Wu Guanzhong, Gu Wenda, and Xu Bing, I realize that the value of ink painting lies in its charm. Ink painting pays attention to "the elephant is invisible", "similar and dissimilar", and magnificent momentum, giving people a poetic artistic conception, showing the elegant taste and humanistic feelings of traditional Chinese culture. Indeed, the beauty of ink painting is varied and accumulated. The use of ink is clean and neat, free and easy. However, this is only the most superficial element of ink painting. Try to express a deeper understanding of ink elements on clothing.

As an art form, ink painting has its own informal style and all-embracing openness. The design abandons the choice of fabric patterns for traditional ink painting clothing, and only uses black and white. By changing the texture and contrast of the fabric, it pursues the eternal charm

of ink painting elements in the design. Strive to show the sense of space, the relationship between the virtual and the real, and the relationship between yin and yang.

The ink painting elements have their unique, concise, implicit, and transcendent forms of expression, full of dialectical philosophy, reflecting a thinking interest that extends "meaning" with "form", and also confirms the inherent cultivation, character and integrity of the Chinese nation. The harmonious unity of "form" and "meaning" constitutes the artistic conception in the artwork. Incorporating ink painting elements into clothing in clothing design is like giving the designer an artistic soul, showing a moving gallery, abstract senses, and passionate presentation on clothing. It seems that you can feel the ink painting in the ink painting, interpreting infinite power.

The use of ink and wash elements in clothing also has its own language. By grasping the aesthetic imagery of ink and wash elements, combining them with clothing elements, and conducting comprehensive creation from the perspective of the times, the designed works can naturally and unpretentiously reveal the charm of oriental culture, thus being both national and global.

Although there are many challenges and limitations in incorporating ink painting elements into clothing design, these problems also provide designers with new space for exploration. Through innovative fabric selection, advanced production technology improvements, durability processing and accurate grasp of market demand, the application prospects of ink painting in clothing design are still broad. In the future, designers can find new inspiration in challenges, perfectly integrate traditional culture with modern fashion, and open up new possibilities for the development of ink painting elements in the field of clothing design.

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Synergizing for Social Impact: Collaborative Communities Strategies

Research on the Path of Integrating Ideological and Political Education into Technical College Teaching-Taking the Integration of Culture in Clothing Sewing Courses as an Example

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ABSTRACT
This study aims to explore effective ways of integrating ideological and political education into fashion design courses at technical colleges. The course goal design should emphasize the combination of skill training and ideological and moral education, be specific, operational, and responsive to the needs of the current times and industry. The teaching content should incorporate elements such as traditional culture, social responsibility, and professional ethics in order to deepen and broaden ideological and political education while focusing on cultivating students' independent learning and practical abilities. Teaching methods should prioritize heuristic teaching, diverse practical means, interactive and cooperative teaching methods, as well as personalized and differentiated teaching methods to promote the organic integration of ideological and political education with professional technical education. The evaluation mechanism should scientifically design evaluation indicators, employ diversified evaluation methods, provide timely feedback for continuous improvement aimed at cultivating students' comprehensive quality and innovation ability. This study will offer feasible paths for ideological and political education in technical college teaching while providing theoretical support and practical guidance for nurturing high-quality technical talents with social responsibility and innovation ability.
Keywords: Technical colleges, Fashion design courses, Ideological and political education, Teaching strategies, Students' ideological cognition

INTRODUCTION

With the rapid popularization of the Internet and the rise of social platforms, the ideology of college students has been unprecedentedly affected. In the fashion design course, it has become an urgent task to correctly guide students to understand the challenges and opportunities of the Internet era and integrate ideological and political content. This paper aims to explore how to effectively integrate ideological and political education into the fashion design course of technical colleges to improve students' ideological cognition and professional quality. Through in-depth analysis of the changes in college students' thinking in the Internet era, the impact of social platforms on aesthetic concepts, and the application and practice of ideological and political content in the course, it is hoped to provide feasible paths and strategies for teaching in technical colleges.

THE INFLUENCE OF FASHION DESIGN COURSES ON COLLEGE STUDENTS' IDEOLOGY IN THE INTERNET ERA

Characteristics and Impact of The Internet Era

The characteristics of the Internet era include information explosion, fast transmission speed, and convenient communication. The explosion of information has flooded the Internet with a

large amount of information, and the fast transmission speed of information has made this information spread quickly to the public. The rise of social platforms has made communication between people more convenient and the channels for obtaining information more diverse. These characteristics have profoundly changed the way people obtain information and affected their thoughts, cognition, and values(Lin, 2022).

College Students' Ideological Cognition and Professional Cognition

College students are in the stage of growth and development. Their thoughts and cognition are gradually maturing, but they are also susceptible to external influences. In the Internet age, college students are more dependent on the Internet to obtain information, which may affect their thoughts and cognition to a certain extent and make them easily misled by information or influenced by biased views. College students are also gradually establishing their professional cognition, but in the case of information overload, they may pursue fashion one-sidedly and ignore traditional culture, which will affect their in-depth understanding and cognition of the profession.

The Role of Fashion Design Courses in Shaping College Students' Ideology

As part of the professional learning of college students, the fashion design course has an important role in shaping ideology. Through the fashion design course, students can not only learn professional knowledge and skills, but also cultivate correct aesthetics and cultural awareness. In course teaching, teachers can guide students to draw nourishment from Chinese traditional culture, enhance their understanding and respect for traditional culture, and thus enhance their cultural self-confidence. Through course setting and case analysis, students can realize the importance of the integration and innovation of fashion and tradition, so as to form an independent and comprehensive ideology.

Teachers can combine current hot topics and subject knowledge to carry out case teaching and discussion, and guide students to think about the deep meaning behind contemporary social and cultural phenomena. Through homework design and project practice, students' independent learning and thinking ability can be promoted, and their independent thinking and innovation ability can be cultivated. Industry experts and corporate representatives can be invited to give special lectures to let students understand the cutting-edge dynamics and employment needs of the industry, and further expand their horizons and thinking. The impact of fashion design courses on college students' ideology in the Internet era is far-reaching. Through reasonable course setting and teaching methods, students can be effectively guided to establish correct ideas and values, enhance their cultural confidence and innovation ability, and lay a good ideological foundation for their future development(Niu, 2020).

SOCIAL PLATFORMS AND CHANGES IN COLLEGE STUDENTS' AESTHETIC CONCEPTS IN THE INTERNET ERA

The Impact of Social Platforms On Lifestyle, Behavior and Thinking

Social platforms in the Internet era have greatly changed people's lifestyles, behaviors and concepts. Social platforms have become an indispensable part of people's daily lives. Through social platforms, people can communicate with others instantly, share daily life, and obtain various information. This convenient way of communication makes people more inclined to obtain information and socialize through social platforms rather than traditional face-to-face communication. This change has not only changed people's lifestyles and behavioral habits, but also affected people's way of thinking and concepts.

The Role and Influence of College Students in The Internet Era

As one of the main audiences in the Internet age, college students can freely express their ideas and opinions on social platforms and interact with others. Therefore, college students are also easily influenced by the information on social platforms, especially in the formation and shaping of aesthetic concepts(Deng, 2023). College students are exposed to a variety of

information and pictures on social platforms, which may affect their aesthetic orientation and taste, causing them to be more inclined to pursue popularity and fashion, while ignoring traditional aesthetic concepts.

The Impact of Social Platforms on College Students' Aesthetic Concepts

Social platforms shape the aesthetic concepts of college students in various ways. Social platforms are full of pictures and videos that show a variety of fashion trends and aesthetic styles. In the process of being exposed to these pictures and videos, college students are inevitably influenced by them and form their own aesthetic orientation(Tan, 2020). Users on social platforms often communicate and share aesthetics. College students may be influenced by the aesthetic concepts and tastes of others, thereby changing their own aesthetic concepts. Advertisements and promotions on social platforms also have an impact on college students' aesthetic concepts. Advertisements for various fashion brands and beauty products may change college students' aesthetic orientation and make them pursue fashion and beauty more. Understanding the impact of social platforms on college students' aesthetic concepts will help guide college students to establish correct aesthetic concepts and cultivate their independent and healthy aesthetic tastes, so as to better adapt to the development and changes of society(Wang, 2022).

PROBLEM STATEMENT

At present, with the development of social economy and the increasing importance of technical education, integrating ideological and political education into technical courses has become an important direction of educational reform in technical schools. However, how to effectively achieve this integration in specific courses still faces many challenges. This study aims to solve this problem, focusing on the clothing sewing courses in technical schools, exploring how cultural elements and ideological and political education can be organically integrated in technical teaching, thereby improving students' ideological awareness and professional quality.

RESEARCH METHODS

This study adopts a mixed research method, combining quantitative and qualitative methods to ensure a comprehensive understanding and in-depth discussion of the research issues. Specifically, this research method includes the following steps:

First, through a systematic literature review, the relevant research results on the integration of ideological and political education, cultural elements and technical courses at home and abroad were sorted out and analyzed. The literature review not only provides a solid theoretical foundation for this study, but also helps to identify the key concepts and theoretical frameworks in the study, reveals the deficiencies and gaps in the current research field, and provides a scientific basis for subsequent research design.

Secondly, this study conducted a field survey to understand the actual situation of the integration of ideological and political education and cultural elements in the clothing sewing courses of technical colleges, and collect feedback from front-line teachers and students. The research sample includes 120 clothing sewing course students from three technical colleges. The sample selection adopts stratified random sampling technology to ensure its representativeness. In addition, the study also conducted semi-structured interviews with 15 course teachers to explore the feasibility of the integration strategy and its application in actual teaching.

Subsequently, in order to evaluate the effect of the integration strategy in actual teaching, this study designed and implemented a teaching experiment. Through the pre- and post-test design, the sample students were divided into an experimental group and a control group. The experimental group implemented the integrated course content, while the control group continued to use traditional teaching methods. By conducting questionnaire surveys on the two groups of students before and after the experiment, the study used statistical methods to analyze the changes in ideological and political literacy, professional ethics awareness, and

learning participation of the two groups of students to evaluate the effectiveness of the integration strategy.

In addition, this study also explored the applicability and promotion value of the proposed integration strategy in different courses by comparing and analyzing the characteristics of other technical courses. In order to verify the application potential of the integration strategy in a broader educational context, the study also conducted in-depth interviews with a number of experts in the field of education to collect professional opinions and suggestions. The qualitative data analysis adopted the theme analysis method, combined with the quantitative analysis results, to comprehensively evaluate the actual effect and potential application scenarios of the integration strategy.

Finally, through the analysis of comprehensive quantitative and qualitative data, this study will comprehensively evaluate the effectiveness and promotion potential of the integration strategy, put forward specific suggestions on the application of ideological and political education and cultural elements in technical courses, and provide reference directions for future research.

RESEARCH OBJECTIVES

This study aims to systematically explore ways to effectively integrate ideological and political education and cultural elements into the garment sewing curriculum of technical colleges through the following three objectives.

Identify The Key Strategies for Integrating Ideological and Political Education and Cultural Elements Into Garment Sewing Courses

This study will first identify the cultural elements and teaching strategies that can effectively integrate ideological and political education into the current garment sewing courses through a detailed literature review and field research. Through in-depth analysis of existing teaching methods, interviews with teachers and students, and empirical analysis of successful cases, this study aims to summarize a set of effective integration strategies. These strategies not only provide theoretical support for the curriculum design of technical colleges, but also provide guidance for their effective application in practice.

Evaluate The Impact of Integration Strategies on Students' Ideological and Political Literacy, Professional Ethics, and Learning Engagement

Based on the identification of key strategies, this study will evaluate the application effects of these strategies in actual teaching by designing and implementing teaching experiments. The study will focus on the impact of integration strategies on students' ideological and political literacy, professional ethics awareness, and learning engagement. Through a comparative study of the experimental group and the control group, supplemented by questionnaires and in-depth interviews, this study will conduct quantitative analysis and qualitative evaluation of the effectiveness of integration strategies, in order to verify its feasibility and effectiveness in teaching practice.

Explore The Applicability and Promotion Value of The Integration Strategy in Other Technical Courses

The final goal of this study is to explore the applicability and promotion value of the proposed integration strategy in other technical courses. By comparing and analyzing the teaching characteristics of different technical courses (such as machinery, electronics, cooking, etc.), the study will evaluate the replicability of these strategies in other courses and make corresponding adjustment suggestions. In addition, this study will collect professional opinions through expert interviews to design strategy implementation plans suitable for different technical courses and explore its promotion path in a broader educational context.

By achieving the above research goals, this study will provide theoretical support and practical reference for technical colleges to effectively integrate ideological and political education in different courses, thereby contributing to improving students' ideological and political literacy and professional ethics.

EXPLORATION OF THE PATH OF INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION INTO THE TEACHING OF TECHNICAL COLLEGES

Course Objective Design and Positioning

Taking the clothing sewing course as an example, students are trained to master basic sewing techniques and craftsmanship and improve their practical operation ability; students are guided to understand and respect traditional culture, cultivate their patriotic feelings and cultural confidence; students are encouraged to form a sense of teamwork and social responsibility, and cultivate their teamwork ability and social responsibility spirit. The course objectives should be specific and clear, and highly operational. The design of the objectives should be centered around the actual needs of students and the teaching content, and should be quantifiable and achievable(Fang, 2021). For example, it can be clearly stipulated that students should master specific skills and knowledge in the course learning process, as well as the ideological and moral performance they show, such as whether they can correctly understand and apply traditional cultural elements, whether they can actively participate in teamwork, etc.

With the development of the times and the changes in the industry, the course objectives need to be constantly updated and adjusted to adapt to the educational and social needs under the new situation. For example, in the clothing sewing course, in addition to traditional sewing techniques, attention should also be paid to cultivating students' sensitivity to fashion trends and innovative awareness, as well as their understanding and practical ability of environmental protection and sustainable development. The course objectives should be interconnected and mutually supportive with the course content, teaching methods and evaluation system. The design of course objectives should take into account the actual operation and implementation of the teaching process, and cooperate with the teaching content and teaching methods to form an organic whole(Yan Yucai, 2024). A scientific and reasonable evaluation system should be established to comprehensively evaluate students' learning situation and comprehensive ability to ensure the achievement of course objectives and the improvement of teaching effectiveness. Course objectives should highlight the combination of skill training and ideological and moral education, be specific and clear, in line with the development of the times and industry needs, and be interconnected and mutually supportive with course content, teaching methods and evaluation systems to achieve comprehensive training of students' ideological and moral character and professional ability(Sun, 2021).

Integration and Extension of Ideological and Political Education Into Teaching Content

In the teaching of technical colleges, the key to integrating ideological and political education into courses is to combine ideological and political education with professional and technical education, and to enable students to consciously establish correct ideas and moral values while learning professional knowledge through reasonable setting of teaching content. The design of teaching content should highlight the penetration of traditional culture(Ho, 2019). Taking clothing sewing courses as an example, students can be guided to understand and respect traditional culture and cultivate their cultural confidence and national pride by explaining the history, culture, national customs and cultural connotations behind traditional Chinese clothing. Teachers can combine specific cases, such as traditional Chinese Hanfu and Tang suits, to let students have an in-depth understanding of their design style, production process and the cultural significance behind them, so as to arouse students' love and respect for traditional culture.

In the process of clothing design, students need to consider the impact on the environment, social responsibility and professional ethics. For example, teachers can guide students to understand the selection and use of environmentally friendly materials, encourage them to consider the concepts of environmental protection and sustainable development in their designs, and cultivate students' sense of social responsibility and environmental awareness. Teachers can also introduce the professional ethics and industry norms of some successful designers through case analysis, guide students to establish correct professional ethics, and cultivate their good professional quality and professionalism(Gopinathan, 2022).

The setting of teaching content should focus on the depth and breadth of ideological education. In addition to traditional culture and professional ethics, it should also cover ideological and political theory, socialist core values and other contents. For example, in classroom teaching, students can be guided to read relevant ideological and political theory works, such as "Xi Jinping: The Governance of China", etc. Through discussion and interpretation, students can be guided to think deeply about the relationship between national development, social progress and personal growth, and enhance students' national consciousness and social responsibility.

The extension of teaching content should also focus on the cultivation of students' independent learning and practical ability. In addition to classroom teaching, students can also be organized to participate in social practice activities, visit clothing companies, etc., so that students can feel the power of ideological and political education in practice. For example, students can be organized to participate in social volunteer activities to understand the diversity and complexity of society and cultivate students' sense of social responsibility and teamwork spirit. Students can also be organized to visit clothing companies to understand the development status of the industry and the professional requirements within the industry, and inspire students' love for the profession and confidence in the future. Teachers should make full use of the course content, highlight ideological and political elements such as traditional culture, social responsibility and professional ethics, and extend the depth and breadth of ideological and political education through case analysis, practical activities and other methods, and cultivate students' ability and quality for all-round development(Mao, 2020).

Selection and Practice of Teaching Methods and Means

Through heuristic teaching, teachers can guide students to actively explore, think independently, and cultivate their critical thinking and innovation abilities. For example, in the fashion design course, teachers can use case analysis to show students clothing works of different design styles, allowing students to analyze their design concepts, style characteristics, and audience groups, thereby inspiring students' design inspiration and creative enthusiasm. Through heuristic teaching, students can not only learn professional knowledge, but also cultivate aesthetic taste and creativity.

In addition to traditional classroom lectures, practical teaching, experimental teaching and other methods can also be combined to allow students to learn and master knowledge in actual operations. For example, in the fashion design course, students can be organized to carry out practical operations, such as cutting and sewing, so that they can make clothing works by themselves and experience the fun and challenges of design. Industry experts can also be invited to the school for lectures or workshops to share industry dynamics and practical experience, and expand students' horizons and thinking(Smith, 2023).

The teaching method should focus on interactivity and cooperation. Through interactive teaching, it can promote communication and interaction between teachers and students, and stimulate students' interest in learning and participation. For example, in classroom teaching, teachers can use forms such as question-and-answer interaction and group discussion to guide students to think and express their own views, cultivate their expression ability and team spirit. Students can also be organized to participate in design competitions or project cooperation, so that they can learn to cooperate, communicate and collaborate with others in practice, and cultivate team awareness and communication skills(Li, 2023). According to the learning characteristics and needs of different students, flexible and diverse teaching methods are adopted to help them achieve personalized development and comprehensive improvement. For example, in classroom teaching, teachers can flexibly adjust the teaching content and difficulty according to students' interests and learning levels to meet the learning needs of each student. Personalized tutoring and small class teaching can also be used to pay attention to the learning situation of each student, discover and solve problems in time, and promote their all-round development. Teachers should focus on heuristic teaching, diversified and practical teaching methods, interactive and cooperative teaching methods, and personalized and differentiated teaching methods. Through various channels and means, promote the organic combination of students' ideological and political education and

professional and technical education, and cultivate students' ability and quality for all-round development.

Establishment and Optimization of Evaluation and Feedback Mechanism

Evaluation indicators should include knowledge level, skill mastery, ideology and morality, etc., and should not only examine the degree of students' mastery of professional knowledge, but also pay attention to the cultivation of students' comprehensive quality. For example, in the fashion design course, the evaluation indicators can include the creativity, practicality, aesthetics and other aspects of the design works, and at the same time, students' understanding and experience of traditional culture and social responsibility should be examined. The diversification of evaluation methods helps to evaluate students' learning situation comprehensively and objectively. In addition to traditional written tests, experimental reports and other methods, project evaluation, work display, oral defense and other forms can also be used to make the evaluation closer to actual work and professional needs. For example, students can be required to complete a fashion design project, and display their works and oral defense, so that students can show their design concepts and creative abilities, so as to comprehensively evaluate their professional level and comprehensive quality. Teachers should evaluate and give feedback on students' learning situation in a timely manner, guide students to find problems, improve methods, correct mistakes in a timely manner, and promote their continuous progress(Tian Jing, 2023). For example, teachers can comment on students' works, point out their advantages and disadvantages, and put forward improvement opinions and suggestions to help students improve their design level and comprehensive quality. Teachers should regularly evaluate and adjust evaluation indicators and methods based on actual teaching situations to improve the scientificity and accuracy of evaluation. They should also strengthen communication and cooperation with students and enterprises, make full use of external resources and professional talents, and provide more support and guarantee for the optimization of evaluation and feedback mechanisms(Yin, 2019).

CONCLUSION

This study proposes a series of effective teaching strategies and methods by exploring the integration of ideological and political education into fashion design courses in technical colleges. In the Internet era, students' ideological consciousness has been impacted as never before, so it is of great significance to integrate ideological and political content into course teaching. By reasonably setting course objectives, designing teaching content, selecting teaching methods, and establishing an evaluation mechanism, we can promote the overall improvement of students' ideological cognition and professional qualities. Technical colleges should focus on cultivating students' sense of social responsibility and innovation ability, so that they can become outstanding technical talents with high ideological level and professional quality. Teachers should continue to explore and practice, and constantly improve teaching models and methods to adapt to the development of the times and changes in student needs. I believe that through the joint efforts of all teachers, the ideological and political education work in technical colleges will achieve more significant results and make due contributions to cultivating socialist builders and successors.

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Knowledge and Awareness of Polycystic Ovarian Syndrome among Female Undergraduate Health Science Students in UiTM Selangor

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ABSTRACT
Polycystic Ovarian Syndrome (PCOS) is a widespread endocrine disorder that impacts women of childbearing age. There is little information available about Malaysian women's understanding and awareness of PCOS. Therefore, this study aimed to assess the knowledge and awareness of PCOS among female undergraduate health science students at UiTM Selangor. The Ministry of Health and other authorities can use the findings to plan any educational programme for the young adults in the community. A descriptive cross-sectional study was conducted among female undergraduate Health Science students in UiTM Selangor using an adapted Goh et al. (2022) questionnaire. Participants were randomly recruited through online platforms. Data was also analyzed using SPSS version 29.0. A total of 352 respondents participated in this survey. The finding revealed that 85.5% (n = 301) of respondents had good knowledge, and 72.2% (n = 254) were aware of PCOS. However, 51.7% of the respondents remain unaware of PCOS-related heart disease risk. Kruskal-Wallis analysis revealed a statistically significant association between knowledge score and demographic background, including age, race, and course. Meanwhile, only age and course statistically correlated with the awareness score. Moreover, there was a correlation between knowledge and awareness scores of PCOS, which suggested that if the knowledge score increased, the awareness score also increased. In conclusion, most respondents demonstrated a good knowledge and awareness of PCOS, which the findings contradicted with most studies. Thus, women with suspected or having symptoms of PCOS should promptly seek medical attention, as early diagnosis and treatment can significantly enhance their quality of life.
Keywords: Knowledge, Awareness, Polycystic Ovarian Syndrome

INTRODUCTION
Polycystic Ovary Syndrome (PCOS) is a widespread endocrine disorder that impacts women of reproductive age, affecting ranging from 2.2% to 48% of the global population in various countries such as China, Australia, India, Iran and the USA (Goh et al., 2022). However, up to 70% of PCOS cases remain undiagnosed (Allama et al., 2024). Environmental and genetic factors play an important role in its development although the exact causes of PCOS are unknown (Kaleeswari & Rajalakshmi, 2024). Small cysts, irregular menstrual cycles, excessive hair growth, and a significant increase in insulin resistance were the symptoms of PCOS. Besides, it also significantly raises the risk of type 2 diabetes, obesity, cardiovascular diseases, and anovulation (Saleh & Shaker, 2023). PCOS remains one of the issues that does not catch the community's eye, just like how other women-related disorders such as breast cancer, sexually transmitted disease (STD), cervical cancer and others (Zainul Azlan et al., 2022). In Malaysia, a study by Goh et al. (2022) found that 10.49% of residents in Klang Valley were diagnosed with PCOS. It can be managed through lifestyle modifications and

medications according to the symptoms that develop. Therefore, knowledge and awareness of PCOS are crucial for early detection, diagnosis, and management of this condition. Ghosh et al. (2024) mentioned that knowledge, awareness and practices of PCOS are still low among young adults. Thus, the study aims to assess the knowledge and awareness of PCOS among female undergraduate Health Science students in UiTM Selangor.

METHODOLOGY

Study Design

The study design used in this research was a descriptive cross-sectional because the exposure and data collection were scheduled to occur simultaneously. The questionnaire was randomly distributed to the target participants.

Sample Selection

This study's inclusion criteria specified only female undergraduate students from the Faculty of Health Sciences, which consists of eight courses.

Sample Size

Approximately 52.7% of respondents understood PCOS well based on a previous study by Goh et al. (2022) that utilised the same questionnaire. The sample size was calculated using a single-proportion sample size as mentioned by Sharma et al (2020). The formula is as follows:

Sample size (n) = $\frac{Z^2 p(1-p)}{E^2}$

Indicator,
n = Required sample size
Z = Z-value for the desired level of confidence (1.96 for 95% confidence)
p = Estimated proportion of the population from the previous study (52.7% = 0.527)
E = 6% = 0.06 (margin of error)

Hence, this was the calculation for the sample size.

Sample size (n)= $\frac{1.96^2(0.527)(1-0.527)}{0.06^2}$

Sample size (n)= 265.61
Sample size (n)= 266 respondents
If a 10% non-response rate were added,
Sample size (n)= 266+10%
Sample size (n)= 292.6=293 respondents
Thus, the required sample size with an additional 10% was approximately 293 respondents. However, 352 female Health Science students voluntarily gave their consent and answered this survey, which enhanced the validity and reliability of the study's findings.

Questionnaire Development

This study lasted four months, between March 2024 and July 2024. An online questionnaire was distributed via Email, WhatsApp and Telegram as they were the top three messaging apps used worldwide (Similarweb, 2023). The questionnaire used in this study was adapted from Goh et al. (2022) on the "Assessment of prevalence, knowledge of polycystic ovary syndrome and health-related practices among women in Klang Valley: A cross-sectional survey". The question was translated into Malay to make it easier to understand. Five questions regarding the demographic background are comprised in Part A. Moreover, Part B was regarding the respondents' medical problems. Besides, Part C was 12 questions on the knowledge of PCOS and Part D was 8 questions on the awareness of PCOS.

Ethics Approval from the Committee

Before the study was conducted, ethical approval (Ref. Number: FERC/FSK/MR/2024/00095) was obtained from the Research Ethics Committee of Universiti Teknologi Mara (UiTM).

Statistical Analysis of the Data

The SPSS version 29.0 was used to process, analyse and interpret the data. Descriptive statistical analysis, Kruskal-Wallis test and Spearman's correlation coefficient test were used to conclude the findings and study variables. A non-parametric test like the Kruskal-Wallis test evaluates data that is not normally distributed, or the data did not meet the criteria of using the one-way ANOVA test (Chatzi & Doody, 2023). Meanwhile, Spearman's correlation test was used because the scattered dot did not show an exact elliptical shape making it less restrictive than the Pearson's correlation coefficient test (Yu & Hutson, 2024).

RESULTS

Socio-demographic Background

Three hundred fifty-two female undergraduate Health Science students participated in the survey. Table 1 provides further information on the demographic background of the study sample.

Table 1 Socio-demographic Background of the Respondents (n=352)

Demographic Background	Item	Frequency (n)	Percentage (%)
Age	19 – 21	71	20.2
	22 – 24	220	62.5
	25 – 27	57	16.2
	28 – 30	4	1.1
Race	Malay Semenanjung	312	88.6
	Bumiputera Sabah	23	6.5
	Bumiputera Sarawak	17	4.8
Marital Status	Single	331	94
	Married	21	6
Course	Medical Laboratory Technology	64	18.2
	Medical Imaging	43	12.2
	Nursing	52	14.8
	Occupational Therapy	35	9.9
	Environmental Health Safety	43	12.2
	Optometric	36	10.2
	Physiotherapy	36	10.2
	Dietetics	43	12.2
BMI Category	Underweight	65	18.5
	Normal	197	56
	Overweight	65	18.5
	Obese	25	7.1

Health Condition

Part B of the survey asked the respondents about their general health condition and whether they had been medically diagnosed with PCOS or had any other underlying diseases. Table 2 entailed descriptive data on the frequency and percentage of the respondents' health conditions.

Questions	Yes n (%)	No n (%)
Are you medically diagnosed with PCOS?	14 (4)	338 (96)
Any underlying health conditions?	132 (37.5)	220 (62.5)

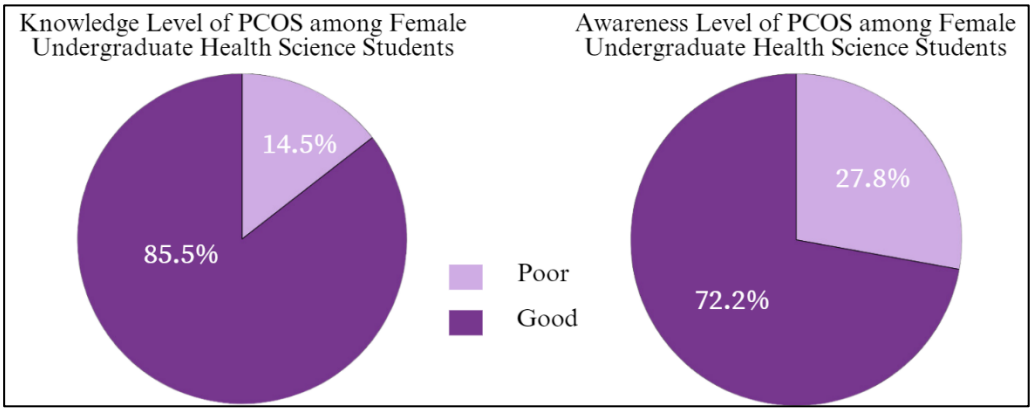
Table 2 General Health Conditions of the Study Sample (n=352)

From the collected data, it was found that 14 respondents (4%) were medically diagnosed with PCOS, while the remaining 338 respondents (96%) were not diagnosed with this condition. Most of the respondents have no underlying health condition at a rate of 62.5% (n = 220). Besides, 132 (37.5%) respondents had other underlying health issues.

Knowledge and Awareness Level towards PCOS

Twelve questions about general knowledge of PCOS were included in Part C of the survey. In comparison, eight questions assessed respondents' awareness in Part D. The knowledge and awareness level of PCOS were demonstrated in a pie chart form in Figure 1.

Figure 1 Pie Charts of the Knowledge and Awareness Level of PCOS among Female Undergraduate Health Science Students.



Based on the pie chart in Figure 1, 301 (85.5%), had a good knowledge of PCOS, while only 51 respondents (14.5%) had poor knowledge of it. Moreover, 254 (72.2%) respondents were aware of PCOS conditions, while only 98 (27.8%) were unaware of it. Moreover, Table 3 entailed the mean and standard deviation of the knowledge and awareness scores of the respondents.

Table 3 Mean and Standard Deviation of Knowledge and Awareness of the Respondents (n=352)

Item	Mean	SD	Interpretation
Knowledge Score	9.34	2.58	Good
Awareness Score	5.83	2.04	Good

The mean knowledge score of this study is 9.34 with a 2.58 standard deviation. This means that they possessed a good knowledge of PCOS. Besides, the mean awareness score was 5.83, with a 2.04 standard deviation. The female undergraduate Health Science students did have knowledge and awareness of PCOS.

Association of Knowledge and Awareness Score

The Kruskal-Wallis test was used to assess the knowledge scores of PCOS among different demographic backgrounds as data was not normally distributed. Table 4 summarises the association of knowledge and awareness scores among different demographic backgrounds.

Table 4 Association of the Knowledge and Awareness Scores among Different Demographic Backgrounds of Female Undergraduate Health Science Students (n=352)

	n	Knowledge Scores	Awareness Scores

Demographic Background		Median (IQR)	χ^2 statistics (df)	p-value	Median (IQR	χ^2 statistics (df)	p-value
Age							
19 – 21	71	9.0 (3.0)	27.646 (3)	<0.001[a]	5.0 (4.0)	14.332 (3)	0.002[d]
22 – 24	220	10.0 (3.0)			6.0 (4.0)		
25 – 27	57	11.0 (3.0)			7.0 (3.0)		
28 – 30	4	11.5 (1.0)			8.0 (2.25)		
Race							
Malay Semenanjung	312	10.0 (3.75)	7.822 (2)	0.02[b]	6.0 (4.0)	0.946 (2)	0.623[e]
Bumiputera Sabah	23	9.0 (5.0)			7.0 (4.0)		
Bumiputera Sarawak	17	8.0 (4.5)			4.0 (4.0)		
Course							
Medical Laboratory Technology	64	9.0 (3.0)	54.441 (7)	<0.001[c]	4.5 (4.0)	44.311 (7)	<0.001[f]
Medical Imaging	43	10.0 (2.0)			6.0 (4.0)		
Nursing	52	11.0 (2.0)			7.0 (2.0)		
Occupational Therapy	35	7.0 (4.0)			5.0 (4.0)		
Environmental Health Safety	43	10.0 (4.0)			7.0 (3.0)		
Optometric	36	11.0 (3.75)			7.0 (3.0)		
Physiotherapy	36	11.0 (3.0)			7.0 (3.0)		
Dietetics	43	10.0 (2.0)			7.0 (3.0)		

[a] Only "19-21 and 22-24" (p=0.009), "19-21 and 25-27" (p<0.001), "19-21and 28-30" (p=0.039) and "22-24 and 25-27" (p=0.023) pairs show significant differences and have been adjusted for multiple comparisons using the Bonferroni correction.

[b] Only the "Bumiputera Sarawak and Malay Semenanjung" (p=0.017) pair shows significant differences and has been adjusted for multiple comparisons using the Bonferroni correction.

[c] Only "Occupational Therapy and Environmental Health Safety" (p=0.014), "Occupational Therapy and Optometric" (p=0.018), "Occupational Therapy and Physiotherapy" (p=0.005), "Occupational Therapy and Nursing" (p<0.001), "Medical Laboratory Technology and Environmental Health Science" (p=0.041), "Medical Laboratory Technology and Physiotherapy" (p=0.015), "Medical Laboratory Technology and Nursing" (p<0.001) and "Medical Imaging and Nursing" (p=0.011) pairs show significant differences and have been adjusted for multiple comparisons using the Bonferroni correction.

[d] Only the "19-21 and 25-27" (p=0.004) pair shows significant differences in their distributions and have been adjusted for multiple comparisons using the Bonferroni correction.

[e] Kruskal-Wallis test

[f] Only "Medical Laboratory Technology and Medical Imaging" (p=0.016), "Medical Laboratory Technology and Physiotherapy" (p=0.008), "Medical Laboratory Technology and Environmental Health Safety" (p<0.001), "Medical Laboratory Technology and Optometric" (p<0.001), "Medical Laboratory Technology and Nursing" (p<0.001) and "Occupational Therapy and Nursing" (p=0.009) pairs show significant differences in their distributions and have been adjusted for multiple comparisons using the Bonferroni correction.

Data for the Kruskal-Wallis test for the age range showed that there was a statistically significant difference in knowledge score between different age ranges (χ^2 (3) = 27.646, p = <0.001) with the highest mean rank of knowledge score was 273.75 for the age range 28 –30. Furthermore, the data of the Kruskal-Wallis test between the knowledge score and different races also showed statistically significant differences (χ^2 (2) = 7.822, p = 0.02) with a mean

rank knowledge score of 180.69 for Malay Semenanjung. Moreover, there was a significant difference in knowledge scores among different courses from the faculty of Health Science (χ^2 (7) = 54.441, p <0.001), with the highest mean rank of knowledge score of 241.03 for the Nursing course.

Besides, the data for the Kruskal-Wallis test for the association of awareness score and age range showed a statistically significant difference between the data (χ^2 (3) = 14.332, p = 0.002) with the highest mean rank was 256.63 for the age range of 28 – 30. However, there was no statistically significant difference in the association of the awareness score and different races (χ^2 (2) = 0.946, p = 0.623). Lastly, there was a statistically significant difference in the association of awareness score and different courses by using the Kruskal-Wallis test (χ^2 (7) = 44.311, p <0.001) with the highest mean rank awareness score of 214.32 for Nursing.

Correlations between Knowledge and Awareness Score

The correlation between knowledge and awareness scores was tested using Spearman's correlation coefficient. Table 5 summarises the correlation between the knowledge score and the awareness score.

Table 5 Correlations between the knowledge and awareness score (n=352)

Variable	Awareness score
Knowledge score	0.759[a] (<0.001)[b]

[a] Spearman's correlation coefficient
[b] *P* value

Table 5 showed a statistically significant difference with p-value <0.001. The observed Spearman's correlation coefficient (ρ) is 0.759, which suggests positive and strong correlations between awareness score and knowledge score among female undergraduate Health Science students (ρ = 0.759, p <0.001).

DISCUSSION

Study's Respondents

Polycystic ovarian syndrome (PCOS) is an endocrine disorder that affects women in their childbearing age, with up to 70% undiagnosed (World Health Organization, 2023). Assessing women's knowledge and awareness of PCOS among Faculty of Health Science students is crucial for enhancing public health interventions. As future healthcare providers, these students need to understand better and be aware of the condition. Ferrao et al. (2023) stated that inadequate knowledge of PCOS among healthcare providers would become a threat to prevent this condition. Most students aged 19 to 27 participated in the study, and only four students aged 28 to 30 participated. This was due to the students pursuing undergraduate studies mostly at their younger age. The finding was consistent with Patil et al. (2023) who also found that undergraduates aged 26 – 30 years old were the lowest participants in their study. Furthermore, Malay Semenanjung shows the highest number of participants as compared to other Bumiputera. This was due to the highest number of Malay Semenanjung students in UiTM. Medical Laboratory Technology and Nursing students were the highest participants because they were easily approached.

The Prevalence of PCOS

Worldwide prevalence rates of PCOS varied from 2.2% to 48% (Goh et al., 2022). The findings of this study showed that only 4% of people with a PCOS diagnosis were identified as having the condition. It is consistent with Goh et al. (2022), which provides additional evidence for this claim, as only 10.49% of the participants in Klang Valley were diagnosed with PCOS. Nonetheless, 12.49% of the female university staff in Malaysia were medically diagnosed with PCOS (Zainul Azlan et al., 2022). Thus, Malaysians have a slightly lower prevalence rate than

48% of the global prevalence rate. The lower prevalence rate of PCOS might be due to genetic factors that have been said to be one of the contributing factors to the development of PCOS.

The Level of Knowledge and Awareness of PCOS

In general, 85.5% of female undergraduate Health Science students demonstrated a good knowledge of PCOS and 72.2% of the respondents were aware of it. Knowledge and awareness of PCOS are vital because it allows for early diagnosis and management while helping to prevent long-term health issues. Surprisingly, this result contradicted most studies, which suggested that the public remained unaware of the health implications associated with PCOS (Kaleeswari & Rajalakshmi et al., 2024; Patil et al., 2023; Jabeen et al., 2022). However, a study by Srour et al. (2024) revealed that 91.5% of female nurses in Lebanon possess a good knowledge of PCOS. Furthermore, 92% of participants in Central India are aware of PCOS (Shrivastava et al., 2024). Given that our study primarily focused on students from the faculty of Health Science, the knowledge and awareness of PCOS might have contributed to this deviation from the norm observed in broader population studies. This justification was supported by Zainul Azlan et al. (2022), who also found that 58% of female undergraduate students in IIUM Kuantan Campus demonstrated a good knowledge level about PCOS. This indicates that education and exposure to health-related fields significantly improve awareness and understanding of PCOS. Moreover, the choices of undergraduate students led to a good level of knowledge and awareness of PCOS in this study. This was consistent with Bohsas et al. (2024) who also found that those with a bachelor's degree possess a higher mean knowledge score than those with other educational levels.

Association of Knowledge and Awareness Scores with Socio-demographic

Evidence from this study showed that age range ($p < 0.001$), race ($p = 0.02$), and course ($p < 0.001$) significantly affected students' knowledge, while the awareness of PCOS was only affected by age ($p = 0.002$) and course ($p < 0.001$). This study showed that students aged 28 to 30 had significantly better knowledge than those aged 19 to 21. Thus, the higher the students' age, the higher their knowledge and awareness of PCOS. Bohsas et al. (2024) stated that women aged 30 to 39 were significantly more likely to possess good knowledge than women aged 18 to 20, with a 3.3-fold higher likelihood. This finding was consistent with Ferrao et al. (2023) who found that 87.4% of females aged 18 – 21 demonstrated a poor level of knowledge of PCOS.

Furthermore, the findings of this study demonstrated that race had a significant impact on the knowledge score of PCOS but not the awareness. Malay Semenanjung respondents showed a significantly better knowledge of PCOS than Bumiputera Sabah and Bumiputera Sarawak. However, studies have yet to compare these three race types as it has been adjusted from the original questionnaire to suit the UiTM races, which were only made for Bumiputera. However, according to Goh et al. (2022), Malay and Indian races had higher knowledge levels than Chinese and other races in Malaysia. There were insufficient supporting details on this significant difference between race and knowledge of PCOS.

Apart from that, this study suggested that the courses students took significantly impacted their knowledge and awareness about PCOS. Nursing students had the highest mean rank for assessing their knowledge and awareness level of PCOS compared to the other courses. This finding was consistent with Mohamed et al. (2023) who found that more than 80% of the nursing students in Assuit City demonstrated average and high knowledge of PCOS. Maghraby et al. (2022) also found that 53.45% of nursing students at South Valley University demonstrated good knowledge of PCOS. Most nursing students at King Abdulaziz University also had moderate knowledge of PCOS, while some had good knowledge (Thabet et al., 2021). This was due to the curriculum that the nursing students had been exposed to maternity classes and industrial training.

Correlation between Knowledge and Awareness Scores

A Spearman's correlation testing revealed a statistically significant association ($p < 0.001$) between knowledge and awareness scores. This implied that a person's knowledge and

awareness scores were highly correlated. It also shows a substantial positive association. This result is consistent with Ismayilova & Yaya (2022), who discovered that increased knowledge of PCOS will also increase their comprehension and awareness of the condition. The fact that the respondent was chosen from the Faculty of Health Science was the cause of this link. As a result, they are far more knowledgeable and aware of PCOS conditions.

CONCLUSION

The study found that while most participants had good knowledge and awareness of PCOS conditions, over half remained unaware that PCOS can cause heart disease. However, this study only focused on assessing the knowledge of Health Science students. In order to generalise the findings to a wider extent, this study could be assessed in other settings. Knowledge of PCOS was significantly affected by age, race, and different courses. This study found that the findings were biased as an online questionnaire was distributed with closed-ended questions. Besides, the answer choice of Yes was a correct answer, and the choice of No was an incorrect answer. This might be the factor of the respondents to demonstrate a good level of knowledge on PCOS. Early treatment can improve a patient's condition. The results could aid in creating community-based education programs and management guidelines for PCOS patients in Malaysia.

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The Level of Knowledge and Awareness Towards Thalassemia Disease Among Students in the Faculty of Business and Management at UiTM Puncak Alam

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ABSTRACT
Thalassemia is a genetic blood disorder resulting in reduced hemoglobin production. Approximately 6.8% of Malaysians carry the thalassemia gene, leading to symptoms of anemia. It is crucial to raise awareness about thalassemia to prevent its inheritance by future generations and break the disease cycle. Thus, this study aimed to determine the student's knowledge and awareness of thalassemia disease among the Faculty of Business and Management at UiTM Puncak Alam students. A cross-sectional study was conducted in UiTM Puncak Alam among students in the Faculty of Business and Management. Data were collected using an anonymous online self-reported structured questionnaire that included sections on demographic information, knowledge, and awareness regarding thalassemia. This research reveals that students from the Faculty of Business and Management at UiTM Puncak Alam have poor knowledge of thalassemia disease. The mean value (4.86) proved that the knowledge assessment's total score towards thalassemia disease was not nearly half the total score (12.00). The respondents in this study had poor awareness, scoring an average of 10.77 out of 24 points on the awareness assessment. The study shows that the population has poor knowledge and awareness of thalassemia disease. The data revealed knowledge gaps and misconceptions about thalassemia, emphasizing the need for educational campaigns. Increased awareness correlates with higher knowledge scores, suggesting the importance of researching causal mechanisms. Targeted educational programs can improve thalassemia awareness and prevention, empowering informed decision-making. This leads to better patient outcomes and reduces the burden of genetic disorders.
Keywords: awareness, knowledge, students, thalassemia

INTRODUCTION
Thalassemia is a genetically inherited blood illness that results from the body's inability to produce enough hemoglobin, a crucial component of red blood cells. It is passed down through genes, with alpha(α)-thalassemia and beta(β)-thalassemia being the two main types. In Southeast Asia, it is 22.6%, while in Malaysia it is 17.3%. In the next 20 years, an estimated 900,000 babies are predicted to be born with clinically severe thalassemia abnormalities, making thalassemia a growing global public health concern. Patients with thalassemia may experience symptoms ranging from asymptomatic to severe anemia, necessitating blood transfusions for their entire lives. Side effects from the disease or its treatment can include iron overload, heart failure, stunted growth, heart problems, and bone deformities.

Malaysia has implemented a national screening program for Form Four students since 2016, which can help control the disease. Treatment options include regular blood transfusions, bone marrow transplants, iron chelation treatment, hematopoietic stem cell

transplants, inducing fetal hemoglobin synthesis, and gene therapy. However, there is still limited awareness and understanding of the dangers of thalassemia. A study should investigate the level of knowledge and awareness towards this inherited disease to inform future programs, prevention programs, and policies.

Thus, there are three main objectives in this study. Firstly, to determine the level of knowledge and awareness towards thalassemia disease among students from the Faculty of Business and Management at UiTM Puncak Alam by using the questionnaire method. Second, to assess the differences between the socio-demographic characteristics and the level of knowledge towards thalassemia disease among the students from the Faculty of Business and Management at UiTM Puncak Alam and lastly, to measure the correlation between the knowledge and awareness towards thalassemia disease among the students from the Faculty of Business and Management at UiTM Puncak Alam by using Pearson's correlation.

METHODOLOGY

The study was conducted using a cross-sectional design, with participants given informed consent before participation. The study lasted from March 2024 to May 2024 and involved 227 students from the Faculty of Business and Management at UiTM Puncak Alam. The sample size was calculated using a single population proportion formula, with a 50% probability of good knowledge and awareness of the disease.

The questionnaire consisted of three sections: socio-demographic, knowledge about thalassemia disease, and awareness of thalassemia. The socio-demographic section included questions about respondents' gender, age, marital status, family history of inherited disease, and academic year. The knowledge about thalassemia disease section included twelve questions that evaluated participants' understanding and knowledge levels. The awareness of thalassemia was assessed through 24 questions, categorizing participants into three categories: poor, average, and good.

The Ethics Committee of Universiti Teknologi Mara (UiTM) approved the study, ensuring ethics. A two-category scoring system was used to analyze participants' knowledge levels. Participants who answered less than 12 questions correctly were classified as having poor awareness, those who answered between 13 and 18 questions correctly were classified as having average awareness, and those who answered more than 18 questions correctly were considered good awareness.

Statistical analysis of the data involved different descriptive statistics depending on the variable type. Independent t-tests were used to explore potential relationships between participants' demographic and their knowledge of thalassemia. A significance level of $p \leq 0.05$ was adopted for interpreting the results. The collected data will be analyzed and processed using IBM's SPSS package version 29.0.

RESULTS

Demographic Background of Sample Study

The study involved 231 undergraduate students from UiTM Puncak Alam, with a female majority (65.8%), with 46.8% under 23 years old. All respondents were never married (100%). Most were in their third or fourth year of study (60.2%), while 39.8% were in their first or second year. A significant proportion of the students had a family history of inherited disease.

The Knowledge Level Towards Thalassemia Disease of Sample Study

A study evaluating students' understanding of thalassemia revealed that the majority of students needed improvement in their understanding of the disease (mean=4.86). They answered incorrectly questions about the ideal time to get tested for thalassemia traits before starting a family, misunderstood that having a child with thalassemia may be a consequence of one of the parents having a thalassemia trait, and did not know that thalassemia can be treated by blood transfusion. Additionally, most students did not know whether there was a cure for thalassemia, suggesting a need for clarification on this disease management strategy. The majority of students scored in the lower range of 8 or below, indicating a need for further educational interventions.

Table 1 The distribution of the overall level of knowledge and awareness towards thalassemia disease (N=231).

Variables	Frequency (%)	Mean (SD)	Interpretation
Overall knowledge score		4.86 (1.601)	Poor knowledge
Poor knowledge	229 (99.1)		
Good knowledge	2 (0.9)		
Overall awareness score		10.77 (2.828)	Poor awareness
Poor awareness	183 (79.2)		
Average awareness	48 (20.8)		
Good awareness	0 (0.0)		

The Awareness Level Towards Thalassemia Disease of Sample Study

The study assessed the awareness of thalassemia among respondents, with an average score of 10.77 out of 24 possible points. All respondents (100%) had heard the term thalassemia, with only 38% knowing or having encountered a thalassemia patient. Most respondents knew that thalassemia is an inherited blood disorder (74%). Most respondents knew that thalassemia can be transmitted by blood (76.6%), but surprisingly, many thought it could be transmitted by food (69.3%). Most respondents knew that thalassemia can be divided into major and minor types (9.5%). Most respondents agreed that the government should use media to raise awareness of the disease (91.3%) and that premarital screening should be done for both males and females (92.2%). Only a minority believed that thalassemia could be cured (10%), and only slightly 9.1% supported selective abortion of affected fetuses.

Table 2 The responses to the questions of Part C: Awareness of Thalassemia Disease (N=231)

Questions	Correct answer N (%)	Incorrect answer N (%)	Mean (SD)
Have you ever heard of Thalassemia?	231 (100.0)	0 (0.0)	1.00 (0.000)
From where you knew about Thalassemia? - Newspaper - TV - Lecture - Social Media - None	217 *(93.9)	14 (6.1)	0.94 (0.239)
Do you have ever seen any thalassemic child?	88 (38.1)	143 (61.9)	0.38 (0.487)
Do you think Thalassemia is a genetic disease?	171 (74.0)	60 (26.0)	0.74 (0.439)
Do you think it is a blood-borne disease?	177 (76.6)	54 (23.4)	0.77 (0.424)
How many types of Thalassemia are?	22 (9.5)	209 (90.5)	0.10 (0.294)
Can a normal person have Thalassemia minor gene?	50 (21.6)	181 (78.4)	0.22 (0.413)
Do you have Thalassemia minor gene?	14 (6.1)	217 (93.9)	0.06 (0.239)
Could a child be thalassemic if one of the parents has Thalassemia minor gene?	40 (17.3)	191 (82.7)	0.17 (0.379)

Should a normal person marry a Thalassemia carrier?	189 (81.8)	42 (18.2)	0.82 (0.387)
Do you think Thalassemia spread through food/eatables?	71 (30.7)	160 (69.3)	0.31 (0.462)
Do you think repeated blood transfusion is the only way of survival for a thalassemic child?	56 (24.2)	175 (75.8)	0.24 (0.429)
Does Thalassemia carrier need any kind of treatment?	24 (10.4)	207 (89.6)	0.10 (0.306)
Do you think presence of Thalassemia can be detected during pregnancy?	36 (15.6)	195 (84.4)	0.16 (0.363)
If the fetus is diagnosed with Thalassemia, one should carry the pregnancy or abort it?	21 (9.1)	210 (90.9)	0.09 (0.288)
Is there any prevention for Thalassemia?	174 (75.3)	57 (24.7)	0.75 (0.432)
Do you think Govt. should use electronic or print media for Thalassemia awareness?	211 (91.3)	20 (8.7)	0.91 (0.282)
Do you think a screening test of Thalassemia should be performed on both male and female before marriage?	213 (92.2)	18 (7.8)	0.92 (0.269)
Is there any permanent solution for Thalassemia?	23 (10.0)	208 (90.0)	0.10 (0.300)
If it is, then what it should be?	42 (18.2)	189 (81.8)	0.18 (0.387)
Is there any risk of repeated blood transfusion?	130 (56.3)	101 (43.7)	0.56 (0.497)
Should iron chelating therapy be advised to a thalassemic child?	124 (53.7)	107 (46.3)	0.54 (0.500
Is there any precaution/avoidance for some specific eatables? (iron-containing food)	168 (72.7)	63 (27.3)	0.73 (0.446)
Do you have ever donated blood to a thalassemic child?	0 (0.0)	231 (100.0)	0.00 (0.000)

*The percentages contributed were 48.05% from Lectures, 23.38% from TV, and 22.5% from Newspapers.

The Differences in Level of Knowledge Towards Thalassemia Disease Between Socio-demographic Characteristics

The study analyzed the differences in thalassemia knowledge scores among socio-demographic characteristics, including gender, age, family history of inherited disease, and academic year. Age did not show a significant difference in knowledge scores between ages below 23 and those above. Family history did not significantly influence knowledge. However, females scored significantly higher than males, suggesting greater exposure to thalassemia-related information. Students in their third or fourth year of study scored higher than those in their first or second year, suggesting a potential link between academic exposure and thalassemia knowledge. Further investigation into these factors could help design future educational interventions.

Table 3 Comparing the total knowledge score towards thalassemia disease between socio-demographic characteristics (N=231)

Variables	**Knowledge Mean (SD)**	**Mean diff. (95% CI)**	***t*-stats (df)**	***p*-value**
Gender		1.655 (1.274, 2.037)	8.542 (229)	<0.001*
Male	3.77 (1.746)			
Female	5.43 (1.177)			

Age		-0.122 (-0.539, 0.294)	-0.579 (229)	0.563
< 23	4.80 (1.766)			
≥ 23	4.92 (1.446)			
Family history of inherited disease		0.038 (-0.391, 0.467)	0.174 (229)	0.862
Yes	4.89 (1.385)			
No	4.85 (1.723)			
Academic year		-0.547 (-0.965, -0.128)	-2.571 (229)	0.011*
1st/2nd year	4.53 (1.744)			
3rd/4th year	5.08 (1.465)			

*significant *p*-value at <0.005

The Correlation Between The Thalassemia Level of Thalassemia Knowledge And The Level of Thalassemia Awareness

The Pearson correlation analysis shows a moderate positive correlation between knowledge and awareness scores, with individuals with higher awareness of thalassemia disease scoring higher on knowledge tests.

Table 4 Correlation between the knowledge score towards thalassemia and the awareness score towards thalassemia (N=231)

Variables	Awareness Score
Knowledge score	0.680 [a]
	<0.001 [b]

[a] Pearson correlation coefficient
[b] *P* value

DISCUSSION

The Level of Knowledge Towards Thalassemia Disease

The findings from this research reveal that students from the Faculty of Business and Management at UiTM Puncak Alam have poor overall knowledge of thalassemia disease. It was proven by the mean value (4.86) that the total score of the knowledge assessment towards thalassemia disease was not nearly half the total score (12.00). Supporting this finding, a study by Olwi et al. (2017) revealed that college students in Saudi Arabia who were from nonmedical faculty, which is the faculty of arts and humanities, similarly had a poor knowledge score (4.7) when using the same knowledge assessment.

Other than that, Murthy et al. (2015) reported that students of the Faculty of Business Management and Professionals at Management and Science University, Malaysia, perceived a lack of knowledge about thalassemia disease among the population. Contrasting with the research findings, Latt et al. (2023) observed that undergraduate students in Perak, Malaysia, have a high knowledge of thalassemia, and over sixty per cent of the population has this knowledge. However, the study does not distinguish the knowledge level of those university students from their background study.

The majority of the respondents in this study knew that thalassemia is a disease that runs in the family, with 91.3% acknowledging this fact. This aligns with the results of the study by Ahmed et al. (2017), where 85% of the respondents knew. This is much higher than the study done in Selangor, which showed that 36.7% of the non-medical students knew that thalassemia is a familial disease (Murthy et al., 2015). While this study revealed that the

population recognized that individuals with thalassemia are anemic (75.8%), it also revealed that there were misunderstanding about the disease, as 58% of the population did not know that individuals with thalassemia have high iron levels. This suggests a knowledge gap regarding the pathophysiology of the disease.

This study finds that the entire sample population (100%) fails to grasp that the ideal time to get tested for thalassemia trait is not necessarily before starting a family but rather as early as possible, even before marriage or pregnancy planning. A study by Ahmed et al. (2016) emphasized the importance of premarital screening for thalassemia. The study found that conducting the premarital screening allowed couples to make informed decisions about their reproductive choices and take appropriate preventive measures if necessary. This is crucial, as having a child with thalassemia major can be prevented if both partners are aware of their carrier status before conception and potentially reduce the risk of complications throughout life.

Furthermore, although a fair number of students (61.9%) know that individuals with thalassemia disease are prone to getting infections or other illnesses, only a few of them (15.6%) understand that this disease has no cure today but can only treated to improve the lives of people with thalassemia. This is supported by the study that finds that Allogeneic hematopoietic stem cell transplantation (HSCT) has been explored as a potentially curative approach for thalassemia. However, it is still considered experimental and has significant risk (Angelucci et al., 2014). This revealed misconceptions towards the disease as these deficits in knowledge may lead to unrealistic expectations about the treatment options available.

Echoing the findings of Olwi et al. (2017), an overwhelming majority of the participants in this study, precisely 97.4%, held a misconception regarding thalassemia's inheritance patterns. They incorrectly believed that the presence of thalassemia in a child could directly result from one of the parents carrying a thalassemia trait. This represents a significant misunderstanding of the genetic transmission of thalassemia. If misunderstandings regarding the inheritance of thalassemia remain uncorrected, they can be perpetuated across generations. This could result in an ongoing misunderstanding of the disease's genetic basis and the critical role of screening (Modell & Darlison, 2008).

The Influences of Socio-demographic Characteristics With The Level of Knowledge Towards Thalassemia Disease

This study's result indicates a statistically significant difference in the level of knowledge towards thalassemia between males and females. It is proven by the average knowledge score of female respondents (5.43) is, higher than males (3.77) out of a possible 12 points. These findings are consistent with previous research by Latt et al. (2023) on thalassemia, which also found that females possess a higher knowledge of thalassemia than men ($p = 0.005$). However, a study conducted by Basu et al. (2015) offered a different perspective, which found that males contribute to a higher knowledge towards thalassemia than females ($p = 0.001$).

The current study found that students enrolled in their third or fourth year scored significantly higher than students in their first or second year ($p = 0.011$). Our results align with Latt et al. (2023), which reported similar observations where the level of study was a contributing factor to the knowledge on thalassemia disease with a p-value of 0.02. Sigh et al. (2019) highlight that education level significantly contributes to the knowledge of thalassemia. In contrast, the level of education has been identified as an independent predictor for knowledge about thalassemia (Alam et al., 2022). By addressing the knowledge gaps across different academic levels, educational institutions can better prepare students to become informed community members and advocates for thalassemia prevention and management.

The Level of Awareness Towards Thalassemia Disease

The study reveals a poor level of awareness about thalassemia in the population, with an average score of 10.77 out of 24 possible points. All respondents (100%) had heard the term thalassemia, but most (69.3%) believed it was a disease that could be transmitted or spread from food. This lack of understanding highlights the genetic nature of this inherited blood

disorder. Selective termination of affected fetuses is supported by only 9.1% of the population, similar to Wong et al. (2011). This is due to the complex blend of ethical, cultural, and traditional religious beliefs among Asians. Under section 312 of the Penal Code (Amendment) Act 1989 of Malaysia, abortion is only permitted if the pregnancy is likely to result in danger to the mother's physical and mental health. Research in Saudi Arabia and Bangladesh found that 63.3% of college students mistakenly thought thalassemia could be spread through food or other methods, believing it to be infectious. This can lead to a late discovery and treatment of their condition, as well as stigma for individuals with thalassemia or their families, resulting in social isolation and discrimination. In Malaysia, a significant segment of the population possessed knowledge regarding thalassemia, with mass media platforms such as newspapers, television, and lectures being the primary sources of awareness. Social media plays a significant role in raising awareness among the general public, particularly among the younger generation.

The Correlation Between The Thalassemia Level of Thalassemia Knowledge And The Level of Thalassemia Awareness

This study revealed that individuals with a higher awareness of thalassemia disease, as measured by the awareness score, tended to score higher on the knowledge test. The strength of the correlation coefficient ($r = 0.680$) can be interpreted as moderate, suggesting a clear positive correlation between the awareness and knowledge towards thalassemia. The relationship between thalassemia knowledge and the level of thalassemia awareness is a critical aspect in understanding the impact of education and awareness campaigns on combating this genetic blood disorder.

Several research studies have delved into this correlation, shedding light on the factors that influence knowledge and awareness levels among different populations. conducted a study to assess public knowledge, perceptions, and attitudes towards thalassemia and thalassemia screening practices in Bangladesh (Alam et al., 2022). The findings of the study indicated that the level of education was a significant predictor for knowledge about thalassemia. This highlights the importance of educational attainment in enhancing awareness levels and underscores the correlation between knowledge and awareness of thalassemia. Moreover, explored thalassemia awareness among the Iraqi population, emphasizing the pivotal role of knowledge and awareness in the success of national thalassemia prevention programs (Majid et al., 2021). This study underscores the significance of understanding the level of awareness within a population to implement preventive measures effectively.

Limitation of study

This research possesses several constraints that must be acknowledged. Primarily, the reliance on a self-reported questionnaire introduces the potential for a response bias, as participants' answers may not accurately reflect their true sentiments or behaviors. Additionally, the applicability of our findings to the broader youth demographic in Malaysia may be limited. This is because this study's respondents were exclusively drawn from students within the Faculty of Business and Management at UiTM Puncak Alam. These students typically possess a higher level of education compared to the wider youth population in the country, which could influence the generalizability of our results.

CONCLUSION

These studies reveal significant knowledge gaps and misconceptions regarding thalassemia, particularly among high-risk communities and non-science students. The results emphasize the crucial necessity of comprehensive educational interventions and awareness campaigns to enhance comprehension of this inherited blood disorder and advocate for prevention strategies. Although the study's results confirm the assumption that increased awareness is linked to improved knowledge scores, additional research is required to investigate the causal mechanisms that underlie this relationship and to create educational interventions that are specifically designed to improve thalassemia awareness and prevention. Educational institutions and public health authorities can enhance patient outcomes and alleviate the

burden of this genetic disorder by enabling students and the broader community to make appropriate choices about thalassemia screening, prevention, and management by addressing the identified knowledge gaps and misconceptions.

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Synergizing for Social Impact: Collaborative Communities Strategies

"Manjamalu Multi-Care: A 3-in-1 Herbal Therapy Combining Massage Oil, Scrub, and Masker with Mimosa Pudica and Selected Herbs"

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ABSTRAK
Ulurmask Aura Semalu (3 In 1) adalah inovasi terkini dalam perawatan kecantikan yang menawarkan gabungan fungsi minyak urut, lulur, dan masker dalam satu produk. Dihasilkan oleh Manjamalu Multicare, produk ini menggunakan pohon semalu (*Mimosa pudica*) sebagai bahan utama, bersama dengan campuran 20 jenis herba tempatan yang terbukti bermanfaat untuk kulit. Kombinasi ini menyediakan solusi praktikal yang menjimatkan kos, masa, dan tenaga, kerana biasanya ketiga-tiga perkhidmatan ini dilakukan secara berasingan.
Produk ini telah menjalani kajian penilaian sensori menggunakan skala 9 hedonik, melibatkan 24 orang responden dari pelbagai peringkat umur. Hasilnya menunjukkan bahawa *Ulurmask Aura Semalu* memperoleh skor min melebihi 4 dalam semua atribut yang dinilai, termasuk bau, tekstur, warna, dan keberkesanan. Ini menunjukkan penerimaan yang baik dari pengguna. Selain sebagai minyak urut, lulur, dan masker, produk ini juga boleh digunakan sebagai minyak rambut, minyak bayi, skrub, dan bedak. Dengan kelebihan gabungan fungsi dan bahan semula jadi yang berkualiti, *Ulurmask Aura Semalu (3 In 1)* mempunyai potensi besar untuk dikomersialkan dan diterima baik dalam pasaran kecantikan.
Kata Kunci: Pohon semalu, minyak urut, lulur, masker.

PENGENALAN

Aspek kesihatan dan kecantikan memainkan peranan penting dalam kehidupan seharian kerana ia mencerminkan personaliti dan keperibadian seseorang. Dalam era moden ini, pelbagai teknologi telah dicipta untuk membantu manusia mencapai kecantikan dan mengekalkan tahap kesihatan yang baik. Kepelbagaian teknologi ini membolehkan pakar menjalankan kajian saintifik yang mendalam untuk mencipta produk kesihatan dan kosmetik yang inovatif untuk kegunaan orang ramai.
Walaupun Malaysia mungkin belum mencapai tahap kemajuan teknologi yang sama seperti negara-negara Barat, negara ini masih mampu menghasilkan produk kosmetik berkualiti. Teknologi terkini yang digunakan dalam pengeluaran produk tersebut membantu memberikan ketenangan dan keyakinan kepada pengguna. Ketinggalan dalam aspek teknologi tidak menghalang Malaysia daripada memanfaatkan kekayaan hasil alam semulajadi yang ada untuk menghasilkan produk berkualiti tinggi.
Kulit yang sihat dan cerah merupakan idaman setiap wanita. Namun, kemajuan zaman dan peningkatan radikal bebas menyebabkan kerosakan pada kulit, menjadikannya lebih gelap dan kurang berseri. Untuk merawat dan mencerahkan kulit, banyak yang disarankan untuk menggunakan produk kecantikan seperti lulur, masker, dan minyak urut. Produk-produk ini membantu mengembalikan kesegaran dan keanjalan kulit, menanganinya secara berkesan dalam merawat masalah kulit.

MINYAK URUT

Proses urutan dan lulur merupakan dua amalan tradisional yang sering dikaitkan dengan kesihatan dan kecantikan kulit. Berikut adalah ringkasan bagi setiap proses yang telah dijelaskan:

1.1 Urutan

Urutan terapeutik adalah manipulasi tisu lembut yang dilakukan untuk pelbagai manfaat, termasuk kelonggaran, pengurangan sakit otot, dan peningkatan kualiti tidur. Penggunaan minyak dalam urutan memainkan peranan penting, dengan kajian seperti **Kulkarni et al. (2020)** menyarankan bahawa minyak topikal boleh meningkatkan fungsi halangan kulit dan keadaan keseluruhan kulit (**Darmstadt et al., 2005; Blanken et al., 1989**). Urutan juga memberikan manfaat fisiologi dan psikologi, terutama kepada bayi, seperti pengawalseliaan degupan jantung, suhu, dan peningkatan hubungan ibu bapa-bayi (**Underdown et al., 2020; Bond, C., 2002; Vincent, 2011**).

Walaupun urutan dengan minyak bermanfaat, perlu berhati-hati dalam memilih minyak yang sesuai kerana sesetengah minyak mungkin menyebabkan ruam kulit atau pencemaran bakteria (**Nopper, 1996**).

1.2 Lulur

Lulur adalah teknik tradisional untuk membersihkan kulit dengan membuang sel-sel mati dan kekotoran pada permukaan kulit. Proses ini bukan sahaja membersihkan kulit, tetapi juga mencerahkan dan melancarkan peredaran darah, memberikan kesan santai kepada tubuh (**Arbarini dan Maspiyah, 2019**). Lulur kerap digunakan untuk mengekalkan kulit yang halus, putih, dan cerah (**Ningsi et al., 2015**).

Kebaikan Lulur untuk Wanita:

- Menanggalkan sel-sel mati dan daki.
- Memutihkan bahagian tersembunyi seperti pelipat paha, lutut, siku, dan celah ketiak.
- Mengurangkan tekanan dan keletihan.
- Mengekalkan tenaga.
- Menghindari bau badan dan peluh berbau.
- Memperbaiki tekstur kulit dan mengurangkan dehidrasi.
- Mengembalikan kebersihan kulit daripada kotoran dan sel mati dalam liang pori.
- Mengembalikan warna kulit agar sekata.
- Menghilangkan warna kulit yang tidak rata atau berbelang.
- Menjadikan kulit lebih tegang, lembut, dan lembap.

Proses lulur boleh digabungkan dengan urutan menggunakan minyak untuk manfaat kesihatan dan kecantikan kulit yang lebih menyeluruh.

1.3 Masker

Teknik rawatan badan dengan menyapukan sejenis serbuk yang dibancuh pekat lalu disapukan ke seluruh badan dan dibiarkan sehingga kering barulah boleh dicuci. Tesktur masker badan lebih halus berbanding skrub. Fungsi utama masker adalah untuk menganjalkan kulit. Teknik penggunaannya adalah dengan cara mencampur masker yang biasanya berupa tepung dengan cairan tertentu dengan air putih/ mawar/ madu dan disapukan pada badan hingga kering kemudian bilas dengan air bersih. Masker biasanya dilakukan selepas urutan badan dan juga selepas pemakaian skrub badan.

Antara manafaat masker adalah menjadikan kulit lebih halus dan licin. Masker juga digunakan sebelum proses wrapping. Fungsi masker badan adalah membuka pori-pori yang tersumbat oleh kotoran dan debu. Masker badan juga dapat mengembalikankelembapan dan kehalusan kulit. Sebaiknya gunakan masker badan 1-2 kali seminggu. Pelbagai jenis masker telah berada dipasaran, namun produk yang terbaik adalah produk yang diperbuat daripada bahan alami meskipun hasilnya sedikit lambat berbanding produk yang dicampurkan dengan bahan kimia.

1.4 Ulurmask Aura Semalu (3 In 1)

Inovasi terkini dalam dunia kecantikan yang menggabungkan manfaat pohon semalu (*Mimosa pudica*) dengan pelbagai herba tradisional. Produk ini mengandungi minyak urut, lulur, dan masker dalam satu formula, memanfaatkan bahan utama dari pohon semalu serta 20 jenis herba tempatan seperti cekur, halia, serai wangi, kunyit dan lain-lain herba terpilih.

Minyak urut dihasilkan dengan mencampurkan ekstrak pohon semalu dan herba-herba ini bersama minyak bunga canola, memberikan pengalaman urutan yang menyegarkan dan meremajakan kulit. **Lulur** pula adalah campuran serbuk halus dari herba seperti kunyit dan manjakani, yang dirumus khas untuk membantu menanggalkan sel kulit mati dan meningkatkan kehalusan kulit. Selain itu, **masker badan** yang diperbuat daripada ekstrak pohon semalu dan serbuk sandalwood membantu membuka pori-pori, mengembalikan kelembapan, dan memberikan tekstur kulit yang lebih halus dan anjal.

Dengan penggunaan yang konsisten, *Ulurmask Aura Semalu (3 In 1)* bukan sahaja memberikan rawatan yang menyeluruh, tetapi juga menawarkan alternatif semula jadi yang berkesan, berbanding dengan produk kecantikan yang mengandungi bahan kimia. Produk ini sesuai untuk digunakan 1-2 kali seminggu, selepas rawatan urutan dan skrub untuk hasil yang optimum.

OBJEKTIF KAJIAN

Kajian ini dijalankan bertujuan untuk ;

2.1 Mengurangkan kos pembelian bahan P&P bagi Program Sijil Terapi Kecantikan Dan Spa dan juga pengusaha spa.

2.2 Mengurangkan penggunaan bahan kecantikan yang mengandungi bahan kimia yang terlarang.

2.3 Menggalakkan penggunaan bahan alami dan pendedahan kebaikan produk herba kepada kulit.

2.4 Mengurangkan penggunaan tenaga dan masa bagi rawatan yang diberikan.

PERNYATAAN MASALAH

3.1 KOS BAHAN MENTAH

Setiap modul, terutamanya kelas amali dan latihan simulasi, memerlukan penggunaan bahan mentah yang dibeli dari pembekal pada harga yang tinggi. Kos ini boleh memberi kesan kepada pengurusan kewangan institusi dalam merancang dan mengawal kos perbelanjaan Pengajaran dan Pembelajaran (PdP) dalam tempoh tertentu. Menurut Dr. Mariani Abdul Hamid, Ketua Penyelidik Kosmeseutikal dan Wangian di Institut Pembangunan Bioproduk Universiti Teknologi Malaysia (IBD UTM), sesetengah produk kecantikan boleh memberi kesan negatif kepada kulit apabila dihentikan penggunaannya, disebabkan oleh bahan berbahaya yang terkandung di dalamnya.

3.2 BAHAN KIMIA

Masalah Bahan Kimia dalam Produk Kecantikan dan Implikasinya

Penggunaan bahan mentah dalam produk kosmetik yang dibeli dari sesetengah pembekal sering menimbulkan kebimbangan kerana kandungan kimia yang sukar dijangka. Banyak produk kecantikan yang dikeluarkan secara pukal pada harga rendah dan tidak berkualiti, yang boleh memberikan kesan negatif kepada pengguna. Menurut Faizatul Farlina Farush Khan (2016), adalah penting untuk memeriksa sama ada bahan dalam produk kosmetik tersebut berbahaya, menyebabkan kanser, atau semula jadi.

Bahan-bahan yang ditawarkan dengan harga tinggi oleh pembekal sering kali berkualiti berbeza mengikut gred produk dan jenama. Walau bagaimanapun, bahan-bahan ini mungkin mengandungi kandungan kimia yang tinggi dan tidak sesuai untuk kulit pelajar yang masih sensitif. Sebagai contoh, bahan seperti hydroquinone dan tretinoin adalah bahan farmaseutikal yang memerlukan pendaftaran dengan Pihak Berkuasa Kawalan Dadah dan hanya boleh digunakan di bawah nasihat profesional kesihatan (Mohd Husni Mohd Noor, 2017).

Bahan Kimia Berbahaya dalam Produk Kecantikan:

Merkuri (Hg): Merkuri sering digunakan dalam krim atau lotion pemutih kulit. Walaupun dalam konsentrasi kecil, merkuri adalah logam berat yang berbahaya dan boleh menyebabkan pelbagai masalah kesihatan termasuk perubahan warna kulit, alergi, iritasi, kerosakan sistem saraf, ginjal, dan gangguan perkembangan janin. Pendedahan jangka panjang kepada merkuri juga merupakan risiko karsinogenik dan boleh memudaratkan orang di sekeliling, termasuk kanak-kanak (Mohd Husni Mohd Noor, 2017).

Hidrokinon: Hidrokinon adalah bahan yang sering digunakan dalam krim pemutih kulit untuk menghambat pembentukan melanin. Walau bagaimanapun, penggunaannya dalam jangka panjang boleh menyebabkan hiperpigmentasi, ochronosis (kulit kehitaman), iritasi kulit, dan fotosensitiviti. Penggunaan hidrokinon juga boleh menyebabkan mutasi DNA dan berpotensi karsinogenik (Intan Mas Ayu Shahimi, 2017).

Asam Retinoat/Tretinoin/Retionic Acid: Bahan ini digunakan dalam ubat peeling, rawatan jerawat, dan pemutih kulit. Penggunaannya boleh menyebabkan kulit kering, rasa terbakar, dan teratogenik.

Resorsinol: Resorsinol boleh menyebabkan iritasi kulit, dermatitis, dan gangguan sistem imun. Gejala termasuk iritasi mata, kulit, dan saluran pernafasan, serta kesan lain seperti cyanosis dan konvulsi.

Bahan Pewarna: Pewarna sintetis seperti Merah K.3 (CI 15585), Merah K.10 (Rhodamin B), dan Jingga K.1 (CI 12075) digunakan dalam produk kosmetik seperti lipstik dan perona pipi. Pewarna ini adalah karsinogenik dan boleh menyebabkan kerosakan hati.

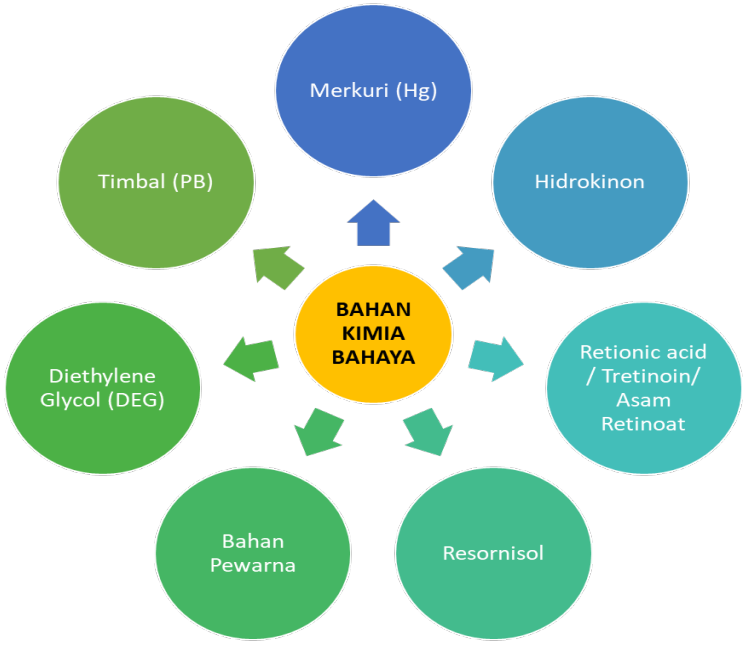
Diethylene Glycol (DEG): DEG adalah bahan yang terdapat dalam gliserin dan polietilen glikol. Ia adalah racun bagi manusia dan haiwan, menyebabkan keracunan hati, ginjal, dan sistem saraf pusat.

Timbal (Pb): Timbal adalah bahan yang dilarang dalam kosmetik tetapi boleh tercemar dalam produk. Pada kanak-kanak, timbal boleh menyebabkan kerosakan kekal pada otak dan sistem saraf, manakala pada dewasa ia boleh menyebabkan gangguan sistem saraf pusat dan kardiovaskular.

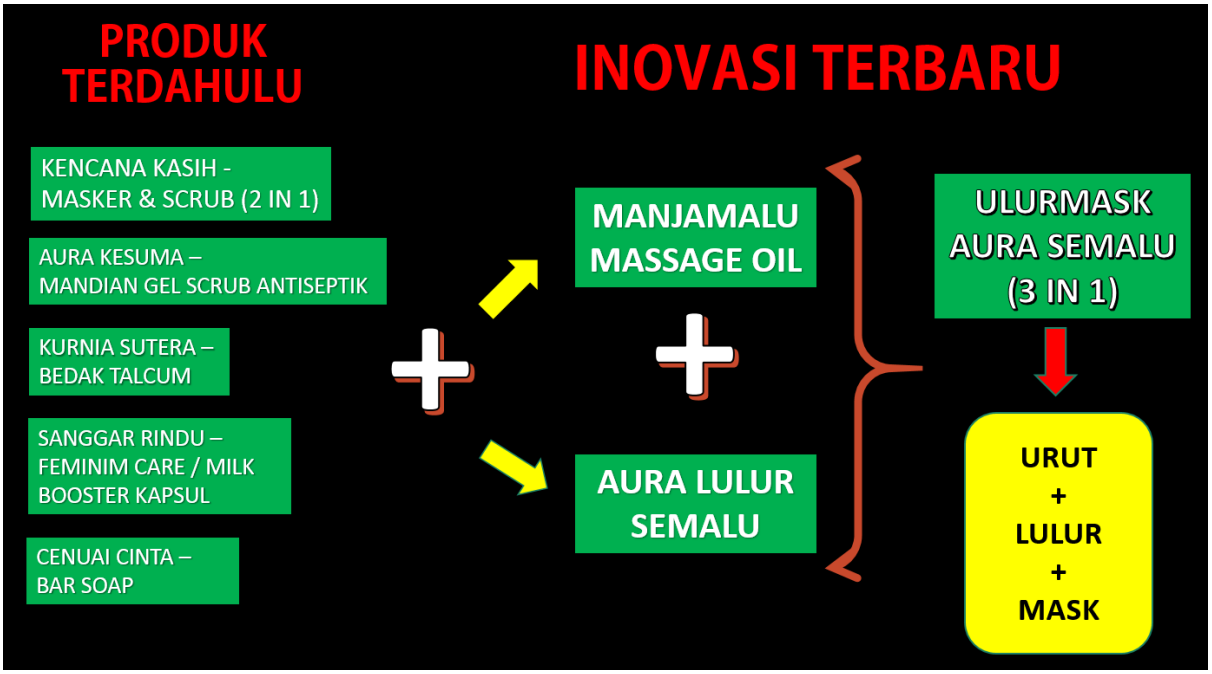
Penting untuk memastikan bahan-bahan dalam produk kosmetik adalah selamat dan tidak mengandungi bahan berbahaya untuk mengelakkan masalah kesihatan yang serius.

BAHAN-BAHAN TERLARANG DALAM PRODUK KECANTIKAN

Rajah 1 Bahan Kimia Berbahaya yang boleh memudaratkan pengguna



RENTETAN INOVASI PRODUK MANJAMALU

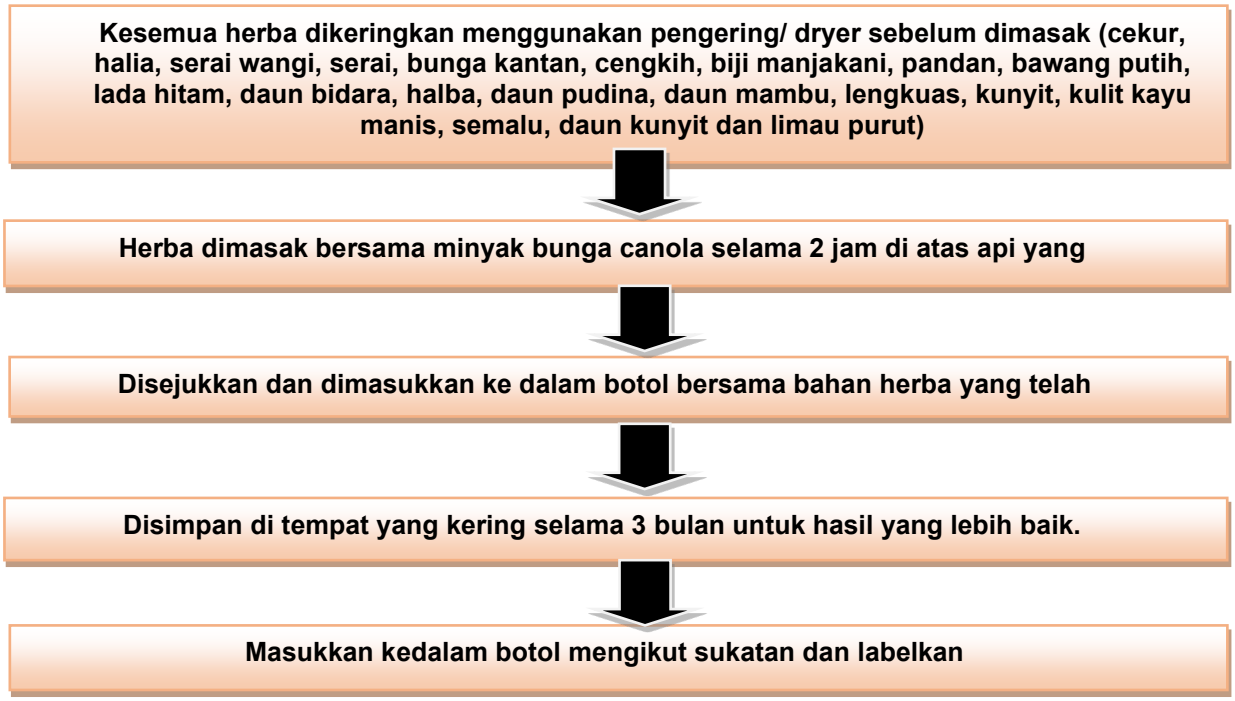


Jadual 1 Formulasi 3 Produk Manjamalu Multicare

1.Formulasi (lulur) Serbuk Kunyit ----------1% Serbuk Manjakani---------- 14% Ekstrak Daun Semalu---------- 30% Serbuk Sandal wood----------20% Serbuk kayu manis ----------5% Serbuk Beras pulut----------20%
2.Formulasi (minyak urut) Daun Kunyit ---------- 2% Biji Manjakani_----------3% Semalu ---------- 10% Minyak bunga canola ----------40% Kayu manis ----------1% Bunga Cengkih ----------1% Daun pandan----------5% Serai wangi----------10% Lada hitam---------- 1% Halba----------1% Cekur---------- 2% Halia---------- 3% Serai ---------- 3% Bawang putih ---------- 3% Daun bidara---------- 3% Daun pudina----------3% Lengkuas ----------3% Kunyit----------1% Daun mambu----------3% Limau purut ----------2%
3.Ulurmask Minyak urut ---------- 100 ml Lulur ----------30 gm

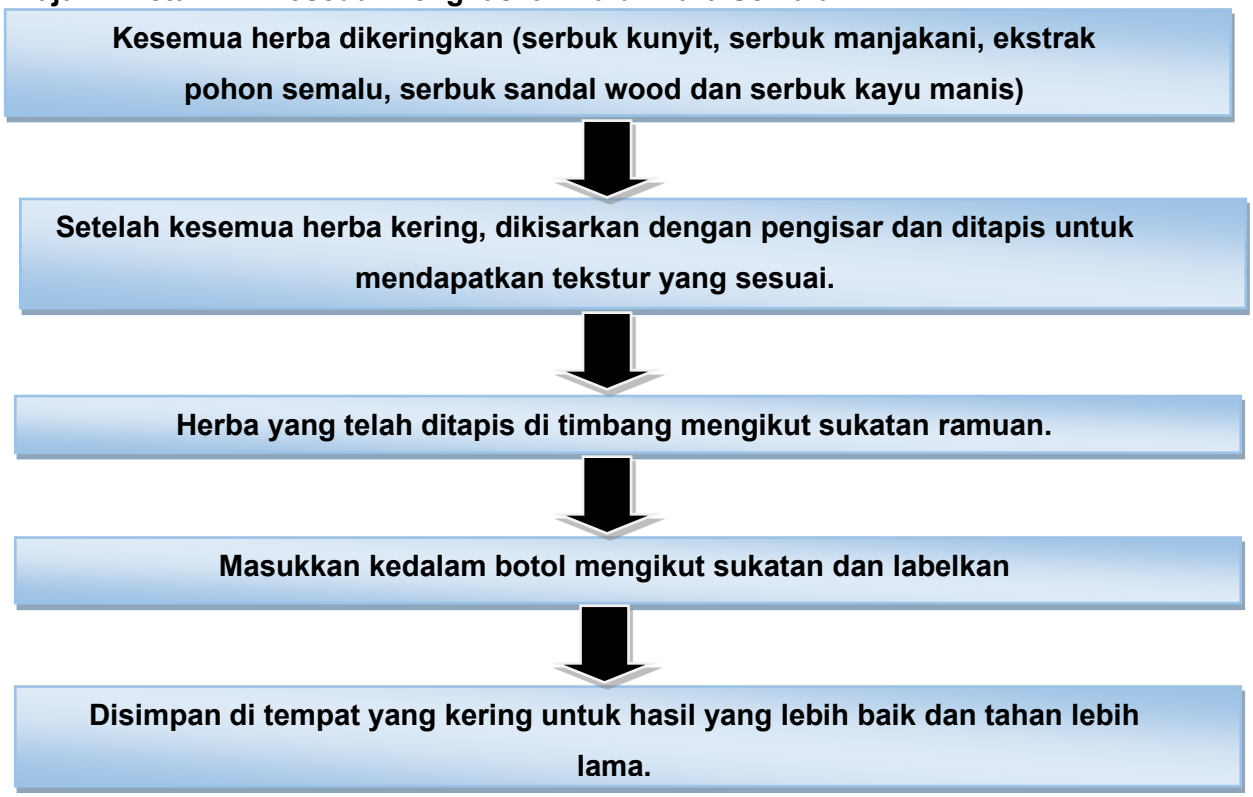
Prosedur Penghasilan Minyak Urut Manjamalu

Rajah 3 Peta Alir Prosedur Penghasilan Minyak Urut Manjamalu



Prosedur Penghasilan Lulur Aura Semalu

Rajah 4 Peta Alir Prosedur Penghasilan Lulur Aura Semalu



Perbandingan Kos Bahan Mentah Bagi Produk Minyak Urut, Lulur Dan Masker.

Jadual 2 Perbandingan Kos Bahan Mentah Produk Aura Semalu (3 In 1)

JENAMA	MINYAK URUT 100ml (RM)	LULUR 100g (RM)	MASKER 100g (RM)	PENGGUNAAN KELAS AMALI (satu sesi)	KOS BAGI SESI KELAS (RM)
Jenama X (Kualiti gred C)	9.80	6.90	15.00	5 orang pelajar	31.70
Jenama Y (Kualiti gred B)	13.60	9.90	19.90		43.30
Jenama Z (Kualiti gred A)	21.80	18.90	25.90		66.60
Aura semalu	**7.30**	**12.90**	**0**		**20.20**

Jadual 2 diatas menunjukkan perbandingan **minyak urut, lulur dan masker** terhadap jenama, kualiti produk, harga setiap kilogram, tahap penggunaan dan kos bagi setiap penggunaan. Perbandingan jenama yang dibuat adalah berdasarkan kepada produk yang pernah dijual oleh pembekal kepada pihak institusi dan dibuat perbandingan dari masa ke semasa. Jenama X adalah produk yang berkualiti terendah iaitu gred C dan harga dipasaran adalah RM180.00 bagi setiap 1 liter bagi minyak urut. Jadi kos penggunaan bagi setiap kelas amali pelajar yang kapasitinya adalah 25 orang adalah murah iaitu RM90.00 sahaja kerana 500 gram sahaja yang diperlukan bagi setiap kelas amali.

Bagi Jenama Y adalah mewakili gred B bagi produk masker/skrub muka dan kos bagi setiap amali yang dijalankan adalah pada harga RM110.00 dan jika dikira kos penggunaan bagi setiap pelajar adalah RM4.40 bagi setiap amali.

Sebanyak RM250.00 sekilo bagi jenama Z dimana kualiti gred adalah lebih tinggi iaitu gred A. walaubagaimanapun, hasil bagi penggunaan jenama ini adalah sangat berkesan kerana penggunaan peratusan ekstrak adalah lebih tinggi berbanding gred B dan C. bagi jenama Z, kos penggunaan bagi setiap pelajar adalah RM5.00 bagi setiap amali.

Bagi produk ManjaMalu Multicare masker/skrub pula, dikategorikan sebagai gred A kerana penggunaan bahan yang utama semata-mata iaitu ekstrak semalu, manjakani, kunyit dan beras pulut tanpa campuran bahan kimia. ManjaMalu Multicare hanya menggunakan campuran methol sebagai bahan bagi mendapatkan kesan sejuk kepada pengguna. Methol hanya dimasukkan ke dalam ramuan bagi penghasilan masker, skrub, mandian badan antiscar dan juga sabun muka antiscar.

Walaupun kualiti produk ini tinggi, namun harga yang ditawarkan tidak begitu tinggi berbanding jenama Z. Kos bagi jenama ManjaMalu Multicare ialah RM 200.00 sekilogram manakala bagi setiap penggunaan pelajar adalah RM 4.00.

Ini dapat disimpulkan bahawa ManjaMalu Multicare masker/skrub adalah lebih murah berbanding jenama Z iaitu perbezaan sebanyak RM25.00 bagi setiap kilogram masker/skrub yang digunakan.

Hasil dari formulasi penghasilan lulur beberapa produk telah dapat dihasilkan daripada formulasi bahan yang sama, ini membuktikan bahawa hasil daripada Daun semalu “Mimosa Pudica” pelbagai lagi produk penjagaan diri yang lain dapat dihasilkan dengan manfaat dan khasiat tersendiri.

KAEDAH PENGGUNAAN PRODUK

Kebiasaannya, para pelajar ataupun terapis akan melakukan rawatan di spa secara berasingan. Contohnya urutan satu badan akan mengambil masa selama satu hingga ke satu setengah jam, manakala rawatan lulur mengambil masa 45 minit dan rawatan *mask* akan

mengambil masa selama 30 – 45 minit. Jumlah keseluruhan rawatan adalah lebih kurang 4 jam bagi ketiga-tiga rawatan tersebut.

Jadi dengan adanya produk Ulurmask Aura semalu (3 in 1) ini dapat menjimatkan masa hampir 50% iaitu 2 jam untuk menyiapkan ketiga-tiga rawatan itu. Ini disebabkan oleh campuran bahan untuk menghasilkan produk sangat bagus kerana tidak menggunakan sebarang bahan kimia dan hanya semata-mata herba bahan alami.

Kaedah penggunaan produk ini boleh mengikut kesesuai semasa rawatan dijalankan kerana jumlah penggunaan bahan bergantung kepada badan pelanggan itu sendiri.

Nisbah campuran produk :

Manjamalu Massage Oil (A)	**: Lulur Aura Semalu (B)**	**: Ulurmask Aura Semalu (3 in 1)**
10 sudu	**: 3 sudu**	**: = 13 sudu**

Cara penggunaan produk :

Bahan A perlu dicampurkan dengan bahan B dan dikacau hingga sebati kemudian diletakkan keatas telapak tangan. Dan produk sedia untuk digunakan. Jika terasa kesat semasa mengurut, boleh ditambahkan minyak mengikut kesesuaian. Terapis boleh memulakan urutan lulur selama 1 jam 30 minit dan membiarkan bahan tersebut diatas kulit pelanggan selama 15 minit. Kemudian terapis boleh membersihkan bahan tersebut dari kulit pelanggan dan tidak perlu menunggu hingga kering kerana minyak tidak akan mengering seperti kebiasaan masker yang dibancuh bersama air.

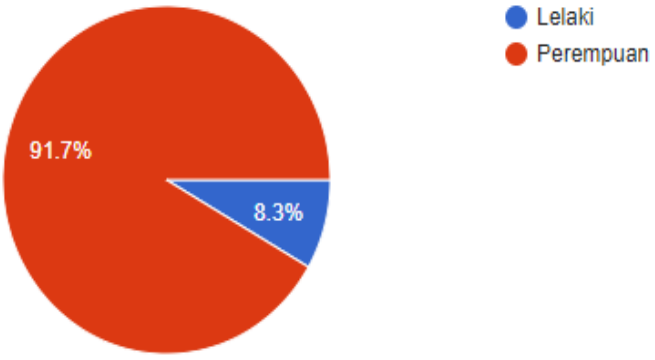
DAPATAN KAJIAN

Dapatan Soal Selidik

Satu kajian awal penilaian sensori produk ini juga telah dijalankan bagi meninjau tahap penerimaan produk yang dihasilkan. Kaedah penilaian sensori menggunakan skala 9 hedonik digunakan untuk menilai tahap penerimaan panel bagi produk **Ulurmask Aura Semalu (3 In 1) Minyak Urut Lulur Masker** yang dihasilkan. Seramai 24 orang responden telah dipilih untuk menjalankan penilaian sensori ini dari pelbagai peringkat umur. Atribut yang dinilai ialah bau, tekstur, warna produk, keberkesanan produk dan penilaian keseluruhan produk.

Jantina Responden Kajian

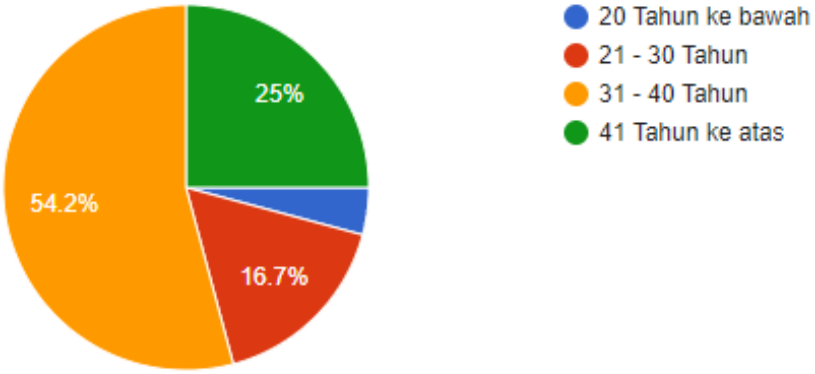
Rajah 4 Carta Pai Peratusan Jantina Bagi Kajian



Carta pai dalam rajah 4 menunjukkan sebanyak 91.7% daripada responden merupakan responden perempuan manakala 8.3% merupakan responden lelaki. Ini menunjukkan lelaki juga berminat menceburi bidang ini walaupun peratusannya kecil.

Umur Responden Kajian

Rajah 5 Carta Pai Peratusan Umur Responden Kajian



Carta pai dalam rajah 5 pula menunjukkan peratusan umur responden yang paling tinggi yang terlibat dalam kajian ini ialah dalam julat 31 hingga 40 tahun iaitu sebanyak 54.2%. Seterusnya, umur antara 41 tahun dan ke atas menyumbangkan sebanyak 25%. Ini menunjukkan majority sampel kajian yang terlibat adalah berumur melebihi 31 tahun dan ke atas. Berdasarkan pemerhatian pengkaji, umur 31 tahun dan ke atas adalah umur yang sangat matang dan bijak membuat keputusan.

Tahap Penerimaan Panel Bagi Produk Ulurmask Aura Semalu (3 In 1)

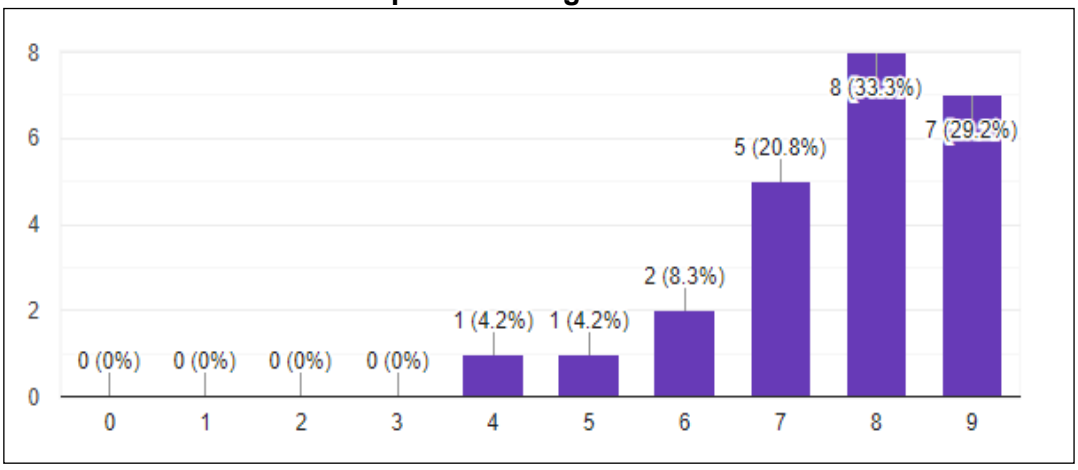
Minyak Urut Lulur Masker

Kaedah penilaian sensori menggunakan skala 9 hedonik digunakan untuk menilai tahap penerimaan panel bagi produk Ulurmask Aura Semalu (3 In 1) Minyak Urut Lulur Masker yang dihasilkan. Skala yang diberikan adalah seperti rajah di bawah :

Sila pilih skala yang bersesuaian bagi beberapa atribute di bawah :
Skala : 1-3 (lemah)
Skala : 4-6 (sedarhana)
Skala : 7-9 (baik)

Aroma dan Bau Produk Aura Semalu

Rajah 6 Graf Bar Peratusan Responden Mengenai Aroma dan Bau Produk Aura Semalu

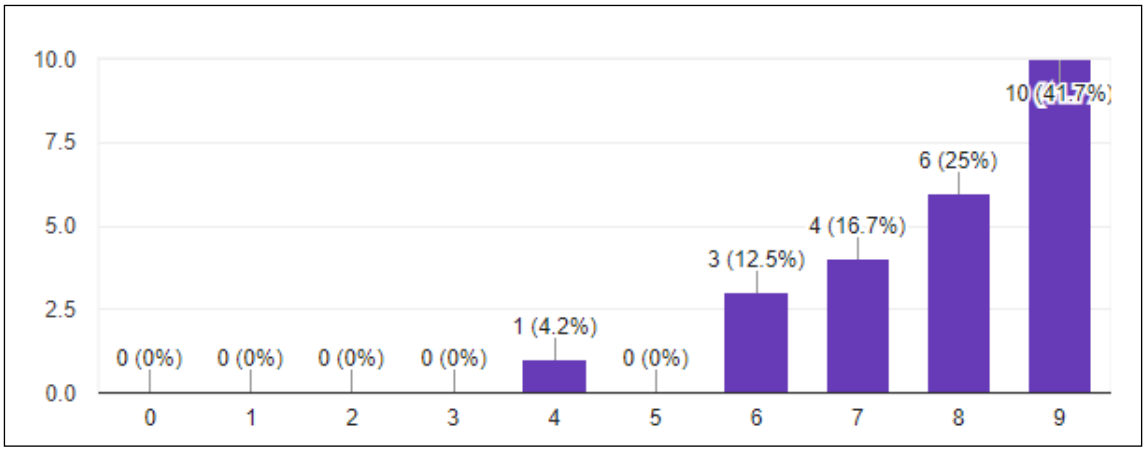


Berdasarkan carta bar dalam rajah 6, majoriti responden bersetuju bahawa aroma dan bau produk Aura Semalu ini berada pada tahap yang baik iaitu peratusannya sebanyak 83.3%. Manakala, sebanyak 16.7% bersetuju pada tahap yang sederhana. Ini bermaksud bau dan aroma produk ini dapat diterima dengan baik oleh majoriti responden. 0% responden yang memilih lemah bagi atribut ini.

Tekstur Produk Aura Semalu

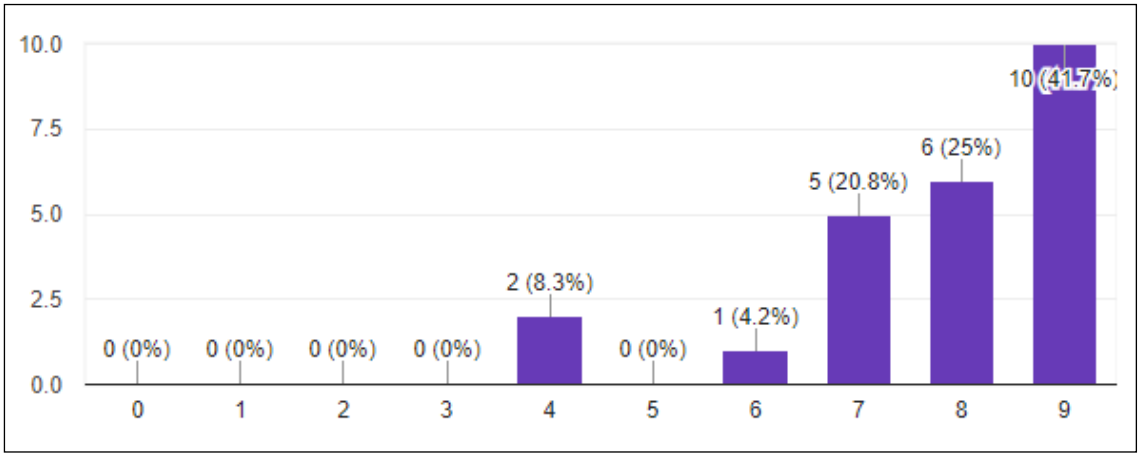
Tekstur produk ialah antara perkara yang dinilai kerana ianya akan memberikan impak yang begitu bermakna akibat sentuhan awal produk ke atas kulit responden. Oleh itu tafsiran graf dalam rajah 7 di bawah menunjukkan bahawa sebanyak 83.4% memilih baik manakala sebanyak 16.6% memilih sederhana bagi tekstur produk. 0% responden yang memilih lemah bagi atribut ini.

Rajah 7 Graf Bar Peratusan Responden Mengenai Tekstur Produk Aura Semalu



Warna Produk Aura Semalu

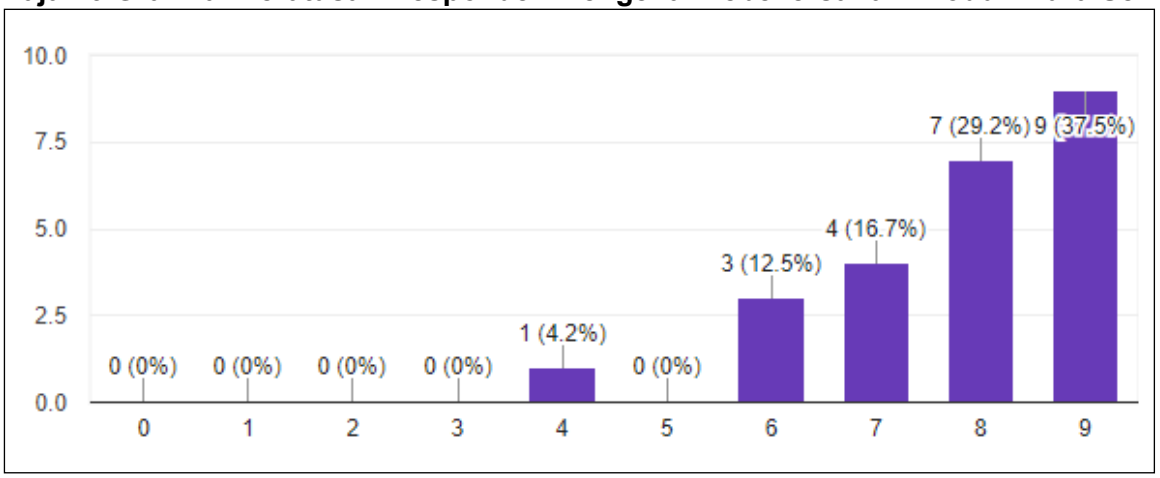
Rajah 8 Graf Bar Peratusan Responden Mengenai Warna Produk Aura Semalu



Berdasarkan carta bar dalam rajah 8 pula menunjukkan peratusan responden yang memilih baik adalah sangat tinggi iaitu sebanyak 87.5% dan peratusan yang kecil sahaja yang memilih sederhana iaitu sebanyak 12.5%. Tiada yang memilih lemah bagi atribut ini. Ini menunjukkan warna produk ini boleh diterima oleh majoriti responden.

KEBEKERSANAN PRODUK AURA SEMALU

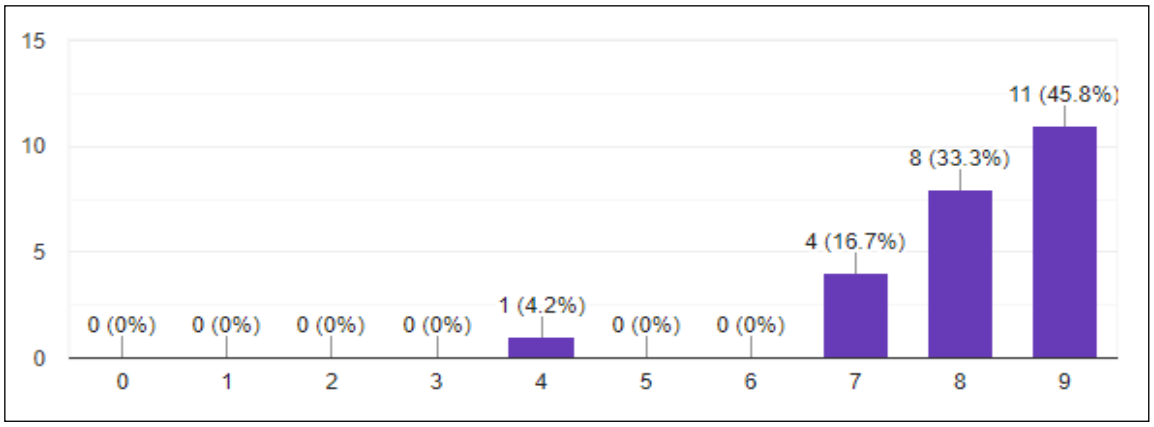
Rajah 9 Graf Bar Peratusan Responden Mengenai Kebekersanan Produk Aura Semalu



Berdasarkan carta bar dalam rajah 9, responden bersetuju bahawa produk Aura Semalu ini memberikan kesan yang baik kepada kulit mereka dan peratusannya sebanyak 83.4%. Manakala, sebanyak 16.6% bersetuju pada tahap yang sederhana. 0% responden yang memilih lemah bagi atribut ini.

PENILAIAN KESELURUHAN PRODUK

Rajah 10 Graf Bar Peratusan Responden Mengenai Penilaian Keseluruhan Produk Aura Semalu



Dapatan soal selidik menunjukkan majoriti responden berpuas hati dengan produk Aura Semalu ini yang sangat sesuai dijadikan sebagai Ulurmask Aura Semalu (3 In 1) Minyak Urut Lulur Masker. Ini adalah kerana graf bar menunjukkan peratusan yang sangat tinggi sebanyak 95.8% bagi skala 7-9 iaitu baik bagi penilaian keseluruhan produk Aura Semalu.

CADANGAN PENAMBAHBAIKAN PRODUK OLEH RESPONDEN

Beberapa orang respon telah memberikan cadangan-cadangan yang boleh digunakan bagi menambahbaik produk antaranya ialah menambahkan aroma produk supaya menjadi lebih wangi, membuat paket mudah bawa terutama untuk yang pergi melancong atau berjalan jauh dan akhir sekali set ini boleh dijadikan sebagai set penjagaan perawatan badan dan dikomersialkan dalam pelbagai saiz paket.

Rajah 11 'Screenshot' Cadangan Penambahbaikan Responden Daripada Soal Selidik

Sangat baik dan perlu komersialkan
bagus
tambah aroma serai wangi
tiada
Buat travel pack
Cadangan saya supaya ditambahkan lagi produk untuk dijadikan set penjagaan serta perawatan badan
buat pelbagai saiz

IMPAK INOVASI

Kelebihan/ kebaikan inovasi

Kelebihan yang ada pada produk yang dihasikan adalah dari bahan yang digunakan itu sendiri yang mempunyai khasiat dan kebaikan tersendiri. Di samping kebaikan kepada PdP di Kolej Komuniti dalam bidang kecantikan, produk ini juga dapat dikomersialkan ke pasaran industri negara dimana prospek bagi produk ini terlalu luas dan hanya bergantung kepada cara pemasaran sesebuah organisasi sahaja.

RUMUSAN

Ulurmask Aura Semalu (3 in 1) adalah satu inisiatif untuk memperluaskan pengeluaran produk penjagaan diri berasaskan herba di Malaysia. Ia merupakan usaha sepenuhnya milik bumiputera yang bermula pada tahun 2015 di bawah jenama **ManjaMalu Multicare**, yang menghasilkan pelbagai produk seperti masker/scrub, minuman khusus untuk wanita, suplemen, bedak antiscar, sabun wajah, dan cecair mandian antiscar. Fokus utama adalah pada penjagaan kesihatan dalaman dan luaran wanita, terutama wanita selepas bersalin.

Produk Ulurmask Aura Semalu memanfaatkan herba semalu (**Mimosa pudica**) dan manjakani, yang terkenal dengan manfaat perubatan dan kecantikan. Semalu dikenali sebagai agen antioksidan yang baik, sementara manjakani telah lama digunakan untuk kecantikan dalaman dan luaran kerana nilai perubatan yang tinggi. Selain itu, kunyit dan beras pulut juga digunakan untuk meningkatkan kualiti produk, memberikan manfaat kecantikan serta kesihatan. Produk yang dihasilkan mengikuti amalan tradisional yang telah ditambah nilai, menjadikan mereka unik di pasaran Malaysia. Proses pembuatan produk dijalankan di makmal pemprosesan di Kolej Komuniti Sik, dengan jaminan kualiti dan pematuhan kepada peraturan kerajaan. Syarikat ini juga berhasrat untuk mendapatkan sijil kelulusan daripada Kementerian Kesihatan dan mempatenkan produk mereka.

Dengan fokus pada kesihatan dalaman wanita, pengkaji juga akan memperluaskan pemasaran di institusi-institusi kecantikan dan spa seperti Kolej Komuniti, Politeknik, Giat Mara, IKBN serta institusi TVET di dalam dan di luar negara.

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Synergizing for Social Impact: Collaborative Communities Strategies

Small-scale Solar Technologies for Sustainable Energy Solution of Mosques in Perak: A Community-Based Approach (CBA)

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ABSTRACT

This paper presents a community-based approach to highlight energy-saving mechanism and community development initiatives through the installation of small-scale solar technology systems for two (2) mosques in Perak. The objective of these projects is to enhance community development for local communities while promoting green energy practices, that allows a sense of ownership and commitment towards sustainable practices. Two mosques' community in Perak have been selected as the case studies which applies a mixed-method approach that engaged the locals during this community project. It aligns with Sustainable Development Goals (SDG) No 7 that focus on providing affordable and sustainable energy to the community. It engaged action-based research on-site, which involves a group of volunteers participated in the project, engaging stakeholders, like the mosques' management, UiTM Perak branch and the local people under a university-social responsibility (USR) program. The positive implication of this project is on the community empowerment, where its serve tangible benefits, like increasing community development level, improved lighting condition and save the electricity bills during night-time. These are empowered due to the self-sufficient electricity gained from the small-scale solar solutions installed at the case studies. By harnessing the power of solar technologies systems (ranging from 10 watts to 300 watts), these mosques have managed to reduce its reliance on traditional energy sources, thus contributing to energy security and saving between 5% - 9% from the monthly electricity bills. It demonstrated the benefits of solar energy, increasing broader energy awareness within the mosque communities in Perak. In the near future, the diffusion of solar energy technologies is anticipated to contribute towards more sustainable mosques in Malaysia and increase the community development through sustainable approaches.

Keywords: Community Development, Community-Based Approach, Mosque, Solar Technology, Sustainable Energy

INTRODUCTION

The number of mosques in Malaysia has significantly increased over the past decade, reaching a total of 6,817 (JAKIM, 2021). This rise has contributed to the nation's growing energy demand (Mat Zain, Ahmad, and Tun Jamil, 2023), as people visit mosques five times daily, using various electrical appliances such as lighting, air conditioning systems, fans, and public automation systems (Azmi et al., 2021). El Fouih et al. (2020) highlighted that in Malaysian mosques, lighting systems are the second largest energy contributors after air-conditioning systems. This is due to the extensive use of lighting, which not only illuminates the external facades but also remains operational 24 hours a day. Noordin Saleem (2020) mentioned that the continuous operation, along with instances where visitors forget to switch off the lights after leaving the mosque, significantly contributes to higher electricity bills. While

the use of lighting in the mosque's external facade is essential for safety, especially during nighttime, it inevitably contributes to higher electricity costs. Additionally, since mosques remain open 24 hours a day, continuous energy consumption is intensified by neglectful practices, such as leaving lights on unnecessarily (Rahman, Ahmad & Sheikh Ahmad, 2021; Utaberta et al., 2015). To address the growing energy demand and its associated challenges, it is wise to establish energy sustainability in mosques by implementing green energy technologies, and this can be achieved with the aid of solar technologies, for instance for lighting and charging purposes (Mat Zain, Ahmad, and Tun Jamil, 2023; Rahman, Ahmad, and Sheikh Ahmad, 2021).

Utilizing green energy technologies, holds enormous potential to mitigate the energy sustainability challenges. Given Malaysia's high annual solar radiation of 4.96 kWh/m^2 of daily solar radiation/annum (SEDA, 2021), solar lighting technologies not only reduces monthly electricity bills but also enhances safety by providing brighter illumination. This, in turn, helps deter potential crimes like theft, which is a significant concern in poorly lit areas of mosques (Mat Zain, Ahmad, and Tun Jamil, 2023). At the moment, there is an obvious lack of interest and awareness in utilizing solar lighting technologies within mosque management practices. It is significant to adopt green technologies like solar lighting systems to promote energy efficiency and safety in mosques across Malaysia, in order to avoid the increased energy consumption, safety vulnerabilities and any incidents due to inadequate lighting (Rahman, Ahmad and Sheikh Ahmad, 2021; Jamil and Ahmad, 2017).

THE PROBLEM STATEMENT

The significant increase in the number of mosques in Malaysia has led to a sharp rise in energy demand, primarily due to the frequent use of electrical appliances such as lighting, air conditioning, and public automation systems (Mat Zain, Ahmad, and Tun Jamil, 2023). While lighting is crucial for ensuring safety, especially at night, its extensive and often unnecessary use contributes significantly to energy consumption and elevated electricity costs (Noordin Saleem, 2020). The continuous operation of lighting, both inside and outside the mosques, coupled with neglectful practices such as leaving lights on unnecessarily, exacerbates energy waste (Noordin Saleem, 2020). Although solar energy technologies present a promising solution to mitigate these issues by reducing electricity bills and enhancing safety, there is a noticeable lack of interest and awareness in adopting these technologies within mosque management (Rahman, Ahmad, and Sheikh Ahmad, 2021).

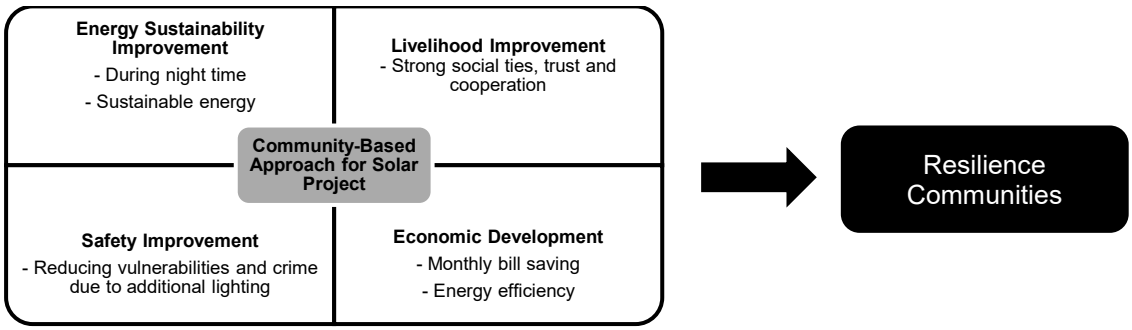
A key challenge in the adoption of solar technologies is the cost (Jamil and Ahmad, 2017). However, this obstacle can be addressed through community development initiatives, such as community-based approach (CBA) programs, which involve local communities in the planning, implementation, and maintenance of solar projects. By reducing costs through volunteer labor, community contributions, and shared resources, CBA fosters a sense of ownership, empowerment, and sustainability. Even though this approach aligns with the United Nations' community-based approach theory, it still lacks penetration into Malaysian communities in the area of energy generation (Ahmad, Hussein, Anas, and Jamian, 2020). This necessitates sustained efforts to build community resilience, foster economic development, and enhance social cohesion. Through collaborative initiatives, mosques can achieve energy sustainability while simultaneously strengthening and empowering communities.

LITERATURE REVIEW

The key challenge in adopting solar energy technologies in mosques in Malaysia is the cost. However, this obstacle can be mitigated through community development initiatives like community-based approach (CBA) programs (UNDP, 2015). These programs involve local communities in the planning, implementation, and maintenance of solar energy projects, reducing costs through volunteer labor, community contributions, and shared resources (Ahmad and Jamian, 2021). Additionally, CBA fosters a sense of ownership and empowerment among community members (UNHCR, 2008), leading to increased support and sustainability for solar energy initiatives in mosques. The aim is to create sustainable and equitable solutions that not only provide clean energy but also strengthen community

resilience, promote economic development, and enhance social cohesion (Ahmad, Hussein, Anas, and Jamian, 2020). This approach fosters community involvement and builds resilience. This initiative aligns with the community-based approach theory introduced by the United Nations in 2008, which targets sustainable energy generation opportunities like solar, mini-hydro, and wind power to address electricity supply issues in many developing countries since 2000 (UNHCR, 2008). By collaborating on sustainable energy development, community members build trust and cooperation, strengthening social ties and fostering unity. The shared experience of overcoming challenges and achieving collective goals through the solar project instills pride and accomplishment, enhancing community spirit and resilience in the face of future challenges (UNDP, 2015). This is shown in Figure 1.

Figure 1 The Benefits of Community-Based Approach (CBA) Program (constructed by Authors)



The Advantages of Installing Solar Lighting Technologies for Mosque

Solar energy technologies bring many advantages to mosques. They offer a sustainable and renewable energy source that aligns with the environmental and social responsibility values embraced by many religious institutions (IRENA, 2019). By adopting solar energy systems, mosques can set an example and champion sustainability within their communities. The aim is to create sustainable and equitable energy solutions that not only provide clean energy as recommended in SDG 7 (SDG, 2017) but also strengthen community resilience, promote economic development, and enhance social consistency (Ahmad, Hussein, Anas and Jamian, 2020). Installing solar panels on mosque rooftops can lead to substantial cost savings over time. While the initial investment may be significant, solar energy systems have a long lifespan and require minimal maintenance (Rahman, Ahmad, and Sheikh Ahmad, 2021). By adopting solar energy systems, mosques can significantly reduce their electricity expenses (Mat Zain, Ahmad, and Tun Jamil, 2023).

It can also serve as an educational resource for the mosque's community. Mosques can host conferences, and educational workshops to advise their members and the public about the benefits of solar energy and the importance of sustainable practices. This outreach can encourage others to adopt similar technologies in their mosques. By generating their own electricity through solar energy, mosques can reduce their reliance on external power sources and reduce their monthly electricity bills. This energy independence enhances security and resilience, especially during power outages or disruptions in the grid (Ahmad, Abdullah Salleh, and Jamil, 2019), allowing mosques to continue providing essential services for the locals even in challenging situations. Ahmad, et. al. (2024) listed the advantages of applying this system to the mosque:

(i) Environmental Sustainability - Mitigating climate change via the natural energy resources

(ii) Cost Savings – Provide long-term cost savings on monthly electricity expenses due to the durability of solar systems.

(iii) Energy Independence - Mosques have the capability to self-generating their own electricity, ensuring energy security and reliability in case of power disruption or blackouts.

(iv) Educational Opportunities - Mosques can educate the local about sustainable energy and the good prospects of solar energy.

THE METHODOLOGY

The methodology involves selecting case studies and field research (site visits and observations at all case studies). Action research method led directly at the case studies site where researchers conduct direct observations and record data on-site involving empirical data, and the operational capabilities of solar systems at the site. The volunteers and community stakeholders (the local mosques' communities and nearby residents) provide physical assistance under a CBA program. Figure 2 explains on the methodology process.

Figure 2 The Methodology Process



Figure 2 has illustrated the overall research process, breaking it down into the following stages:

(i) Selection of Case Studies: Criteria-based selection of mosques.
(ii) Field Research: Site visits and data collection.
(iii) Action Research: Collaborative involvement of the community in the implementation process.
(iv) Data Collection: Monitoring of energy usage, solar system performance, and community feedback.
(v) Analysis and Reporting: Evaluating the success of the solar systems and the impact of community involvement.

By employing this methodology, the research aims to provide actionable insights into the practical challenges and opportunities in adopting solar technologies in Malaysian mosques, while also demonstrating the value of a community-based approach for fostering sustainability and resilience.

Case Studies

Two significant mosques in the district of Perak Tengah serve as case studies of this research project. The Mosque of Bandar Universiti (MBU) and Mosque of As-Siddiq (MAS), situated in a rapidly growing area of Bandar Seri Iskandar, in Perak provides spiritual services to a diverse and expanding population. Each of these mosques plays a crucial role in their respective communities, offering religious, social, and educational support. Figure 3 shows the case studies selected. Priority is given to mosques with existing community involvement or interest in green practices, making them suitable candidates for implementing CBA programs.

Figure 3 The Case Studies (From Left; MBU and MAS)



Both solar technologies programs that used the concept of CBA, involved mosque congregation members from each mosque, representatives from the District Council, 40 individuals from UiTM Perak Branch (including 14 academic staff from UiTM Seri Iskandar campus, Perak), three external guests from the industry, three postgraduate students, and 20 undergraduate students. Various stakeholders supported the program to ensure its success.

By engaging in this Community-based Approach (CBA) initiative, participants able to achieve the significance of solar energy in everyday life and apply their knowledge effectively. Additionally, the project aimed to benefit the community over the long term by boosting awareness and the use of green energy technologies. Figure 4 shows the CBA programs for solar lighting installation at the case studies.

Figure 4 The CBA Programs for Solar Technologies Installation at Both Mosques



The Empirical Data

Two (2) types of solar lights have been installed in the mosque, namely mounted-type lights and pole-street lights for each mosque. There is also a solar charging hub technology installed in Case Study 1 (MBU) with battery storage and solar inverter. The installation is based on empirical analysis on site, and the requirement of technologies needed by both mosque congregation members. The empirical data is shown in Table 1.

Table 1 The Empirical Data for Solar Technologies for Both Case Studies

Types of Solar Lighting Technologies	Function	The System Used	Case Studies: Case Study 1: MBU	Case Studies: Case Study 2: MAS
Solar Mounted-Lights	Various power system (watt) due to location, height and shading factors, for walkway, ablution area and external courtyard.		9 units of 10-watts (min), 25-watts, 40-watts, and 300-watts (max)	9 Units of 10-watts (min), 25 watts, and 60 watts (max)
Solar Poled-Lights	For street lighting purposes (Parking areas, street, field) due to height and location to disperse the lighting.		5 units of 200-watts	3 Units of 100 watts and 120 watts)

Solar Charging Point	For charging of gadgets by using USB hub (for mobile phone or tab) for visitors at the gazebo area. Equipped with battery storage and solar inverter.		2 units of 300-watts (for 2 gazebo)	NA

Finding and Discussion – (i) Positive Impacts from the Economy Aspect Perspective

The implementation of Solar Community-Based Approach (CBA) projects has shown to produce substantial benefits for both mosques, particularly in enhancing energy efficiency and achieving monthly financial savings. By adopting these solar projects, the mosque community in both case studies have been able to significantly cut down their dependence on conventional energy sources, resulting in notable energy savings and a reduction in electricity bills of between 5% to 9% after one (1) month of the installation of the system. This shift is evidenced by the decreased monthly electricity costs for the mosque, as illustrated in Table 2.

Table 2 The Positive Impact from the Economic Aspect (Monthly Bill Saving)

	CASE STUDY 1 (MBU)		CASE STUDY 2 (MAS)	
Electricity Tariff (From TNB)	**Electricity Bill/MYR (Before the Installation)**	**Electricity Bill/MYR (After 1 month of the Installation)**	**Electricity Bill/MYR (Before the Installation)**	**Electricity Bill/MYR (After 1 month of the Installation)**
Average Bill# (MYR/Per month)	4300.10	3900.25	3800.29	3591.70
First 200kWh* TNB Standard (RM 0.44 x 200 kWh = RM88.00)	The usage of the first 200kWh (RM 0.44 x 200 kWh = RM 88.00)			
Next 201kWh* (RM 0.51 x per kWh) (The later usage of remaining power/watt)	RM 0.51 x 8259 kWh* = RM 4212.10	RM 0.51 x 7475 kWh* = RM 3812.25	RM 0.51 x 7279 kWh* = RM 3712.29	RM 0.51 x 6870 kWh* = RM 3503.70
Total Bill Saving (MYR) **Total Bill Saving (%)**	Before Saving	4300.10 – 3900.25 **= 399.85** **(9.3%)**	Before Saving	3800.29 - 3591.70 = **208.59** **(5.5 %)**

* Standard tariff rate from TNB (2014)
# Retrieved from the Case Study (MBU and MAS)

Beyond contributing to environmental sustainability, this approach able to bring significant economic advantages, with the reduced energy usage leading to lower utility expenses over time. The savings can be redirected towards other vital needs or used to fund additional energy-efficient improvements, ultimately boosting the mosque's financial stability.

Finding and Discussion – (ii) Positive Impacts from the Community Development Perspective

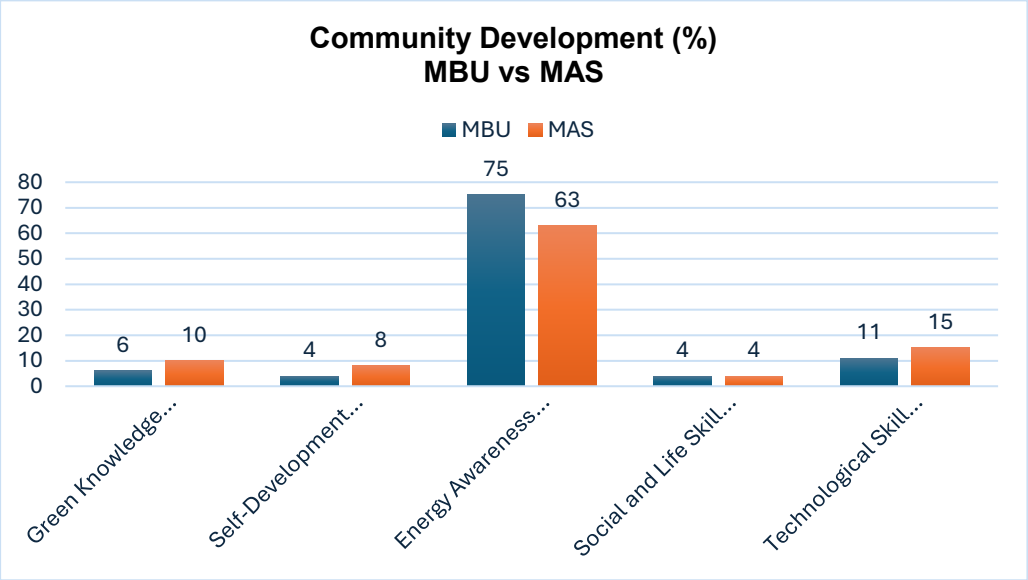
The Solar CBA projects also enhanced community development by raising awareness and fostering green education among the mosque congregation members and users. The

feedback from the 100 respondents of mosque communities from both case studies (MBU and MAS) have been overwhelmingly positive following the installation of solar technologies. There were five (5) community development skills assessed in the questionnaires:

(i) Green Knowledge and Awareness
(ii) Self-Development Skill
(iii) Energy Awareness
(iv) Social and Life Skill
(v) Technological Skill.

The results are shown in Figure 5, highlighting a notable impact on the community development skills of the mosque communities. These outcomes highlight the broader impact of the projects, not only in terms of energy efficiency but also in empowering the community with valuable knowledge and skills.

Figure 5 The Positive Impact from the Community Development Perspective



The results demonstrate that integrating solar technologies into the community not only provides firsthand experience in the importance of renewable energy and energy efficiency aspect but also significantly enhances various community development skills. Specifically, these initiatives have highest percentage (63% to 75%) on the Energy Awareness as community members become more informed about energy consumption and energy saving aspect, whilst the hands-on experience with solar technologies support the Technological Skills (11% to 15%), equipping the community with the expertise needed to implement and maintain sustainable energy solutions. Additionally, Green Knowledge and Awareness increased between 6% to 10% of the population by educating people on the benefits of solar energy through bills saving and energy-efficiency aspect. They also strengthen Self-Development Skills (4% to 8%) as individuals gain confidence and competence in adopting sustainable practices. The social interactions and collaborations fostered through these programs enhance Social and Life Skills (4%).

FUTURE RECOMMENDATIONS

Future recommendations for this Community-Based Approach (CBA) research focus on expanding and refining the framework to enhance the adoption and sustainability of solar energy in mosque communities across Malaysia. First, there is a need for increased collaboration between local governments, non-governmental organizations, and community leaders to provide financial incentives, technical support, and policy frameworks that make solar installations more accessible to mosque communities. Further research should explore the integration of other renewable energy sources, such as mini-hydro systems, to complement solar energy. Additionally, it is recommended that continuous community

engagement be fostered through educational campaigns, training workshops, and the establishment of local energy committees to ensure long-term maintenance and operational success. Finally, creating a platform for sharing best practices, case studies, and success stories from early adopters could serve as a powerful tool for motivating other mosques to implement similar energy solutions, ultimately promoting wider-scale sustainability in malaysia's energy sector

CONCLUSION

As locals gain a deeper understanding of the benefits of solar energy and its positive impact, they are motivated to adopt green initiatives and renewable energy solutions within their communities. This increased awareness, driven by the Community-Based Approach (CBA) program, leads to significant energy savings as mosques are empowered to make sustainable choices. The CBA program plays a crucial role in fostering greater community development for mosque communities by uniting individuals in a shared commitment. Through the collaborative nature of the CBA program, the community not only advances toward a greener future but also strengthens social ties and collective action, paving the way for a more sustainable mosque.

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Synergizing for Social Impact: Collaborative Communities Strategies

Establishing the UiTM-MERCY Resilient Community Centre: Fostering Resilience and Community Engagement

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ABSTRACT

This proposal outlines the establishment of a UiTM-MERCY Resilient Community Centre at Universiti Teknologi MARA (UiTM) Seri Iskandar, Perak. The collaboration between UiTM and MERCY Malaysia seeks to enhance community well-being and preparedness by establishing a comprehensive hub for resilience-building activities. This centre aims to provide essential resources, training, and support to the local community, fostering a culture of preparedness and adaptive capacity in the face of potential disasters and challenges. The primary objectives of the centre are to improve the overall resilience of the community by providing access to resources, training, and information. The centre will facilitate community-led initiatives, promote health and safety practices, and offer support during emergencies. Additionally, it will serve as a platform for research and collaboration between academia, local authorities, and community members. The proposal draws upon a comprehensive review of previous activities and successful models in similar settings, including disaster preparedness workshops, health campaigns, and community outreach programs. The centre will leverage these experiences to design a wide range of services and activities tailored to the local context. Key activities will include resilience training, mental health support, environmental sustainability projects, and emergency response simulations. The establishment of the Resilient Community Centre is expected to result in a well-informed and empowered community capable of responding effectively to various challenges. It aims to build a network of resilient individuals and groups, fostering a collaborative environment for continuous learning and improvement. The centre will not only enhance the immediate preparedness and response capacity of the community but also contribute to long-term sustainable development goals.

Keywords: Community Resilience, Preparedness, Collaboration

INTRODUCTION

Community resilience has become a crucial concept in addressing the challenges of disaster preparedness and recovery, as it highlights the ability of a community to withstand, adapt, and thrive in the face of difficulty (Schmidt-Sane et al., 2021). In the context of Seri Iskandar, Perak a community in Malaysia, specific vulnerabilities and challenges have necessitated a concerted effort to enhance resilience. The purpose of this study is to present and discuss the UiTM-MERCY Resilience Initiative, a collaborative effort between Universiti Teknologi MARA (UiTM) and MERCY Malaysia, aimed at empowering the communities to better prepare for and respond to potential disasters (White et al., 2014; Schmidt-Sane et al., 2021). This paper will explore the goals, activities, and impact of the initiative, highlighting the potential benefits of university-community partnerships in fostering community resilience. Such collaborations can serve as valuable models for replication in other vulnerable communities, including those

within UiTM. Notably, UiTM operates across 34 campuses—comprising one main campus, 12 state campuses, and 21 satellite campuses—supported by 17 faculties, 7 academic centers, and 4 colleges (Universiti Teknologi MARA (UiTM), n.d.).

PROBLEM STATEMENT

In recent years, universities have faced increasing challenges related to the well-being and resilience of their campus communities. Issues such as mental health crises (World Health Organization [WHO], 2021), lack of disaster preparedness (United Nations Office for Disaster Risk Reduction [UNDRR], 2020), unsustainable practices (Global Footprint Network, 2021), and insufficient community engagement have highlighted the need for comprehensive support systems within academic institutions. At UiTM Seri Iskandar, these challenges are particularly pronounced, given the growing complexity of student and faculty needs. Additionally, the Perak region, including Seri Iskandar, is vulnerable to various natural disasters such as flooding, landslides, and extreme weather events (Malaysian Meteorological Department [MetMalaysia], 2022). These vulnerabilities exacerbate the need for a robust disaster preparedness framework within the university community (Refer Figure 1).

Figure 1 List of Natural disasters events in Perak from year 2000 to 2020



Since 2000, Perak has experienced numerous natural disasters, with cumulative economic losses reaching approximately RM 200 million (USD 47.6 million), primarily due to flooding and landslides (UNDRR - Homepage) (News | The Malaysian Insight).

Storm	Landslides	Haze	Droughts	Flood
2007: Strong windstorms caused extensive damage to homes and infrastructure in parts of Perak	2014: Landslides caused by heavy rainfall in the Cameron Highlands, part of which extends into Perak, leading to fatalities and significant property damage	2013, 2015, 2019: Transboundary haze due to forest fires in Indonesia severely affected air quality in Perak.	2016: Severe drought led to water rationing affecting agricultural output and daily life	December 2014: Severe flooding affected over 200,000 people across Malaysia, including Perak. December 2020: Flash floods impacted several districts, displacing thousands.

Source:
Malaysian Meteorological Department
National Disaster Management Agency (NADMA)
New Straits Times
The Star Online

Despite existing resources, there is a critical gap in integrated, accessible, and community-focused initiatives that address these issues holistically. The absence of a centralized platform that simultaneously tackles mental health, disaster preparedness, sustainability, and community engagement has left many students, faculty, and staff underserved and ill-prepared for both personal and communal challenges (Schmidt-Sane et al., 2021; UNDRR, 2020).

The establishment of the UiTM-MERCY Resilient Community Centre seeks to address this gap by providing a dedicated space that fosters resilience, promotes well-being, and enhances the overall quality of life for the entire campus community. This initiative aims to create a more cohesive, supportive environment, ensuring that all members of the UiTM community are equipped to thrive both within and beyond the university setting, while also being prepared for the specific disaster risks faced by the Perak region.

LITERATURE REVIEW

Community resilience is increasingly recognized as a dynamic and proactive process, not simply the ability to recover from crises. Rather, it encompasses the capacity to anticipate,

prepare for, and mitigate future risks while maintaining the strength of social, economic, and environmental systems. Norris et al. (2008) describe resilience as a set of adaptive capacities that enable communities to reduce vulnerability and respond more effectively to disruptions. These capacities are rooted in social capital, economic diversity, and sustainable management of natural resources, all of which contribute to the community's ability to not just "bounce back," but "bounce forward." Social capital is considered one of the most important components of resilience. Aldrich & Meyer (2015) argues that strong networks of relationships, built on mutual trust and shared values, are essential for community cohesion and collaboration in times of crisis. Communities with high levels of social capital are better able to share information, mobilize resources, and provide mutual support during and after disasters. Research indicates that social ties not only improve the immediate response to a crisis but also contribute to long-term recovery by fostering collective action and a shared sense of purpose (Andersson et al., 2007).

In addition to social resilience, economic resilience is critical for a community's ability to sustain itself in the face of disruptions. Rose (2004) emphasizes that economic resilience involves more than just financial recovery; it includes the community's capacity to maintain diverse economic activities and ensure access to livelihoods and resources during crises. A robust local economy, with businesses that are flexible and adaptable, can provide stability and jobs even when external conditions are unfavorable. Communities that diversify their economic base and cultivate strong local markets are often more resilient to economic shocks such as recessions, natural disasters, or other crises (Cutter et al., 2010). The concept of environmental resilience is equally important, particularly as communities face increasing risks from climate change and environmental degradation. Walker et al. (2004) define environmental resilience as the ability of ecosystems to absorb disturbances while still providing essential services. Sustainable management of natural resources is key to ensuring long-term resilience, as it helps protect against environmental stressors such as flooding, drought, and resource depletion. Communities that integrate environmental sustainability into their resilience strategies are better equipped to deal with the increasing frequency and intensity of environmental hazards (Folke et al., 2010).

University-community partnerships play a crucial role in building these pillars of resilience. Universities, with their research expertise and resources, have the ability to serve as catalysts for resilience initiatives by collaborating with local governments, NGOs, and residents to identify vulnerabilities and develop strategies for mitigating risks (White et al., 2014). These partnerships can also foster innovation by leveraging academic research to inform the design of resilience programs and policies. For example, Moallemi et al. (2020) discuss how universities can act as hubs for knowledge exchange, bringing together diverse stakeholders to co-create solutions that address both local challenges and broader societal risks.

Furthermore, universities contribute to capacity building within communities by offering training programs, workshops, and research opportunities that empower local actors to take an active role in resilience-building efforts. Etienne (2013) emphasizes that by involving communities in research and decision-making processes, university-community partnerships promote a culture of learning and adaptation, enabling communities to be more flexible and innovative in responding to future challenges.

These partnerships are also instrumental in promoting systems thinking, which is critical for addressing complex, interconnected challenges such as climate change, economic instability, and social inequality (Meadows, 2008). By fostering interdisciplinary collaboration and creating spaces for dialogue, universities can help communities develop a more comprehensive understanding of the risks they face and the strategies needed to enhance resilience. Additionally, the concept of community resilience involves a multidimensional approach that integrates social, economic, and environmental systems. University-community partnerships are essential in facilitating the co-creation of solutions, fostering innovation, and enhancing a community's capacity to anticipate, respond to, and recover from crises.

METHODOLOGY

The establishment of the UiTM-MERCY Resilient Community Centre is informed by a structured, multi-phase approach. Initially, a comprehensive review of previous projects by UiTM and MERCY Malaysia was conducted to extract successful models and lessons learned. This was followed by a community needs assessment, utilizing surveys, focus group discussions, and interviews with key stakeholders, to identify local vulnerabilities and capacity gaps (Paton & Johnston, 2017). Based on these findings, service modules were designed, encompassing resilience training, emergency response simulations, health and safety programs, and environmental sustainability initiatives (Anderson & Woodrow, 1998). A pilot phase will be implemented to test and refine these modules, incorporating continuous monitoring and feedback (Kendra & Wachtendorf, 2018).

Additionally, capacity building for staff and volunteers will be emphasized to ensure effective service delivery (Paton & Johnston, 2017). Regular evaluations will be conducted to measure the centre's impact, using defined success metrics such as increased community preparedness and improved health practices (Wong et al., 2017). The project will be adapted based on findings, with the potential for scaling to other vulnerable regions (Anderson & Woodrow, 1998). The final stage involves documenting and disseminating the outcomes to support knowledge sharing and inform future resilience-building initiatives. Table 1 provides a structured overview of the methods used in the project, highlighting the key steps, tools employed, and expected outcomes at each stage for the establishment of this initiative.

Since the center is still in the planning and pilot phases, the actual impact of the program cannot be measured at this stage. However, once the center becomes fully operational, comprehensive impact assessments will be conducted. These will include the development and distribution of surveys, questionnaires, and other tools to evaluate the effectiveness of the program. The assessments will focus on key metrics such as community resilience, preparedness, and other relevant indicators, measured over time to track progress and outcomes.

Table 1 Research Methodology

Phase	Activities	Tools/Methods Employed	Expected Outcomes
1. Review of Past Projects	Comprehensive review of previous UiTM and MERCY Malaysia projects.	Literature review, internal reports, and analysis of project outcomes.	Identification of successful models and lessons learned from previous initiatives.
2. Community Needs Assessment	Conducting surveys, focus group discussions, and interviews with key stakeholders.	Surveys, Focus Group Discussions (FGDs), and Key Informant Interviews (KIIs).	Identification of local vulnerabilities and capacity gaps.
3. Service Module Design	Designing resilience training, emergency simulations, health programs, and environmental initiatives.	Workshops with experts, stakeholder consultations, and analysis of community needs.	Service modules tailored to local needs, including training and capacity-building programs.
4. Pilot Phase Implementation	Testing and refining service modules through pilot programs.	Implementation of pilot programs, real-time feedback collection, and program refinement based on feedback.	Refined and effective service modules for broader implementation.
5. Capacity Building	Training of staff and volunteers to ensure effective delivery of services.	Training sessions, workshops, and continuous learning programs for volunteers and staff.	Enhanced skills and capabilities of staff and volunteers, ensuring effective service delivery.

6. Monitoring and Evaluation	Continuous monitoring and evaluation of program effectiveness using defined success metrics.	Development of metrics (e.g., increased preparedness, health practices), surveys, focus groups, and ongoing feedback mechanisms.	Data-driven insights into program impact, leading to program adjustments for better outcomes.
7. Scaling and Adaptation	Scaling the program to other vulnerable regions and adapting based on findings.	Regional analysis, adaptation of modules based on pilot results, and stakeholder engagement in new regions.	Expanded reach of the project to other vulnerable areas, with modules adapted to specific local needs.
8. Documentation and Knowledge Sharing	Documenting outcomes, sharing results, and informing future resilience-building initiatives.	Reports, presentations, and publication of lessons learned in academic and professional networks.	Knowledge dissemination to support future projects and broader community resilience-build

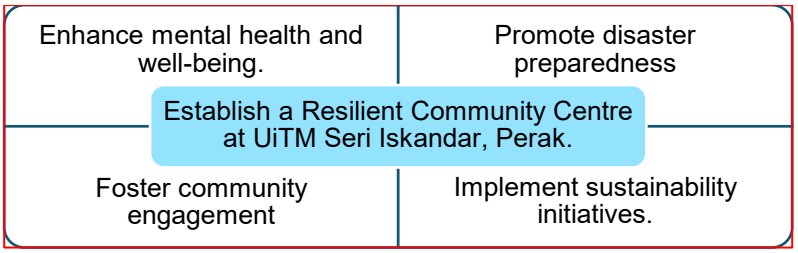
THE UITM-MERCY RESILIENCE INITIATIVE

The UiTM-MERCY Resilience Initiative is a collaborative effort between Universiti Teknologi MARA (UiTM) and MERCY Malaysia, bringing together two organizations with complementary strengths and shared goals. UiTM, as one of Malaysia's leading public universities, is dedicated to advancing education, research, and community engagement. With its strong academic foundation and deep connections within the Seri Iskandar community, UiTM plays a crucial role in providing the necessary infrastructure, expertise, and outreach capabilities to effectively implement the resilience initiative.

MERCY Malaysia, on the other hand, is a renowned humanitarian organization specializing in disaster management and emergency response. With decades of experience in disaster preparedness, relief operations, and recovery efforts, MERCY Malaysia brings a wealth of knowledge and practical expertise to the collaboration. The organization's motivation for partnering on this initiative stems from its commitment to reducing vulnerabilities and enhancing the resilience of communities at risk. By combining UiTM's educational resources and local knowledge with MERCY Malaysia's disaster management expertise, the initiative aims to create a more resilient and prepared community in Seri Iskandar, Perak.

The primary goal of the UiTM-MERCY Resilience Initiative is to empower the Seri Iskandar community to better prepare for and respond to potential disasters. The UiTM-MERCY Resilient Community Centre is designed to cultivate a sense of community, resilience, and holistic development among students, faculty, and staff at UiTM Seri Iskandar. This initiative is focused on providing essential resources and support mechanisms to enhance mental health, disaster preparedness, sustainability, and community engagement (refer Figure 2).

Figure 2 Focus of the UiTM-MERCY Resilient Community Centre



Enhance Mental Health and Well-being:

The Centre will provide comprehensive resources and support for mental health and well-being, including counseling services, workshops, and peer support programs. These initiatives aim to create a supportive environment that prioritizes the mental and emotional health of the campus community.

Promote Disaster Preparedness:
A key focus of the Centre will be educating the UiTM community on disaster preparedness and response. Through training sessions, workshops, and awareness campaigns, the Centre will ensure that students, faculty, and staff are equipped to handle both natural and man-made emergencies effectively.

Sustainability Initiatives:
The Centre will implement and promote sustainable practices within the campus community. This includes encouraging environmentally friendly habits, reducing the campus's carbon footprint, and engaging the community in sustainability projects that align with global environmental goals.

Foster Community Engagement:
The Centre will create opportunities for meaningful engagement within the campus and the broader community. Through events, volunteer programs, and collaborative projects, the Centre will foster connections between students, faculty, staff, and the surrounding community, strengthening the bonds that contribute to a resilient and supportive environment.

PAST COLLABORATIVE DISASTER RESPONSE BETWEEN UITM AND MERCY
From 2005 to 2024, the collaborative partnership between UiTM Seri Iskandar, Perak and MERCY Malaysia has engaged in a series of comprehensive initiatives aimed at enhancing community resilience and addressing emergency needs. These efforts reflect a commitment to both local and international disaster response and preparedness.

COVID-19 Response (2020-2022): In response to the COVID-19 pandemic, the partnership distributed hygiene kits throughout all districts in Perak, addressing the urgent needs of vulnerable populations. Additionally, in 2021, PPE sets were supplied to every District Health Office in Perak, bolstering the protection of healthcare workers (refer Figure 3).

Figure 3 COVID-19 Hygiene Kits distribution in UiTM Seri Iskandar, Perak



Training and Preparedness Programs (2020-2024): The partnership conducted over 30 Training of Trainers programs, focusing on Community-Based Disaster Risk Management (CBDRM) and School Preparedness. These programs aimed to build local capacity by equipping trainers with essential knowledge and skills for effective disaster readiness and response (refer Figure 4).

Figure 4 CBDRM conducted in one of the district in Perak



Flood Response Efforts: Active involvement in flood response has been a key area of focus, with efforts extending across multiple regions in Malaysia, including Perak (2014), Kelantan (2014-2024), Kedah (2018-2024), Johor (2008-2022), Selangor (2022), and Pahang (2014-2022). Activities included the distribution of food packs and hygiene kits, provision of cleaning supplies, and conducting post-disaster needs assessments, demonstrating a commitment to supporting affected communities (refer Figure 5).

Figure 5 PDNA conducted in Hulu Langat, Selangor Post Flood in 2022



Rehabilitation and Reconstruction Projects: The partnership's involvement extends to rehabilitation and reconstruction efforts both within Malaysia and internationally since 2005. Projects have been carried out in Indonesia, Pakistan, Syria, Palestine, the Philippines, Turkey, Myanmar, and other countries. The team, including professionals from the built environment sector, has played a significant role as part of MERCY Malaysia's technical team in these activities.

Figure 6 Hospital, Core House and IDP Camp projects in Aceh from 2005 to 2012



Hospital in Nias (2006 – 2010)



Fakultas Kejururawatan, Banda Aceh



250 unit Rumah Teras, Weu Raya, Aceh



IDP Camp, Weu Raya

Hand Washing Kiosk Initiatives: UiTM professionals played a crucial role in the Hand Washing Kiosk (HWK) initiatives during the COVID-19 pandemic. They designed, managed, evaluated the costing as well as piloting 10 projects in Perak before implementing them nationwide. Their comprehensive involvement ensured the HWK initiatives successfully constructed across Malaysia. (refer Figure 7).

Figure 7 Hand Washing Kiosk Initiatives









Public Health and Mental Awareness Workshops: Workshops and seminars focused on public health and mental wellness have been organized, aiming to increase awareness and address critical issues related to health and psychological well-being (refer Figure 8).

Figure 8 Online webinar on Vaccination Program



STRENGTHS FOR ESTABLISHING A UITM-MERCY RESILIENT COMMUNITY CENTRE IN UITM PERAK.

Establishing a UiTM Resilient Community Centre in Perak presents a strategic advantage due to its central location, enabling effective regional disaster response. The centre will benefit from the robust collaborative partnership between UiTM and MERCY Malaysia, leveraging their combined academic expertise, practical experience, and volunteer network. UiTM's multidisciplinary resources, including research in disaster management, sustainable, and environmental science, will support evidence-based strategies for resilience building. The centre's strong community engagement and outreach capabilities, grounded in UiTM's existing connections, will ensure tailored programs that meet local needs. Additionally, the centre will capitalize on UiTM's experience in conducting Training of Trainers (ToT) and Community-Based Disaster Risk Management (CBDRM) programs, empowering communities to enhance their disaster preparedness. With a proven track record in disaster response, the centre is well-positioned to mobilize resources quickly and effectively. Its focus on sustainability, access to a network of professional volunteers, and potential for innovation and technology integration further strengthen its capacity to contribute to long-term community resilience. Overall, the UiTM Resilient Community Centre will serve as a critical asset for enhancing disaster preparedness, response, and recovery in Perak and beyond.

CONCLUSION

In conclusion, the establishment of the UiTM Resilient Community Centre in Perak represents a significant step forward in enhancing disaster preparedness, response, and community resilience in the region. The centre's strategic location, coupled with the robust partnership between UiTM and MERCY Malaysia, provides a solid foundation for addressing both local and regional disaster risks. By leveraging UiTM's multidisciplinary academic expertise, extensive research capabilities, and strong community ties, the centre is well-equipped to deliver tailored programs that meet the specific needs of vulnerable populations. The focus on Training of Trainers and Community-Based Disaster Risk Management, combined with the centre's proven ability to mobilize resources swiftly, ensures that local communities are better

prepared for future emergencies. Moreover, the integration of sustainable practices, professional volunteer networks, and innovative technologies positions the centre as a leader in disaster resilience initiatives. As such, the UiTM Resilient Community Centre is poised to make a lasting impact on the resilience of communities in Perak and beyond, contributing valuable insights and approaches to the broader field of disaster management and community development.

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Synergizing for Social Impact: Collaborative Communities Strategies

Enhancing Spiritual Education and Practice: A CSR Initiative for Improving Solat Among Students

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ABSTRACT

The Corporate Social Responsibility (CSR) initiative was designed to improve the spiritual education and practice of solat (prayer) for year 3 students in schools by implementing the Bestari Solat component of the J-QAF module from the Ministry of Education. The project focused on meeting key performance indicators for university social responsibility through three core objectives. Initially, it involved the creation and distribution of tailored educational materials, such as booklets and videos, to aid year 3 students in comprehending and practicing Solat effectively. Following this, the project facilitated workshops and training sessions led by experts to offer practical guidance and rectify common errors in Solat practice, thereby enhancing learning through direct interaction. Additionally, the project worked closely with school administrators and educators to embed Solat education within the school curriculum and daily routines, fostering a supportive environment for consistent practice. The initiative yielded several significant benefits. It effectively instilled religious commitment and discipline among young students, contributing to their overall moral and character development. The integration of Solat education into daily routines promoted regular practice and deepened students' spiritual engagement. The collaboration with educational institutions also strengthened community ties and demonstrated the university's dedication to educational enhancement and social responsibility. The initiative aligned with key performance indicators (KPIs) for university social responsibility (USR) and student leadership development. By fostering collaboration between the university and local schools, the project promoted religious commitment, spiritual growth, and community engagement. This paper outlines the program's objectives, implementation, and its contribution to spiritual education and USR.

Keywords: Corporate Social Responsibility (CSR), Solat, J-QAF module, University Social Responsibility (USR), spiritual education.

INTRODUCTION

The solat, one of Islam's Five Pillars, is the foundation of Muslim prayer and spirituality. Early education in Solat is essential for young students to develop a strong spiritual foundation and cultivate religious discipline (Nasir & Yusuf, 2013). The correct performance of Solat is crucial for spiritual development, particularly for young learners who are in their formative years. Recognizing the importance of early spiritual education, this study explores a Corporate Social Responsibility (CSR) initiative aimed at improving Solat practices among year 3 students in schools. This CSR project aimed to support the teaching of Solat in schools by implementing the Bestari Solat component of the J-QAF module introduced by the Ministry of Education. The J-QAF module focuses on Islamic education, including Jawi, Quranic studies, Arabic, and Fardhu Ain, with the Bestari Solat component specifically targeting the correct performance of Solat (Ministry of Education, 2018).

The J-QAF module, introduced by the Ministry of Education, Malaysia is a comprehensive program designed to enhance Islamic education in primary schools. The Bestari Solat component specifically focusses on teaching the correct performance of Solat. While the module is a valuable educational tool, there is a need to reinforce its teachings through practical guidance and community engagement. This CSR initiative was implemented to bridge this gap, providing additional resources and hands-on training to ensure that students not only learn about Solat but also integrate it into their daily lives. The initiative also aligns with university social responsibility (USR) by contributing to the moral and spiritual development of the community, thus fulfilling the university's commitment to social and educational well-being.

The aim of the CSR project was to Improve the students' understanding and practice of Solat by using the J-QAF module's Bestari Solat component, focusing on both theoretical and practical aspects. The project had three main objectives: first, to develop and distribute tailored educational materials, including booklets and videos, to improve students' understanding and performance of Solat; second, to conduct workshops and training sessions with facilitators to provide hands-on guidance, correct common mistakes, and reinforce the learning process; and third, to achieve key performance indicators (KPIs) for university social responsibility (USR) by fostering university student leadership through their active involvement in organizing, leading, and executing the project, thereby enhancing their leadership skills and community engagement.

This paper details the CSR initiative undertaken by Universiti Teknologi MARA (UiTM) Kedah, which provided year 3 students with educational materials and workshops to improve their understanding and practice of Solat. The initiative also contributed to university social responsibility (USR) by involving university students in the planning and delivery of the program, fostering leadership and community engagement.

LITERATURE REVIEW

Solat (prayer) is one of the Five Pillars of Islam and a fundamental practice in the daily lives of Muslims. It serves not only as a spiritual exercise but also as a means of instilling discipline, mindfulness, and a sense of community among practitioners (Nasir & Yusuf, 2013). Solat not only serves as a means of spiritual connection but also provides a structure for daily life, instilling discipline, mindfulness, and a sense of moral responsibility (Hashim & Rossidy, 2014). Regularly performing Solat reinforces these values, which are essential to both personal development and community cohesion. Research shows that consistent prayer strengthens faith and spiritual discipline, leading to overall mental and emotional well-being (Ghaffar, 2017).

Introducing solat practice at an early age is critical for fostering a strong spiritual foundation in children. Research indicates that religious education at an early age significantly influences children's understanding and adherence to religious practices (Leming, 2000). Educational interventions designed for young students can effectively inculcate religious values and habits. The integration of religious education in school curriculum has been shown to enhance students' spiritual and moral development (Kay & Smith, 2000). For young learners, understanding and performing Solat correctly can help instill discipline, spiritual mindfulness, and a sense of routine. Research emphasizes that performing Solat regularly instills discipline, mindfulness, and a sense of responsibility, particularly in children (Abdullah et al., 2015). Children introduced to Solat at a young age are more likely to develop a strong spiritual foundation that shapes their religious commitment and moral development throughout life. The positive reinforcement of these practices during formative years leads to sustained engagement in religious duties as they grow older (Ghazali, 2016).

Ensuring the correct performance of Solat is essential for achieving its spiritual benefits. A study by Mohamad et al. (2019) emphasized the importance of learning and practicing Solat with precision, as even minor errors in prayer can diminish its spiritual efficacy. Learning the correct steps of ablution (wudu) and the proper movements during Solat, such as bowing and prostrating, is important for fulfilling the religious obligations accurately (Rahman et al., 2019). The use of practical guidance and educational materials, such as

videos and hands-on workshops, has proven to be effective in improving students' performance of Solat (Ghazali, 2016).

Practical exposure to Solat during early childhood is particularly important in preventing errors in the later stages of life. According to Yusoff et al. (2018), children who receive proper instruction in Solat during their formative years are more likely to retain these practices and avoid common mistakes. This highlights the importance of early education programs, such as the J-QAF Bestari Solat module, in promoting both spiritual understanding and accuracy in prayer performance.

According to Abdullah et al. (2015), structured programs like the J-QAF module, which includes the Bestari Solat component, significantly enhance the learning of Solat practices in primary schools. The module provides children with a combination of theoretical and practical education, helping them understand the spiritual meaning of Solat while learning the correct methods of performance. This early exposure to religious education in a structured environment encourages children to develop strong habits of devotion and self-discipline, critical for their long-term spiritual growth.

The J-QAF (Jawi, Quran, Arabic, and Fardhu Ain) module, introduced by the Ministry of Education Malaysia, aims to provide comprehensive Islamic education in primary schools. The Bestari Solat component of the J-QAF module aims to ensure that students not only understand the importance of Solat but are able to perform it accurately and with spiritual mindfulness (Ministry of Education Malaysia, 2018). Research by Abdullah et al. (2015) indicates that structured programs, such as the J-QAF module, can effectively support the development of religious practices among primary school students, contributing to their overall character development and religious commitment. However, the effectiveness of such programs often depends on the availability of supplementary resources and practical guidance (Hashim et al., 2014).

The integration of CSR into religious programs reflects a growing recognition of the role that faith-based initiatives can play in social responsibility. CSR initiatives that focus on religious education aim to support the spiritual and moral development of individuals, particularly within communities where religious practices are central to daily life (Carroll, 1999). Programs that promote religious practices, such as Solat, align with CSR principles by addressing community needs, fostering ethical behavior, and enhancing social cohesion (Brammer & Millington, 2008). Studies have shown that CSR programs with a religious focus can effectively bridge gaps in spiritual education, contributing to both individual and community well-being (Moon & Orlitzky, 2011). This CSR project aligns with CSR theory by addressing a community need spiritual education while promoting ethical behavior and community engagement.

University Social Responsibility (USR) is an extension of CSR focused on the role universities play in contributing to social welfare through education, research, and community engagement (Matten & Moon, 2008). This CSR project not only addressed the spiritual needs of young students but also fostered leadership and social responsibility among university students, aligning with USR objectives. Studies on USR indicate that student involvement in CSR projects enhances their leadership skills, empathy, and understanding of social issues (Porter & Kramer, 2006). Programs like this also support university social responsibility (USR) by engaging university students in meaningful community service, helping them develop leadership and organizational skills while contributing to societal well-being.

PROGRAM IMPLEMENTATION

The CSR program designed to enhance the spiritual education and practice of Solat among year 3 students, was implemented through a structured approach that integrated both theoretical preparation and practical engagement. The implementation of the program was rooted in the principles of Corporate Social Responsibility (CSR) theory, which emphasizes the importance of organizations contributing positively to societal well-being. In this context, the university took on the role of a socially responsible entity, leveraging its resources and expertise to address the spiritual needs of young students in the community.

1. Preparation phase

The program began with a thorough preparation phase, in which university students were actively involved in planning and organizing the initiative. This phase included the development of detailed paperwork outlining the program's objectives, activities, and expected outcomes. The university students, guided by an advisor, were responsible for creating educational materials such as booklets and videos that aligned with the Bestari Solat component of the J-QAF module provided by the Ministry of Education.

In addition to paperwork, the university students underwent training sessions to equip them with the necessary skills to effectively deliver the program. These training sessions covered various aspects of Solat education, including both theoretical knowledge and practical guidance on how to teach young students. The training ensured that the university students were well-prepared to serve as facilitators and role models during the program.

2. Implementation at the School

Following the preparation phase, the university students, accompanied by faculty members, visited the school where the CSR program was to be implemented. The program was structured into several key activities:

2.1 Educational Sessions:

The university students conducted sessions that combined the use of the J-QAF module, videos, and group activities. These sessions were designed to engage the year 3 students in both the theoretical and practical aspects of Solat. The educational content was delivered in an interactive manner, ensuring that the young students could grasp the concepts effectively.

Figure 1 Group activity



2.2 Theory and Practical Training:

The program included specific sessions focused on the theory and practice of ablution (wudu), solat (prayer), and the recitation of solat prayers. During these sessions, students were guided through the steps of performing ablution and solat, with a strong emphasis on correct techniques and understanding the spiritual significance of each action. Practical training sessions were held, where the university students provided hands-on guidance to the young learners, helping them correct any mistakes in their Solat practice. These sessions were designed to reinforce the theoretical knowledge through direct interaction and personalized feedback.

Figure 2 Video materials for the program



Figure 3 Theory and practical session – Solat



Figure 4 Theory and practical session



2.3 Use of Videos and Group Activities.

Videos created by the university students were used to visually demonstrate the correct performance of solat and ablution, providing a clear and engaging reference for the young learners. Group activities were incorporated to encourage collaboration and peer learning, further reinforcing the practical aspects of the training.

Figure 5 Video presentation by the facilitator



IMPACT AND CONTRIBUTIONS

The CSR project contributed to the spiritual and moral development of the students by enhancing their understanding and practice of Solat. The hands-on workshops and use of educational videos helped simplify the complexities of Solat, ensuring that the students could perform the prayer correctly.

Additionally, the involvement of university students in the project contributed to their leadership development and community engagement. The project provided them with valuable experience in organizing and leading educational initiatives, aligning with the university's KPIs for social responsibility. The collaboration between the university and the local schools also strengthened community ties, demonstrating UiTM’s commitment to supporting social and educational well-being.

RECOMMENDATION

To further enhance the impact of the program, it is recommended to expand its reach by including additional year levels, allowing for continuous spiritual development as students’ progress through their education. Incorporating more interactive elements, such as group discussions and peer-to-peer learning, could deepen students' understanding and engagement with the material. Regular follow-up sessions and refresher workshops could be introduced to reinforce the learning outcomes and ensure long-term retention of Solat practices.

Additionally, involving parents and the broader community in the program could strengthen support systems at home, further embedding the practice of Solat in students' daily lives. Parents could play an active role in supporting their children’s learning and helping to create

a conducive environment for regular prayer practice. Further studies could also explore the role of parental involvement in reinforcing the religious practices taught in the program, as well as the impact of integrating modern educational tools, such as interactive digital content, to complement the existing booklets and videos. Together, these recommendations aim to create a more holistic and sustainable approach to spiritual education, ensuring that the program's benefits are long-lasting and impactful.

Although formal data collection was not conducted in this project, future iterations of the program could benefit from implementing a systematic approach. This would involve using pre- and post-program surveys to gather feedback from students and teachers, assessing the program's impact on Solat understanding and practice. These surveys could provide valuable quantitative and qualitative data, allowing for a more comprehensive evaluation of the program's effectiveness and helping to identify areas for improvement.

CHALLENGES AND LIMITATIONS

Several challenges and limitations were encountered during the implementation of the CSR project. One of the primary challenges was the varying levels of students' understanding and ability to perform Solat, particularly among younger participants who struggled with the practical aspects of prayer. To address this, facilitators provided personalized guidance and additional hands-on training during workshops to ensure all students received the support needed to perform Solat correctly.

Another limitation was the students' limited familiarity with the digital tools used in the program, such as videos and online materials. While these resources were designed to enhance engagement, younger students required additional assistance to navigate the content. In response, the facilitators incorporated more traditional learning methods, such as group activities and face-to-face demonstrations, to supplement the digital materials.

Time constraints also posed a challenge, as the program was delivered within a limited timeframe, leaving little room for follow-up sessions to reinforce learning. Future iterations of the program could include periodic refresher workshops or follow-up sessions to ensure long-term retention and deeper understanding of Solat practices.

Finally, the lack of formal data collection in this project limited the ability to measure the program's effectiveness quantitatively. To address this in future programs, systematic data collection through surveys or interviews with students and teachers could provide valuable insights into the program's impact and areas for improvement.

CONCLUSION

The Corporate Social Responsibility (CSR) initiative aimed at enhancing the spiritual education and practice of Solat among year 3 students has proven to be a significant and impactful program. Utilizing the Bestari Solat component of the J-QAF module, this project effectively addressed the dual objectives of improving religious practices among young learners and fulfilling key performance indicators (KPIs) for university social responsibility (USR) and student leadership development.

Throughout the program, the implementation of tailored educational materials, such as booklets and videos, played a crucial role in deepening students' understanding of Solat. These resources were carefully designed to align with the cognitive and developmental levels of year 3 students, ensuring that the concepts of Solat were conveyed in a manner that was both engaging and comprehensible. The visual aids and step-by-step guides in the booklets made it easier for students to understand Solat by simplifying the prayer's details. The videos added an interactive element, showing the correct procedures and rituals to reinforce what they learned.

The workshops and training sessions conducted as part of the program were instrumental in bridging the gap between theoretical knowledge and practical application. Facilitated by trained instructors, these sessions provided hands-on guidance that allowed students to practice Solat under the supervision of knowledgeable mentors. This approach not only helped correct common mistakes but also instilled a sense of confidence and discipline in the students as they learned to perform Solat accurately and with reverence. The direct interaction between

facilitators and students was a key factor in the program's success, as it allowed for immediate feedback and personalized instruction, which is essential in religious education.

In addition to the educational aspects, the program's collaboration with school administrators and teachers was pivotal in creating a supportive environment for the regular practice of Solat. By integrating Solat education into the school curriculum and daily routines, the program ensured that students had ample opportunities to practice what they learned in a structured and consistent manner. This holistic approach not only reinforced the importance of Solat in the students' daily lives but also fostered a sense of community and shared responsibility among the school staff and students. The collaboration with schools also highlighted the importance of institutional support in the success of educational interventions, particularly those that aim to instill lifelong practices such as Solat.

Another significant outcome of the program was its alignment with the university's KPIs for social responsibility and student leadership development. By involving university students in the planning, execution, and evaluation of the program, the initiative provided a valuable platform for these students to develop leadership skills, project management capabilities, and a sense of civic responsibility. The experience of organizing and leading the program in a real-world setting helped these students cultivate qualities such as empathy, teamwork, and problem-solving, which are essential for future leaders. Moreover, the successful implementation of the program demonstrated the university's commitment to social responsibility, as it directly contributed to the spiritual and moral development of the community's youth.

In conclusion, the CSR initiative to improve Solat practice among year 3 students have not only achieved its immediate objectives but also created a lasting impact on both the students and the university community. By fostering religious commitment, moral development, and leadership skills, the program has made a meaningful contribution to the spiritual and social fabric of the community. Its success underscores the value of CSR programs that are thoughtfully designed, well-implemented, and aligned with broader educational and social goals. As such, this initiative serves as a compelling example of how educational institutions can leverage CSR to make a positive and enduring difference in society.

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Synergizing for Social Impact: Collaborative Communities Strategies

Preserving Wayang Kulit Gedek: Protecting Cultural Traditions in the Local Community

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ABSTRACT
This study investigates the role of Wayang Kulit Gedek, a traditional shadow puppetry art form, within Kedah's local community, emphasizing its impact on social cohesion, cultural identity, and the involvement of educational institutions. The research highlights the importance of preserving intangible cultural heritage as a means to enhance community unity and engage the youth in appreciating and maintaining national artistic traditions. Wayang Kulit Gedek, with its rich tradition, is examined for its role in shaping gender roles and societal expectations, thus reflecting and reinforcing cultural norms. The study also highlights the essential contribution of universities in fostering and preserving these cultural legacies, which are increasingly threatened by marginalization. This paper focuses on the implementation of a Corporate Social Responsibility (CSR) project, covering the key stages of planning, conducting interviews with local practitioners, organizing seminars and workshops, and culminating in a live performance. The study also highlights the essential contribution of universities and governmental bodies in fostering and preserving these cultural legacies, increasingly threatened by modernization. Through informal interviews and field studies, this research captures insights into the historical background, recent developments, and challenges faced by Wayang Kulit Gedek in Kedah. Unlike studies that use questionnaires to gather statistical data, this research adopts a qualitative approach, offering insights based on participation and observation. The study identifies challenges and highlights the contributions of universities and community engagement in preserving these cultural legacies. The findings underscore the need for broader efforts to prevent the extinction of Wayang Kulit Gedek, with support from initiatives by UNESCO and the Department of National Heritage Malaysia.
Keywords: Wayang Kulit Gedek, Cultural Heritage, Corporate Social Responsibility (CSR), Community Engagement. Educational Initiatives

INTRODUCTION
Intangible Cultural Heritage (ICH) plays a vital role in fostering cultural diversity and identity, particularly in communities facing rapid modernization. The preservation of such heritage has been a priority for UNESCO and Malaysia's National Heritage Department (Department of National Heritage Malaysia, 2010). According to the National Heritage Act of 2005, Intangible Heritage pertains to the safeguarding of Malaysian heritage with significant aesthetic worth. The National Heritage Department faces an increasingly significant task and challenge in intensifying its supervision efforts over Intangible Heritage. This priority is driven by the overarching objective of repairing, safeguarding, and maintaining the National Heritage.

The Agenda for Sustainable Development 2030, established by UNESCO, outlines a comprehensive strategy aimed at addressing the three fundamental dimensions of sustainable development: economic, social, and environmental. This action plan encompasses 17 Development Goals, which are interconnected and mutually reinforcing, fostering development across various levels while upholding the principles of human rights, equality, and sustainability. One such cultural treasure is Wayang Kulit Gedek, a traditional shadow puppetry art form unique to the local community in Kedah, Malaysia. This centuries-old performance tradition is not only a form of entertainment but also a powerful medium for expressing societal values, norms, and gender roles.

In alignment with UNESCO's goals of preserving cultural heritage, this study explores the role of Wayang Kulit Gedek in fostering social cohesion, transmitting cultural identity, and engaging educational institutions in its preservation efforts. As modern society rapidly evolves, traditional art forms like Wayang Kulit Gedek face the risk of disappearing, particularly as younger generations become more detached from their cultural roots. To counter this trend, UNESCO's initiatives emphasize the importance of educational programs and community involvement in safeguarding these intangible cultural legacies.

This study focuses on the implementation of UNESCO-supported programs within Kedah, where workshops and performances of Wayang Kulit Gedek have been organized to revive interest and participation in this traditional art form. These efforts are particularly directed at the youth within the local school community, aiming to cultivate an appreciation for their cultural heritage while ensuring its continuity. By examining these initiatives, the study aims to highlight the effectiveness of UNESCO's plans in preserving Wayang Kulit Gedek and promoting its significance within the broader context of cultural heritage conservation. In Malaysia, the National Heritage Department has collaborated with UNESCO to implement various initiatives aimed at documenting and revitalizing endangered cultural practices (Department of National Heritage Malaysia, 2010). These initiatives include providing grants for cultural programs, training new practitioners, and raising public awareness about the significance of intangible heritage (UNESCO, 2011).

Wayang Kulit Gedek, a traditional shadow puppetry art form, holds a significant place in the cultural heritage of the community in Negeri Kedah especially in Kampung Asun, Jitra, Kedah. With its rich history and intricate performances, it has long been a source of pride and identity for the local community. However, in an era marked by rapid modernization and changing entertainment preferences, the preservation of this cultural legacy faces formidable challenges (Boon, 2007).

This study embarks on a journey to explore the concerted efforts made by the local community to safeguard and revitalize Wayang Kulit Gedek. By exploring the complex interplay of cultural preservation, community engagement, and potential UNESCO recognition, this research aims to shed light on how this traditional art form can thrive and continue to maintain its relevance among both the local population and a global audience. Through an examination of local initiatives, educational programs, and strategies designed to adapt Wayang Kulit Gedek to contemporary sensibilities, this study provides valuable insights into the evolving landscape of cultural heritage preservation within the specific context of community in Kedah.

LITERATURE REVIEW

Wayang Kulit, a form of traditional shadow puppetry, holds deep cultural significance in various states across Malaysia, where it has been practiced for centuries. Each state has its own variant of Wayang Kulit, influenced by local traditions, religious practices, and neighboring cultures. The most prominent forms of Wayang Kulit in Malaysia include Wayang Kulit Kelantan and Wayang Kulit Gedek in Kedah. This literature review will explore the history, characteristics, and challenges of Wayang Kulit in these states, as well as recent efforts to preserve and promote this cultural heritage.

The preservation of ICH, as outlined by UNESCO, emphasizes the importance of safeguarding traditions that foster cultural diversity and identity (UNESCO, 2011). Wayang Kulit Gedek is a traditional art form that reflects the cultural exchanges between Malaysia and

Thailand, with unique characteristics that distinguish it from other forms of shadow puppetry (Matusky & Tan, 2004). In Kedah, Wayang Kulit Gedek serves as both an entertainment medium and a tool for transmitting societal values, norms, and gender roles (Mohd Anis Md Nor, 1993).

Recent studies highlight the challenges faced by traditional art forms like Wayang Gedek due to modernization, declining numbers of practitioners, and limited institutional support (Kassim, 2012). Similar challenges have been observed across other states in Malaysia, where traditional art forms are struggling to survive in the face of digital entertainment and changing social preferences (Ismail & Zainuddin, 2016). This study expands on previous literature by exploring the initiatives and strategies employed in various Malaysian states to preserve such art forms, focusing on how these strategies can be applied to Wayang Kulit Gedek in Kedah.

Educational institutions, particularly universities, have played a significant role in preserving traditional art forms through workshops, seminars, and public performances aimed at raising awareness and engaging younger generations. These efforts have proven effective in rekindling interest in ICH and fostering a sense of pride in cultural heritage (Ismail & Zainuddin, 2016). Furthermore, initiatives led by the National Heritage Department and UNESCO have provided financial grants, promoted cultural festivals, and documented endangered practices, all of which are essential for the survival of ICH in Malaysia (Department of National Heritage Malaysia, 2010).

Wayang Kulit, a traditional form of shadow puppetry, holds significant cultural value across Southeast Asia, especially in Malaysia, Indonesia, Thailand, and Cambodia. Each country has developed its unique form of this art, which reflects its societal norms, religious beliefs, and cultural heritage. In Malaysia, Wayang Kulit Kelantan and Wayang Kulit Gedek are the two prominent variants, each representing different aspects of the country's cultural diversity.

In Malaysia, Wayang Kulit Kelantan remains the most recognized form of shadow puppetry, traditionally drawing from Hindu epics like the Ramayana and local folklore (Matusky & Tan, 2004). Wayang Kulit Gedek, practiced in Kedah and influenced by Thai culture, features distinct Siamese elements and has historically been performed during festivals and communal gatherings (Hooker, 2000). Despite its rich cultural heritage, Wayang Kulit in Malaysia faces numerous challenges due to modernization, changing entertainment preferences, and declining interest among younger generations.

Recent research points to a steady decline in the number of Wayang Kulit performances across Malaysia, particularly in Kelantan and Kedah (Kassim, 2012). A primary factor is the shift in public entertainment preferences toward digital media, coupled with increasing religious conservatism in certain areas, which has led to the suppression or modification of traditional Wayang Kulit performances. According to Kassim (2012), in Kelantan, strict interpretations of Islamic law have restricted the performance of Wayang Kulit, necessitating alterations to its content to align with religious values.

WAYANG KULIT IN KELANTAN

Kelantan is home to Wayang Kulit Kelantan, the most widely recognized form of shadow puppetry in Malaysia. This variant draws heavily from Javanese and Indian traditions, with many performances based on stories from the Ramayana and Mahabharata (Matusky & Tan, 2004). Wayang Kulit Kelantan has traditionally been performed during important cultural and religious ceremonies, where it serves not only as entertainment but also as a medium for moral education and cultural expression (Mohd Anis Md Nor, 1993).

Historically, Wayang Kulit Kelantan thrived in rural communities, with performances attracting large audiences. However, in recent decades, the popularity of Wayang Kulit in Kelantan has declined due to several factors, including modernization, the influence of religious conservatism, and the rise of digital entertainment. Kassim (2012) highlighted that stricter interpretations of Islamic teachings have led to modifications or outright bans on certain

performances, particularly those that are perceived to conflict with religious principles. This has resulted in fewer performances and a reduced number of practitioners.

Despite these challenges, preservation efforts have been made to sustain Wayang Kulit Kelantan. Cultural organizations, along with government agencies like the National Heritage Department, have implemented programs aimed at revitalizing the art form, including workshops, exhibitions, and cultural festivals (Department of National Heritage Malaysia, 2010). However, more comprehensive strategies are needed to engage younger generations and adapt Wayang Kulit Kelantan to modern audiences.

WAYANG KULIT GEDEK IN KEDAH

The historical background of Wayang Gedek, particularly in Kedah, is rooted in the broader tradition of shadow puppetry that spread throughout Southeast Asia. Wayang Gedek is a traditional form of shadow play, similar to other types of wayang found in the region, such as Wayang Kulit in Java and Bali. However, Wayang Gedek has unique characteristics and a cultural context specific to Kedah and Southern Thailand. Wayang Gedek is believed to have originated from the cultural exchanges between Malaysia and Thailand, particularly in the border regions like Kedah. The word "Gedek" itself is derived from the Thai language, indicating its strong Thai influence. Historically, Kedah was part of the greater Malay world that had strong cultural ties with neighboring regions, including the Siamese kingdoms. This blending of cultures led to the creation of Wayang Gedek as a local version of the broader wayang tradition.

Wayang Gedek has traditionally been performed during festivals, religious ceremonies, and other significant community events. The performances typically involve stories from the Ramayana, a Sanskrit epic that has been adapted into various local forms throughout Southeast Asia. However, in Kedah, the stories have been localized, often incorporating local folklore, moral lessons, and social commentary relevant to the community. Over time, Wayang Gedek in Kedah has faced challenges, including the decline in popularity due to modernization, urbanization, and the shift towards more contemporary forms of entertainment. Efforts have been made by cultural practitioners and institutions to preserve this art form, recognizing its importance as part of Malaysia's intangible cultural heritage. The National Heritage Department of Malaysia, along with other cultural organizations, has worked to document and revitalize Wayang Gedek through educational programs, public performances, and cultural festivals.

Wayang Gedek holds significant cultural value as it serves as a medium for conveying societal values, cultural norms, and gender roles. Through its performances, Wayang Gedek reflects the community's identity and provides insights into the historical and social fabric of Kedah (Mohd Anis Md Nor, 1993). The narratives often draw from local folklore and moral stories, thus reinforcing cultural continuity and social cohesion. Moreover, Wayang Gedek plays a role in preserving the Malay language and traditional music, which are integral to the performance (Hooker, 2000).

Presently, Mr. Azhar Ruslan (referred to as Abg At) and Mad Desa Murad (referred to as Abg Cha) are persons who have carried along the tradition of wayang kulit Gedek in Kedah, operating under the moniker of Wayang Kulit Padang ASUN (formerly recognized as Wayang Kulit Seri Asun). The historical origins of wayang kulit Gedek Kedah may be traced back to the marriage of Tok Jah, a woman hailing from Siam, and a local resident of Asun, Jitra. The woman informed her spouse of her ability to perform the wayang kulit, which subsequently marked the inception of the wayang kulit tradition in the region of Kedah. In contrast, it is worth noting that Pak Noh, a resident of the region, engaged in the study of wayang kulit with a Siamese individual named Tok Densong. Subsequently, Pak Noh transmitted this cultural tradition to his son, Pak Majid, who gained significant renown throughout the 1980s and early 1990s. This particular kind of wayang kulit was designated as Wayang Kulit Seri Asun. Nevertheless, the influence of Pak Majid's legacy was carried on and furthered by other persons, particularly Abg At and Abg Cha. Abg At learned Wayang Kulit, a traditional Indonesian shadow puppetry, from a Siamese teacher named Tok Wi. Tok Wi and Tok Densong shared the same knowledge and style, showing that they were connected.

Therefore, the artistic traditions of Wayang Kulit Padang Asun and Wayang Kulit Seri Asun can be classified within the same genre.

The characters in Wayang Kulit Kedah have historical and cultural connections to Thailand. The influence of neighboring regions and cultures can often be seen in the development of traditional art forms. In this context, characters from Siamese or Thai traditions might have been incorporated into Wayang Kulit Kedah, reflecting historical interactions and exchanges between these regions. This combination of influences adds depth and variety to the Wayang Kulit Kedah ensemble and highlights the region's long history of cultural exchange. Each character in Wayang Kulit has its distinct appearance, personality traits, and role within the story. Together, they create a rich tapestry of narratives that convey cultural, moral, and philosophical messages to the audience.

Figure 1 Wayang Kulit Gedek Characters



While Wayang Kulit Gedek once played a central role in Kedah's cultural life, it has faced a similar decline to that of Wayang Kulit Kelantan, with fewer performances and practitioners. Modernization, urbanization, and changing entertainment preferences have contributed to the diminishing presence of Wayang Kulit Gedek in public life (Kassim, 2012). However, unlike Kelantan, where religious conservatism has played a significant role in the decline of Wayang Kulit, in Kedah, the primary challenges are related to modernization and the loss of cultural continuity.

Efforts to preserve Wayang Kulit Gedek have been driven primarily by educational institutions such as Universiti Teknologi MARA (UiTM). UiTM and other local organizations have organized workshops, seminars, and public performances aimed at promoting the art form and educating younger generations about its historical and cultural importance (Ismail & Zainuddin, 2016). These initiatives have been successful in rekindling some interest in Wayang Kulit Gedek, particularly among students, though the long-term sustainability of these efforts remains a challenge.

WAYANG KULIT IN OTHER MALAYSIAN STATES

Beyond Kelantan and Kedah, Wayang Kulit has a presence in other Malaysian states, though its influence is less pronounced. In Terengganu, for example, Wayang Kulit is performed occasionally during festivals, but it has not achieved the same level of prominence as in Kelantan. Terengganu's form of Wayang Kulit shares similarities with Wayang Kulit Kelantan, particularly in terms of its use of Javanese narratives and Hindu epics (Matusky & Tan, 2004). However, the practice in Terengganu is less widespread, with fewer practitioners and performances than in Kelantan.

In Penang, Wayang Kulit is largely associated with cultural festivals and is performed more as a tourist attraction than as a deeply embedded cultural practice. Penang's multi-ethnic composition has led to a blending of cultural traditions, and while Wayang Kulit performances are appreciated, they do not hold the same central role as in Kelantan or Kedah (Kassim, 2012).

CHALLENGES TO THE PRESERVATION OF WAYANG KULIT ACROSS MALAYSIA

Across all Malaysian states, the preservation of Wayang Kulit faces several common challenges. Modernization has led to a shift in public entertainment preferences, with younger generations gravitating toward digital media rather than traditional performances (Ismail & Zainuddin, 2016). The lack of institutional support has also contributed to the decline of Wayang Kulit, as many practitioners struggle to secure funding and resources to continue their work (Kassim, 2012). Furthermore, in states like Kelantan, religious conservatism has led to restrictions on performances, making it difficult for Wayang Kulit to survive in its traditional form.

Efforts to address these challenges have focused on educational programs and digital media. Universities like UiTM have played a crucial role in promoting Wayang Kulit through workshops and academic research, while digital platforms have been used to document and disseminate performances to wider audiences. The National Heritage Department has also supported the preservation of Wayang Kulit through grants, cultural festivals, and heritage tourism initiatives (Department of National Heritage Malaysia, 2010). However, these efforts need to be expanded and sustained to ensure the survival of Wayang Kulit as a living tradition.

METHOD OF CSR PROJECT IMPLEMENTATION

1. Interviews

The program began with interviews conducted with Abg At and the Wayang Padang Asun team, focusing on the rich history of Wayang Kulit Gedek in Kedah. These interviews provided valuable insights into the cultural heritage and evolution of this traditional art form, helping to preserve valuable knowledge for future generations.

Figure 2 Interview with Abang At and the Wayang Padang Asun team



2. Seminar and workshop

Seminars and workshops were organized for university and school students. These sessions were designed to immerse the participants in the world of Wayang Kulit, guiding them through the process of creating Wayang Kulit characters and teaching them the techniques used in performances. The workshops fostered a deeper understanding and appreciation of this cultural heritage, aiming to inspire the younger generation to take an active role in its preservation.

Figure 3 Seminar and Wayang Kulit Workshop



3. Wayang Kulit Performance

The program culminated in a night performance by the Wayang Kulit Padang Asun group, which was held for the students and the local community. This event served as a live demonstration of the art, promoting cultural awareness and appreciation among the audience. This event successfully promoted cultural awareness and appreciation, bringing the community together to celebrate and preserve their shared heritage.

Figure 4 Wayang Kulit Performance



FINDINGS AND DISCUSSION

The study found that Wayang Kulit Gedek plays a crucial role in preserving and reinforcing the cultural identity of the Kedah community. The performances serve as a living tradition that connects the local population with their historical and cultural roots. The art form contributes to social cohesion by bringing together community members during performances and festivals. The collective experience of watching and participating in Wayang Gedek strengthens community bonds and promotes a shared cultural heritage.

Wayang Kulit Gedek continues to gain supporters and followers throughout Malaysia, particularly in Kedah, especially among those born between 1970 and 1990. The young generation was unfamiliar with Wayang Kulit Gedek because there was no channel to access wayang kulit performances. The study revealed that modernization and changing entertainment preferences are major challenges facing Wayang Kulit Gedek. Traditional performances are becoming less frequent, and there is a decline in the number of active practitioners. There is a noticeable lack of resources and institutional support for the

preservation of Wayang Kulit Gedek. Financial constraints and limited access to training and materials were identified as barriers to sustaining the art form.

Wayang Kulit Gedek performances have also received less attention as a form of entertainment as most societies have shifted their focus to social media. Abang At, the new successor who has rebranded Wayang Kulit Seri Asun to Wayang Kulit Padang Asun, should enhance the preservation and conservation process. History, production, and presentation details should be disseminated to the public. In addition, the public promotion of Wayang Kulit Gedek should utilise appropriate media. The government, through JKKN, should be more proactive in promoting Wayang Kulit Gedek performances as part of cultural and heritage tourism programmes. Currently, Wayang Kulit Gedek performances are conducted physically, marginalising this heritage, as performances can be conducted live via social media platforms.

Universities and cultural programs have played a significant role in preserving Wayang Kulit Gedek by organizing workshops, exhibitions, and public performances. These initiatives have been successful in fostering a renewed interest in the art form and involving the community in its preservation. The function of universities such as UiTM should be strengthened by academic research so that Wayang Kulit Gedek continues to develop while retaining its authenticity. Tok Dalang's storytelling must also be tailored to society's current environment and entertainment needs. The involvement of UNESCO and the National Heritage Department has provided valuable support, including grants and promotional activities, which have been instrumental in revitalizing Wayang Kulit Gedek.

Wayang Kulit continues to hold cultural significance in various states across Malaysia, particularly in Kelantan and Kedah. However, the challenges of modernization, religious conservatism, and limited institutional support have led to a decline in performances and practitioners. Preservation efforts, driven by educational institutions and cultural organizations, have shown promise, but more comprehensive strategies are needed to engage younger generations and adapt Wayang Kulit to modern sensibilities. Digital media and educational programs offer potential avenues for revitalizing Wayang Kulit, but sustained support from government bodies and cultural institutions is crucial for ensuring its future survival.

The finding of this study underscores the significance of Wayang Kulit Gedek as an integral part of Kedah's cultural heritage. It emphasizes the challenges this traditional art form faces in the modern era and the dedicated efforts made within the local community to ensure its continued existence. By adapting narratives, engaging with contemporary audiences, and fostering a sense of cultural pride, Wayang Kulit Gedek Kedah has demonstrated resilience. It serves as a testament to the enduring power of tradition in the face of evolving cultural landscapes.

This study highlights the importance of ongoing efforts to preserve and promote Wayang Kulit Gedek, ensuring that it remains a source of identity, education, and artistic expression for generations to come within the local community in Kedah. The support from UNESCO and the National Heritage Department has proven to be beneficial in revitalizing Wayang Kulit Gedek. Their involvement has provided necessary resources and visibility, which are essential for the preservation of intangible cultural heritage. Future efforts should continue to build on this support and explore additional partnerships to enhance the sustainability of Wayang Gedek.

CONCLUSION AND RECOMMENDATION

Educational institutions play a crucial role in preserving Wayang Gedek by integrating it into academic programs and promoting its cultural significance through community outreach. Universities have been instrumental in organizing workshops, exhibitions, and performances that engage the younger generation and raise awareness about the importance of preserving traditional art forms (Ismail & Zainuddin, 2016). These initiatives not only keep the art form alive but also foster a deeper understanding and appreciation of cultural heritage among students and the broader community.

Wayang Kulit Gedek has the potential to foster social cohesion and active involvement, especially among generations, in appreciating the country's artistic and cultural expression. The university's role is significant in fostering the community, especially among the youth, to

appreciate and preserve this cultural heritage. To bridge the generation gap, efforts should be made to disseminate information about the history, production, and presentation of Wayang Kulit Gedek to the general public. Educational programs and workshops can be organized to raise awareness. Effective promotion strategies utilizing modern media channels, such as social media and online platforms, should be adopted to reach a wider audience. Engaging multimedia content and storytelling can capture the interest of the younger generation.

Among the roles of universities and government agencies are to conduct various research, documentation, promotion and implement more frequent performances of Wayang Kulit Gedek in various community programs. Universities, such as UiTM, can contribute to the development of Wayang Kulit Gedek by conducting academic research. This research can help modernize aspects of the art form while preserving its authenticity. The government, particularly through agencies like JKKN should take a proactive role in promoting Wayang Kulit Gedek as part of cultural and heritage tourism programs. Financial support and incentives can be provided to sustain this traditional art form.

This paper provides an in-depth discussion on the implementation of a Corporate Social Responsibility (CSR) project aimed at preserving Wayang Kulit Gedek, focusing on key stages such as planning, interviewing practitioners, conducting seminars and workshops, and organizing live performances. The project successfully engaged the local community and younger generations in learning about this traditional art form. However, this study does not utilize a questionnaire-based approach to collect statistical findings, as the primary objective was to explore qualitative aspects of the CSR project and assess its impact through direct participation and observation.

The hands-on approach, including interviews with local practitioners and immersive workshops for students, provided valuable insights into the challenges of preserving intangible cultural heritage in modern society. These initiatives emphasized the importance of educational programs and community engagement in ensuring the continuity of Wayang Kulit Gedek.

Future research could expand on this study by incorporating quantitative methods, such as questionnaires or surveys, to measure the impact of CSR projects on participants and the broader community. This could include assessing changes in awareness, appreciation, and understanding of Wayang Kulit Gedek before and after participation in such initiatives. Additionally, further research could explore the long-term effects of digitalization on the preservation of traditional art forms, examining how modern technology can be leveraged to sustain interest and involvement in Wayang Kulit Gedek. Investigating the role of government policy and cultural tourism in promoting traditional performances could also provide valuable insights into the broader sustainability of these art forms in Malaysia and Southeast Asia.

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Synergizing for Social Impact: Collaborative Communities Strategies

Enhancing Higher Education Access for Rural Students through University High-Impact Community Engagement Programs in Malaysia: A Review

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ABSTRACT
This study investigates the decline in higher education applications among rural secondary school students in Malaysia, exacerbated by educational disparities and the impact of the COVID-19 pandemic. Rural students face significant challenges, including limited access to modern educational facilities, technology, and experienced teachers, which contributes to lower academic performance compared to their urban peers. Additionally, economic hardships and disruptions from the pandemic have further discouraged rural students from pursuing higher education. The study examines how High-Impact Community Engagement (HICE) activities and Educational Knowledge Transfer Programs (KTP) can address these issues. By facilitating mentorship programs, community workshops, and industry collaborations, HICE initiatives aim to bridge the educational gap and support rural students. KTPs enhance this by providing access to digital resources, teacher training, and financial aid. The research utilizes a systematic review methodology to assess the effectiveness of these programs and propose strategic recommendations for improving rural education. The findings suggest that well-implemented community engagement and knowledge transfer can significantly increase higher education applications and academic performance among rural students. The study emphasizes the importance of collaborative efforts between educational institutions, local communities, and industries to overcome existing barriers and promote educational equity in Malaysia.
Keywords: Community Engagement, Knowledge Transfer Program, Rural Education, High-Impact Initiatives, Higher Education Access

INTRODUCTION
Malaysia, like many other developing countries, faces various challenges in ensuring equal access to education (whether primary or higher education) in both urban and rural areas. The academic performance gap between rural and urban students has long been a significant issue in Malaysia's education system. According to the Ministry of Education Malaysia (2020), rural students made up around 30% of those who sat for the Sijil Pelajaran Malaysia (SPM) examination. However, they only represented 18% of students offered places in public universities. Students living in rural areas often encounter various obstacles in their education. Limited access to basic facilities such as well-equipped schools with technology, experienced teachers, and sufficient learning materials are among the major challenges (Smith, 2018). A report by the Malaysian Department of Statistics (2021) indicates that 47.2% of rural students come from low-income families, compared to only 12.4% in urban areas.

Previous studies have found that rural students tend to have lower academic achievements compared to their urban counterparts. A report from Universiti Malaya (2019) revealed that the average score of rural students in the SPM examination was 4.5% lower than that of urban students in core subjects such as Mathematics and Science. Nevertheless, some rural students excel and secure places at prestigious universities, particularly in fields that do not require advanced technological access. Urban students typically have advantages in terms of access to better educational resources. Data from the Ministry of Education shows that the student-teacher ratio in urban schools is 1:14, compared to 1:24 in rural schools. This gives urban students more opportunities to receive individual guidance from their teachers (Jones & Adams, 2020).

In addition to challenges related to educational infrastructure in rural areas, Malaysia was hit by the COVID-19 pandemic in early 2020, which significantly impacted the country's economy, health, and education (Kementerian Pendidikan Malaysia, 2020). One of the notable effects was the SPM 2021 examination results, where 70,455 candidates out of 407,097 registered students did not sit for the exam (Mohd Salleh, 2023). The pandemic and a series of Movement Control Orders (MCO) led many students to rely on online learning, affecting their exam preparation (Bano, Singh, & Ali, 2018). As a result, 72.1% of the SPM 2021 candidates chose not to pursue higher education, amounting to 268,273 individuals (Smith, 2018). Factors such as economic instability, job losses, and the death of family breadwinners due to COVID-19 forced many young people to work for survival (Akhter, Ahmed, & Rahman, 2019). The Minister of Science, Technology, and Innovation, Datuk Seri Dr. Adham Baba, highlighted three main reasons for the lack of interest in continuing education: limited short-term job opportunities, a preference for becoming social media influencers, and the perception that higher education does not guarantee better employment prospects (Faruqi, 2023).

This crisis presents a significant challenge for the country, which is now facing a decline in interest among SPM graduates in furthering their education, especially in technical and technological fields (Grau, Smith, & Johnson, 2017). However, this issue can be addressed through strategic collaborations among various stakeholders, including the Ministry of Education, Ministry of Higher Education, higher education institutions, State and District Education Departments, secondary schools, government agencies, private industry companies, and non-governmental organizations (NGOs) (Sandmann, 2007; Koekkoek, Van Ham, & Kleinhans, 2021).

One potential solution to this issue is to implement high-impact community engagement activities through educational knowledge transfer programs to improve secondary school students' SPM grades, enabling them to qualify for entry into public higher education institutions in Malaysia. Therefore, this article focuses on discussing the root causes of the decline in applications for higher education among rural school graduates and proposes collaborative measures between school education management and public higher education institutions through high-impact community engagement activities via Knowledge Transfer Programs.

COMMUNITY ENGAGEMENT IN HIGHER EDUCATION: OVERVIEW AND BEST PRACTICES

Community Engagement (CE) in higher education involves universities collaborating with external communities to share knowledge and skills for mutual benefit. This approach aims to address societal needs and contribute to the public good. CE can be implemented at local, national, or global levels and often includes various forms of engagement such as service-learning, knowledge transfer programs, and participatory research (Koekkoek, Van Ham, & Kleinhans, 2021).

Forms of Community Engagement

Tandon (2014) outlines six primary forms of CE that universities can adopt:

1. **Linking Learning with Community Service:** This form integrates academic learning with practical community service, allowing students to apply their knowledge in real-world contexts.
2. **Linking Research with Community Knowledge:** It involves applying research findings to benefit the community, thereby making research outcomes directly relevant and useful.
3. **Knowledge Sharing:** This entails disseminating academic knowledge to the community, ensuring that valuable insights are accessible and beneficial beyond the university.
4. **Designing New Curricula and Courses:** Universities create educational programs specifically designed to address community needs, ensuring that academic offerings are aligned with societal demands.
5. **Teachers as Practitioners:** Faculty members engage directly with community issues, bringing their expertise and experience into practical settings.
6. **Social Innovation by Students:** Students are encouraged to develop innovative solutions to community problems, fostering creativity and problem-solving skills.

In Malaysia, CE is exemplified by initiatives such as Community Service, Service-Learning Malaysia-University for Society (SULAM), and the Knowledge Transfer Program (KTP). These programs showcase how higher education institutions (HEIs) can implement CE to benefit communities through structured and purposeful engagement (Ministry of Higher Education Malaysia, 2011).

Principles for Effective Community Engagement

The Centers for Disease Control and Prevention (CDC, 1997) provide nine key principles for effective community engagement:

1. **Clear Goals and Objectives:** Establish Specific, Measurable, Attainable, Relevant, and Time-bound (SMART) objectives to guide the planning, execution, and assessment of engagement activities (CDC, 1997).
2. **Understanding the Community:** Gain knowledge about the community's history, demographics, culture, economy, and social structures. This understanding helps identify strengths and challenges in implementing engagement projects (Koekkoek, Van Ham, & Kleinhans, 2021).
3. **Building Relationships:** Develop trust and establish strong connections with community leaders and organizations. This involves outreach, generating connections, and securing commitments from local stakeholders (Hafiz Zakariya, 2014).
4. **Ethical Standards:** Adhere to ethical guidelines to ensure the protection of community rights and interests. Refer to relevant policies and guidelines to avoid potential risks (CDC, 1997).
5. **Collective Self-Determination:** Empower the community to define its issues and solutions, ensuring that interventions are community-driven rather than externally imposed (CDC, 1997).
6. **Collaboration:** Seek mutual benefits and opportunities for learning and growth. Effective collaborations require that all parties see value in the partnership and contribute resources and expertise (Sandmann, 2007).
7. **Diversity Awareness:** Respect and accommodate cultural diversity and other factors influencing community participation. Tailoring engagement efforts to these factors improves effectiveness (Attree, 2011).

8. **Mobilizing Assets:** Recognize and leverage the community's existing strengths and resources. This includes utilizing community skills and facilities to enhance project outcomes (Koekkoek et al., 2021).
9. **Flexibility and Long-Term Commitment:** Be adaptable and prepared to relinquish control to the community. Long-term commitment and continuous support are crucial for achieving sustainable outcomes (Grau et al., 2017).

Benefits of Community Engagement

Effective community engagement can lead to several positive outcomes:

- **Harmonious Communities:** Enhances understanding and fosters stronger, more trustworthy relationships within the community (CDC, 1997).
- **Informed Solutions:** Improves problem-solving by incorporating community needs and values into project design and implementation (Attree, 2011).
- **Social Change:** Empowers communities to drive meaningful change and address issues affecting their well-being (Grau et al., 2017)

METHODOLOGY

Research Design

This study utilizes a systematic review as its research methodology, focusing on identifying the causes behind the declining number of applications for higher education institutions and proposing solutions through university community engagement (CE) programs, specifically the Knowledge Transfer Program (KTP) in Malaysia.

Literature reviews can be categorized into two types: narrative and systematic reviews. A narrative review synthesizes literature within a particular field, constructed from a specific contextual or theoretical viewpoint (Aspin et al, 2022; Akhter et al., 2019). In contrast, a systematic review follows a structured process involving carefully designed stages that guide the search strategy, filtering, evaluation, documentation, and reporting of selected papers to address a significant research question.

Data Collection and Analysis using Manuscript Selection Method

The data for this study was primarily collected through document analysis, conducted as part of the systematic review. To ensure that the articles selected were relevant and aligned with the study's objectives, a multi-step filtering process was employed. The researchers initially conducted searches on several electronic databases, including ScienceDirect, SAGE, JSTOR, ERIC, SpringerLink, and ResearchGate, which are known for hosting high-impact and high-quality journals (Aspin et al, 2022; Bano et al., 2018). Additionally, Google Scholar and the UiTM repository were consulted due to a shortage of suitable papers in the initial search.

Titles and abstracts were thoroughly reviewed to assess their relevance to the study. During this process, a set of inclusion and exclusion criteria was established. The eligibility criteria required that articles be peer-reviewed and published in scientific journals. The research articles included in this systematic review were selected from those published between 2014 and 2024. Eligible studies were limited to publications in English or Malay and focused on secondary school students as participants. The databases were searched electronically, focusing on fields related to education and social sciences.

DISCUSSION ON FINDINGS

Issues in Malaysia Rural Secondary School Leavers Pursue in Public Higher Education Institutions in Malaysia

In the past, SPM (Sijil Pelajaran Malaysia) graduates were eager to pursue higher education, whether locally or abroad. However, this trend has changed. According to the Ministry of Education's eProfil Kerjaya Murid (ePKM), 48.74% of SPM students from the 2021 cohort, totaling 180,680 individuals, did not pursue further education. This represents a notable rise from the 35.16% of 2020 school leavers, which amounted to 115,939 students, who also chose

not to continue their studies beyond SPM (FINCO, 2023). These students are more inclined to work after SPM, believing that finding a job post-university is difficult and preferring a stable income source. Family support also plays a crucial role, with some families not providing moral or material support and instead expecting their children to contribute financially by working immediately.

Muhammad Jazlie Jabarudin, Strategic Director at Forward Malaysia Research Centre, warns that if this trend continues, the country could lose 70% of its skilled workforce, negatively impacting national development and jeopardizing Malaysia's goal of becoming a developed nation (Faruqi, 2023). A significant reason behind this trend is the economic disruption caused by the COVID-19 pandemic, forcing SPM graduates to seek income to support their families.

Basmin Maarof (2022) suggests that the government should reassess the PTPTN (National Higher Education Fund Corporation) policy, especially for students from B40 families, and align academic programs with career opportunities. He also emphasizes the need for a sustainable support system to assist SPM graduates and change the mindset that education is no longer crucial for survival. Education remains relevant for improving individual and national well-being.

Research by Mohd Salleh NH (2023) indicates that financial concerns and the cost of living are significant factors contributing to SPM graduates' decisions not to pursue further education. Interviews with students reveal that 40% are unwilling to continue their studies due to high living expenses. Additionally, a study by the UCSI Poll Research Centre found that only half of the SPM graduates plan to continue their education, with the remainder doubtful about the lengthy and costly university programs.

An article titled "Continue Studies or Work After SPM, Which is Better?" (Sulaila Bakar et. al, 2024) notes that some SPM graduates choose to work to gain real-world experience and earn early income. However, there are drawbacks to not pursuing further education, such as developing a habit of following orders without initiative, which may lead to a lack of motivation. On the other hand, further education can open doors to better-paying job opportunities.

According to Sulaila Bakar (2024) that student attitudes, peer influence, societal expectations, social media, and financial constraints are primary factors leading to the decision not to pursue higher education. Many students also face family pressure to avoid continuing their education to ease financial burdens. As a result, the country faces a generation of uneducated youth, which could affect Malaysia's competitiveness and progress. Therefore, all parties need to be involved in encouraging and supporting SPM graduates to continue their studies.

Researchers believe that issues such as low graduate salaries and high education loan costs need to be addressed before discussing why 72.1% of SPM 2021 candidates chose not to continue their education (Sulaila Bakar et. al, 2024). Future research should also focus on proposals to attract SPM graduates to further education and examine the role of universities and the Ministry of Higher Education (KPT) in reforming the education system. Studies on employers' acceptance of "micro-credential" courses as an alternative to university degrees are also important.

High-Impact Community Engagement (HICE) Activities via Educational Knowledge Transfer Programs (KTP) for Rural Secondary School

Challenges in Rural Education

Rural students in Malaysia face significant challenges that impact their academic performance and future opportunities. Limited access to educational resources such as modern technology, experienced teachers, and extracurricular activities creates a gap between rural and urban education (Smith, 2018). The Department of Statistics Malaysia (2021) highlights that a considerable percentage of rural students come from low-income families, which further restricts their access to educational opportunities. According to a study by Jones and Adams

(2020), the teacher-to-student ratio in rural schools is higher compared to urban schools, contributing to reduced individual attention and support for students.

The Role of High-Impact Community Engagement (HICE)

High-Impact Community Engagement (HICE) activities are designed to create meaningful collaborations between educational institutions and local communities. These initiatives can play a crucial role in addressing the educational needs of rural students by fostering a supportive learning environment and providing additional resources (Akhter et al., 2019). Key aspects of HICE include:

1. ***Mentorship Programs*:** Pairing rural students with mentors from local universities or professionals helps provide guidance, career advice, and motivation. These programs can bridge the gap between school and higher education by exposing students to academic and professional environments (Bano et al., 2018).
2. ***Community Workshops*:** Organizing workshops on topics such as study skills, career planning, and university applications can enhance students' readiness for higher education. Engaging local experts to conduct these workshops ensures that the content is relevant and accessible to rural students.
3. ***Collaborations with Local Industries*:** Partnering with local businesses to offer internships and practical experiences allows students to gain real-world insights and develop skills that are valuable in higher education and future careers (Azleenda Sahaludin, 2023).

Educational Knowledge Transfer Programs (KTP)

Educational Knowledge Transfer Programs (KTP) aim to facilitate the exchange of knowledge and resources between higher education institutions and secondary schools (Bano et al., 2018). These programs can address educational disparities by providing rural students with access to advanced learning opportunities and resources. Key components of KTP include:

1. ***Online Learning Platforms*:** Providing access to digital resources and virtual classes helps rural students overcome the limitations of local facilities. Online platforms can offer a range of educational materials and interactive learning experiences (Smith, 2018).
2. ***Professional Development for Teachers*:** Training for teachers in rural schools through KTP can enhance their skills and teaching methods, improving the overall quality of education (Kementerian Pendidikan Malaysia, 2020).
3. ***Scholarship and Financial Aid Programs*:** Establishing scholarships and financial aid options through KTP can alleviate the financial barriers that prevent rural students from pursuing higher education (Basmin Maarof, 2022).

Impact of HICE and KTP on Rural Education

Research demonstrates that HICE and KTP initiatives have a positive impact on educational outcomes. For example, a study by Nur Hasliza Mohd Salleh (2023) found that community-based educational programs significantly improved student engagement and academic performance. Furthermore, Basmin Maarof (2022) emphasizes that aligning educational programs with career opportunities can motivate students and increase their aspirations for higher education. The successful implementation of these programs has been linked to higher application rates and improved academic achievements among rural students.

Case Studies and Success Stories

1. The University of Malaya's Outreach Program: This program involved rural schools in online learning initiatives and mentorship opportunities. The program led to a

noticeable increase in applications from rural students to higher education institutions, demonstrating the effectiveness of such interventions (Azleenda Sahaludin, 2023).

2. Industry Collaboration Projects: Local industries partnered with schools to provide hands-on workshops and internships. These collaborations offered valuable career insights and practical experience, encouraging students to pursue higher education in relevant fields (Faruqi, 2023).

Recommendations

To maximize the benefits of High-Impact Community Engagement (HICE) and Knowledge Transfer Programs (KTP) for rural secondary schools, several strategic recommendations are crucial. First, strengthening community partnerships is essential. Educational institutions, local communities, and industries should collaborate to provide comprehensive support and resources for rural students. This collaboration can leverage local expertise and resources to address specific educational needs (Akhter et al., 2019). Educational institutions can offer mentoring and facilities, local communities can mobilize resources and serve as mentors, and industries can provide practical experiences and financial support.

Second, ensuring program accessibility is vital. To make KTP activities available to all rural students, it is necessary to address logistical and financial barriers. Providing transportation solutions and financial support for educational expenses can help students participate in these programs. Additionally, ensuring access to technology for online learning is crucial for overcoming geographical limitations (Kementerian Pendidikan Malaysia, 2020). By removing these barriers, more students can benefit from the educational opportunities provided.

Third, tailoring programs to local needs enhances their relevance and effectiveness. Customizing HICE and KTP initiatives to address the specific educational challenges and interests of rural students ensures that these programs meet local needs effectively. Conducting needs assessments and aligning program content with local career opportunities and educational gaps can increase student engagement and success (Bano et al., 2018). This approach ensures that the programs are not only relevant but also impactful.

Finally, monitoring and evaluating the impact of these initiatives is crucial for continuous improvement. Implementing a robust system for assessing the effectiveness of HICE and KTP programs helps in identifying successes and areas for improvement. Using tools such as surveys, performance metrics, and feedback mechanisms can provide valuable insights into how well these programs are meeting their goals and where adjustments are needed (Smith, 2018). Regular evaluation ensures that the programs remain effective and responsive to student needs.

By focusing on these strategies, stakeholders can enhance the effectiveness of HICE and KTP initiatives, ultimately increasing the number of rural students pursuing higher education and contributing to their long-term success.

CONCLUSION

High-Impact Community Engagement (HICE) activities and Educational Knowledge Transfer Programs (KTP) offer promising solutions to address educational disparities between rural and urban students in Malaysia. By leveraging community resources and providing targeted support, these initiatives can enhance academic performance and increase higher education applications among rural students. Addressing current challenges and implementing recommended strategies will be crucial in advancing Malaysia's educational equity and national development goals.

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Synergizing for Social Impact: Collaborative Communities Strategies

Analisa Keberkesanan Kem Motivasi Kepimpinan: Kajian terhadap Pelajar Tingkatan 1

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ABSTRAK
Tingkatan 1 merupakan tahun pertama bagi sesi persekolahan peringkat menengah di Malaysia. Dalam tempoh ini pelajar perlu menyesuaikan diri dengan pelbagai perkara baru seperti silibus pembelajaran, suasana persekitaran, waktu belajar dan juga cara hidup di sekolah terutamanya sekolah berasrama penuh. Selain itu terdapat pelbagai isu yang melibatkan pelajar sekolah yang amat membimbangkan pada masa kini. Sebagai contoh isu buli, vape, kesihatan mental dan lain-lain. Oleh itu, satu Kem Motivasi Kepimpinan telah diadakan bagi pelajar tingkatan 1 di Maktab Sains Rendah Mara (MRSM) Tun Ghazali Shafie, Kuala Lipis bagi mengukuhkan hubungan antara pelajar. Ia bertujuan untuk memupuk semangat kekitaan dan perpaduan di kalangan pelajar tingkatan 1. Selain itu, program ini juga membantu pelajar memahami dan menghargai kelebihan dan keunikan setiap orang. Program ini bertujuan untuk memberikan pelajar pengalaman yang berharga melalui aktiviti yang bukan sahaja mendidik tetapi juga menghiburkan. Program ini disertai oleh 115 orang pelajar tingkatan 1 MRSM Tun Ghazali Shafie, Kuala Lipis. Ia dijalankan selama dua hari yang meliputi aktiviti ceramah, Latihan Dalam Kumpulan (LDK), aktiviti sukan dan permainan. Analisa deskriptif dijalankan bagi menganalisa keberkesanan program terhadap pelajar. Hasil dari analisa menunjukkan majoriti pelajar berpuashati dan bersetuju program ini memberikan impak positif kepada mereka dan berharap program seperti ini boleh diadakan lagi di masa hadapan. Selain itu, pihak maktab juga berpuas hati dengan pelaksanaan dan objektif program ini.
Kata kunci: kem motivasi, pelajar sekolah, hubungan positif, CSR

PENDAHULUAN

Pelajar tingkatan 1 adalah fasa pertama di dalam pembelajaran peringkat sekolah menengah. Oleh itu kebanyakan daripada mereka masih terbawa-bawa dengan cara di sekolah rendah dan masih bersikap keanak-anakan. Selain itu, mereka juga cenderung untuk bersikap penting diri dan tidak pandai untuk bekerja secara berkumpulan. Tambahan lagi dengan pelbagai isu yang melibatkan pelajar sekolah menengah seperti buli, vape, vandalisme dan lain-lain, amat membimbangkan kerana ia mampu memberi kesan negatif kepada perkembangan kemandirian yang seimbang (Man et al., 2023). Dalam membentuk sahsiah dan keperibadian para pelajar, pelbagai cabaran akan dilalui. Pelajar perlu bijak bukan sahaja menguasai pembelajaran di dalam bilik darjah namun melangkaui aktiviti di luar bilik darjah. Oleh itu, antara praktis yang diambil oleh kebanyakan institusi pendidikan adalah dengan menghantar atau memastikan para pelajar menyertai program atau kem motivasi. Ini merupakan program tambahan atau sokongan dalam usaha bagi membentuk peribadi pelajar dan seterusnya membantu prestasi akademik.

Motivasi adalah keinginan dalam diri seseorang untuk melakukan sesuatu atau mencapai sesuatu matlamat (Omar, 2022). Motivasi merupakan antara elemen penting dalam

mempengaruhi sikap dan prestasi pelajar. Apabila pelajar tersebut mempunyai motivasi yang tinggi, ia akan membawa kepada minat untuk belajar seterusnya dapat meningkatkan prestasi pembelajaran. Pelajar yang bermotivasi tinggi akan sentiasa berusaha untuk memperbaiki diri dan berubah kepada yang lebih baik. Manakala program atau kem motivasi pula adalah program yang bertujuan untuk melatih pelajar dari aspek keyakinan dan ketahanan diri. Melalui program ini, pelajar akan didedahkan dengan pelbagai aktiviti yang menguji ketahanan diri dan emosi mereka.

Beberapa kajian lepas menunjukkan kesan yang positif antara program motivasi dan pelajar (Ahmad et al., 2021; Isa, 2008). Dapatan dari kajian-kajian ini menunjukkan pelajar menjadi lebih positif selepas menyertai program motivasi yang telah dijalankan.

Isa (2008) menemui hubungan positif antara program kem motivasi dalam membentuk pelajar cemerlang dalam bidang akademik serta sahsiah diri. Kajian ini dijalankan bagi pelajar Fakulti Kejuruteraan Elektrik dan Elektronik, Universiti Tun Hussein Onn Malaysia yang mendapat keputusan sederhana di dalam peperiksaan akhir semester. Kem motivasi telah memberikan kesan positif terhadap sikap pelajar dan seterusnya meningkatkan prestasi akademik mereka.

Program motivasi juga dijalankan bagi mata pelajaran tertentu bertujuan meningkatkan kefahaman pelajar. Kajian oleh Ahmad et al. (2021), pelaksanaan program Kem Cemerlang Jawi adalah berkesan dan berjaya dalam meningkatkan penguasaan jawi dalam kalangan pelajar di sekolah. Bagi memastikan pelajar berminat dan seterusnya mampu menguasai sesuatu matapelajaran, pihak sekolah mengadakan Kem Cemerlang Jawi ini dan ianya memberikan impak yang positif kepada pelajar.

Selain itu, terdapat juga kajian yang menunjukkan hubungan positif antara motivasi pelajar itu sendiri dan prestasi mereka (Imran et al. 2023; Omar, 2022). Kajian oleh Imran et al. (2023) dijalankan ke atas pelajar Kolej Komuniti dan Politeknik Malaysia Zon Selatan. Seramai 82 orang memberi respon positif antara motivasi diri pelajar dengan pencapaian akademik mereka. Selain itu, Omar (2022) pula menjalankan kajian mengenai hubungan antara motivasi dan minat untuk belajar bagi pelajar yang mempunyai masalah disiplin. Dapatan kajian juga menunjukkan bahawa terdapat hubungan yang signifikan antara motivasi dan minat belajar bagi pelajar ini dan seterusnya mampu memberi impak positif kepada pencapaian akademik mereka.

Apabila pelajar mampu mempunyai tahap motivasi yang tinggi, mengawal emosi, tahu hala tuju dan mempunyai modal insan yang cemerlang, sudah pasti pencapaian akademik mereka juga cemerlang. Ini merupakan faktor utama yang perlu diambil berat memandangkan mereka ini adalah generasi akan datang yang akan mewarisi dan mentadbir negara (Musa, et al., 2022).

Oleh itu, Kem Motivasi Kepimpinan ini telah dijalankan sebagai langkah pertama untuk mendedahkan dan membimbing para pelajar dalam menangani isu-isu negatif tersebut.
Objektif program adalah seperti berikut;

- Untuk memupuk semangat kekitaan dan perpaduan di kalangan pelajar tingkatan 1.
- Untuk membantu pelajar memahami dan menghargai kelebihan dan keunikan setiap orang.
- Untuk memberikan pelajar pengalaman yang berharga melalui aktiviti yang bukan sahaja mendidik tetapi juga menghiburkan.

Program Kem Motivasi Kepimpinan Tun Ghazali Shafie adalah program anjuran bersama Unit Kepimpinan Pelajar Kolej Mat Kilau dan Pusat Pengajian Perniagaan dan Perbankan UiTM Cawangan Pahang. Ia melibatkan 115 orang pelajar terdiri hanya daripada pelajar Tingkatan 1 MRSM Tun Ghazali Shafie. Program ini telah dilaksanakan di Dewan Seri Budiman MRSM Tun Ghazali Shafie. Program ini merupakan satu program motivasi yang dijalankan dalam bentuk ceramah dan juga latihan dalam kumpulan (LDK).

KAWASAN KAJIAN

Program ini melibatkan semua pelajar tingkatan 1 di Maktab Rendah Sains Mara (MRSM) Tun Ghazali Shafie iaitu seramai 115 pelajar. Seramai 10 orang urusetia terdiri daripada para

pensyarah Pusat Pengajian Perniagaan dan Perbankan, Fakulti Pengurusan dan Perniagaan (FPP), UiTM Cawangan Pahang. Manakala seramai 11 orang fasilitator dari pelbagai fakulti. Bagi pengisian slot ceramah, penceramah merupakan pensyarah dari Pusat Pengajian Perniagaan dan Perbankan, Fakulti Pengurusan dan Perniagaan, UiTM Cawangan Pahang.

KAEDAH PELAKSANAAN PROGRAM DAN KAJIAN

Program ini dijalankan secara latihan dalam kumpulan (LDK) dan juga ceramah selama dua hari bermula 18 hingga 19 Mei 2024. Selain itu, aktiviti juga melibatkan aktiviti sukan dan permainan. Soal selidik telah digunakan sebagai instrumen untuk mendapatkan maklumat mengenai persepsi pelajar terhadap Kem Motivasi Kepimpinan yang mereka sertai. Soal selidik tersebut terdiri daripada dua bahagian; profil demografi di bahagian A dan bahagian B untuk penilaian dan persepsi pelajar terhadap program yang dijalankan. Data yang diperolehi dalam kajian ini telah dianalisis menggunakan analisis deskriptif. Pakej Statistik untuk Sains Sosial, versi 29.0 digunakan untuk menjana penemuan dalam kajian ini.

DAPATAN DAN PERBINCANGAN

Program ini melibatkan 115 orang pelajar tingkatan 1 yang terdiri daripada 50 orang pelajar lelaki iaitu 43.5% dan 65 orang pelajar perempuan iaitu 56.5%. Penilaian pelajar terhadap program yang dijalankan dinilai berdasarkan enam aspek utama seperti Jadual 1.

Jadual 1 Penilaian Program yang Dijalankan

Bil	Item	Sangat tidak berpuas hati	Tidak berpuas hati	Tidak pasti	Berpuas hati	Sangat berpuas hati
1	Kesesuaian objektif program	0	0	10	36	69
		(0%)	(0%)	(8.7%)	(31.3%)	(60%)
2	Isi kandungan program	0	0	9	41	65
		(0%)	(0%)	(7.8%)	(35.7%)	(56.5%)
3	Kepakaran penceramah dalam menyampaikan pengetahuan	0	0	7	43	65
		(0%)	(0%)	(6.1%)	(37.4%)	(56.5%)
4	Kecekapan Fasilitator dalam membantu kelancaran program	0	0	6	30	79
		(0%)	(0%)	(5.2%)	(26.1%)	(68.7%)
5	Keberkesanan aktiviti yang dilaksanakan	0	0	7	31	77
		(0%)	(0%)	(6.1%)	(27%)	(67%)
6	Penilaian program secara keseluruhan	0	0	8	29	78
		(0%)	(0%)	(7%)	(25.2%)	(67.8%)

Berdasarkan dapatan kajian, majoriti pelajar sangat berpuas hati (60%) dengan kesesuaian objektif program yang dijalankan. Manakala 31.3% pelajar berpuashati dengan objektif program ini. Bagi aspek isi kandungan program, 56.5% pelajar sangat berpuas hati dan 35.7% pula berpuas hati. Majoriti pelajar menyatakan kepuasan yang tinggi terhadap aktiviti-aktiviti yang dijalankan sepanjang program berlangsung. Selain itu, 56.6% pelajar sangat berpuas hati dengan kepakaran penceramah dalam menyampaikan pengetahuan. Penceramah yang terdiri daripada pensyarah-pensyarah UiTM Cawangan Pahang dapat menyampaikan kandungan program dengan baik dan mudah difahami. Bagi aspek kecekapan fasilitator pula, 68.7% pelajar sangat berpuashati bahawa fasilitator sangat membantu kelancaran program ini. Dapatan berkaitan aspek keberkesanan aktiviti yang dilaksanakan pula menunjukkan majoriti pelajar sangat berpuas hati (67%) dan berpuas hati (27%). Peratusan yang tinggi ini menunjukkan aktiviti-aktiviti yang dijalankan amat berkesan dalam membangunkan motivasi pelajar-pelajar. Secara keseluruhannya pula, majoriti peserta sangat berpuas hati (67.8%) dan berpuas hati (25.2%) terhadap program yang telah dijalankan.

Bagi analisis persepsi pelajar terhadap keberkesanan program, dapatan adalah seperti di dalam jadual 2 di bawah.

Jadual 2 Persepsi Pelajar terhadap Keberkesanan Program

Bil	Item	Min	Sisihan Piawai
1	Berminat dalam pengetahuan/ kemahiran yang disampaikan	4.835	0.3730
2	Mempunyai pengetahuan/ kemahiran dalam bidang berkenaan	4.670	0.4906
3	Boleh menggunakan pengetahuan/kemahiran yang dipelajari dalam kerja seharian.	4.791	0.4491
4	Dapat berkongsi pengetahuan/kemahiran yang dipelajari dengan rakan atau orang lain.	4.782	0.4349
5	Boleh mengajar pengetahuan/kemahiran yang dipelajari kepada rakan atau orang lain.	4.730	0.5013
6	Boleh menyebar pengetahuan/kemahiran yang dipelajari kepada masyarakat secara berterusan.	4.704	0.5457

Berdasarkan dapatan kajian di dalam Jadual 2, min bagi semua item analisa dipaparkan. Pelajar dikehendaki untuk memberikan jawapan mengikut skala 1 bagi “sangat tidak setuju” dan 5 untuk "sangat setuju". Kajian mendapati kebanyakan pelajar bersetuju dan berminat terhadap pengetahuan dan kemahiran yang didapati sepanjang Kem Motivasi Kepimpinan tersebut di mana nilai min bagi semua item adalah melebihi 3. Mereka mengatakan bahawa pengetahuan yang diperolehi boleh digunakan di dalam kerja seharian dan mampu untuk berkongsi pengetahuan tersebut kepada rakan atau orang lain. (Min:4.704, S.D:0.5457).

Kem Motivasi Kepimpinan ini dapat memberikan motivasi, pengajaran dan pengetahuan yang baharu kepada pelajar serta dapat mengubah diri pelajar kearah yang lebih baik. Aktiviti-aktiviti yang dijalankan di dalam program motivasi mampu menarik minat pelajar untuk meningkatkan motivasi, semangat dan fokus pelajar (Ahmad., 2021). Oleh itu, Kem Motivasi Kepimpinan ini dapat menyumbang kepada peningkatan motivasi pelajar seterusnya mampu menjadi panduan untuk lebih fokus dan cemerlang dalam akademik. Dapatan ini selari dengan kajian oleh Isa et al. (2008) dan Abd. Halim et al. (2015) yang menemui bahawa kem motivasi pelajar memberi kesan yang positif di atas sikap dan tingkahlaku pelajar dan seterusnya menyumbang kepada peningkatan akademik mereka.

Selain itu pelajar juga sangat berpuas hati dengan pelaksanaan program ini kerana dapat mengeratkan silaturahim dan membentuk kerjasama yang baik di kalangan mereka. Hasil dapatan ini konsisten dengan keputusan kajian oleh Letchmanan dan Saad (2021), yang menyatakan bahawa bengkel atau sesuatu program khas adalah kaedah yang sesuai untuk memperoleh pemahaman yang lebih baik tentang sesuatu isu ataupun subjek. Pelajar juga berharap agar program seperti ini dapat dijalankan lagi pada masa akan datang dengan penambahan aktiviti yang lebih banyak serta hadiah yang lebih menarik disediakan.

KESIMPULAN DAN CADANGAN

Secara keseluruhan program ini telah memberi impak kepada universiti, pelajar dan juga penganjur kerana manfaat dan kebaikan yang diperolehi. Pertamanya kepada universiti, imej UiTM Cawangan Pahang lebih dikenali dengan mengadakan program motivasi melibatkan pelajar daripada sekolah berkluster iaitu MRSM Tun Ghazali Shafie.

Selain itu, impak kepada pelajar yang terlibat adalah pelajar dapat menimba ilmu baharu dan boleh dipraktikkan di alam persekolahan. Pelajar juga mampu menjalinkan hubungan baik sesama mereka dalam aktiviti yang dijalankan sepanjang program. Setiap pelajar bekerjasama bersama ahli kumpulan melakukan aktiviti yang ditugaskan dan memastikan

kumpulan mereka menyelesaikan setiap tugasan dengan baik seterusnya mencapai objektif program yang dijalankan.

Akhir sekali, pihak penganjur pula dapat mencungkil bakat kepimpinan dan pengalaman dalam menguruskan program yang melibatkan pelajar sekolah menengah. Hal ini dapat meningkatkan kemahiran dalam menyelesaikan sebarang isu dan cabaran dengan solusi yang terbaik dan berkesan.

PENGHARGAAN

Sekalung penghargaan kepada pihak HEP, UiTM Cawangan Pahang atas kelulusan program ini. Juga kepada pihak Muafakat TGS yang telah membiayai perbelanjaan untuk program. Tahniah kepada para ahli jawatankuasa dan fasilitator UiTM Cawangan Pahang. Terima kasih yang tidak terhingga juga kepada pengurusan MRSM TGS di atas kesudian menerima kunjungan dan memberi kerjasama penuh sepanjang pelaksanaan program.

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e-Proceedings of International Symposium On Community Social Responsibility 2024(i-CSR2024)
Synergizing for Social Impact: Collaborative Communities Strategies

Fostering International Collaboration in Health Science Education in Empowering the School Community: Outcomes of the UiTM and Universitas Airlangga Partnership and its Contribution to SDG 3, 4 & 17

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ABSTRACT

The decline in interest in STEM fields among Malaysian students reflects a worrying trend that could have profound implications for the country's competitiveness and economic resilience in the future. Therefore, this current study is conducted to increase awareness in the STEM field by providing knowledge through engaging lectures and hands-on experiments. This half-day programme involved twenty staff from UiTM Bertam Campus and Universitas Airlangga, Indonesia and fifty-one private secondary school's students in Kepala Batas, Pulau Pinang. This programme involved 2 slots whereby the talk on awareness on thalassemia and drug addiction was conducted (SDG 3: Good Health and Well-Being) followed by hands-on experiments related to medical laboratory technology (SDG 4: Quality Education). The post-test questionnaire was given to the participants after the programme was completed. The results demonstrate substantial enhancements in participants' understanding and interest in the STEM module. Additionally, the international collaboration with Universitas Airlangga (SDG 17 Partnerships for the Goals) enhances the learning experience, broadening students' perspectives and promoting a global approach to scientific education. In summary, this educational programme effectively raises STEM awareness among students. Hands-on experiments and engaging lectures on relevant scientific topics stimulate students' interest in science and technology.

Keywords: Educational programme, international collaboration, STEM

INTRODUCTION

Science, Technology, Engineering and Mathematics (STEM) program aim to equip students with the skills and knowledges to increase the number of industry specialists in future. However, the trend of declining interest and participation of the nation's public especially school and university students to STEM program is very worrying. According to the Public Awareness Survey on STI Malaysia 2022, the percentage of students participating in the STEM stream from 2017 to 2022 recorded a decline from 45.20 percent to 40.94 percent (Bernama, 2023).

A developed nation can be determined among other things by looking at its number of scientists and researchers (MOE, 2016). The ratio of scientists to labourers in developing countries is 78 per 10,000 workers, however in Malaysia, the ratio was only 57 per 10,000 workers in 2012. This presents a challenge to the nation's ambition to achieve high income

status and development by 2020 considering that this figure is quite low (Rasli et al., 2020). Therefore, the current study was conducted to create awareness and interest on STEM program by giving an interactive lecture and also providing hands-on experiment and evaluate the effectiveness of this program.

STEM education in Malaysia was established by the Ministry of Education as part of the Malaysian Education Blueprint (2013-2025) on September 6, 2012. The blueprint outlines a 13-year plan for transforming the education system, with three phases and 11 key shifts. The first shift focusses on providing equal access to a globally recognized education system, with a specific focus on enhancing the quality of STEM education. The implementation of STEM initiatives under this blueprint has been guided by the STEM Education Guidebook (2016), and is divided into three distinct phases.

i) Wave 1 (2013-2015) focused on improving STEM education quality through curriculum implementation, momentum building, and multiple learning modes.

(ii) Wave 2 (2016–2020) Accelerating and upgrading the system through campaigns and collaborations with relevant organisations to increase community interest and participation in STEM education.

(iii) Wave 3 (2021-2015): STEM education will be moved towards excellence with more operational flexibility.

MEB 2013-2025 has contributed to the improvement of STEM education in Malaysia by igniting interest of students as well as teacher in STEM subjects. STEM education was first introduced in the United States in the early 1990s (Bahrum et al., 2017). The purpose of the campaign was to motivate the American population in educational aspects oriented towards the sciences and consider careers in STEM fields such as medical, science and engineering. Recent data reveal 72.1% of Malaysia students do not continue their study after completing their SPM examination, indication a significant loss of energy resources that the country need especially we are facing the industrial Revolution 4.0 (Idris et., 2023). According to Zhongmin et al., countries like the Europe and US having the same issues with Malaysia. Fewer than 50% of students pursuing in STEM field. Given this situation, meeting the actual target of 60% participation is crucial and need a serious action.

METHODOLOGY

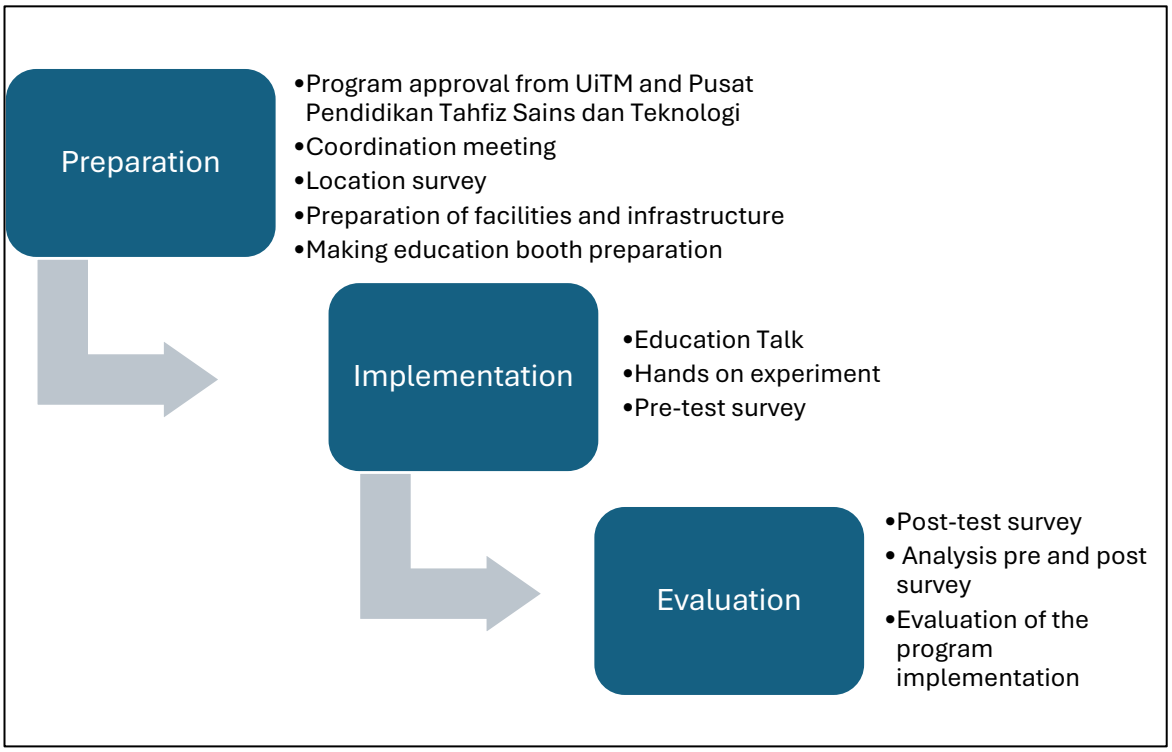
Health education program was held in Pusat Pendidikan Tahfiz Sains dan Teknologi, Pulau Pinang and was conducted in conjunction with International Community Services Collaboration program which is collaborated between University Teknologi Mara Kampus Bertam and Universitas Airlangga, Indonesia. The time of implementation of community service was held on January 9, 2024. A total of 51 students of form 5 were identified and agreed to participated in this program. The method of implementing Community Service includes Preparation, Implementation and Evaluation (Figure 1).

The program began with a Talasemia-related lecture by Ts. Dr. Wan Ismahanisa Ismail followed by a lecture entitled “The Effects of Drug Abuse on the Human Body” by Ts. Dr. Mohamad Halim Mohamad Shariff. After that the students were given the opportunity to conduct concise experiments while guided by students and lecturers from UiTM and Universitas Airlangga. A total of 10 booths have been opened to carry out experiments hands-on and feel the experience of doing concise experiences such as urine analysis, tile method of blood grouping, microbiology: thumbprint bacteria and more. The method of implementing Community Service includes Preparation, Implementation and Evaluation as shown in Figure 1.

At the preparation phase, we engaged and collaborated with our international university from Universitas Airlangga, Indonesia and Pusat Pendidikan Tahfiz Sains dan Teknologi, Pulau Pinang. A series of coordination meetings and discussions has been conducted 2 months before the event with regards to the budget, venue, sponsorship, etc. We have created 10 booth which consist of hands-on experiment and material such as pamphlet focusing on the benefits of STEM education. During implementation phase, participants are required to answer the pre-test questionnaires that consist the competency of the knowledge.

After that, the participants joined the program. The program is divided into 2 phases, lecture followed by hands-on experiment phase.

Figure 1 Flowchart of the program



Phase 1: Lecture on thalassemia and drug addiction and substance abuse. This session is delivered by UiTM Lecturers, by Ts. Dr. Wan Ismahanisa Ismail on "Awareness on Thallasemia" followed by a lecture entitled "The Effects of Drug Abuse on the Human Body" by Ts. Dr. Mohamad Halim Mohamad Shariff

Phase 2: Hands on experiment by the participants. This session is conducted by the lecturer from UiTM and Universitas Airlangga. 10 stations have been setup and the participants (10 participants for one group) has the opportunity to have an experience doing a simple experiment. The group been given 15 minutes before they can go to the next station.

In the evaluation phase, we conducted a post-test questionnaire at the end of the program. The participants must fill in the questionnaire and we analyse the finding from both pre and post-test questionnaire.

RESULT

The respondent were 51% male and 49% female, with all of them is Malay. The characteristic of the participants who are participated in this program are shown in the Table 1 below.

Table 1 Distribution of the students by demographic

Characteristic	Frequency	Percentage
Gender		
Male	26	51%)
Female	25	(49%)
Age		
17	51	(100%)
Race		
Malay	51	(100%)

Table 2 presents the percentages of responses from both the pre-test and post-test assessments. The responses were measured using a 5-point Semantic Differential Scale, which was categorized as follows: scores of 1 and 2 were considered as indicating dissatisfaction (negative), a score of 3 was considered neutral, and scores of 4 and 5 were considered as indicating satisfaction (positive). Participants demonstrated a significant improvement in terms of the knowledge, as the post-test percentage is 84%, increasing 25% compared to the pre-test score of 59%. Besides that, the participants showed increased interest towards STEM subject as indicated by a post-test score of 90%, which reflects a 27% increase from the pre-test score of 63%.

Table 2 Pre-test and post-test on the competency towards knowledge

Questions	Pre-test (%)	Post-test (%)
I have knowledge in the given topic	59%	84%
I am interested in the given topic	63%	90%

The overall feedback on implementation of the program as shown in Table 3. Most of the participants are satisfied with the program content, speakers and also effectiveness of the program. This is evidenced by the highest percentage (more than 80%) of feedback given by the participants at the end of the program.

Table 3 Overall feedback on the implementation of the program

Question	Percentage (%)
Feedback on program content	83
Feedback on the speakers	89
Feedback on the effectiveness of the program	86

DISCUSSION

According to Hartmann and Ertl (2021), STEM courses are crucial not only in the today's education but also essential in shaping students' future careers. As a result, raising the awareness on the importance of STEM among the students become a vital responsibility. Education reforms aim to set high standards for student learning particularly in order to equip them for the rapid changes in 21st-century learning (Kennedy & Sundberg, 2020). There are few factors that can prevent the interest of the student in STEM. Previous studies have revealed that limited exposure to career fields and a low number of role models in STEM prevent the students from envisioning themselves and developing an interest in them. Many students are not aware of the job opportunities within STEM, such as in biotechnology, artificial intelligence or environmental science which are highly demanded by industry (Vela et al., 2020). Besides that, a study done by McIntrye in 2021 shows that the majority of the students are more interested in an object-orientated approach compared to teaching and learning STEM in theory alone (McIntrye et al., 2021).

In our programme, we had conducted a hands-on experiment in which the student can do by themselves. This activity will increase and spark their interest, developing critical thinking abilities, promote higher-order thinking and cognitive skills level and nourishing their curiosity towards STEM field (Zeng et.,2018). The students been guided by both UiTM and Unair students as their facilitator. These facilitators answering questions and sharing their experience in which reflects the collaborative and enriching learning environment. Research have shown students who receive support were more likely to develop positive attitude towards pursuing postsecondary education and career in STEM fields.Therefore, it is important as a way forward to design a hands-on-based activities to increase understanding and also interest among the school students.

If these issues are not promptly addressed especially in regards to enrolment in the STEM stream, they could become a significant problem in Malaysia as this decreasing trend will puts Malaysia's labour market at risk, especially given the increasing need for STEM-related jobs (Bernama, 2019). As the world faces rapidly advancing technology driven by

innovation in areas such as artificial intelligence, big data, robotics and genetics, Malaysia risks being left behind without skilled talents in the field of STEM. This lack of talent could undermine local research and development capabilities. It can also make the local industry overly dependent on foreign skilled labour. According to the Asian ranking, Malaysia is among the nations with the fewest experts in the STEM fields. In comparison to China, Korea, and Singapore, Malaysia only has 25% of its population that are highly qualified. This same foundation also acts as the main obstacle to corporate and economic growth especially for small and medium-sized enterprises. (Abdulah, 2019).

CONCLUSION

The future of the country's workforce and economic development is being jeopardized by diminished enthusiasm for STEM subjects as a result of inadequate exposure to various careers in STEM and role models. Additionally, Malaysia should be proactive in promoting STEM education so as to avoid excessive dependence on foreign skills while at the same time it must not lag behind in terms of global technological know-how thereby necessitating new approaches that are interactive enough to hold students' attention and interest them more if they fail to pursue such measures. Consequently, there is a call for undertaking urgent steps by both the governments and educational institutions concerning their support of science-based programs as well as maintaining competitive edge in the global marketplace. The fact that Malaysian students are less interested in STEM courses could pose a threat to national economy if nothing is done since they lack exposure to different options within this field including positive role models; thus emphasizing greater need for hands-on instructions which will make teaching methods more interactive than ever before with regard to avoiding over-reliance on outsiders when it comes technological advancements globally thereby calling for concerted efforts between school administrators and policy makers aimed at ensuring a comparative advantage through investing in technical studies. Last but not least, the programme has successfully conducted and has made a remarkable progress in advancing SDG especially SDG 3, 4 & 17.

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e-Proceedings of International Symposium On Community Social Responsibility 2024(i-CSR2024)
Synergizing for Social Impact: Collaborative Communities Strategies

Championing Responsibility: 17 Remarkable Responsible Marketing Campaigns to Inspire Change

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ABSTRACT

Marketers should prioritize the integration of social marketing initiatives and actively participate in community and public engagement. Hence, our marketing students must possess practical proficiency in addressing the prevailing societal issues in Malaysia. Marketers are the group with the highest probability of attending and engaging in social-orientated initiatives. The principal aim is to furnish marketers with a hands-on understanding of contemporary social challenges in Malaysia. The project covers areas such as the environment, health-related behavior, injury prevention, environmental behavior, and community engagement. Responsible marketing promotes activities that benefit the target audience, especially the local community. In order to ensure methodical execution and achieve the intended goals, every project necessitates thorough preparation, which entails adhering to a prescribed sequence of 10 phases. We implemented a total of 17 initiatives between October 2022 and August 2024, involving diverse target groups from various backgrounds, including rural communities, the general public, university students, high school students, primary school students, kindergarten students, and children in Kedah State. We diligently observed the process prior to, during, and after the campaign. Subsequently, we can identify a notable positive change in the target audience's perception. We utilize social media platforms to consistently communicate messages, monitor audience reactions, and promptly address them. These two-year campaign programs have significantly impacted both aspiring marketers and the general public. Ultimately, this campaign has successfully motivated all segments of the audience by delivering an exceptional experience and leaving a significant and enduring impression.
Keywords: Responsible Marketing, Health-Related Behavior, Environment Behavior

INTRODUCTION OF RESPONSIBLE MARKETING

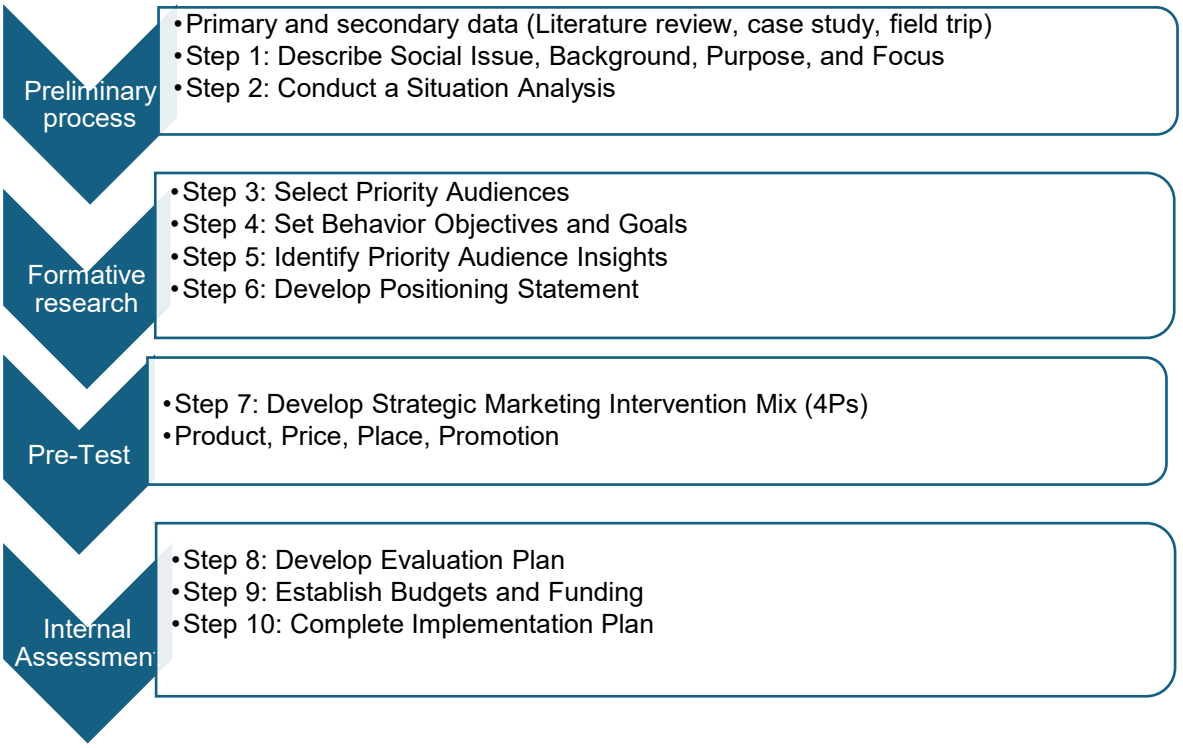
Early in the 1970s, people recognized social marketing as a distinct marketing discipline. We categorize some of the most well-known issues in social marketing into five distinct categories: health-related behaviour, injury prevention-related behaviour, environmental behaviour, community involvement behaviour, and financial behaviour. Hence, social marketers have a great opportunity to contribute to the solution of these national crises by persuading leaders, policy makers and businesses to undertake these changes (Lee and Kotler, 2019).

A subject known as responsible marketing is designed to cultivate a sense of enthusiasm among marketing degree students for activities that can benefit the target group, particularly the adjacent community. Marketers must prioritize the integration of social marketing initiatives and actively participate in communication with communities and the public. Hence, our future marketers should possess practical knowledge of the prevailing social issues in Malaysia. Marketers are the most promising demographic to be exposed to and actively participate in socially relevant initiatives. The primary objective is to provide

marketers to be with practical exposure to Malaysia's contemporary societal issues. Real exposure is necessary to prepare them for a successful future in the workforce.
The campaign must cover all topics relevant to current national concerns. Thus, a thorough study is necessary to guarantee efficient implementation. For the last two years, marketing students have implemented various campaigns. Throughout the four semesters, 17 projects have been undertaken, bringing attention to a range of today's issues. Consequently, the critical evaluation of each plan during its initial phase is essential for guaranteeing the success of a planned program.

A 10-step process for planning a systematic marketing campaign.
All campaign programs must adhere to these ten distinct and crucial steps in developing a strategic social marketing plan. These 10 steps in a social marketing campaign actually fit into the marketing research process, which has been divided into four major processes. Figure 1 illustrates the integration of the 10-step Model with the Marketing Research Process.

Figure 1 The Interrelationship between the 10-Step Model and the Marketing Research Process



Source: Adapted from Lee, N. R., & Kotler, P., 2019.

Finding current and relevant issues in our country is crucial. Therefore, students must conduct an analysis of both primary and secondary data to identify the specific problem they will encounter and develop a potential solution. Finding a possible solution requires a lengthy process.

Once they have clearly identified the issue, they can shift their focus to the audience. To effectively deliver the message to the respective target group, it is crucial to identify and select the appropriate target audience. An exhaustive compilation of initiatives categorised by semester and issue category is presented in Table 1.1.

Then, identify the benefits and barriers that the target audience perceives in relation to the desired behaviour they are aiming to achieve, as well as the factors that could potentially encourage them to change. Then, they should integrate the process with four intervention tools: product, pricing, place, and promotion. This marketing mix can generate and deliver the value that their priority audience anticipates in exchange for new behaviours.

The final step involves implementing a monitoring and evaluation process that focuses on the campaign's output and impact. Additionally, it is crucial to examine the costs and financial requirements necessary to execute the event, as well as the plan for sustainable behaviour.

Table 1.1 A detailed list of projects by semester and type of issue.

Semester	Project Title	Audience/Target Group	Positioning Statement	Collaborators
Mac – August 2024 **Social Issue**: Injury prevention-related behaviour	Child Abuse Awareness Campaign	Kids at Kindergarten	Safe kids, Strong Communities	▪ Tadika Permata Hatiku Genius
	Child Labour			
	Children Playground Safety			
Oct 2023 – Feb 2024 **Social Issue:** Health-Related Behaviour	Mental Health Awareness & Sleep Care	University students and the public community. UniSHAMS students Visitors at MADAD	Break the Stigma	▪ MADAD, ▪ Caunseling Unit UiTM Kedah, ▪ UniSHAMS
	Imsonia Awareness		Beyond Sleep Lies Well-Being	
	UNIMED: Health Initiative: “Food Pyramid”	Residents of Bukit Banyan/Hill Park, Sungai Petani	Healthy Eating Habit	▪ Hospital Pantai Laguna Merbok ▪ Eugenia’s Bukit Banyan Community
	Kidney Disease Campaign		Early Detection	
	Nurturing Diabetes Awareness	Adults aged 18–50 years The Form 6 students, teachers, and staff are from SMK Ibrahim, Sungai Petani.	Watch Out Your Food Intake	▪ Klinik Kesihatan Daerah Kuala Muda ▪ SMK Ibrahim
	Breast Cancer Campaign		Early Diognosis and Less Extensive Surgery	
	Nutrition Month	50 students, 12 years old	Eat Helathy, Strong Body	▪ Sek Rendah Sultan Mudzaffar Shah.
	Jupiter Project		The Power of Persoality Talk	
	Colon Cance Campaign	Population range: 20–50 years old	Keep up a healthy life style	▪ Masjid Al Busyra, Merbok ▪ Doctors from AIMST University

Semester	Project Title	Audience/Target Group	Positioning Statement	Collaborators
Mac – August 2023 **Social Issue:** Environment Behaviour, Community involvement behaviour	Early Childhood Education for Parent to be	19-25 Years old (UiTM Student)	Children Education is a Bridge to the Future	UiTM
	Go Green School Attack	60 students – aged 9 years old	3R – Reduce, Reuse, & Recycle	Sek Rendah Sri Al Maarif
Oct 2022 – Feb 2023 **Social Issue:** Health related behaviour, Environment behaviour, Community involvement behaviour.	Mind Your Health Awareness	Final Year students (UiTM Kedah)	Not All wounds are Visible	Unit Kokurikulum UiTM Kedah Unit Perhidmatan OKU UiTM Kedah
	Lung Cancer Awareness		Starting Now is Better Than Never	
	Double Q& H	UiTM Students	Better Portion, Better Life	UiTM
	Eco Campus Project	Lecturer & staff UiTM Kedah	Recycle for the Lifecycle	Environment Idaman Sdn Bhd
	'CAKNAS' Cakna Alam Sekitar 2023	Community at Kg. Charok Kit, Sik, Kedah Range: 5 to 50 years old	C.A.K.N.A.S 2023	Environment Idaman Sdn Bhd FZ Maju Global Solutions Sdn Bhd

Notable Outcomes from the Project's Execution

The primary objective of the campaign is to disseminate information and foster comprehension on contemporary matters. Providing education, guidance, suggestions, and recommendations on good behaviour practices becomes one of the key considerations. Public health is a significant and crucial topic that has been extensively debated by researchers.

According to the World Health Organisation (WHO), Malaysia's current population is 33,938,222 in 2022, with a predicted 21% growth to 41,032,435 by 2050. Concerning data from 2000 to 2021, the average healthy life expectancy at birth in Malaysia, for both males and females, has decreased by = 0.0397 years, from 64 years in 2000 to 63.9 years in 2021. There have been numerous discussions regarding numerous severe health conditions and illnesses. Statista.com reports that in 2024, the projected proportion of the adult population in Malaysia who engage in daily smoking is 22.24%. According to estimates, the proportion of the population in Malaysia affected by diabetes is projected to reach 20.01% by 2024, (Amanda S, 2024).

In addition, mental illness has emerged as one of the most significant contributors to disability and health decline in Malaysia, comprising 8.6% of the total disability-adjusted life years (Ning C, 2020). Hence, the study, which included a total of 9782 respondents in Malaysia, revealed that the prevalence of overweight among adults in the country was 50.1%. Addressing overweight and obesity and supporting good weight management measures is critical for reducing the health burden associated with NCDs and infectious illnesses (Chong, Lai, Mohd Sallehuddin, and Ganapathy, 2023).

Students have effectively organised campaigns that involve a wide range of societal segments over the past two years, distributing a variety of positive messages to their intended

audience in order to promote a healthier lifestyle. In addition to physical projects, aspiring marketers-to-be use social media platforms like TikTok, Instagram, and Facebook to communicate messages and feedback on campaigns.

Step 8: Formulate Evaluation Plan. A survey was conducted with the target audience after the conclusion of each program to collect comments on its effectiveness. It is essential to guarantee the successful delivery of the message to the intended target audience. Overall, all of the campaigns received overwhelmingly positive and excellent reviews. The number of viewers and shares for each social media posting indicates that the community can positively receive the messages presented.

Meanwhile, the benefit to students is that they are able to identify current issues happening around them. They seek the best ways to make a small contribution to the surrounding community by sharing useful knowledge. To ensure the project achieves the expected objectives, they have successfully identified companies, agencies, or communities that can collaborate in organising the campaign. This greatly helps future marketers to be more courageous in organising any programs when they enter the workforce later.

CONCLUSION

Engaging in responsible marketing practices has a substantial influence not just on the university but also on the broader community. We have implemented various campaigns that address four major issues: health-related behaviour, environment, safety, and community involvement. We will highlight one unaddressed issue for the upcoming semester, which is financial-related behaviour. This is also a critically important matter, as the community is experiencing significant strain as a result of the present economic conditions. The repercussions of the COVID-19 epidemic have also affected financial condition. Ultimately, with the substantial support of the institution, the program is sufficiently robust to guarantee efficient execution and a more meaningful result.

ACKNOWLEDGMENTS

We would like to express our gratitude to UiTM, marketing students, collaborators, audiences, and the public, as well as the colleagues whose suggestions and ideas were extremely helpful to this campaign. We greatly appreciate their cooperation and dedicated work, and we hope that the benefits will be long-lasting.

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Synergizing for Social Impact: Collaborative Communities Strategies

Empowering Perlis Tabika KEMAS through Locally- Developed Language Activities Program

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ABSTRACT

English is the second most important language, but yet many Malaysians face difficulties acquiring it. Some believe that this is because the citizens did not learn it well when they were young. It should thus be interestingly taught, especially to preschoolers, so that it will not be difficult for them to be proficient in the language as they get older. Realising this fact, the program Empowering Perlis Tabika KEMAS through Locally-Developed Language Activities was carried out by Akademi Pengajian Bahasa (APB), Universiti Teknologi MARA (UiTM) Perlis Branch in collaboration with Jabatan Kemajuan Masyarakat (KEMAS) Perlis. The project was aimed at sharing knowledge between APB lecturers and Tabika KEMAS teachers on the use of English materials that have local content and to help them improve the teaching and learning of the English language to young children (age 4-6 years old). This community project has undergone two (2) phases: training workshops and observation. The participants include 42 teachers and 53 children from three (3) selected Tabika KEMAS around Arau Parliament of Perlis. The outcomes of this program demonstrated a better understanding of teaching English among teachers and how they successfully implemented locally-developed language activities with their students in the classroom. It also gives a fresh new experience to the teachers and enhances their motivation in using creative and fun language activities with the children of Tabika KEMAS.

Keywords: English language, preschoolers, language activities, KEMAS

INTRODUCTION

Being a good English language speaker has become one of the prerequisites that might boost an individual's employability rate, particularly for those seeking work in the private sector (Ting et al., 2017). Age is one aspect that can have an impact on language learning (Solijonovna, 2022). If a learner learns English well earlier in their life, for example, at a preschool level, they might grasp a better understanding of the language and be able to communicate proficiently in the language when they get older. Thus, it should be interestingly taught to preschoolers, so that the country will produce future new generations who are fluent in the language.

Realising this fact, the program "Empowering Perlis Tabika KEMAS through Locally-Developed Language Activities" was carried out by Akademi Pengajian Bahasa (APB), UiTM Perlis in collaboration with Jabatan Kemajuan Masyarakat (KEMAS) Perlis. Tabika KEMAS is a program under the Early Childhood Education Division which coordinates and manages the Early Childhood Education Program according to the National Preschool Standard Curriculum (KSPK) under the Malaysian Ministry of Education (KPM). The project was aimed at sharing knowledge between APB lecturers and Tabika KEMAS teachers on the use of English materials that have local content and to help them improve the teaching and learning of the English language among young children (age 4-6 years old). The Tabika KEMAS teachers were given training on how to use modules which consist of language activities integrated with local elements like popular local cartoon characters, Upin and Ipin, Boboi, famous Malaysian characters such as Mak Cun, Si Luncai and Malaysian folk songs such as Bangau O Bangau. Mixing texts with local culture can reduce unfamiliarity and help students learn more effectively (Alakrash et al., 2021). Furthermore, the localisation of the materials would benefit the students because they are more familiar with the materials and thus, more enjoyable for them (Mahabadi, 2013 as cited in Aminullah et al, 2019). It is deemed useful to design teaching resources which are locally oriented to ensure success in Malaysian communicative language teaching. After the training, three (3) teachers were selected to be observed in their classroom when using the materials with their students.

The project was carried out to meet the department's KPI which is PI 75- Number of University Social Responsibility programs (USR). It also contributes to university performance indicators P1075- the number of university Social Responsibility (USR) programs and P1079- the number of communities that receive benefits from dissemination/knowledge/technology projects. It was planned according to the MyRA 2018 glossary (p. 59- the number of communities that receive benefits from knowledge and technology dissemination projects).
This paper reports on analysis of two outcomes of the program based on these two objectives;i) to analyze Tabika KEMAS teacher's perception on their teaching skills and motivation after attending workshops on locally-developed language activities ii) to examine Tabika KEMAS teachers' experiences of using locally-developed language activities in the classroom.

LITERATURE REVIEW

English Language Acquisition in Malaysia

As a language of science and technology, business and trade, the importance of the English language has become abundantly clear. In Malaysia, English is institutionalized as a second language where it should be learnt by school students for at least eleven years (Ansari, 2015). This is to ensure that every citizen can read, write and speak well in the language. However, the long years spent in schools learning the language does not make the students proficient in the language. It was found that several students who have studied English as a second language for 11 years do badly in the speaking of the language when they finish school (Aziz & Kashinathan, 2021). The level of English proficiency among Malaysian students is far from satisfactory as it ranged from weak to intermediate (Omar et al, 2020). Many of the students were hesitant to speak due to physiological causes such as classroom fear, shyness, and anxiety (Aziz & Kashinathan, 2021). When proficiency is not developed, the students will have problems to spontaneously communicate ideas, convey messages and speech (Linda & Shah, 2020).

This would later lead to a serious repercussion when the students enter higher level institutions. They will have difficulty communicating in English and understanding subjects which are taught in English. Fresh graduates in Malaysia have been constantly commented on for having a very weak English command during job interviews. What is worse is that those with a low level of English will certainly lack the soft skills necessary to communicate effectively in an international setting (Aziz & Kashinathan, 2021). Malaysian students must improve their way of learning the language so that their English acquisition would be easier. One way is to instill the interest of learning the language since preschool age.

Language Acquisition by Preschoolers

Preschool is a vital period for English language learners (Jones, 2022). According to research, children between the ages of three and six are best suited for language acquisition, emphasizing the need for early exposure for learning and cultural awareness (Hernandez & Gupta, 2024). To create cultural understanding and positive connections, young children must be exposed to a variety of languages and cultures (Hernandez & Gupta, 2024). It is common for youngsters to abruptly stop speaking in their native language and enter a period of silence (Harris, 2019). A positive perspective is that youngsters may use this time to observe and progress in their comprehension of the second language (Harris, 2019). Moreover, empirical research has identified common behaviors among young children learning a second language, leading to the development of Second Language Acquisition frameworks or stages. The examples are as the following:

i) The 4-stage model by Tabors and Snow (1994)

- Continued use of the home language
- The non-verbal period (silent/mute)
- Telegraphic and formulaic speech
- Productive language use

ii) The 6-stage model by Clarke (1996)

- Continued use of the home language
- Non-verbal communication
- A period of silence
- Repetition and language play
- Single words, formulae and routine language
- Development of more complex English

Since it is the best time for acquiring a second language, it is therefore necessary to focus more on teaching the language to preschoolers, especially providing lexical knowledge. This is because building lexical knowledge is one of the most important developmental processes in early life, and it is linked to children's later academic achievement and other language abilities (Sun & Yin, 2022). Any language program must provide qualified education for toddlers in order to improve their lexical knowledge (Sun & Yin, 2022). The

Locally Developed Language Materials

The development of locally generated English language teaching (ELT) materials is thought to be beneficial to satisfying the requirements of local language education policies and practices, as well as increasing learners' agency (Deng & Wang, 2023). Local teaching materials can be used for learning activities, and English language learning is more practical and easier to understand (Makhroji & Isda 2023). The materials include coursebooks and any supplementary materials such as workbooks, flashcards, posters, cassettes, CD-ROMs, videos, dictionaries, worksheets and supplementary materials (Ghosn, 2018).

English language teaching (ELT) began in grade school curricula around age eleven or above, but in the early 1990s, Europe lowered foreign language instruction. ELT expanded to pre-school and nursery classes, with teaching ages ranging from three to six years. The introduction of English as a Second Language (ELT) to younger age groups raises concerns about pedagogy and instructional materials, as coursebooks often model older learners and focus on standardized tests. However, a coursebook-based approach is not always developmentally appropriate in pre-school and lower primary school courses, in particular. Moreover, the majority of the resources currently accessible for preschool education in the publishing sector are international, with little emphasis on local context. (Hassim & Aziz, 2021). A solution to this is, teachers must choose appropriate ELT resources that incorporate cultural and local identity in order to create a meaningful and relatable setting for teaching and learning (Hassim & Aziz, 2021).

Young children, who may have little natural drive to learn a new language, particularly in EFL environments, require materials that are fascinating enough to motivate them to participate in the classes. If the lesson content includes issues that are alien to the learners' native culture, young children may be unable to relate to the concepts and may even find them perplexing (Ghosn, 2018). When youngsters act out coursebook dialogues with foreign subjects, the interaction is unauthentic and drill-like, and may not be very meaningful to them. Locally created materials are more suited to the local setting and needs (Ghosn, 2018). A wider selection of ELT materials is required when teaching English to very young learners. They should be accessible in as many formats as feasible to accommodate local conditions, culture, and requirements (Stec, 2016). Global coursebooks are viewed as tools of cultural imperialism, conveying only Western values and culture (Stec, 2016).

METHOD OF IMPLEMENTATION

A community program, "Implementing Locally-Developed Language Activities," organised by Akademi Pengajian Bahasa (APB), UiTM Perlis Branch, in collaboration with Jabatan Kemajuan Masyarakat (KEMAS), Perlis, was held from 8th May to 19th July 2024. A total of seven (7) lecturers from Akademi Pengajian Bahasa (APB), Universiti Teknologi MARA (UiTM), Perlis Branch Campus, 42 teachers, and 53 children from different Tabika KEMAS situated in the district of Arau, Perlis, were involved in this program. The program had two (2) phases: i) implementation phase, which consisted of training workshops and language activities with 42 Tabika KEMAS teachers; ii) observation phase, which included three (3) Tabika KEMAS teachers and 53 children.

Phase I

Implementation Phase (Training workshops and language activities)

The training workshops were conducted from 3.00 to 4.20 pm at Pusat Kegiatan Masyarakat KEMAS, Simpang Empat, Perlis. There were six (6) modules designed by UiTM lecturers.

Module 1: Nursery Rhymes Module 2: Role Play and Dialogues Module 3: Word Building
Module 4: Listening
Module 5: Pronunciation Module 6: Short Story

Each module contains five (5) different language activities, along with lesson plans and procedures. The modules were designed based on the lecturers' creative ideas using the local elements like popular local characters in Malay Movies, 'Upin dan Ipin', 'Boboi', local characters in Malay short stories like 'Sang Kancil dan Harimau', 'Sang Kancil dan Buaya'. In addition, some English characters were adapted to Malaysian local context. They were introduced and explained by respective lectures cum facilitators in the training workshops for the Tabika KEMAS teachers. The workshops were carried out in three (3) different sessions:

Table 1 Training workshops and language activities details

Workshop Session (s)	Date(s)	Module(s)
1	8.5.2024	Nursery Rhymes & Role Play
2	13.5.2024	Word Building & Listening
3	23.5.2024	Pronunciation & Short Stories

In this phase, two APB lecturers were given the responsibility to conduct their respective modules according to the schedule given. The duration of each workshop was two hours. The teachers were encouraged to interact in English and participate in the language activities. The facilitators considered the workshop to be part of their sharing session and included their teaching experiences as well to gauge the teachers' interest and motivation. Throughout the

session, the teachers were encouraged to interact in the English language and perform the group activities actively. They were then asked to give feedback on whether the activities in the modules were suitable to their students' needs. The sessions were recorded, and a number of photos were taken. Questionnaires on teachers' perceptions of their teaching skills and motivation after attending the workshops on locally-developed language activities were given to teachers after the third session for the purpose of data analysis.

Figure 1 Training workshop



Phase II

Observation phase

During the second phase, observation on Tabika KEMAS teachers' use of selected language activities of the modules in their classroom was carried out. Three teachers were selected from three (3) different Tabika KEMAS schools in Arau Parliament, Perlis which were Tabika KEMAS NKRA Kampung Rambai,Tabika KEMAS Bangunan Khas Simpang Sanglang and Tabika: PPAK Arau 1. Two lecturers were assigned for each Tabika KEMAS school. The details of the observation can be seen in Table 2:

Table 2 Observation Details

Observation	Date	Details	Module(s)
1	17.7.2024	Teacher A Tabika KEMAS NKRA Kampung Rambai 12 students	1. Role Play and Dialogue Lesson Plan 5 - Let's Get to Know Our Animals 2. Nursery Rhymes Lesson Plan 4 - Ten Ripe Mangoes
2	18.7.2024	Teacher B Tabika KEMAS Bangunan Khas Simpang Sanglang 22 students	1. Listening Lesson Plan 3- Relay The Message 2. Pronunciation Lesson Plan 3- Silent Word
3	19.7.2024	Teacher C Tabika: PPAK Arau 1 19 students	1. Word Building Lesson Plan 2- Newspaper Hunt 2. Short Story Lesson Plan 1- Who's The Sweetest?

The teachers were required to use the modules assigned with their students in the classroom. The teachers began their classes at 8.30 and the observation started at 9.00 in the morning. Each observation took about two hours to finish. During the observation, the teachers were encouraged to utilize their own creativity in applying any language activities in the chosen modules to suit their students' needs and understanding. Once the observation was completed, the lecturers conducted a semi structured interview with the respective teachers to explore in depth their experiences in using the language tasks designed in the modules with their students in the classroom.

Figure 2 Classroom Observation

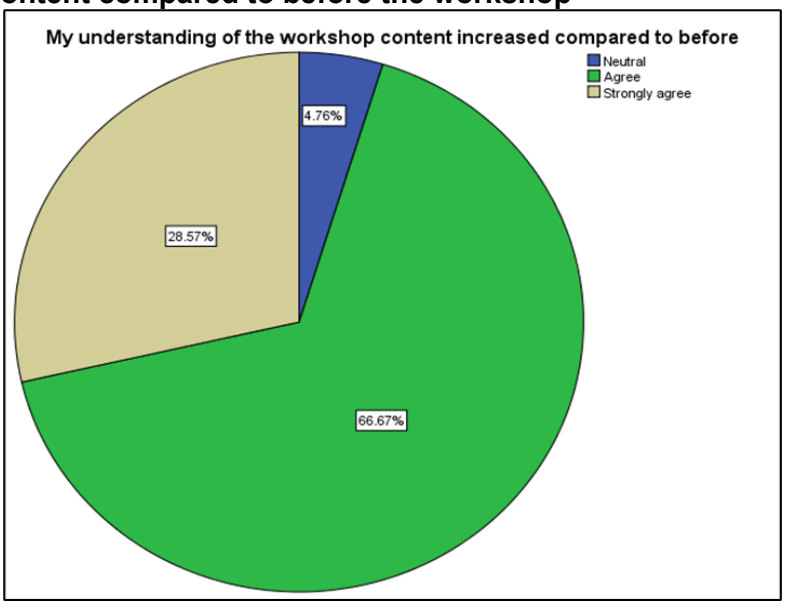


FINDINGS AND DISCUSSION

Tabika KEMAS teachers' perception on their teaching skills and motivation after attending workshops on locally-developed language activities

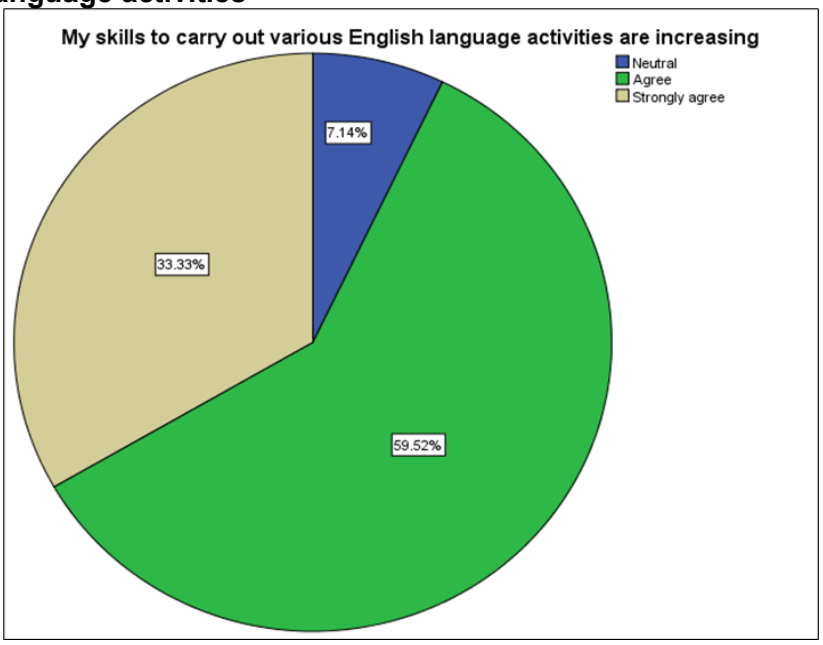
In the implementation phase (training workshops and language activities), the Tabika KEMAS teachers were given some questionnaires to complete. As a whole, they found the workshops were very beneficial to them. There was an enhanced understanding for each of the six modules conducted, namely listening, word building, pronunciation, nursery rhymes, short stories, as well as dialogue and role play. The majority of participants, 95.24% agreed and strongly agreed that their understanding of the workshop content increased compared to before the workshop (Figure 3).

Figure 3 Participants' responses regarding their understanding of the workshop content compared to before the workshop



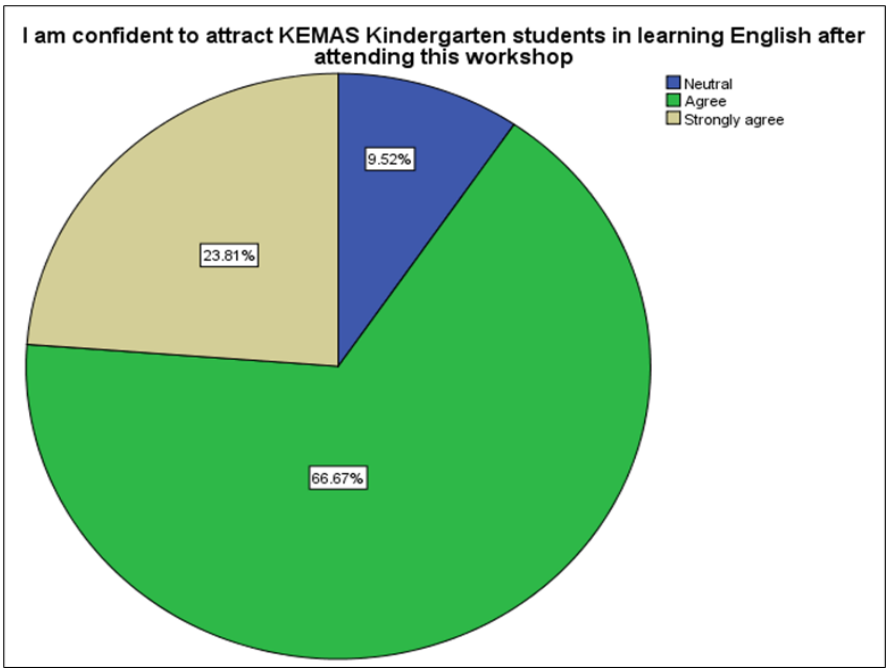
Not only that, but even most participants, 92.85%, agreed and strongly agreed that their skills are also improving to carry out various English language activities (Figure 4). The workshop participants were enthusiastic to practice the activities suggested by the facilitators in their teaching activities.

Figure 4 Participants' responses regarding their skills to carry out various English language activities



The findings also show that most of the participants, 90.5% agreed and strongly agreed that they were confident in their ability to attract students' interest in learning English after attending this workshop (Figure 5).

Figure 5 Participants' responses regarding their confidence to attract kindergarten students' interest in learning English after attending this workshop



The facilitators' sharing was found to have a positive impact on the participants since they were able to provide additional information on various approaches that might help attract students' interest in English language learning materials. Furthermore, it was discovered that this sharing could provide the participants with more inspiration to plan a variety of enjoyable activities while teaching with their own initiative and creativity.

Experiences of using locally-developed language activities in Tabika KEMAS classroom

During the observation phase, three Tabika KEMAS teachers aged 29 to 39 years old were interviewed after implementing some activities with their students. The observations were carried out from 17 to 19 July 2024 in three (3) different Tabika KEMAS schools in Arau Parliament, Perlis. There were eleven (11) questions asked during the interview sessions which focused on their motivation and feedback for the activities that they had chosen and carried out with their students. These teachers had selected two activities each from the modules provided to them during the workshop sessions. All of them required roughly one day to prepare related materials for their respective students. Since they chose different skills, their motivation differed as well. One teacher chose the activities because they involved artwork and motor skills. Meanwhile, another chose the activities to help the students explore new things. When asked about the challenges in implementing these activities, they stated students' difficulty to understand the instructions well in English as the main one. Others were their cooperation during the lessons and disturbance such as weather. They believed the activities introduced helped to nurture students' interest and comprehension in English better. They were having good times, learning while doing some activities along. However, a few adjustments need to be made in order to cater the activities with students' proficiency level. Use of flash cards and suitable songs would be better additions for specific activities in the modules. In general, the activities introduced helped the students with their pronunciation, vocabulary and confidence level. One teacher also felt that the activities were able to expose them to new experiences while learning the language. Specific skills (such as phonics) need to be addressed in the lesson plan in order to improve English language teaching and learning in KEMAS kindergarten centers. They added that the students need to use English more in their daily life to help them master the language better.

CONCLUSION AND RECOMMENDATION

In conclusion, this program has successfully introduced to the Tabika KEMAS teachers some language activities which are locally-oriented and enhanced the teachers' motivation and confidence to use them in thei5r classroom. The teachers appear to be capable of carrying out the classroom activities with some adaptations based on their students' abilities. The feedback by the teachers is also very crucial for effective content modules designed for preschoolers in the future. Overall, the program is a win-win situation in which the teachers gain additional knowledge on teaching and learning English while the APB UiTM lecturers get experience in organizing a community project as part of their university' s social responsibility. It is recommended that such a program continue in the future to ensure the empowerment of Tabika KEMAS in teaching and learning English.

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Mendidik Tahap Profesionalisme Di Kalangan Pelajar Ukur Bangunan Dalam Kerja-Kerja Pembersihan Melalui Tanggungjawab Sosial Universiti (Usr) Di Surau Al Ikhlas Seri IskandarPerak

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ABSTRAK

Kerja-kerja Tanggungjawab Sosial Universiti adalah tanggungjawab warga universiti bagi meningkatkan tahap kemahiran berinteraksi dikalangan masyarakat. Ia juga dapat mendidik terutama di kalangan pelajar untuk meningkatkan lagi kemahiran mereka berinteraksi serta bersosial bersama masyarakat. Ini adalah sangat penting terutama kepada pelajar sebagai satu persiapan untuk meningkatkan lagi kemahiran sebelum menempuh alam pekerjaan. Juruukur bangunan bertanggungjawab mengkoordinasi pengurusan kerja-kerja penyelenggaraan terancang tetapi terdapat pelbagai masalah diantaranya kurang pengetahuan dan pengalaman menyebabkan kegagalan dalampengurusan. Objektif kajian ini dilakukan adalah untuk mendidik dan membentuk keperibadian pelajar terhadap kemahiran mereka dalam menyumbang kepada masyarakat bagi meningkatkan lagi tahap profesionalisme mereka dalam kerja tanggungjawab sosial universiti. Objektif kedua adalah memberi sumbangan daripada Jabatan Ukur Bangunan kepada komuniti setempat dalam bentuk tenaga kerja, ilmu pengetahuan dan kemahiran. Kaedah kajian yang dijalankan adalah berdasarkan soalselidik yang diberikan kepada peserta dan pengagihan tugas penyelenggaraan bangunan. Hasil kajian yangdijalankan dapat dijadikan satu parameter dikalangan pelajar terhadap tahap kemahiran profesionalisme mereka melalui kerja-kerja Tanggungjawab Sosial Universiti.

Kata kunci: Surau, Sosial Korporat Universiti, Pembersihan, Ukur Bangunan

PENDIDIKAN DALAM USR

Pendidikkan melalui tanggungjawab social universiti (USR) adalah proses mendidik pelajar membina nilai hubungan sosial yang beretika bagi meningkatkan kesedaran dan sensitiviti pada keadaan kehidupan masyarakat (Wolska et al., 2019). Pendidikan dilakukan bagi membangunkan potensi yang ada di dalam diri manusia. Menurut (Hasan, 2003), pendidikan sebagai suatu proses pewarisan atau penyaluran kebudayaan yang mengandunginilai–nilai budaya oleh generasi tua kepada generasi muda secara berterusan supaya kelangsungan hidup sesebuah masyarakat dapat berlaku. Ini disebabkan pada masa hadapan pelajar-pelajar lepasan universiti akan berada pada bahagian pengurusan yang bertanggunjawab pada halatuju sesebuah syarikat (Maqutu et al., 2014). Melalui USR juga dapat membina tahap perspektif pelajar berkaitan kewajipan terhadap orang lain (Freeman &Dmytriyev, 2017). Ini sebagai proses membangunkan dan menggilap potensi-potensi yang sememangnya ada dalam diri manusia sehingga potensi-potensi tersebut dapat mewujudkan kemampuan tertentu bagi menjamin kehidupan manusia yang seimbang dan normal (Hasan, 2003).

UKUR BANGUNAN

Pelajar ukur bangunan didedahkan dengan ilmu kerja-kerja kawalan bangunan yang merangkumi keperluan perundangan bangunan (building statutory requirements), penyelenggaraan bangunan dan fasiliti, ukur kondisi bangunan (building condition survey), mentaksir risiko bangunan (risk assessment) dan pengekalan dan pemuliharaan bangunan. Juruukur bangunan bertanggungjawab mengkoordinasi pengurusan kerja-kerja penyelenggaraan terancang seperti pembersihan dalam bangunan dengan menilai standard penyenggaraan, menentukan beban penyenggaraan serta menyedia laporan dan memberi nasihat. Menurut kaiian oleh (Ali et al., 2016) mendapati kegagalan penyelenggaraan bangunan disebabkan oleh :

1. Kesilapan pengurusan dalam membuat sesuatu keputusan disebabkan kurangnya pengalaman dan pengetahuan dalam skop kera penyelenggaraan bangunan.
2. Penyelia yang dilantik hanya akan menjalankan tugas sebagai penyelia tetapi tidak tahu berkaitan tentang teknikal berkaitan kerja-kerja penyelenggaraan. Ini telah disokong oleh (Ali & Chua, 2016) dimana kebanyakan penyelia adalah kurang memahami rangka kerja pengurusan dan operasi yang membawa kepada kecuaian kerja.
3. Penerangan kerja yang tidak jelas kerana kurangnya penyelarasan antara pasukanpengurusan tertinggi dan pasukan operasi.

PROFESIONALISME

Etika dan moral profesional merupakan salah satu elemen yang penting bagi meningkatkan sahsiah untuk kecemerlangan pelajar yang berilmu, berkualiti dan berbudi (Mohd Jomuin, 2013). Kemahiran etika dan profesional ini memerlukan latihan yang berterusan supaya dapat memberi kesan kepada pelajar agar sentiasa merendah diri, berkemahiran tinggi dan simpati pada individu lain (Intan, 2006). Justeru itu, persediaan pelajar professional ke alam pekerjaan perlu mempunyai kemahiran dalam menyelami cara kerja yang akan diceburi kelak. Ini bagi memastikan pelajar mengetahui keadaan dan situasi sebenar bagaimana sesuatu pekerjaan dijalankan. Ini memudahkan pelajar-pelajar menciptajalinan hubungan baik antara satu sama lain agar peka dari segi emosi dan mental. Ini disebabkan kelemahan pelajar di Institut Pengajian Tinggi (IPT) dalam aspek kemahiran insaniah (Softskill) seperti kemahiran berkomunikasi, bersosialisasi, menyelesaikan masalah dan sebagainya (Kurikulum, 2017).

Selain itu, mereka juga hendaklah didedahkan kepada sirah Rasulullah SAW supaya menerapkan dalam diri sifat bertanggungjawab, Amanah seperti ditunjukkan Baginda SAW untuk menjadi pemimpin hebat di masa depan dan banyak nilai positif dalam kepemimpinan perlu didedahkan kepada generasi muda kerana kita tidak mahu meninggalkan generasi yang lemah untuk menghadapi cabaran lebih hebat (Ab Ghani & Sarif, 2005). Oleh yang demikian, objektif kajian ini dilakukan adalah untuk mendidik dan membentuk keperibadian pelajar terhadap kemahiran mereka dalam menyumbang kepada masyarakat. Objektif kedua adalah memberi sumbangan daripada Jabatan Ukur Bangunan kepada komuniti setempat dalam bentuk tenaga kerja, ilmu pengetahuan dan kemahiran.

METODOLOGI KAJIAN

Instrumen kajian yang digunakan adalah berdasarkan kepada tinjauan soalan yang diberikan kepada pelajar, pensyarah dan juga ahli jawatankuasa surau dan pengagihan tugas tanggungjawab sosial universiti untuk penyelenggaraan bangunan. Peringkat pertama adalah mengenalpasti peserta, kedua adalah kajian kes dan terakhir adalah perlaksanaan program. Hasil kajian yang dijalankan dapat dijadikan satu parameter dikalangan pelajar terhadap tahap kemahiran profesionalisme mereka dalam kerja-kerja tanggungjawab sosial university (USR).

Peringkat Pertama: Mengenalpasti Peserta

Peserta program adalah terdiri daripada pelajar yang sedang mengikuti program diploma dan sarjana muda ukur bangunan di Universiti Teknologi MARA (UiTM) Cawangan Perak. Pemilihan peserta adalah dikalangan pelajar tahun akhir bagi penyediaan sebelum menjalani latihan industri. Program USR ini sebagai pendidikan industri daripada pensyarah untuk berkongsi ilmu melalui keadaan semasa.

Gambar 1 Peserta USR Surau Al-Ikhlas Bandar U



Peringkat Kedua: Kajian Kes

Kajian kes untuk kajian ini adalah program kerja-kerja Tangungjawab Sosial Universitidi Surau Al Ikhlas, Bandar Universiti, Seri Iskandar, Perak Darul Ridzuan. Ia melibatkan kesemua bahagian luar dan dalam bangunan surau. Surau Al Ikhlas terletak di Bandar Universiti, Seri Iskandar, Perak Darul Ridzuan. Surau Al-Ikhlas dipilih kerana ia bangunan yang lama dan sangat sesuai untuk dijadikan tempat untuk program kemasyarakatan.

Gambar 2 Surau Al-Ikhlas Bandar U



PERINGKAT KETIGA: PERLAKSANAAN PROGRAM

Program ini dijalankan selama satu (1) hari pada 15hb Januari 2024 di Surau Al-IkhlasBandar Universiti Seri Iskandar. Program USR dimulakan dengan tazkirah berkaitan kepentingan kerja-kerja pembersihan oleh Prof Madya Sr Ts Dr Mohd Fadzil Hj. Mat Yasin. Tazkirah bertajuk “Kepentingan Sikap Rendah Diri Melalui Kerja-kerja Pembersihan”.

Gambar 3 Taklimat Kerja oleh Fasilitator




Sehubungan itu, taklimat diteruskan dengan aktiviti amali di tapak yang di terangkan oleh Sr. Dr. Mohamad Haszirul Mohd Hashim berkaitan kerja-kerja penyelenggaraan. Melalui taklimat ini pelbagai perkongsian ilmu dan pengalaman yang diberikan oleh penceramah bagi menjelaskan kepentingan pembersihan berkala. Taklimat juga menerangkan konsep profesionalisme dan adab berkaitan dengan tugas seseorang dalam pekerjaan.

Gambar 4 Kerja-Kerja Pembersihan





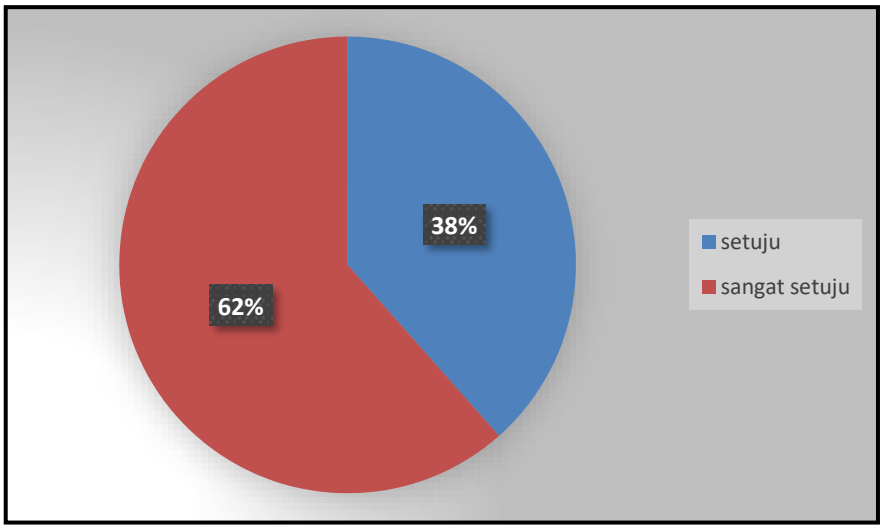

Setiap peserta dibahagiakan dengan beberapa kumpulan dan setiap kumpulan diberikan tugasan yang berbeza seperti pembersihan, kerja-kerja mengecat, pemasangan solar dan lain-lain. Tinjauan soalan juga diberikan kepada peserta untuk dijadikan analisis bagi mendidik mereka untuk meningkatkan tahap profesionalisme dalam melakukan pekerjaan.

ANALISIS

Analisis yang dilakukan adalah berdasarkan kepada soal selidik yang diberikan kepada peserta terhadap tugasan-tugasan yang dilakukan. Analisis berdasarkan tahap pengetahuan dan kepuasan peserta dalam melakukan tugasan yang diberi kepada mereka. **Carta 1** adalah menunjukkan tahap minat peserta terhadap ilmu yang disampaikan melalui program tanggungjawab sosial university (USR). Berdasarkan carta mendapati seramai 62%peserta sangat bersetuju dalam menunjukkan minat terhadap ilmu yang disampaikan manakala 38% adalah setuju. Daripada analisis ini menunjukkan pelajar sangat berminat dengan ilmu yang disampaikan oleh fasilitator kerana perkongsian ilmu ini dapat membantu masyarakat dan meningkatkan tahap profesionalisme mereka untuk digunakan semasa alampekerjaan kelak.

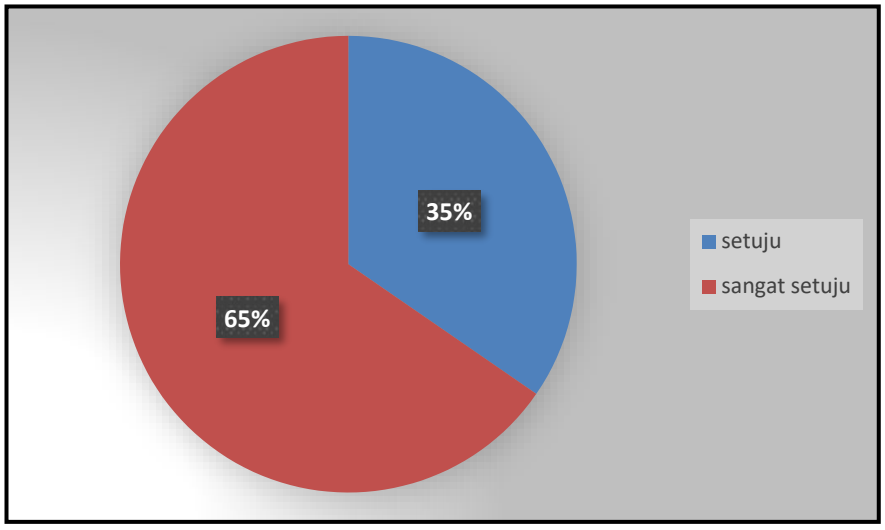
Minat Pelajar Terhadap Ilmu Yang Disampaikan

Carta 1 Peratusan Analisis Minat Pelajar Terhadap Imu Yang Disampaikan



Penggunaan Ilmu Terhadap Kerja Seharian

Carta 2 Penggunaan Ilmu Terhadap Kerja Seharian

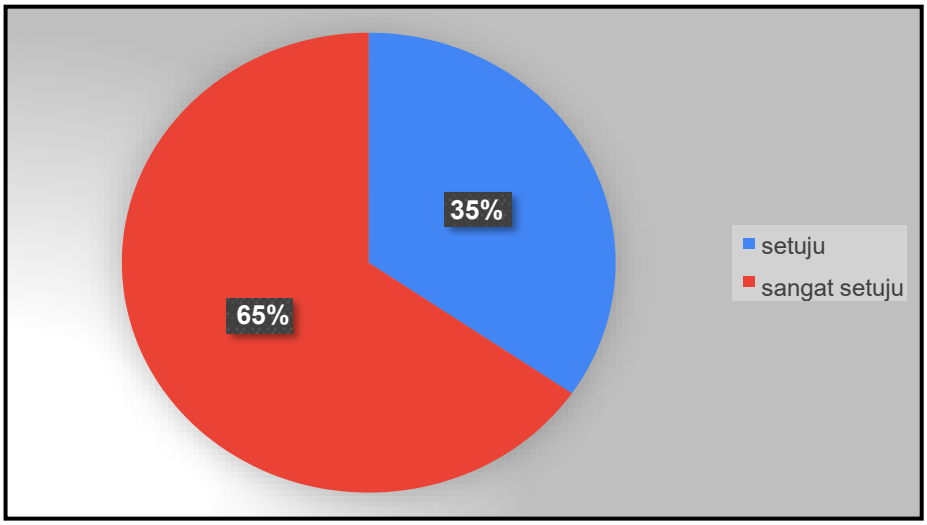


Carta 2 pula menunjukkan peratusan penggunaan ilmu untuk kerja seharian melaluiprogram tanggungjawab sosial university (USR). Berdasarkan carta menunjukkan, seramai 65% peserta sangat bersetuju manakala 35% adalah setuju menggunakan ilmu yang disampaikan untuk kerja seharian. Bagi mendidik dan meningkatkan lagi tahap profesionalisme, pelajar perlu menggunakan ilmu yang dipelajari dalam kerja seharian.Berdasarkan analisis ini pelajar

sangat bersetuju untuk menggunakan ilmu yang dipelajari di dalam kerja seharian dan secara tidak langsung tahap profesionalisme itu dapat ditingkatkan melalui pengalaman mereka bertemu dan membantu masyarakat.

Perkongsian Ilmu Dengan Orang Lain

Carta 3 Perkongsian Ilmu Dengan Orang Lain



Carta 3 adalah menunjukkan peratusan terhadap perkongsian ilmu dengan orang lainmelalui program tanggungjawab sosial university (USR). Berdasarkan carta menunjukkan seramai 65% pelajar sangat bersetuju manakala 35% setuju untuk berkongsi ilmu dengan orang lain. Berdasarkan analisis ini pelajar sangat bersetuju untuk berkongsi ilmu dengan masyarakat lain di dalam kerja seharian dan secara tidak langsung ia dapat mendidik pelajar lebih merendah diri.

KESIMPULAN

Secara kesimpulannya, jaringan perhubungan antara pelbagai individu melalui USR kemasyarakatan dapat meningkatkan tahap profesionalisme. Program USR memberi peluang kepada pelajar menghargai ilmu yang dipelajari di universiti dan diaplikasikan semasa kerja kerja dijalankan. Ini diharapkan dapat memberi manfaat kepada pelajar agar menjaga adab dan sentiasa merendah diri merendah diri apabila bersama masyarakat, rakan sekelas, bertanggungawab dalam kerja berkumpulan dan sentiasa berkongsi ilmu bersama orang sekeliling.

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Synergizing for Social Impact: Collaborative Communities Strategies

Pemasangan Sistem Solar Di Sekolah Orang Asli Kampung Bongor, Tasik Banding Gerik Bagi Melaksanakan Tanggungjawab Sosial Korporat Universiti (USR) Berimpak

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ABSTRAK

Tangungjawab Sosial Korporat Universiti (USR) adalah satu kewajipan pengurusan sesebuah universiti untuk membuat keputusan dan mengambil tindakan yang akan membantu dalam kebajikan dan kebaikan kepada masyarakat dan juga universiti. USR juga merupakan komitmen bagi mempertingkatkan kesejahteraan komuniti luar bandar serta meningkatkan imej universiti. Sehubungan dengan itu, menyedari kepentingan perkara ini, Universiti Kuala Lumpur British Malaysia Institute (UniKL BMI) bersama Universiti Teknologi MARA (UiTM) dengan Kerjasama Malaysian Relief Agency
(MRA) Cawangan Perak telah mengambil inisiatif menjalankan pemasangan sistem solar di Sekolah Kampung orang asli Bongor Tasik Banding Gerik Perak. Objektif pemasangan sisitem ini adalah untuk memberi keselesaaan kepada pengguna orang asli untuk aktiviti pembelajaran dan juga aktiviti sosial yang boleh dilaksanakan di kawasan sekolah. Temubual bersama penduduk orang asli dan pegawai NGO USR pemasangan solar sekolah Kampung Bongor sangat berpuas hati dengan pemasangan ini. Keperluan sekolah yang kondusif dapat mengelakkan ketidakhadiran anak-anak orang asli ke sekolah. Ini juga menyebabkan keciciran pelajaran akademik antara mereka. Akhir sekali program USR ini dapat memberi pendedahan kepada pelajar universiti untuk mempratikkan ilmu yang dipelajari ke situasi sebenar.

Kata kunci: Solar, Sosial Korporat Universiti, Tasik Banding, Orang Asli

PENGENALAN

Tangungjawab Sosial Korporat (USR) merupakan keperluan yang dibuat oleh Universiti yang memberi kesan positif ke atas kebajikan dan kesejahteraan Masyarakat. Ini bagi menerapkan nilai-nilai murni di setiap peringkat Dasar Sosial Negara iaitu memastikan keperluan asas individu, keluarga dan masyarakat dipenuhi, membangun dan memperkasakan insan

sepanjang hayat, memperkukuhkan dan membangunkan sistem sokongan sosial dan perkhidmatan sosial dan menjana sinergi multi sektor. Melalui CSR, ianya dilihat dapat menjadi pemangkin dalam pembangunan masyarakat sama ada dari segi ekonomi, pendidikan dan juga social (DI IPTA & DI UITM, 2014.). Sehubungan dengan itu, menyedari pentingnya perkara ini maka Seksyen Elektrikal Universiti Kuala Lumpur British Malaysia Institute (UniKL BMI) berkerjasama Kerjasama Malaysian Relief Agency (MRA) dan Jabatan Ukur Bangunan UiTM Cawangan Perak telah mengambil inisiatif menjalankan pemasangan sistem solar di perkampungan orang asli.

SISTEM SOLAR

Pemasangan sistem solar adalah sistem tenaga elektrik yang dipasang pada rumah atau bangunan. Panel solar merupakan alat yang dipasang di permukaan bumbung bagi menghasilkan tenaga dengan menyerap cahaya dari matahari ke dalam sel fotovoltaik dan kemudiannya mengubah tenaga tersebut menjadi elektrik.

Gambar 1 Pemasangan Panel Fotovoltaik



Memasang sistem Solar PV diatas permukaan bumbung adalah perkara yang penting dalam pemasangan panel solar. Terdapat juga pemasangan panel solar digunakan sebagai intergrasi façade luar bangunan. Sistem pemasangan bumbung bertanggungawab memastikan panel solar selamat pada bumbung. Oleh itu, pemeriksaan bumbung diperlukan bagi memastikan pemasangan panel solar terletak pada struktur yang sepatutnya dan mengelakkan sebarang kerosakan pada bumbung (M. H. M. Hashim et al., 2022; S. M. H. M. Hashim & Ghani, 2017). Ini disebabkan keupayaan solar PV bergantung kepada jumlah panel solar yang dipasang pada bumbung untuk penggunaan tenaga dan jumlah cahaya matahari yang diterima oleh PV. Jumlah panel solar pula akan dikira berdasarkan saiz, teduhan, kecondongan, lokasi, dan pembinaannya.

Gambar 2 Pemasangan Panel Sistem Solar



Panel solar menukar tenaga solar yang dijana daripada matahari ke tenaga elektrik menggunakan sel fotovoltaik. Komponen ini berfungsi untuk menyerap tenaga dari sinaran cahaya seperti matahari atau sumber sinaran panas lainnya. Kepanasan dari sinar tersebut menyebabkan bahan semikonduktor dalam sel solar fotovolta menukarkan tenaga haba kepada tenaga elektrik (Energy, Kumar, & Sharma, 2015). Sistem solar fotovolta tidak dapat memberikan kesan maksimum tanpa komponen utama tambahan untuk penjanaan tenaga elektrik. Inverter akan menukar tenaga yang dihasilkan oleh panel solar dari arus terus (DC) kepada arus ulang-alik (AC) untuk digunakan di bangunan. Tenaga elektrik yang telah ditukar akan digunakan untuk menghidupkan peralatan. Komponen lain seperti bateri, pengawal pengecasan solar, dan alat pengukuran seperti meter pelbagai juga diperlukan untuk memastikan aliran cas yang efisien (Gameli Kofi Bedzo, 2013).

KESEJAHTERAAN ORANG ASLI

Orang Asli merupakan masyarakat minoriti, baik dari segi lokasi, sosial, psikologi dan ekonomi. Pelbagai usaha untuk membangunkan komuniti orang asli dari segi ekonomi, pendidikan, kesihatan, infrastruktur dan fizikal yang sedang dilakukan oleh kerajaan melalui agensi pembangunannya seperti Jabatan Kemajuan Orang Asli (JAKOA) dan Kementerian Pembanguan Luar Bandar (KPLB). Ini turut dijelaskan oleh Datuk Seri Mustapa Mohamed iaitu Menteri di Jabatan Perdana Menteri (Ekonomi) dimana kesejahteraan masyarakat orang asli perlu dipertingkatkan untuk memastikan komuniti orang asli menikmati pembangunan sosioekonomi negara dengan lebih bermakna menerusi Rancangan Malaysia Kedua Belas (RMK-12). Pendekatan pembangunan yang komprehensif dengan tumpuan kepada pendidikan, menumpukan kepada usaha mengurangkan kemiskinan serta menyediakan infrastruktur, kemudahan dan perkhidmatan asas yang lebih baik.

Gambar 3 Keadaan Anak-Anak Orang Belajar Di Luar



Pendidikan orang asli merupakan aspek penting dalam pembangunan sosial masyarakat orang asli yang mampu mencetuskan perubahan diri (Rosnon et al., 2019). Melalui pendidikan, orang asli dapat didedahkan kepada ilmu pengetahuan yang dapat dimanfaatkan untuk memajukan diri dan masyarakat. Berdasarkan (Ab Manaf & Abdullah, 2021) menyatakan keperluan pendidikan kepada orang asli perlu diambil perhatian serius untuk memberi kesedaran agar masyarakat ini dapat memahami sistem kehidupan, membebaskan mereka daripada belenggu kemiskinan dan kemunduran dan sekaligus memartabatkan harga diri orang asli. Oleh itu terdapat laporan khas mendedahkan masalah keciciran pendidikan anak-anak masyarakat orang asli yang berpunca daripada taraf hidup daif di pedalaman, kekurangan infrastruktur pendidikan dan tiada kemudahan elektrik serta logistik yang tidak sempurna (Rose et al., 2017). Masalah ini juga menyebabkan orang asli kurang bersemangat untuk belajar sekiranya tiada kemudahan bekalan elektrik pada bangunan sekolah (Yew et al., 2021). Ini disebabkan suasana sesi pembelaaran yang kurang

selesa disebabkan tiada bekalan elektrik dan kemudahan internet antara situasi yang dihadapi di sekolah orang asli. Oleh yang demikian objektif USR ini memberi keselesaaan kepada pengguna orang asli untuk aktiviti pembelajaran dan juga aktiviti sosial yang boleh dilaksanakan di kawasan sekolah.

METADOLOGI KAJIAN

Kajian ini menggunakan pendekatan secara kualitatif dalam proses pengumpulan data. Proses pengumpulan data dilakukan menerusi kerja lapangan di kawasan kajian yang terletak di Kampung Orang Asli Kampung Bongor, Tasik Banding Gerik. Sehubungan dengan itu, bagi memastikan penduduk kampung dapat menikmati tenaga elektrik yang dibekalkan beberapa peringkat telah dirancang seperti :

Peringkat 1 – Kenalpasti Peserta

Sebelum program ini dimulakan, keperluan peserta akan ditentukan setelah perbincangan Seksyen Elektrikal Teknologi Universiti Kuala Lumpur British Malaysia Institute (UniKL BMI) bersama Malaysian Relief Agency (MRA) Perak yang bertanggungjawab sebagai pengganjur dan agensi yang biayai keseluruhan kos pemasangan sistem solar melalui sumbangan Yayasan Hasanah. Perbincangan turut melibatkan tok batin bagi memastikan pemasangan solat ini berjaya. Oleh yang demikian Seksyen Elektrikal Teknologi Universiti Kuala Lumpur British Malaysia Institute (UniKL BMI) telah menjemput beberapa wakil daripada Jabatan Ukur Bangunan UiTM Cawangan Perak untuk menyertai program USR ini. Pertemuan ini bagi membincangkan tugasan Tangungjawab Sosial Korporat Universiti (USR) yang bersesuaian untuk dilaksanakan. Hasil perbincangan telah membawa kepada kata sepakat untuk membuat pemasangan solar di salah sebuah perkampungan orang asli di Negeri Perak.

Peringkat 2 – Kajian Kes

Kampung orang asli Bongor Tasik Banding Gerik telah dipilih memandangkan kampung ini merupakan kampung yang masih belum mempunyai tenaga solar. Kampung Bongor ialah penempatan terakhir di hulu Gerik sebelum hutan belantara menutup kawasan sempadan dari sempadan Thailand-Malaysia. Pemasangan sistem solar akan dilakukan di Sekolah Kebangsaan Sungai Tiang Kampung Bongor. Sekolah ini mempunyai 22 orang pelajar dan 1 orang guru yang bertanggungjawab mengurus sekolah.

Gambar 4 Kampung Bongor



Gambar 5 Sekolah Kebangsaan Sungai Tiang



Kampung Bongor terletak ditepi sungai dan didiami kira-kira 102 penduduk dengan 25 buah keluarga. Perjalanan ke perkampungan Orang Asli kampung bongor itu mengambil masa selama 6 jam dari jeti Royal Belum Gerik menggunakan rumah bot. Kampung Bongor diduduki

oleh orang asli daripada suku jahai dengan menyara hidup dengan menjadi nelayan selain melakukan aktiviti pertanian dan berburu.

Peringkat 3 – Pelaksanaan Program

Program ini dijalankan selama empat (4) hari pada 11hb Julai 2024 hingga 14hb Julai 2024 di Sekolah Kebangsaan Sungai Tiang Kampung Bonggor Gerik. Ia melibatkan taklimat dan aktiviti amali di tapak yang di ketuai oleh Dr. Mohammad Miqdad Abdul Aziz daripada UniKL BMI dan Sr. Dr. Mohamad Haszirul Mohd Hashim daripada UiTM. Sesi ini bertujuan untuk memberi penerangan berkaitan keselamatan dan tugasan kerja kepada para peserta.

Gambar 6 Taklimat Kepada



Pasukan yang terdiri daripada tiga entiti berkaitan telah hadir bersama pelajar yang terlibat dari setiap agensi. Disamping memberi keselesaan kepada penduduk orang asli tersebut, kajian ini juga memberi pendedahan kepada pelajar-pelajar universiti bagi mempraktikan teori yang diajar di universiti dengan situasi sebenar. Bagi memastikan program USR ini berjalan dengan lancar beberapa perancangan kerja yang diberikan kepada peserta seperti :

1. Program pemasangan sistem solar – Pemasangan akan dijalankan oleh Kumpulan daripada Seksyen Elektrikal Teknologi UniKL BMI.
2. Program pemeriksaan struktur bumbung – memastikan tiada sebarang kecacatan yang boleh mengganggu kekuatan struktur sebelum pemasangan panel solar (Ghani et al., 2023). Pemeriksaan akan dijalankan oleh Kumpulan daripada Jabatan Ukur Bangunan UiTM Cawangan Perak.
3. Program Santuni Masyarakat- Menyediakan aturacara Pembangunan modal insan dengan penduduk kampung akan dijalankan oleh urusetia MRA Cawangan Perak.

Teknik temubual bersemuka dari kalangan orang asli dan agensi terlibat iaitu NGO MRA Perak dimana maklumat dari pihak agensi terdiri daripada pegawai yang bertanggungawab ke atas pelaksanaan Program USR pemasangan sistem solar Sekolah Kampung Bongor, Tasik Banding Gerik Perak.

HASIL DAPATAN USR

Merujuk dapatan USR yang telah dijalankan, **Jadual 1** menunjukkan reaksi orang asli (OA) dan pegawai MRA perak (PM) selepas pemasangan sistem solar di sekolah Kampung Bongor.

Jadual 1 Reaksi Peserta USR

NO	PESERTA	REAKSI PESERTA
1.	OA1	Suka kalau budak kampung dapat pergi sekolah
2.	OA2	Kadang-kadang budak kampung tak nak datang sekolah disebabkan kelas panas
3.	OA3	Sebelum ini sekolah tiada lampu dan kipas
4.	OA4	Sekolah ini lama tiada bekalan elektrik…sekarang sudah ada
5.	OA5	Seronok sekolah sudah ada lampu dan kipas

6.	OA6	Bila sudah ada elektrik membolehkan anak-anak kembali untuk belajar
7.	OA7	Saya sudah lama minta pemasangan elektrik di sekolah
8.	OA8	Penduduk kampung gembira kerana telah menunggu sekian lama untuk menikmati kemudahan ini
9	PM1	Sebelum ini tiada insfastruktur asas yang baik untuk kampung bongor seperti bekalan elektrik dan air sehingga menjejaskan kesejahteraan dan sosioekonomi kampung orang asli ini.
10.	PM2	Saya dimaklumkan pemasangan sistem solar ini telah bincangkan dari tahun 2023…alhamdulliah kini telah Berjaya
11.	PM3	Melalui pemasangan sistem solar dapat membantu merealisasikan pendidikan yang baik kepada penduduk orang asli.

Jadual 1 menunjukan hasil temubual bersama penduduk orang asli dan pegawai NGO program USR pemasangan solar sekolah Kampung Bongor dimana responden sangat berpuas hati dengan pemasangan ini. Ini disebabkan perancangan pemasangan solar ini telah dirancang dari tahun 2023 sebagai kehendak dan keperluan perkakasan lampu dan kipas dalam bangunan sekolah Kebangsaan Sungai Tiang Kampung Bongor. Pemasangan infrastruktur ini membolehkan proses pengajaran dan pembelajaran dapat dijalankan dengan sempurna. Ini dapat menjaminkan satu suasana pembelajaran yang kondusif bagi mengelakkan ketidakhadiran anak-anak orang asli ke sekolah dan juga menyebabkan keciciran pelajaran akademik.

Selain itu, proses pemindahan ilmu dapat dilaksanakan di antara pelajar-pelajar universiti dan warga orang asli. Pemindahan ilmu ini melibatkan cara atau kaedah pemasangan solar, cara bagaimana membaiki solar secara mudah sekiranya tenaga elektrik tidak sampai kepada peralatan elektrik. Sekiranya proses pembaikan melibatkan kesukaran, maka orang asli kampung tersebut boleh menghubungi pegawai berkaitan bagi memastikan peralatan solar ini sentiasa dalam keadaan baik. Semasa proses pemasangan juga, warga orang asli dilibatkan bagi memastikan mereka mengetahui proses-proses pemasangan juga proses pembaikan sekiranya perlu.

Gambar 7 Hasil Pemasangan Sistem



KESIMPULAN

Secara keseluruhannya, program USR ini telah diterima dan memberi kesan positif terhadap perkembangan etnik kecil di Malaysia. Berdasarkan kajian ini, pemilihan pemasangan solar di kawasan orang asli Kampung Bongor Tasik Banding Gerik Perak disebabkan perkampungan mereka tidak mempunyai bekalan elektrik lagi. Bekalan elektrik dibekal melalui pemasangan sistem tenaga solar kepada sekolah agar dapat membantu dalam proses pengajaran dan pembelajaran. Ini memberikan satu keadaan yang kondusif bagi mnegelakkan ketidakhadiran dan keciciran anak-anak orang asli dalam arus pendidikan moden.

Melalui pemasangan sistem solar ini dapat mendedahkan teknologi baru kepada penduduk orang asli. Ini memberi ilmu pengetahuan kepada orang asli cara penggunaan dan bagaimana bekalan elektrik boleh dijanakan. Akhir sekali program USR ini dapat memberi pendedahan kepada pelajar universiti untuk mempratikkan ilmu yang dipelajari ke situasi sebenar. Ini juga dapat membantu pelajar memahami cara sesuatu pengurusan projek dijalankan.

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RESONANCE: The Palestine Solidarity Visual Art Exhibition

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ABSTRACT

The RESONANCE: Palestine Solidarity Visual Art Exhibition is led by lecturers from the Art Trivium Departments at UiTM Perak Branch's College of Creative Arts. Featuring 19 artists at Kapal Lorek Art Space, this exhibition aims to showcase solidarity with the people of Gaza by utilizing visual art as a medium to express support for ongoing issues in Palestine. Adopting a Dadaist approach from the early 20th century, the exhibition reflects a movement that originated as a protest World War I perceived absurdity. Emphasizing Malaysian artists solidarity with Gaza, this initiative aligns with UiTM global agenda by raising awareness about international issues through art. Collaboration with industry partners has successfully initiated University Social Responsibility programs, fulfilling the university commitment to benefitting external communities and industries. In addition to showcasing support for Palestine through visual art, community activities include creating murals on the issue of Palestine donated to MERCY Malaysia and humanitarian mission sharing events with MERCY Malaysia. The Helix Model has been identified to explain the joint ventures that have been carried out between universities with institutions and industry. Overall, this exhibition demonstrates how visual art can be used as a powerful tool for expressing societal solidarity whilst contributing towards broader global objectives.

Keywords: Resonance, Art Exhibition, Solidarity, Palestine

INTRODUCTION

Visual art, a form of creative creation, encompasses various forms such as paintings, sculptures, photography, graphics, and videos. It is a source of thought and artistry, influencing various aspects of human life (Frank, 2004; Ocvirk et al., 1998). Artists and society are interconnected, as they record and study history, engage in dialogues about social reality, politics, aesthetics, and humanity (Mohd Johari, 2013). Contemporary artists address societal issues through their work, influencing aesthetic values and understanding social development (Papastergiadis, 2006; Yuan, 2023). They connect cultures, shape global identity, and exchange opinions through international exhibitions and social media. Many artists have contributed artwork influenced by global issues, such as the Palestine conflict, demonstrating how artists use their creativity to raise awareness.

The Palestine Solidarity Visual Art Exhibition, supported by industry players Kapal Lorek Art Space and Kopi Mesin SDN BHD, and MERCY Malaysia, brought the University, UiTM Perak, closer to the community. The event included the production of murals on Palestine issues and the sharing of humanitarian missions by MERCY Malaysia. This joint involvement showcases the university's commitment to supporting Palestine.

CONTEXT OF RESONANCE EXHIBITION

The art exhibition, RESONANCE: The Palestine Solidarity Visual Art Exhibition, explores the profound reverberations of the ongoing struggles in Gaza, Palestine. The word "resonance" evokes images, memories, and enduring emotions (Tina, 2017), reflecting the profound

reverberations of the issues faced by the people in Gaza. The exhibition allows artists to express their individual perspectives on these critical issues through visual art forms like painting, sculpture, photography, or mixed media installations. The resonance of these issues resonates globally, touching individuals across different cultures and nations, highlighting the ongoing impact of these issues on present and future generations.

The Palestine Solidarity Visual Art Exhibition

The exhibition in Palestine highlights the role of art and artists in addressing the country's issues. Artists' artwork highlights the struggles and resilience of the Palestinian people, promoting empathy and solidarity. The exhibition serves as a platform for dialogue, shedding light on the complexities of the situation and inspiring action towards positive change. Through resonant visual imagery, the artists hope to create ripple effects, sparking discussions about empathy towards those affected by conflicts.

Participating Artists and Their Works

The Palestine Solidarity Visual Art Exhibition features 14 lecturers from the Department of Art Trivium, College of Creative Arts, UiTM Perak, showcasing various artworks. The list of artists and their works rationale is as shown in Table 1.

Table 2 List of Artists

No.	Artist	Title of Artworks	Artworks Rationale
1.	Hazrul Mazran Rusli	Title: OH! I C… Medium: Mix Media Year: 2023	The artwork features three emergency aid boxes as a symbol of the much-needed assistance and support for the people of Palestine. The transparent doors of the boxes, illuminated by light, suggest that efforts to address this issue should be transparent and free from bureaucratic obstacles.
2.	Mohamad Hafiz Yahaya	Title: The Unstable Situation Medium: Ready Made Objects Year: 2023	The Unstable Situation installation art highlights ongoing and past unrest in Palestine, disproportionately affecting 2.3 million Gaza residents for over 16 years. Common objects are used as evidence.
3.	Siti Ermi Syahira Abdul Jamil bertajuk	Title: The Big Why: When the Joy Becomes Nightmares Medium: Mix Media Year: 2023	The artwork depicts the sorrow of war casualties, using the injured 'bunny bear' as a metaphor, symbolizing innocence suffering from sickness, fear, physical wounds, and emotional anguish.
4.	Khayril Anwar Khairuddin	Title: Message to Zionis Medium: Ready Made Object Year: 2023	This work invites viewers to collectively convey a message to the Zionist regime, condemning their inhumane actions against our Palestinian brethren. As Malaysians, we strongly denounce their atrocities.
5.	Muh Sarip Abd Rahman	Title: A Choice: The Wrong Side of History Medium: Mix Media Year: 2023	“With a drop of gold, in this world filled with greed, those who are shells of their selves, trade other's souls for their own capitalistic needs.”
6.	Muhammad Abdullah	Title: The Is Real Flag Medium: Photo Manipulation & Collage Year: 2023	The sarcastic perspective portrays Israel as a forbidden land, highlighting the costs of violence and the impact of power on all, regardless of age.
7.	Nurul Shima Taharuddin	Title: Blood Bullet Medium: Digital Print Year: 2023	"Blood Bullet" is a thought-provoking exploration of the concept of solidarity with Palestine, as it visually portrays the determined spirit of a people striving for justice, freedom, and self-determination.
8.	Rozarina Johari	Title: A Mantra for Palestine Medium: Poster colour, chinese ink, marker on boxboard Year: 2023	"A Mantra for Palestine" is a prayer expressing support for Palestinians, acknowledging conflict's impact and promoting peace through dedicated chants to alleviate harm and conflict outcomes.
9.	Siti Hajar Maizan	Title: Kamu Akan Bebas Medium: Mixed Media Year: 2023/2024	Watermelons are widely grown in Palestine and serve as a symbol of resistance against Israeli attacks on Palestinian national identity.

10.	Muhammad Faez Fahmi	Title: IsraHell Shops Medium: Mixed Media Year: 2023	The artwork aims to raise awareness about boycotting Israeli products and shows wooden store structures with symbols representing Israeli brands that should be avoided.
11.	Nur Miswarini Mat Din	Title: She says "SHE'S OLDER THAN ISRAEL, 1944-2023" Medium: Mix Media Year: 2023	The artwork "She's older than Israel, 1944 – 2023" depicts the resilience of the Palestinian people, inspired by the story of an elderly woman killed by an Israeli sniper.
12.	Noor Izzah Atira Binti Mohd Daud	Title: Colours for Gaza Medium: Rope, Wire, Fabric, Dyeing Color Year: 2023	The artwork explores the theoretical space between material and form, featuring a suspended mobile interpreting "ikat" and conveying a message about daily deaths in Palestine.
13.	Nurulhikmah Bt Mohd Azharuddin	Title: Hina Dina Medium: ReadyMade Year: 2023	The artwork depicts the country's struggles and oppression, expressing deep emotions and frustration over the inability to assist fellow Muslims in conflict with Israel.
14.	Nurfatin Shahirah Din	Title: Tuli Medium: Mix Media Year: 2023	The artist's depiction of a human face devoid of sensory and cognitive abilities symbolizes collective blindness to human suffering, while the background color represents the Palestinian flag.

UiTM Perak's semester 01 Diploma students also contributed significantly to the RESONANCE: The Palestine Solidarity Visual Art Exhibition by creating murals, enhancing artistic diversity and practical experience, and contributing to the exhibition's theme.

ARTISTIC EXPLORATION AND SOLIDARITY

The RESONANCE: The Palestine Solidarity Visual Art Exhibition showcases unique artworks inspired by Dadaism, allowing artists to express solidarity with Palestine and engage with its complex issues. It encourages critical reflection, challenges norms, and highlights art's power in advocating social justice and raising global awareness.

Art To Express Support for Palestine

Visual art, including paintings, murals, graffiti, and digital art, effectively supports Palestine by raising awareness about the humanitarian crisis, fostering empathy, and challenging misconceptions (Ginsberg, 2016). It serves as a platform for dialogue and education, uniting supporters worldwide in calling for justice.

The Mohamad Hafiz bin Yahaya's installation artwork, "The Unstable Situation," highlights the ongoing uncertainties in Palestine, particularly affecting 2.3 million Gaza residents for over 16 years. The artwork uses everyday objects to highlight the conflict-ridden environment, and the daily struggles faced by those living in such tumultuous circumstances, aiming to raise awareness and provoke contemplation. See Figure 2:

Figure 3 The Unstable Situation



Siti Ermi Syahira Abdul Jamil's artwork, The Big Why: When the Joy Becomes Nightmares, explores the complexities of the conflict between Palestine and Israel, aiming to provoke contemplation and introspection among viewers. The piece conveys sorrow and highlights the human suffering experienced in war, offering a platform for critical reflection on war-torn regions. See Figure 3:

Figure 4 The Big Why: When The Joy Becomes Nightmares



Hazrul Mazran Rusli's artwork, OH! I C…., uses three first aid boxes to symbolize the need for assistance and security in Palestine. The cactus plants, thorny and arid, symbolize resilience and hope despite harsh conditions. Mazran's artwork raises awareness about the ongoing struggles faced by Palestinians and their determination to achieve peace and independence. See Figure 4:

Figure 5 OH! I C…..

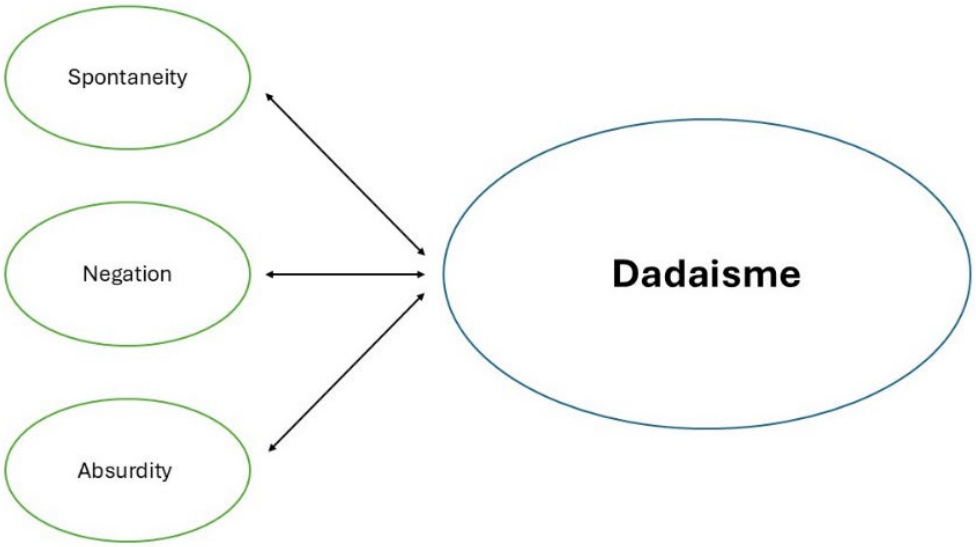


Dadaist Approach as a Form of Protest

The Resonance exhibition in Malaysia showcases the solidarity of Malaysian artists who stand in solidarity with the people of Gaza. The artists use visual art to express their support for the crisis in Gaza, adopting the approach of Dadaism, a philosophical and artistic movement that emerged in the early 20th century (Miholca, 2021). Dadaism, a movement of European writers, painters, and intellectuals, used absurdity as an offensive weapon against government elites (Romic, 2022). The exhibition features Ready-Made objects, installation art methods (3D), and textual forms (2D). The three fundamental ideas behind Dadaism are spontaneity, negation, and absurdity, which were expressed through various forms of creative arts (Lyubchenko, 2022). Artists in this exhibition aim to bring attention and reflection on ongoing global crises,

such as those in Gaza, while echoing support for those affected through thought-provoking artistic expressions. The three fundamental ideas of Dadaisme as shown in Figure 5.

Figure 1 Fundamental Ideas of Dadaisme, (Lyubchenko, 2022)



The Dadaist movement, characterized by spontaneity, negation, and absurdity, has significantly influenced modern art, leading to improvisational and intuitive creation (Shahla, 2022). These ideas drive artists to question society conventions and push limits, whilst absurdity stimulates the investigation of illogical components. The exhibition features artists that use Dadaist concepts to criticize Palestinian injustices, including unorthodox approaches, fragmentation, and absurdity to highlight recurring hurdles. The use of everyday materials and found things is consistent with Dadaist concepts, emphasizing the importance of Palestinian struggles.

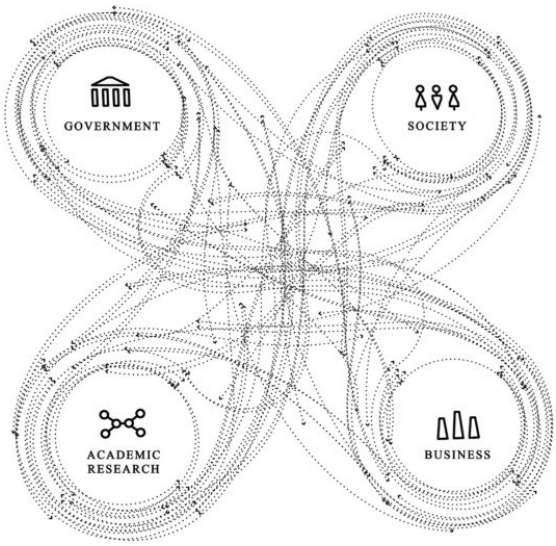
COLLABORATIONS AND PARTNERSHIP

UiTM Perak Branch's Department of Art Trivium is focusing on community engagement and internationalization efforts to boost its global presence. The RESONANCE: The Palestine Solidarity Visual Art Exhibition aims to demonstrate support for Palestinian issues through strategic partnerships with industry players like Kapal Lorek Art Space and Kopi Mesin Sdn Bhd, as well as institutions like MERCY Malaysia. The initiative will have various impacts on UiTM, including collaboration with agencies and industries, student involvement in creative industry programs, university social responsibility programs, and community outreach projects.

Quadrapule Helix Model in the Collaboration

The Helix model is a collaborative framework that emphasises cooperation among government, business, and academia to foster innovation and entrepreneurship in the educational system (Schutz et al., 2019). This strategy aims to promote practical learning possibilities, technical breakthroughs, and knowledge generation for students (Karmokar & Shekar, 2018). The development of policy frameworks that stimulate innovation-led growth and position Malaysia as a regional hub for technology, research, and entrepreneurship is dependent on government assistance (Muhammad Shafiq Shahrul Amar et al., 2021). The Helix model can be seen with the merger of 4 sectors working together, as in Figure 6: The Quadrapule Helix model.

Figure 6 The Quadrapule Helix Model, (Muhammad Shafiq Shahrul Amar et al., 2021)



The Department of Art Trivium at UiTM Perak Branch has launched RESONANCE: The Palestine Solidarity Visual Art Exhibition, showcasing solidarity with Palestinian issues. The initiative, supported by Kopi Mesin Sdn Bhd, Kapal Lorek Art Space, and MERCY Malaysia, aligns with the Quadrapule Helix model, involving government, industry, academia, and society to tackle complex societal issues. UiTM Perak's involvement showcases academia's role in promoting social awareness through art.

The Significance of partnership

Multi-stakeholder partnerships between government, industry, academia, and society are crucial for initiatives like RESONANCE: The Palestine Solidarity Visual Art Exhibition. These collaborations use diverse expertise to tackle complex societal issues. Academic institutions, industry players, and art institutions collaborate to promote community engagement in Malaysian higher education. These partnerships enhance an institution's global profile and contribute to advancing social awareness and shaping contemporary higher education practices.

COMMUNITY ENGAGEMENT ACTIVITIES

The RESONANCE: The Palestine Solidarity Visual Art Exhibition featured two diverse activities: mural production on Palestine issues and a peace mission sharing by MERCY Malaysia at UiTM Perak. These small-scale events showcased artistic talent and humanitarian efforts.

Creation of Murals on the Issue of Palestine

A 1.5 M x 3 M mural, titled A Choice: The Wrong Side of History, has been submitted to MERCY Malaysia for display at their headquarters in Kuala Lumpur. The mural, produced by Art Trivium lecturers and semester 01 students at UiTM Perak, was a joint venture for the RESONANCE exhibition. The community activities exposed the community about humanitarian issues in Palestine and contributed energy to support the Palestinian people. The mural handover session took place at UiTM Perak.

Humanitarian Mission Sharing Events with the Public by MERCY Malaysia

The humanitarian mission shared by MERCY Malaysia was held at Galeri Al Biruni, UiTM Perak. The program was attended by 50 students from the College of Creative Arts, UiTM Perak. Lecturers were also present to hear explanations about the humanitarian missions carried out by MERCY. This direct program allowed for knowledge transfer between MERCY and the community to take place.

CONCLUSION

The RESONANCE: The Palestine Solidarity Visual Art Exhibition at Kapal Lorek Art Space aimed to foster unity and empathy through art, while also supporting the people in Gaza. The event, supported by industry partners Kapal Lorek Art Space, Kopi Mesin SDN BHD, and MERCY Malaysia, featured the creation of murals addressing Palestine-related issues. The exhibition showcased how visual art can be used to express societal solidarity and contribute to global objectives, demonstrating the university's dedication to Palestine.

Impact and Implications of RESONANCE Exhibition

The RESONANCE: The Palestine Solidarity Visual Art Exhibition at Kapal Lorek Art Space united artists, industry partners, and the community to raise awareness about Palestine-related issues. The event demonstrated how visual art can express solidarity and contribute to global objectives, aligning with UiTM's commitment to broader global objectives. It also exemplified how artistic initiatives can support humanitarian causes issues.

Future Considerations for Similar Initiatives

The Palestine Solidarity Visual Art Exhibition has been successful, but it's aiming to expand its impact by involving more industry and NGOs. The university believes these institutions can provide valuable community input. The next exhibition will be larger scale, highlighting the importance of industry and external institutions in promoting unity and understanding, enhancing the exhibition's success.

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Synergizing for Social Impact: Collaborative Communities Strategies

Clear as Mud? Web-based Accountability in the Malaysian Non-Profit Organizations (NPOs)

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ABSTRACT

In the realm of non-profit organizations (NPOs), maintaining transparency and demonstrating responsible funds management is crucial for establishing trust and accountability with stakeholders. The study investigates the extent to which Malaysian non-profit organizations (NPOs) used their websites to demonstrate accountability towards their stakeholders. Upon analyzing the annual reports of 30 NPOs, the study revealed that while a substantial proportion (67%) disclosed information across multiple accountability domains. However, the depth and breadth of disclosure varied significantly. These findings suggest a selective approach to transparency, potentially at odds with theoretical expectations of comprehensive information sharing. Moreover, a comparison with public sector practices highlights the prioritization of strategic and fiduciary accountability over financial and procedural aspects. This research contributes to the understanding of accountability challenges faced by Malaysian NPOs and provides implications for enhancing organizational transparency and public trust.

Keywords: Accountability, Non-profits organization (NPOs), Annual report, Website, Reporting

INTRODUCTION

Non-profit organizations (NPOs) play an indispensable role in addressing various social, environmental, and economic issues worldwide (McDonald, Weerawardena, Madhavaram & Sullivan Mort, 2015; Choto, Iwu & Tengeh, 2020; Abiddin, Ibrahim & Abdul Aziz, 2022). These organizations operate on principles of altruism and public benefit, aiming to provide services and support to communities that are often overlooked by the government and commercial entities. In recent years, the number of NPOs has significantly increased due to government efforts to privatize and decentralize certain functions, delegating responsibilities to third-party organizations. This shift has resulted in an expanded range of services, increased funds, and tax exemptions made available for these organizations (Liu, 2017; Raffo, Clark & Arik, 2016; Beaton & Hwang, 2017; Zhang, 2019).

Despite their positive contributions, NPOs have not been immune to issues of accountability and governance. High-profile scandals have emerged, highlighting cases of fund misappropriation and organizational inefficiencies (Azman, Arshad & Bakar, 2015; Greiling, Harris & Stanley, 2016). For example, the well-known organization in the United States, Wounded Warrior Project faced intense scrutiny in 2022 following reports that revealed that a significant portion of donations was spent on administrative and fundraising expenses rather than on programs for veterans (New York Times, 2022). Similarly, in the United Kingdom, Oxfam was alleged of misconduct by its staff and inadequate disclosure of these incidents in its annual report (BBC News, 2023). Meanwhile in Malaysia, a well-known charity organization was scrutinized for not providing detailed financial statements and explanations

for significant expenditures in its annual report, making it difficult for stakeholders to understand how funds were being utilized (The Star, 2023). These cases underscore the critical need for NPOs to adhere to higher standards of transparency and accountability in their reporting practices (Moreno-Albarracín, Ortega-Rodríguez, Álvarez-López & Núñez-Cacho, 2020; Greiling et al., 2016).

In response to the accountability concern, NPOs have made several effective efforts to clarify the extent of their accountability to their stakeholders (Kavcic, Mevlja & Riznar, 2016; Masruki, Hussainey & Aly, 2016; Greiling et al., 2016). According to Dhanani and Connolly (2015), publishing their annual reports on their website, which includes information about their accountability, is one of the significant efforts made by NPOs in demonstrating responsible resource management to build trust among donors, beneficiaries, volunteers, and the public. However, the effectiveness of the annual report as a vehicle for accountability is debatable in the sector generally and in Malaysian context specifically, where there is a lack of specific guidelines on disclosure (Moreno-Albarracín et al., 2020; Masruki et al., 2016).

Therefore, the purpose of this study is to investigate the types and content of accountability information disclosed in Malaysian NPOs' annual reports. This study draws on the signaling theory perspective to understand how NPOs convey their accountability to stakeholders. According to Spence (1973), the most profitable companies provide the market with more and better information. Companies with good and profitable performance will provide positive information (Bini, Giunta & Dainelli, 2010). In the context of current study, by signaling accountability evidence through annual reports, NPOs enable stakeholders to evaluate their performance, which can ease stakeholders' concerns and encourage further contributions (Roslan, Arshad, & Pauzi, 2017; Kingston, Furneaux, de Zwaan & Alderman 2023; Feng, Neely & Slatten, 2019).

This study is important because the issue of accountability is likely to become increasingly challenging in Malaysia, where many NPOs are entangled in a network of private donors, government contracts, and private profit (Roslan et al., 2017; Lokman, Othman & Kamal, 2023). Considering the limited theoretical literature on accountability, this study aims to contribute to good governance practices that can build a sustainable non-profit sector. The findings are applicable to both scholars and practitioners, and we expect the findings to help develop and understand the types and extent of accountability practices by Malaysian NPOs for the betterment of the sector and its stakeholders.

This research paper is organized as follows. Following the first section, Section 2 discusses theoretical accountability literature to further understand the issues. Subsequently, Section 3 elaborates on the research methodology whereby annual reports from 30 NPOs registered with the Companies Commission of Malaysia (CCM) were analyzed to examine the types and content of accountability information disclosed. Section 4 presents and discusses the study's findings. Finally, the study's implications, limitations, and future research directions are discussed in Section 5.

LITERATURE REVIEW

Accountability in Non-Profit Organizations (NPOs)

While accountability in NPOs is a multifaceted concept, its essence lies in being answerable to stakeholders for organizational actions whether by internal or external initiation (Christensen & Ebrahim, 2006). Extant literature emphasizes the significance of transparency, performance measurement, and stakeholder engagement in achieving accountability. A growing body of research calls for novel indicators to assess NPOs' economic, social, and financial performance, thereby enhancing accounting disclosure and informing performance evaluation (Chu & Luke, 2021; Connolly & Kelly, 2011). Accountability is also integral to financial reporting, demanding transparent fund utilization and adherence to professional financial management principles (Harris & Neely, 2021; Ortega-Rodríguez, Licerán-Gutiérrez & Moreno-Albarracín, 2020). This aspect of accountability ensures that financial disclosures are both transparent and accountable, reflecting the true state of the organization's finances. Furthermore, accountability is a fundamental issue that needs to be addressed through performance measurement, as NPOs must be accountable to their stakeholders, including

donors, beneficiaries, and the public (Connolly, Hyndman & McConville, 2013; Greiling et al., 2016).

Accountability in NPOs encompasses upward accountability (to donors), lateral accountability (to staff and volunteers), and downward accountability (to clients and public trust) (Ebrahim, 2003b; Edwards & Hulme, 1995; Najam, 1996). As NPOs evolve into complex entities with diverse stakeholders, the accountability landscape has expanded. Kearns' (1994) framework, further developed by Behn (2001) and Ebrahim (2009), categorizes accountability into four (4) dimensions namely finance, governance, performance, and mission. To fulfill accountability obligations, NPOs employ various mechanisms, including reports, evaluations, self-regulation, participation, and adaptive learning (Ebrahim, 2016, 2003c). Each mechanism has strengths and weaknesses, but disclosure statements and reports are the most widely used, often required by law. These tools enable various degrees of accountability and help nonprofit boards fulfil their fiduciary responsibilities. These reports provide accessible operational information. However, the reports often emphasize financial data over the quality of work or accountability to stakeholders, which limits their potential to promote internal responsibility and ethical conduct.

In the Malaysian context, NPOs registered under the Companies Commission of Malaysia (CCM) are treated as companies limited by guarantee (CLBG) and must submit audited financial statements within six (6) months after the financial year ends, according to the Companies Act 2016. Meanwhile, the NPOs under the Registrar of Societies (ROS) must submit annual returns (a statement of receipts and payments, and a balance sheet) within sixty (60) days after their annual general meeting (AGM), as per the Societies Act 1966 and Regulations Act 1984. However, ROS does not require supplementary statements or audited financial statements. The current study uses content analysis of annual reports from 210 NPOs registered with CCM, due to the availability of these documents.

Web-based Accountability for NPOs

According to Saxton and Guo (2011), web-based accountability in NPOs involves online practices of reporting, feedback, and stakeholder engagement to enhance accountability. The Internet offers significant advantages by making it easier for stakeholders to access information about the organization, thus enhancing transparency regarding operations and financial status. Online tools also facilitate stakeholder communication with NPOs, increasing engagement while reducing costs. Consequently, stakeholders are likely to demand greater accountability from NPOs.

Consistent with Saxton and Guo' (2011) findings, Dumont (2013) developed the Nonprofit Virtual Accountability Index (NPVAI), which measures web-based accountability by assessing performance, governance, and mission disclosures. Meanwhile, Tremblay-Boire and Prakash (2015) have also explored accountability indices, noting that NPO websites focus on facilitating stakeholder communication rather than the detailed disclosures found in annual reports. Pärl, Paemurru, Paemurru and Kivisoo (2022), on the other hand indicated that NPOs still adhere to traditional hard copies reporting methods, despite the lack of significant improvements in these practices. In a recent study, Chu and Luke (2021) conducted a study focusing on web-based accountability in nonprofit organizations (NPOs), aiming to develop a comprehensive framework that enhances both individualizing (disclosure) and socializing (dialogue) accountability. By reviewing existing literature, they further proposed indicators for disclosing operational, financial, and social performance, as well as promoting stakeholder dialogue. Interestingly, their findings revealed widespread operational disclosure but inadequate voluntary disclosure of financial and social performance among NPOs again emphasizing the importance of policy maker involvement to improve NPO disclosure practices and highlighted varying quality in web-based stakeholder engagement.

Signaling Theory

Signaling theory explains how individuals or organizations with access to information that others do not have can communicate this information to reduce asymmetry through signals (Spence, 1973). These signals are particularly important when one party lacks direct means to observe the behavior or quality of the other party. In various fields, such as labor economics,

education, and finance, signaling theory has been used to study how individuals or organizations convey credibility, quality, or performance through specific actions. For example, in labor markets, educational qualifications serve as signals to potential employers about an individual's productivity (Connelly, Certo, Ireland & Reutzel, 2011). Similarly, in financial markets, dividends and financial disclosures act as signals of firm performance and stability (Morris, 1987).

In the context of NPOs, signaling theory is highly relevant to their web-based reporting practices. As stakeholders often cannot directly observe how NPOs manage resources or execute programs, web-based disclosures provide an accessible platform for NPOs to signal their accountability and transparency. By publishing detailed reports on financial activities, program outcomes, and governance practices online, NPOs attempt to demonstrate that they are fulfilling their mission effectively and using funds responsibly. Recent research supports this link between signaling theory and NPO accountability. For example, studies by Saxton and Guo (2011) and Manetti and Bellucci (2016) highlight that web-based transparency, particularly in reporting financial performance and programmatic achievements, functions as a credible signal of organizational integrity, thereby enhancing trust and attracting more donations. This application of signaling theory shows how digital transparency is instrumental in shaping perceptions of NPO accountability in an increasingly online world.

Signaling Accountability by Annual Report of NPOs through Website

Accountability in nonprofit organizations (NPOs) encompasses various facets, including governance and accountability, reporting information, fostering stakeholder involvement, assessing performance both internally and externally, and addressing stakeholder concerns (Feng et al., 2019; Eguzo, 2020; Schmitz, Raggo & Bruno-van Vijfeijken, 2012; O'Dwyer & Unerman, 2007; Ebrahim, 2003c). The accountability process entails an exchange of information between NPOs and their stakeholders (Tremblay-Boire & Prakash, 2015), with the annual report serving as the principal means of this exchange (Samkin & Schneider, 2010). Additionally, NPOs utilize their websites to mitigate information asymmetry by voluntarily providing stakeholders with additional insights into their activities. This understanding underscores the relationship between signaling theory, NPO accountability, and annual reports.

In detail, signaling theory focuses on the balance of information between parties. Signaling theory is a useful framework for understanding how organizations communicate information to stakeholders through disclosure. Recent research has explored the application of signaling theory in the context of corporate social responsibility (CSR) disclosure and its impact on stakeholder perceptions and trust. In the context of corporate disclosure, this theory suggests that managers of high-performing companies use corporate disclosure to communicate with shareholders and the capital market (Gallego-Alvarez, 2008). A cross-country study found that corporate governance elements in South Asian countries significantly influence positive market signals, reducing information asymmetry (Bae, Masud & Kim, 2018). According to this perspective, a firm's disclosure of information serves as a signal to the capital market, aiming to reduce information asymmetry between management and stakeholders and ultimately enhance the firm's value. Similarly, companies utilize voluntary disclosure in annual reports to signal specific information to market participants (Wardhani, 2019; Khlifi & Bouri, 2010). This principle extends to NPOs, which also use annual reports to communicate accountable information, mitigate information asymmetry, and gain support from stakeholders, as noted by Spence (1973) regarding signaling theory's applicability to voluntary disclosures.

In today's technological landscape, NPOs, like for-profit organizations, increasingly publish their annual reports on websites rather than in hard copy. Leveraging technology enhances accessibility to financial information, broadening the range and depth of the financial information made available. By publishing annual reports online, NPOs can provide more detailed, comprehensive, and varied information than what might be feasible in a traditional hard copy format. This could include supplementary data, interactive elements, multimedia resources, and additional contextual information that enhances the overall understanding of the organization's financial status and activities (Lee & Blouin, 2016). On the other hand, it

could reduce the costs associated with traditional paper-based financial reporting (Kuye, 2015). Websites also serve as platforms for organizations to augment and present information previously disseminated through traditional media, utilizing multimedia resources offered by Internet technology (Liu & Huang, 2020; Zheng, 2015; Kim, 2020; Jones & Xiao, 2004).

Voluntary disclosure of corporate social responsibility aspects reduces information asymmetry, especially in environments with strong stakeholder commitment (Martínez-Ferrero, Ruiz-Cano, & García-Sánchez, 2016). Several studies demonstrate that online disclosure through websites offers numerous benefits to organizations, particularly NPOs. For instance, Tremblay-Boire and Prakash (2015) noted that websites help NPOs reduce information asymmetries by voluntarily providing stakeholders with additional information about their activities, thus enhancing stakeholder participation in the organization's governance. Websites can also serve as effective fundraising tools, mobilize supporters for politically active NPOs, and help reach potential customers (Nah & Saxton, 2013). Other researchers (Hulle & Dewaelheyns, 2014; Saxton & Guo, 2011; Kang & Norton, 2006; Waters, 2007) emphasized that NPOs primarily use their websites for informational purposes. Therefore, the current study posits that these practices are primarily aimed at signaling important information to stakeholders. By doing so, the NPOs strive to communicate their transparency, accountability, and overall performance, thereby fostering trust and credibility among targeted audiences.

METHODOLOGY

Sample and Data Collection

The selected NPOs were those registered with the Companies Commission of Malaysia (CCM). Thirty (30) NPOs were chosen based on their 2021 revenue. This selected sample is a sample that has been filtered where exceptions are made for NPOs that are under dormant status and NPOs that received form 308/550 by the CCM and NPOs that do not have complete annual report or annual review. The selection is conducted carefully by the researchers taking into account various sources such as CCM portals, websites and even NPOs disclosure, whether published or online as below:

NPOs with website	620
Less: NPOs with dormant status	(47)
Less: NPOs with 308/550 status	(23)
Less: NPOs with incomplete annual report / annual review	(459)
Total NPOs available for data	91

The above exclusion criteria are guided by the study's objective and have important implications for the research rigor of a study as well as for the assurance of ethical principles. To ensure a fair and accurate comparison in the study, it was necessary to select only 30 samples out of the 91 available, with careful consideration given to the revenue levels of each sample, thereby facilitating a more equitable comparison across the diverse revenue spectrum. Data was collected from the websites of these NPOs, specifically from their 2021 annual reports. These reports were downloaded and thoroughly analyzed, with the data extracted into Microsoft Excel for easier analysis.

Accountability Items

The accountability items used in this study are adopted from the work of Dhanani and Connolly (2012), who identified four (4) key themes of accountability: (1) strategic accountability, (2) fiduciary accountability, (3) financial accountability, and (4) procedural accountability. These themes were established by Dhanani and Connolly (2012) after considering the general perspective of accountability based on Coy and Dixon's (2004) previous study when they examined the Public Accountability Index (PAI) and its application to annual reports of New Zealand universities. Although each theme emphasizes slightly different constituency groups, collectively, they focus on the willingness to account and the preservation of public trust. Each

theme addresses a specific form of organizational responsibility, targeting different stakeholder groups while aiming to serve constituents equitably and ethically. Additionally, while these themes are presented independently, they are interrelated. The following table explains each theme in detail.

Table 1 Explanation of each accountability theme

Category	Description	Items
Fiduciary	Emphasis probity and compliance, and at an operational level, good governance and control.	Governance
		Organisational structure
		Financial policies • Investment • Reserves
		Risk management • Trustee recruitment policies
Financial	Concerned with their financial outlook and the main trends and factors underlying their financial development.	Financial position • Income • Expenditure • Surplus / deficit levels • Trading activities
		Financial performance Investment Reserves
		Organisational policies
		Fundraising efficiency
Strategic	Associated with an NPOs core purpose.	Aims and objectives
		Program
		Performance • Program results / outcomes / impact • Program efficiency • Program effectiveness
		Recognition
Procedural	Relates to internal organisational operations and are designed to confirm that management processes and procedures embody society norms and beliefs.	Staffs
		Ethical policies • Investment • Trading • Fundraising • Advocacy • Environmental
		Volunteer policies
		Downward stakeholders

As shown above, fiduciary and financial accountability can be grouped together as measures of functional accountability, primarily concerned with the accounting for and use of resources. Similarly, strategic and procedural accountability can be combined as constructs of social accountability, which capture the social impact of an organization.

FINDINGS AND DISCUSSION

Descriptive Statistics

Diagram 1 Descriptive Statistics for 30 selected NPOs

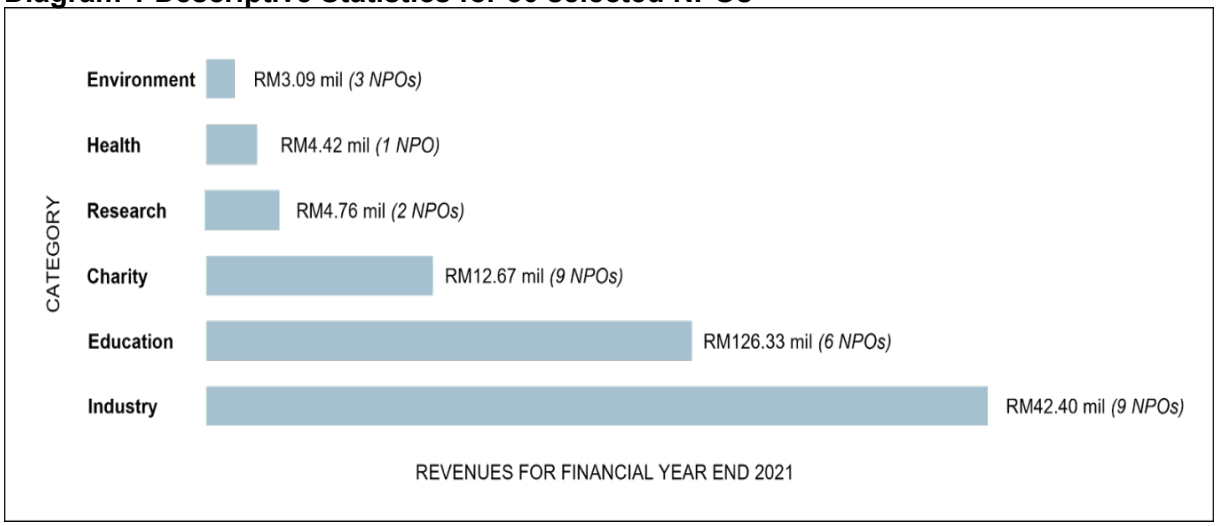


Diagram 1 presents the descriptive statistics for the selected 30 NPOs. In summary, all thirty (30) NPOs are classified according to SSM categorization. Nine (9) NPOs categorized under the industry sector generate substantial revenue, often as recipients of government grants, consistent with studies by Mahamud and Ismail (2021) and Kundeliene and Stepanauskaitė (2018) who found that emphasize size as a determinant of accountability information disclosure. One (1) NPO in this category reported revenues of approximately RM150 million for 2021. Another nine (9) NPOs operate as charity organizations, engaging in diverse charitable activities locally and internationally. Six (6) NPOs under the education category provide educational support, such as funding, counselling, or tuition, primarily funded by endowments and generating around RM26 million in revenue. Others (5) NPOs in various categories also reported significant revenue for 2021.

The Disclosure of Accountability Items

Table 2 provides a comprehensive overview of accountability item disclosure among the 30 selected NPOs. Generally, the results indicate a varying degree of accountability transparency, with a significant proportion of NPOs demonstrating substantial disclosure practices. Specifically, the data reveals that a substantial majority of NPOs (67%) disclosed over ten (10) accountability items in their annual reports. This suggests a general trend towards increased accountability within the sample. Notably, a direct correlation was observed between an NPO's revenue and its propensity for comprehensive accountability disclosure, indicating a potential link between financial resources and transparency initiatives. These findings align with previous studies conducted by Saxton, Kuo and Ho (2019) and Verbruggen, Christiaens and Milis (2017) who found that larger NPOs with more diversified revenue streams are more likely to engage in detailed financial reporting and transparency due to greater scrutiny and resource availability. Similarly, Tucker and Thorne (2020) explored the relationship between NPO financial performance and the quality of governance and disclosure practices in Australian charities and concluded that as NPO revenue increases, so does the pressure to demonstrate accountability through enhanced governance and disclosure practices. Looking within the Malaysian context, previous studies conducted by Sia, Brahmana and Memarista (2018) found that Malaysian companies regularly disclosed corporate internet reporting in their study of 583 non-financial companies. Although their study did not specifically assess NPOs, the finding can be an orientation in generalizing the circumstances in Malaysia.

Furthermore, the analysis identified a strong association between government funding and accountability disclosure. NPOs receiving financial support from government grants exhibited higher levels of transparency, likely in response to regulatory expectations and public scrutiny. This finding is consistent with the study by Zainon, Atan, and Bee Wah (2014) who found a positive relationship between government funding and accountability disclosure among Malaysian NPOs. More recent studies confirm the strong link between government funding and enhanced transparency in NPOs. Dhanani and Connolly (2015) found that UK-based NPOs receiving government support were more likely to comply with voluntary accountability standards due to regulatory and public expectations. Similarly, Tacon, Walters and Cornforth (2017) observed that government-funded sport organizations in the UK disclosed more governance and financial information. Meanwhile Ben-Ner, Ren and Paulson (2019) showed that American NPOs' reliant on public funding exhibited greater transparency to meet government regulations and maintain stakeholder trust. The observed patterns in accountability disclosure can be attributed to a combination of factors, including organizational size, revenue streams, and the nature of the NPO's operations (Ortega-Rodríguez et al., 2020; Chu & Luke, 2021). Larger NPOs with diverse funding sources may be more likely to invest in robust accountability systems to manage stakeholder expectations. Similarly, NPOs with a strong reliance on government funding may face greater pressure to demonstrate transparency and accountability to the public.

Table 3 presents the analysis of accountability disclosure items by category. Overall, strategic accountability featured predominantly in annual reports, with both strategic and fiduciary accountability receiving more attention and emphasis from NPOs than procedural and financial accountability. The higher rate of strategic accountability disclosures is driven by NPOs' desire to fulfill their objectives and demonstrate the extent to which those objectives have been achieved (Goodin, 2003; Keating & Frumkin, 2003). A study by Hyndman (1990) revealed that stakeholders rated information about the causes NPOs support, the activities they pursue, and their organizational achievements as most important. Subsequent studies by Khumawala and Gordon (1997) and Parsons (2007) confirmed this, noting that information about NPOs' activities was perceived as the most crucial factor in influencing giving decisions. Surveys also reported that a lack of transparency regarding how NPOs spend their money was consistently the most common reason for a decline in public trust in charities (Opinion Leader Research, 2005; Charity Commission, 2008). This aligns with findings by Dhanani & Connolly (2012), which show a significant increase in strategic accountability disclosure due to stakeholders' trust. More recently, Hu, Zhu, and Kong (2020) confirmed that strategy remains the top factor influencing NPOs' voluntary financial disclosure.

NPOs often prioritize highlighting their operational activities and mission-related achievements over financial performance, as their primary goal is to advance social objectives and demonstrate their societal impact (Chu & Luke, 2021; Calvarho, Ferreira & Silva, 2019). In addition, NPO stakeholders, including beneficiaries and donors, tend to prioritize understanding the organization's social impact and mission fulfillment over financial details. This expectation encourages NPOs to focus on strategic accountability (Calvarho et al., 2019; Kingston et al., 2019). However, accountability practices in NPOs are often complex and sometimes paradoxical. There is a risk of insensitivity to accountability mechanisms, leading NPOs to operate independently of formal control systems. This complexity can result in a preference for strategic over financial accountability (Plaisance, 2023).

Table 2 The Category of Accountability Items

	STRATEGIC				PROCEDURAL			FIDUCIARY				FINANCIAL				TOTAL	%
NPO	Aim	Program	Performance	Recognition	Staff	Ethical policies	Volunteer policies	Governance	Organisational structure	Financial policies	Risk management	Financial position	Financial performance	Organisational policies	Fundraising efficiency		
1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	13	87
2	1	1	1	0	0	0	0	1	1	0	0	0	0	1	0	6	40
3	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	13	87
4	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	13	87
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	100
6	1	1	1	1	0	0	0	0	0	1	0	0	0	0	0	4	27
7	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	14	93
8	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	13	87
9	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	13	87
10	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	14	93
11	1	1	1	1	0	0	1	1	1	0	0	0	0	1	0	8	53
12	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	11	73
13	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	14	93
14	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	13	87
15	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	11	73
16	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	14	93
17	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	15	100
18	1	1	1	1	1	1	0	1	1	1	0	0	0	1	0	10	67

19	1	1	1	1	0	1	0	1	1	0	0	0	0	1	1	9	60
20	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	4	27
21	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	14	93
22	1	1	1	1	0	1	0	1	1	1	0	0	0	1	1	10	67
23	1	1	1	1	0	0	0	1	1	1	0	0	0	1	1	9	60
24	1	1	1	0	0	0	0	1	1	1	0	0	0	0	0	5	33
25	1	1	1	1	1	0	0	1	1	1	1	0	0	1	1	9	60
26	1	1	1	1	0	0	0	1	1	1	1	1	1	1	0	11	73
27	1	1	1	1	1	1	0	1	1	0	0	0	0	1	0	9	60
28	1	1	1	1	0	1	0	1	1	0	0	0	0	0	0	7	47
29	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	14	93
30	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	14	93

Description:

- 1 = If the item available in the NPOs annual report accessed via NPOs website
- 0 = If the item unavailable in the NPOs annual report accessed via NPOs website
- Total = Represent the number of items available for each NPOs
- % = % of items available to the total accountability items (Accountability items/Total accountability items X 100)

Table 3 Analysis of Disclosure of Accountability Items According to Categorization

Category	No of NPOs that disclose	No of NPOs that do not disclose	Percentage
Strategic			
Aim/Objective	30	0	100%
Program	30	0	100%
Performance	30	0	100%
Recognition	28	2	93%
Procedural			
Staff	18	12	60%
Ethical policies	19	11	63%
Volunteer policies	10	20	33%
Fiduciary			
Governance	28	2	93%
Organizational structure	28	2	93%
Financial policies	20	10	67%
Risk management	12	18	40%
Financial			
Financial position	16	14	53%
Financial performance	17	13	57%
Organizational policies	26	4	87%
Fundraising efficiency	20	10	67%

Fiduciary accountability also emerged as a significant focus for NPOs, primarily reflected in disclosures about governance and organizational structure. This emphasis can be attributed to several factors. First, NPOs sought to showcase their reputable boards and effective organizational frameworks to attract stakeholder support and donations. Second, the high-profile governance failures of the late 1990s (Khumawala & Gordon, 1999) underscored the importance of transparency in this area. Furthermore, the broader corporate accountability movement, exemplified by scandals such as those highlighted by Weidenbaum (2009), likely contributed to increased attention to fiduciary matters.

In contrast to the emphasis on strategic and fiduciary accountability, financial and procedural accountability received comparatively less attention. Hyndman (1990) observed that NPOs often prioritized activity and achievement over financial information. Research by Connolly and Dhanani (2009) supports this finding, suggesting that stakeholders prefer narrative-based accounts of organizational impact over detailed financial statements. This reflects the unique accountability framework within which NPOs operate, largely driven by stakeholder expectations. Donors, beneficiaries, and the public are often more concerned with the social impact of these organizations than their financial performance. By focusing on mission-related accomplishments, NPOs demonstrate their commitment to social objectives, enhancing both accountability and transparency—essential for maintaining stakeholder trust (Hadi, Bakar, Noor & Ashfahany, 2022; Carvalho et al., 2019; Ortega-Rodríguez et al., 2020). Stakeholders, particularly donors, tend to prioritize understanding an organization's social impact and activities, which makes operational achievements more relevant in their disclosures (Carvalho et al., 2019; Chu & Luke, 2021). Another factor influencing NPOs' focus on non-financial disclosure is the regulatory environment. In many cases, third-sector

organizations lack stringent transparency legislation, prompting them to adopt voluntary disclosure practices to enhance credibility and legitimacy (Ortega-Rodríguez et al., 2020; Zheng & Crilly, 2023). Even when regulatory requirements are in place, they often shape the type of information NPOs disclose, with a greater emphasis on mission-related achievements rather than financial performance (Chu & Luke, 2021; Zheng & Crilly, 2023). This approach enables NPOs to offer a more comprehensive view of their social contributions, further strengthening stakeholder trust.

The perceived value of non-financial information also plays a crucial role in shaping NPO disclosure practices. Donors and other stakeholders often prioritize non-financial information as it provides clearer insights into how the organization is fulfilling its mission and contributing to social change (Hadi et al., 2022; Carvalho et al., 2019; Zainon et al., 2014). Although financial information remains important, it is frequently accessible through other channels, such as government websites or independent financial audits, reducing the need for NPOs to emphasize it in their communications (Chu & Luke, 2021). Instead, NPOs focus on disclosing non-financial information that directly aligns with their mission, reinforcing their legitimacy and stakeholder trust. External factors, such as political ties, financial dependence on the state, and external audits, further influence NPO disclosure practices. While external audits may drive better financial transparency, NPOs continue to prioritize non-financial information to meet stakeholder needs and demonstrate their social value (Zainon et al., 2014). Moreover, political connections and reliance on government funding can affect the extent of disclosures, as NPOs must balance regulatory compliance with maintaining legitimacy and trust among private donors (Zheng & Crilly, 2023).

Additionally, the limited disclosure of procedural accountability information in many industrial, educational, and research-oriented NPOs may be explained by the absence of volunteers. While this study offers valuable insights into accountability disclosure practices among Malaysian NPOs, the findings are based on a specific sample and may not fully represent the broader nonprofit landscape. Further research is needed to explore the generalizability of these findings and to investigate the impact of accountability disclosures on stakeholder trust and organizational performance. NPOs prioritize disclosing activities and achievements over financial information to enhance accountability, meet stakeholder expectations, and demonstrate their social impact. This approach is shaped by their mission-driven nature, regulatory influences, and the perceived importance of non-financial information in building trust and credibility. By focusing on non-financial disclosures, NPOs are better equipped to engage stakeholders and maintain legitimacy in an increasingly complex accountability landscape.

CONCLUSION AND SUGGESTION FOR FUTURE RESEARCH

This study investigates thirty (30) selected NPOs based on their revenue under CLBG in Malaysia by exploring their disclosure items in the annual report published on their website. Adopting Dhanani & Connolly (2012) accountability categories as a basis for the exploration, the finding of the study indicated that overall, 67% showed that they have disclosed more than ten (10) categories of accountability items in their annual report via their website. The proportion is decent, and it indicates that the Malaysian NPOs are disclosing much information to their stakeholders. Besides that, the organisational practices reported in this study map the developments in the public arena, whereby strategic and fiduciary accountability, in comparison to financial and procedural accountability, have received considerable attention from the stakeholders. Nonetheless, the selective disclosure patterns failed to support the signalling theory which specifies that there should be a quality signal of information to the stakeholders as part of information symmetry. It is important to note that while this study provides valuable insights into accountability disclosure practices among Malaysian NPOs, the findings are based on a specific sample and may not be fully representative of the broader nonprofit landscape. Further research is needed to explore the generalizability of these findings and to investigate the impact of accountability disclosure on stakeholder trust and organizational performance.

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Synergizing for Social Impact: Collaborative Communities Strategies

Penerimaan Masyarakat Sekitar Daerah Rompin, Pahang Terhadap Sumbangan Kemahiran CSR Lukisan Mural oleh Pelajar Politeknik Muadzam Shah

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ABSTRAK
Lukisan mural adalah kegiatan seni visual yang semakin popular dalam kalangan masyarakat kini. Istilah "mural" berasal daripada perkataan Latin "murus" yang bermaksud dinding. Lukisan ini biasanya dilukis secara langsung pada permukaan besar seperti dinding bangunan, tembok, atau permukaan lain yang luas. Lukisan mural mempunyai keunikan tersendiri kerana ia berinteraksi dengan persekitaran sekeliling dan sering kali menjadi tarikan kepada orang ramai. Objektif kajian ini adalah mengenalpasti tahap penerimaan masyarakat daerah Rompin yang tertumpu di sekitar bandar Muadzam Shah terhadap CSR seni lukisan mural yang dihasilkan oleh pelajar Jabatan Rekabentuk dan Komunikasi Visual (JRKV), Politeknik Muadzam Shah (PMS) dan mengenalpasti tahap keberkesanan CSR lukisan mural terhadap moral masyarakat sekitar. Kajian ini memberi tumpuan kepada nilai estetika dan penerimaan masyarakat terhadap seni lukisan mural tersebut. Kajian ini dilaksanakan dengan kaedah analisis deskriptif secara kuantitatif menggunakan instrumen soal selidik yang berbentuk tertutup. Dapatan kajian dianalisis menggunakan perisian *Statistical Package for the Social Science* (SPSS 25) bagi mendapatkan data kekerapan dan peratusan responden. Hasil kajian menunjukkan lukisan mural semakin mendapat tempat yang positif dalam kalangan masyarakat kerana ianya dapat meningkatkan kesedaran budaya, nilai estetika, dan penambahbaikan imej komuniti. Selain berfungsi sebagai hiasan visual, lukisan mural juga dapat membangkitkan rasa bangga dan memiliki dalam kalangan penduduk setempat. Ini kerana mural sering kali menyampaikan mesej-mesej positif yang mencerminkan identiti dan nilai-nilai yang dihargai oleh masyarakat sekitar. Kesan positif ini juga memberikan impak mendalam terhadap moral masyarakat. Mural yang dihargai oleh penduduk setempat berpotensi mencipta rasa kebersamaan dan tanggungjawab dalam memelihara karya seni tersebut serta menjaga kebersihan kawasan sekitarnya. Di samping itu, kehadiran seni lukisan mural di dinding sesuatu tempat dapat mencegah kegiatan vandalisme dan mengekalkan keindahan landskap kawasan tersebut.
Kata Kunci: Lukisan Mural, CSR, masyarakat

PENDAHULUAN

Bandar Muadzam Shah telah dibuka pada 1979 oleh Lembaga Kemajuan Pahang Tenggara (DARA). Lembaga Kemajuan Pahang Tenggara (DARA) telah ditutup setelah lebih 25 tahun mentadbir Bandar Muadzam Shah. Penutupan DARA telah menutup ruang dan hasrat Tun Abdul Razak, Perdana Menteri Malaysia kedua untuk menjadikan Bandar Muadzam Shah sebagai sebuah bandar pendidikan yang memiliki pentadbiran sendiri seperti terciptanya Putrajaya. Kini Bandar Muadzam Shah diletakkan di bawah pentadbiran Daerah Rompin, Pahang. Bandar Muadzam Shah memiliki wilayah pentadbiran yang besar seperti Bukit Ibam,

Keratong, dan sekitarnya. Sebagai sebuah bandar pendidikan, lukisan mural adalah salah satu tarikan yang terdapat di sekitar Muadzam Shah. Menurut Siti Humaini Said Ahmad (2023), mural merupakan karya seni visual yang dihasilkan dalam skala yang besar bagi tujuan untuk menghiasi ruang pada struktur sesuatu bangunan. Dalam hal ini, dinding digunakan sebagai permukaan untuk melukis mural bagi mempercantikkan ruang tersebut. Dinding yang membosankan akan diberikan kehidupan atau pandangan baru dengan penambahan seni mural atau tiga dimensi. Menurut Farah Atikah Saari et al (2020), pada masa dahulu, lukisan mural dihasilkan semata-mata sebagai medium komunikasi dengan masyarakat. Namun, ianya berubah seiring dengan masa dimana penghasilan lukisan mural lebih cenderung menjadi gabungan karya seni dan juga berperanan sebagai elemen hiasan untuk mencantikkan dinding, sama ada di dalam atau di luar bangunan.

OBJEKTIF KAJIAN

a) Mengenalpasti penerimaan masyarakat sekitar terhadap CSR lukisan mural oleh pelajar Politeknik Muadzam Shah
b) Mengenalpasti tahap keberkesanan CSR lukisan mural terhadap moral masyarakat sekitar.

SKOP KAJIAN

Kajian ini dijalankan untuk mengkaji tahap penerimaan masyarakat daerah Rompin yang tertumpu di sekitar bandar Muadzam Shah terhadap CSR seni lukisan mural yang dihasilkan oleh pelajar Jabatan Rekabentuk dan Komunikasi Visual (JRKV), Politeknik Muadzam Shah (PMS). Antara lukisan mural yang telah dihasilkan oleh pelajar tersebut adalah yang terletak di bangunan kedai di tengah bandar Muadzam Shah, dewan orang ramai Desa Tanjung dan dinding luar pagar Sekolah Menengah Kebangsaan Muadzam Shah seperti di Rajah 1, 2 dan 3 di bawah.

Rajah 1 Mural di dinding luar pagar Sekolah Menengah Kebangsaan Muadzam Shah.



Rajah 2 Mural di bangunan kedai di tengah bandar Muadzam Shah



Rajah 3 Mural di dewan orang ramai Desa Tanjung



SOROTAN KAJIAN

Lukisan mural ini merupakan salah satu inisiatif yang dilakukan oleh pihak Politeknik Muadzam Shah khususnya Jabatan Rekabentuk dan Komunikasi Visual untuk membantu pihak berkuasa tempatan (PBT) untuk menjadikan bandar Muadzam Shah mempunyai identiti sendiri melalui landskap seni. Lukisan mural dilihat berpotensi menjadi produk pelancongan yang mempunyai nilai komersial kepada sektor ekonomi. Mural-mural ini dilukis di kawasan tumpuan utama orang awam terutamanya pada bangunan-bangunan kedai, sekolah dan kawasan perumahan. Seperti yang telah dinyatakan oleh Astuti, Ernawati, dan Arifin (2023), mural merupakan sejenis karya seni yang ditempatkan di ruang awam, bebas dan terbuka untuk tatapan masyarakat umum. Ianya berbeza daripada karya seni yang dipamerkan di dalam galeri seni. Selain berperanan menjadikan sesuatu kawasan itu lebih estetik, mural juga berfungsi sebagai medium menyampaikan sesuatu informasi, komunikasi visual, daya tarikan pengunjung dan meningkatkan ekonomi setempat.

Selain itu, seni lukisan jalanan mural ini juga boleh dikatakan sebagai suatu artifak. Hal ini kerana, seperti yang telah dinyatakan oleh Siti Humaini Said Ahmad et al (2023), lukisan mural mempunyai pelbagai fungsi yang boleh dihayati oleh kelompok masyarakat yang besar menjadikan ia sebagai alternatif komunikasi massa dalam menyampaikan dan menyebarkan mesej yang merangkumi pelbagai konteks antaranya kenegaraan, sosial dan budaya. Dengan itu, hasil ekspresi tersebut sudah membuktikan bahawa seni lukisan jalanan mural ini perlulah dihargai dan juga difahami maksud penyampaiannya.

Seni lukisan mural jalanan ini telah berkembang jauh pada setiap tahun sehingga menjadi ikon budaya terhadap sesuatu bandar. Menurut Khalip (2019), selain daripada menjadi wadah penyampaian kesenian kepada masyarakat, mural sekaligus dapat mempopularkan imej identiti setempat. Sebagai contoh, negeri Perak merupakan salah satu negeri yang mengambil inisiatif untuk menggunakan seni mural dalam usaha menceriakan kawasan bandar serta lorong-lorong yang menjadi tumpuan orang ramai. Pada masa kini, pelbagai usaha telah dilaksanakan oleh pihak pengurusan perbandaran negeri Perak untuk memperindah pekan Bagan Datuk. Antara langkah yang diambil termasuklah penghasilan seni mural pada dinding belakang rumah kedai. Selain berperanan dalam mencantikkan kawasan, mural ini juga berfungsi sebagai salah satu cara untuk menarik perhatian pengunjung tempatan serta pelancong dari dalam dan luar negara.

METODOLOGI

Dalam kajian ini, pengkaji menggunakan kaedah kuantitatif yang berbentuk deskriptif. Instrumen yang digunakan dalam kajian ini adalah satu set borang soal selidik yang diedarkan kepada responden secara atas talian melalui *Google Form*. Borang soal selidik ini diadaptasi

daripada kajian yang telah dijalankan oleh Farrah Atikah Saari, Daeng Haliza Daeng Jamal, Nor Asmalini Mohd Nawi dan Nasirin Abdillah (2020). Borang soal selidik ini juga mengandungi soalan tertutup yang bersesuaian dengan objektif yang ditetapkan dan terbahagi kepada 3 bahagian iaitu Bahagian A: demografi responden, Bahagian B: mengenalpasti tahap penerimaan masyarakat sekitar terhadap CSR lukisan mural yang telah dihasilkan pelajar JRKV PMS dan Bahagian C: mengenalpasti tahap keberkesanan lukisan mural terhadap moral masyarakat sekitar.

Borang soal selidik telah diedarkan kepada 257 orang responden masyarakat sekitar Bandar Muadzam Shah. Menurut pautan *City Population Malaysia* Pahang, jumlah populasi penduduk di sekitar Bandar Muadzam Shah adalah seramai 4831. Berdasarkan populasi seramai 4831 orang, saiz persampelan yang difikirkan sesuai mengikut Raosoft. Inc (2004) adalah sebanyak 257 orang. Ini mengambil kira margin kesalahan yang boleh diterima sebanyak 5% dan tahap keyakinan sebanyak 90%. Raosoft.com adalah laman web yang menyediakan alat untuk pengiraan saiz sampel, yang dikenali sebagai *Raosoft Sample Size Calculator*.

Setelah borang soal selidik diedarkan dan diisi oleh responden, pengkaji menggunakan perisian komputer *Statistic Package for The Social Science (SPSS) version 25* yang melibatkan statistik deskriptif bagi kekerapan dan nilai peratusan responden yang menjawab bagi setiap soalan.

DAPATAN KAJIAN DAN PERBINCANGAN

Pengkaji menganalisis dan membincangkan hasil kajian ini melalui tiga bahagian utama: demografi responden, tahap penerimaan masyarakat sekitar terhadap CSR lukisan mural, dan keberkesanan lukisan mural terhadap moral masyarakat. Kajian mendapati bahawa kedua-dua soalan kajian mempunyai data kajian yang tinggi dan positif. Data mentah yang dikumpulkan daripada responden telah dianalisis dan dibincangkan menggunakan statistik deskriptif untuk menginterpretasikan hasil kajian berdasarkan objektif yang telah ditetapkan.

Maklumat Lengkap Mengenai Demografik Responden

Kajian ini melibatkan 257 orang responden yang terdiri daripada komuniti setempat di kawasan kajian iaitu Bandar Muadzam Shah di daerah Rompin, Pahang. Jadual 1 di bawah menunjukkan data kajian di Bahagian A iaitu demografik responden:

Jadual 1 Analisis Demografi Responden Kajian

Jantina	Kekerapan (n)	Peratus (%)
Lelaki	117	45.5
Perempuan	140	54.5
Umur	Kekerapan (n)	Peratus (%)
16-20 Tahun	130	50.6
21-30 Tahun	54	21.0
31-40 Tahun	36	14.0
41-50 Tahun	32	12.5
50 tahun ke atas	5	1.9
Bangsa	Kekerapan (n)	Peratus (%)
Melayu	238	92.6
India	13	5.1
Cina	4	1.6
Lain-lain	2	0.8
Jenis Pekerjaan	Kekerapan (n)	Peratus (%)
Pelajar	175	68.1
Sektor Kerajaan	66	25.7
Sektor Swasta	11	4.3
Bekerja Sendiri	5	1.9

Hasil analisis data menunjukkan bahawa majoriti responden terdiri daripada perempuan, iaitu seramai 140 orang atau 54.5% daripada keseluruhan responden, manakala selebihnya, 117 orang atau 45.5%, adalah lelaki. Dari segi umur, majoriti responden berumur antara 16 hingga 20 tahun, berjumlah 130 orang atau 50.6%. Responden berumur antara 21 hingga 30 tahun pula mencatatkan 54 orang atau 21%. Responden yang berumur antara 31 hingga 40 tahun berjumlah 36 orang atau 14%, diikuti oleh mereka yang berumur antara 41 hingga 50 tahun seramai 32 orang atau 12.5%. Hanya 5 orang responden (1.9%) mewakili kumpulan umur 50 tahun ke atas.

Dari segi pecahan bangsa, majoriti responden adalah berbangsa Melayu dengan jumlah 238 orang atau 92.6%. Responden berbangsa India pula berjumlah 13 orang atau 5.1%, manakala responden berbangsa Cina adalah 4 orang atau 1.6%. Responden daripada bangsa lain-lain pula berjumlah 2 orang atau 0.8%.

Dalam kajian ini, terdapat empat kategori pekerjaan responden, iaitu bekerja dalam sektor kerajaan, sektor swasta, bekerja sendiri, dan pelajar. Jumlah terbesar responden adalah pelajar, iaitu seramai 175 orang atau 68.1%. Seramai 66 orang responden (25.7%) pula bekerja dalam sektor kerajaan, 11 orang (4.3%) bekerja dalam sektor swasta, dan 5 orang (1.9%) bekerja sendiri.

Tahap Penerimaan Masyarakat Terhadap CSR Lukisan Mural oleh Pelajar JRKV PMS

Jadual 2 di bawah merupakan soalan kajian di Bahagian B yang menunjukkan kekerapan dan peratusan bagi tahap penerimaan masyarakat sekitar terhadap CSR lukisan mural yang telah disumbangkan dan dilukis oleh pelajar JRKV PMS di sekitar bandar Muadzam Shah.

Jadual 2 Analisis Tahap Persepsi Masyarakat Terhadap CSR Lukisan Mural

Soalan Kajian	Ya	Tidak
B1- Adakah lukisan mural sesuai diletakkan pada dinding bangunan?	N=255 (99.2%)	N=2 (0.8%)
B2- Adakah pelukis berjaya menyampaikan mesej melalui lukisan mural?	N=255 (99.2%)	N=2 (0.8%)
B3- Adakah lukisan mural memberi kesedaran kepada masyarakat?	N=253 (98.4%)	N=4 (1.6%)
B4- Adakah lukisan mural menjadi lambang kemakmuran kepada masyarakat?	N=254 (98.8%)	N=3 (1.2%)
B5- Adakah lukisan mural mendapat sambutan dalam kalangan masyarakat?	N=255 (99.2%)	N=2 (0.8%)

Analisis data di atas menunjukkan bahawa 255 orang responden atau 99.2% bersetuju dengan soalan pada item B1 dan B2, iaitu sama ada lukisan mural sesuai ditempatkan pada dinding bangunan dan sama ada pelukis berjaya menyampaikan mesej melalui lukisan mural. Seterusnya, bagi item B3 yang merujuk kepada soalan adakah lukisan mural memberi kesedaran kepada masyarakat, seramai 253 orang atau 98.4% responden menyatakan persetujuan. Mengenai item B4, yang menyatakan bahawa lukisan mural menjadi lambang kemakmuran kepada masyarakat, seramai 254 orang responden atau 98.8% bersetuju, berbanding 3 orang responden atau 1.2% yang tidak bersetuju. Item terakhir, iaitu B5, yang menanyakan sama ada lukisan mural mendapat sambutan dalam kalangan masyarakat, mencatatkan 255 responden atau 99.2% bersetuju, sementara 2 orang responden atau 0.8% tidak bersetuju dengan kenyataan tersebut.

Berdasarkan kepada hasil rumusan dapatan kajian di atas, merujuk kepada objektif pertama kajian iaitu tahap persepsi masyarakat sekitar terhadap CSR lukisan mural yang disumbangkan oleh pelajar JRKV PMS, menunjukkan bahawa majoriti responden mempunyai penerimaan yang positif terhadap lukisan mural di dinding bangunan sekitar bandar Muadzam Shah. Mereka bersetuju bahawa lukisan mural ini sesuai dilukis di dinding bangunan dan mural merupakan lukisan dinding yang efektif dalam menyampaikan sesuatu mesej. Kedudukan lukisan yang dilukis di ruang awam adalah untuk dihayati oleh masyarakat

sekeliling. Oleh itu, masyarakat secara umumnya akan mendapat mesej dan informasi menerusi mural yang dilihat dan dihayatinya.

Tahap Keberkesanan Lukisan Mural Terhadap Moral Masyarakat Sekitar

Soalan kajian pada Jadual 3 di bawah adalah menilai tahap keberkesanan lukisan mural terhadap moral masyarakat sekitar Bandar Muadzam Shah melalui lima soalan kajian.

Jadual 3 Analisis Tahap keberkasanan Lukisan Mural Terhadap Moral Masyarakat

Soalan Kajian	Ya	Tidak
C1- Adakah lukisan mural mencacatkan kawasan persekitaran bangunan?	N=83 (32.3%)	N=174 (67.7%)
C2- Pada pendapat anda, adakah lukisan dinding memberi kesan positif kepada masyarakat?	N=256 (99.6%)	N=1 (0.4%)
C3- Adakah lukisan mural memberikan kesan positif kepada pemikiran masyarakat?	N=254 (98.8%)	N=2 (1.2%)
C4- Adakah masyarakat bertanggungjawab menjaga kebersihan persekitaran?	N=254 (98.8%)	N=2 (1.2%)
C5- Adakah lukisan mural tidak menggalakkan remaja melakukan Vendalisme?	N=242 (94.2%)	N=15 (5.8%)

Item pertama C1 adalah merujuk kepada soalan kajian yang pertama iaitu adakah lukisan mural mencacatkan kawasan persekitaran bangunan, menunjukkan seramai 174 orang (67.7%) responden menyangkal kenyataan ini dan seramai 83 orang (32.3%) responden bersetuju bahawa lukisan mural tidak mencacatkan kawasan persekitaran bangunan. Seterusnya, Item kedua C2 menunjukkan bahawa kebanyakan responden iaitu 256 orang atau 99.6% bersetuju terhadap lukisan dinding memberi kesan positif kepada masyarakat. Manakala bagi item C3 dan C4 mempunyai analisa data yang sama iaitu ramai responden (N=245, 1.2%) bersetuju bahawa lukisan mural memberikan kesan positif kepada pemikiran masyarakat dan mereka lebih bertanggungjawab menjaga kebersihan persekitaran apabila adanya lukisan mural. Item C5 pula, adakah lukisan mural tidak menggalakkan remaja melakukan vendalisme mencatatkan sebanyak 242 orang atau 94.2% responden bersetuju dan 15 orang (5.8%) menolak dengan kenyataan ini.

Secara keseluruhannya,daripada analisa data yang telah dibincangkan bagi merujuk kepada objektif kedua kajian menunjukkan pandangan positif masyarakat terhadap lukisan mural. Dapat disimpulkan bahawa lukisan mural dapat memberi kesan positif kepada pemikiran dan moral masyarakat di sekitar Bandar Muadzam Shah, daerah Rompin, Pahang dan mereka menganggap bahawa seni lukisan mural sebagai salah satu cara untuk mencegah kegiatan vandalisme. Salah satu lukisan mural yang ada di bandar ini adalah di bagunan kedai yang berkisar tentang kehidupan masyarakat Malaysia yang berbilang kaum. Apabila adanya lukisan mural ini pada dinding, menyebabkan masyarakat sekeliling berasa bertanggungjawab untuk menjaga dan mengekalkan kecantikan mural tersebut. Sekaligus, dapat menghalang pelaku vandalisme dari merosakkan dinding bangunan kedai itu.

KESIMPULAN DAN CADANGAN

Lukisan mural semakin mendapat tempat dalam kalangan masyarakat sebagai satu medium seni yang bukan sahaja mencantikkan persekitaran, tetapi juga mempengaruhi penerimaan penduduk setempat secara positif. Kajian yang dijalankan mendapati bahawa lukisan mural memainkan peranan penting dalam mencipta suasana yang lebih ceria dan menarik di sesuatu kawasan yang dilukis dan dapat meningkatkan kesedaran budaya, nilai estetika, dan penambahbaikan imej komuniti. Selain berfungsi sebagai hiasan visual, lukisan mural juga mampu memupuk rasa bangga dan kepunyaan dalam kalangan penduduk setempat. Hal ini kerana mural sering kali menyampaikan mesej-mesej positif yang mencerminkan identiti dan nilai-nilai yang dihargai oleh masyarakat sekeliling. Kesan positif ini turut memberi impak yang

mendalam terhadap moral masyarakat. Mural yang dihargai oleh penduduk setempat mampu mencipta rasa kebersamaan dan bertanggungjawab dalam memelihara karya seni sekaligus menjaga kebersihan kawasan sekitarnya. Selain itu, dengan adanya seni lukisan mural di dinding sesuatu tempat, kegiatan vandalisme dapat dicegah dan mengekalkan keindahan landskap di kawasan tersebut

Bagi memaksimumkan kesan positif ini, beberapa cadangan kajian dapat diusulkan antaranya penglibatan pelajar JRKV PMS secara aktif bersama masyarakat dalam perancangan dan penghasilan lukisan agar mereka lebih bangga dan mempunyai rasa memiliki karya tersebut. Kedua, pemilihan tema mural yang relevan dengan isu-isu tempatan atau nilai-nilai budaya masyarakat perlu diberi perhatian. Mural yang berjaya biasanya adalah yang mampu berhubung dengan emosi dan pengalaman penduduk setempat. Ketiga, penghasilan mural di lokasi yang strategik juga harus diberi keutamaan. Lokasi seperti kawasan tumpuan ramai atau kawasan yang memerlukan penambahbaikan imej akan memastikan mural dapat dilihat dan dihargai oleh lebih ramai orang. Akhir sekali, kajian lanjut dan berterusan perlu dijalankan untuk memahami kesan jangka panjang mural terhadap masyarakat. Kajian-kajian ini penting untuk menilai perubahan dalam penerimaan dan moral masyarakat dari masa ke masa. Dengan mengambil kira semua faktor ini, lukisan mural berpotensi menjadi platform yang berkesan dalam memperkasa moral masyarakat sambil memperindah persekitaran mereka.

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Synergizing for Social Impact: Collaborative Communities Strategies

Therapy for Elderly Living in Care Centre by Planting Portulaca Grandiflora

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ABSTRACT
Gardening has been reported to give a favourable impact on the physical and psychology of people in golden age. This project aims to identify the feasibility of gardening by planting portulaca grandiflora in reuse bottles as a therapy for seniors living in the care centre, thirty-five (35) residents participated in the project. The resident age varies from 54 years old to 88 years old age. The feasibility measured based on observation on the surrounding and available resources in the centre and interviewing residents about the activity and resource. The participants' perception on gardening was evaluated using yes/no/maybe questionnaire pre and post gardening activity. The questions focus on interest, confidence, happiness, and commitment to look after the plant. The result shows in percentage an increase for all aspects, especially in the interest in and commitment to gardening as the basic need for success of garden therapy. The main issues identify is activity to water the plant as a residents stated it is exhausted. In conclusion, planting portulaca grandiflora is suitable choice for gardening yet research on additional resources needed to make it as a form of therapy and a safe leisure activity for elderly in the care centre.
Keywords: Gardening, Occupational Therapy, elderly.

INTRODUCTION
This paper explores the feasibility of gardening activity in one of elderly care centre in Seberang Perai Utara, Pulau Pinang. The centre chosen for the project is manage by a board of committee to monitor the administration of the centre. The centre is built by a non-government organization on a land belong to Majlis Agama Islam Negeri Pulau Pinang (MAINPP). The centre operates with minimal financial support from government agencies. The financial supports are for elderly subsistence, utility, and carer allowance as a part time worker, assisting elderly in their basic care. The centre receives public donation(*infaq*) to support other needs by elderly, and maintenance of the building. The care centre opens its door to elderly require daily, monthly or 24-hours care in the centre. Some of the residents are self-paid, and residents qualified as asnaf are paid by the Zakat Pulau Pinang, MAINPP that constitutes the majority residents (S.S. Yahaya, personal communication, August 19,2024). The centre has potential area and potential elderly with interest for gardening activity. Gardening is a universal activity favours by many as a convenience leisure activity.Gardening activity has shown to give positive effects on cognitive, physical and psychological of the elderly (Lentoor, 2024; S. A. Park et al., 2019; S.-A. Park et al., n.d.).

Older population in 2030, is anticipated to be 1 in 6 people worldwide, in 2050, the global population of those aged 60 and older will double to 2.1 billion, with individuals aged 80 or older (World Health Organization, 2021). According to the Department of Statistics Malaysia (DOSM), the projected number of elderly individuals aged over 65 years in Malaysia for 2023 is estimated to be 2.5 million, while for those over 60 years old, it's estimated to be 3.6 million. Old age is inevitable as well as consequences due to changes in physiological and function. Malaysia will be facing ageing-nation by 2050 and needs for paid carer, and elderly care centres will increase. In 2022, reported by Bernama, government in considering a plan to build additional elderly care centre as part of 12th Malaysian Plan (Bernama, n.d.)

Changes in physical, cognitive and psychological is a common deterioration as age increase. Gardening is a modifiable activity, traditional garden on the ground is no longer an option due functional changes a consequence of aging. Concept of garden on the ground need to transit into practical option and more accessible. Option such as small pots, elevated garden or in the low hanging basket are better suited for elderly with physical difficulties such as pain or limitation in walking, lifting, or holding tools. The ambulation challenges may be supported with a walking devices such as walking aids with tray or on a wheelchair with a lap tray or side bag among practical solution for gardening.

Leisure pursuit as gardening has been reported to give a positive self-perception among elderly(Scott et al., 2020). Yaacob* et al., 2019 reviewed 20 case studies pertaining to garden and retirement house for elderly concluded needs for design and planning good garden area in retirement home facility in the future in Malaysia. Regardless, physical and cognitive demands in gardening activity, an accessible garden with proper modification can be a therapeutic means as a healthy leisure pursuit whilst stimulating motor movement and cognitive skills such as planning, decision making, and judgement.

Portulaca grandiflora in a plantae kingdom in the family of Portulacaceae a native plant of Brazil, Uruguay and northern Argentina, suitable as an ornamental flower on the ground or in a hanging basket. (National Parks Singapore, n.d.). This type of flower is common vicinity in Malaysia garden for its beauty and easy to care. The portulaca grandiflora is chosen for garden therapy because it has diverse selection of vibrant colours (yellow, purple, white, red), require little media, resilient with Malaysia climate. The plant thrives in 6-8 hours direct sunlight, and well-draining soil. The propagation is simple by cutting the stem and repeat the planting process. The disadvantage is the flower bloom around 10.00 am to 12.00 noon, that is during peak of morning sunlight(National Parks Singapore, n.d.).

METHOD

The feasible of the project determine by observation on the environment, second by the reception of elderly based on interest, confident in gardening skills, happiness and commitment. The projects committee members consist of academics, and students from occupational therapy and environmental health program. The participant for the project is residents of care centre, aged from 54 years old until 88 years old. All participants are given chances to engage in the process within their own limit. Therapeutic engagement and motivation are given to maximize opportunity experiencing gardening activity, especially those without gardening experience.

The project encompasses three phases, the preparation, the implementation and the completion phase. Procurement of plants for the project funded by Students' Affairs association budget and contribution from lecturers mostly. Flowerpots used empty drinking bottles that were donated by academic staffs after the request circulated by e-poster via campus social media. To ensure planting medium contain balance nutrients for portulaca grandiflora, two parts of burnt soils, 2 parts of rocky soil is mix with one part of compost, this ratio to ensure a well drain but appropriate moist for proper growth.

Compost is created through a managed, oxygen-dependent process that transforms organic materials like freshly cut grass, fruits, vegetables, and dry leaves into a nutrient-rich, stable soil enhancer or mulch via natural decomposition(Reduce, Reuse, Recycle Composting At Home, 2023). Compost in the project donated was a product of experiential learning course ENV127: Solid waste management. The course ENV127 since commencing in 2021 has

produced compost up to 3000kg (3metric tonne), the raw ingredients for green matters are vegetables, fruits and cut grass, brown matters for carbon content are made of papers, dried leaves, and wood shaved/shredded. All ingredients obtain within campus Bertam, the compost use to maintain green space and landscape in campus.

The flow of this project can be illustrated in figure 1 below. The first step is the preparation phase consist of identifying needs, creating proposal, getting approval and budget and pre-test questions. Needs for gardening is determine by visiting and interviewing staffs and residents available during the day. Next is the implementation phase consist of three (3) steps, first is collecting the empty bottles, second is collecting compost and third is planting in the care centres. Last phase is evaluation of the program by circulating similar question to elderly in the centre, and last visit 2 weeks later to observe the plants and open-ended interview with residents about the program.

Figure 1 Project flow of work process

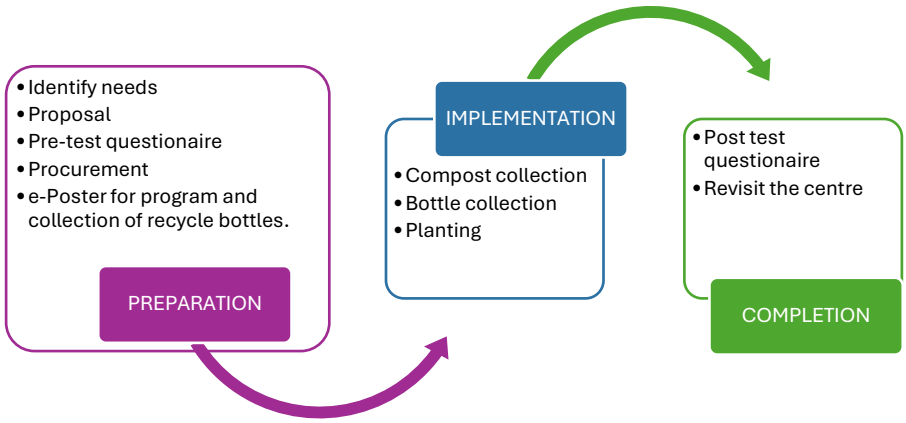


Figure 2 Compost donated by Environmental Health lecturer and students



Figure 3 The implementation phase: Mixing soil and compost as a medium for portulaca grandiflora. Residents waiting for media to plant with Portulaca grandiflora stems (oral consent for picture granted from residents)



Figure 4 The completion phase: A lady and a gentlemen resident with their final product using reuse flowerpot with Portulaca grandiflora.




The questions focus on interest in gardening, confidence, happiness, and commitment to look after the plant using yes, no and maybe as a selection of answer. Since this project is a preliminary project to check feasibility for future project, questionnaire for simple answer is created.

RESULT

On the day of the project implementation the care centre has sixty (60) active residents. All sixty participants involved in the project, however, only thirty-five (N=35) residents participated in the project until completion. Therefore, result from thirty-five residents is analysed. Twenty-five (25) residents mostly engaged at some parts of the project, example during mixing soil, or preparing the pots or planting. This may be due to energy level because of old age or medical conditions or both (personal communication, 20 Jun 2023).

The resident age varies from 54 years old to 88 years old, table 1 shows numbers of residents for each age group, from 35 participants seventeen (n=17) are males and eighteen (n=18) are females. All residents are Muslim. Due to nominal level of measurement, only frequency of each category can be presented. The residents were asked about their interest, confidence, happiness and commitment with expected answer between yes, no or maybe. The purpose of this project to identify the potential to further expand the project to the level of therapy and research on the effectiveness of garden therapy with residents in the care centre.

Table 1 Demographic of participants in the project

Ages	**n**	**%**
50-59	3	9
60-69	13	37
70-79	15	43
80-89	4	11
Gender	**n**	
Male	17	49
Female	18	51

Referring to duration of last gardening experience (table 2), only two (n=2) residents are engaging in looking after plants in the care centre. Whilst eighteen (n=18) of total participants has no experience gardening, the rest of participants had varied degree of experience in gardening. Total participants involved in gardening between 1 year to 5 years ago is 12%. Nineteen percent (n=7) did not participate in gardening activity more than 20 years ago.

Table 2 Years of last gardening among participants

Years of last Gardening	No of n	% of n
Never	18	51
Frequent	2	6
<1 yr	2	6
<5yr	2	6
>5 yr	3	9
>10	1	3
>20 yr	7	19
N	35	

In the aspects of interest in gardening twenty (n=20) from total participants has no interest in gardening at the beginning of session, mostly believes gardening require energy and they prefer not to exhaust their frail body. However, post garden therapy shows an increase of 43% participants interested in gardening as in table 3 and 32 out of 35 participants admitted increasing in confident (table 4) due to nature of the plant easy to hold, propagate and small size pots.

Table 3 Interest in in planting Portulaca grandiflora pre-garden therapy and post-garden therapy

	Pre-garden therapy		Post-garden therapy	
Interest in gardening				
	n	%	n	%
Yes	15	43	30	86
No	20	57	1	3
Maybe	0	-	4	11
N	35		35	

Table 4 Confidence in planting Portulaca grandiflora pre-garden therapy and post-garden therapy

	Pre-garden therapy		Post-garden therapy	
Confidence in gardening				
	n	%	n	%
Yes	20	57	32	91
No	0	-	0	-
Maybe	15	43	3	9
N	35		35	

Table 5 shows all participants admit, the activity increases their sense of happiness, perhaps contributed due to sense of belonging through social interaction and fresh topic of conversation. Table 6 post evaluation indicated 86% of participants willing to look after the plants after description about the plant shared an increase by 15% compared to pre-garden therapy. Most participants, consider planting portulaca grandiflora in small pots as easy, light and less messy.

Table 5 Happiness in planting Portulaca grandiflora pre-garden therapy and post-garden therapy

	Pre-garden therapy		Post-garden therapy	
Happiness in gardening				
	n	%	n	%
Yes	30	86	35	100
No	5	14	0	-
Maybe	0	-	0	-
N	35		35	

Table 6 Commitment to look after Portulaca grandiflora among participants

	Pre-garden therapy		Post-garden therapy	
Commitment				
	n	%	n	%
Yes	25	71	30	86
No	1	3	1	3
Maybe	9	26	4	11
N	35		35	

Comparing percentage of participants never had any experience of gardening (51%) to post evaluation result of interest (86%), confidence (91%), happiness (100%), and commitment (86%) shows, regardless of previous experience the activity itself change participants perception on these attributes. Looking at different percentage pre and post for positive response yes within these attributes, interest shows 43 % increase participants, followed by confidence 34%.

DISCUSSION

The project analysis has limitation due to the choice of measurement used in the project. The objective of the project is to identify feasibility to study garden therapy among residents living in care centre. Ordinal or interval measurement to measure level of confident/efficacy, and happiness will present a better analysis. There are limited of tools and resource available suitable for residents physical and cognitive ability. Example, one participant had physical limitation due to stroke years ago, the participant requires physical and sensory cues to scoop the soil and plant. In therapy, different types of cues need to be manipulated by therapist, as part of activity this is a potential area to improve in the next project

Regardless of age and experiences in gardening, positive improvement in interest, confidence, happiness and commitment to look after grandiflora changes in post evaluation. The changes of perception by elderly due to information shared during activity about portulaca grandiflora, the demands, and benefits of frequent gardening to health. Main concerns arise pre-garden therapy is fatigue, fear for mistake, fear to wasteful and some participants has no knowledge about the plant. Participants that mostly active during the activity are those with gardening experiences. Hesitation at the beginning of activity seen across all participants.

Changes in perception on all attributes especially interest and confidence among participants may be influenced by social interaction, and gardening is a new activity compared to normal care centre schedule. Meta analysis study reported a significant and positive effects of gardening on well-being (Panțiru et al., 2024). Effects on cognitive function observed by previous study (Lentoor, 2024; S. A. Park et al., 2019; S.-A. Park et al., n.d.; Scott et al., 2020)that make gardening a promising therapy in residential care facility. In addition to health

and well-being, social interaction, connection between individuals is an important element during activity as stated by Scott et al., 2020.

Future project must consider involvement of interdisciplinary team members from horticulture background to better establish gardening operating procedure for planting portulaca grandiflora, use of ordinal or above level measurement for psychological attributes, use of technology especially for watering the plant as energy conservation strategy and establish modification for participants with physical and cognitive limitation within gardening procedure.

CONCLUSION

In conclusion, planting portulaca grandiflora is suitable for gardening therapy as it is easy to look after, easy to hold and propagate by elderly. Additional resources and expertise are needed to establish gardening as a form of therapy in the centre. Further research on gardening therapy paraphernalia, accessibility to garden area, compliance to look after the plant and modification on tools for elderly to benefits from garden therapy can offer better light into other variables that maybe influencing the success of garden therapy with elderly at the care centre.

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Synergizing for Social Impact: Collaborative Communities Strategies

Pembangunan dan Pelaksanaan Model EduKomEko untuk Asnaf di Melaka

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ABSTRAK

Kajian ini bertujuan untuk membangunkan dan mengukur keberkesanan Model EduKomEko yang mengintegrasikan elemen ekonomi, pendidikan, dan komuniti dalam kalangan asnaf di Melaka. Latar belakang kajian menunjukkan bahawa golongan asnaf memerlukan bantuan berterusan untuk meningkatkan taraf hidup mereka, namun program sedia ada tidak cukup berkesan. Masalah utama yang dihadapi adalah kos sara hidup yang menyebabkan mereka terus berada dalam kitaran kemiskinan. Metodologi kajian melibatkan beberapa fasa, termasuk mengenal pasti keperluan asnaf melalui kajian lapangan, pelaksanaan program pemindahan ilmu dan pembangunan model. Eksperimen dijalankan dengan mengimplementasikan model dalam komuniti asnaf terpilih. Hasil kajian dapat melaksanakan model secara menyeluruh, menunjukkan peningkatan dalam tahap pengetahuan serta penglibatan komuniti yang lebih aktif. Impak kajian diharapkan dapat membasmikan kemiskinan ke arah zero dan meningkatkan kesejahteraan sosial asnaf di Melaka. Kajian akan datang menumpukan kepada penambahbaikan dan pengembangan model ini di negeri lain, serta mengintegrasikan teknologi untuk meningkatkan keberkesanannya.

Kata Kunci: Model, Zero Kemiskinan, Asnaf, Melaka, kelestarian

PENDAHULUAN

Golongan asnaf, yang merupakan salah satu kategori penerima zakat, sering kali bergelut dengan pelbagai masalah sosioekonomi yang menghalang mereka daripada meningkatkan taraf hidup. Latar belakang kajian menunjukkan bahawa program bantuan sedia ada kurang berkesan dalam jangka masa panjang, terutamanya dalam aspek peningkatan ekonomi dan pendidikan asnaf. Oleh itu, satu pendekatan yang holistik dan bersepadu diperlukan untuk membasmi kemiskinan dalam kalangan asnaf secara mampan (Ibrahim, 2020).

Masalah utama yang dikenalpasti dalam kajian ini adalah kitaran kemiskinan yang terus mengekang usaha asnaf untuk memperbaiki kehidupan mereka. Kos sara hidup yang tinggi, kekurangan akses kepada pendidikan berkualiti, dan keterbatasan peluang ekonomi merupakan antara faktor yang menyebabkan asnaf terus berada dalam keadaan terpinggir (Ali & Rahman, 2021). Oleh itu, kajian ini bertujuan untuk membangunkan dan mengukur tahap keberkesanan Model EduKomEko yang mengintegrasikan elemen ekonomi, pendidikan, dan komuniti bagi meningkatkan taraf hidup asnaf di Melaka. Hipotesis Kajian adalah seperti berikut:

H^1: Terdapat peningkatan yang signifikan dalam kesejahteraan ekonomi dan sosial asnaf di Melaka selepas pelaksanaan Model EduKomEko berbanding sebelum pelaksanaannya.
H^2: Penglibatan komuniti dalam Model EduKomEko mempunyai hubungan positif yang signifikan dengan keberkesanan program asnaf di Melaka.

Kajian ini penting kerana lebih komprehensif dalam menangani isu kemiskinan dalam kalangan asnaf. Berbanding dengan program bantuan tradisional yang lebih bersifat sementara, Model EduKomEko memberikan tumpuan kepada pembangunan berterusan melalui pendidikan, peningkatan ekonomi, dan penglibatan komuniti (Azman, Mahmud, & Yusof, 2020). Keberkesanan model ini berpotensi untuk diadaptasi ke kawasan lain, agar dapat membasmi kemiskinan dan meningkatkan kesejahteraan sosial asnaf (Ismail & Rahman, 2023).

TINJAUAN LITERATUR

Kajian literatur menunjukkan pelbagai program bantuan telah dilaksanakan untuk membantu golongan asnaf, namun banyak yang gagal memberi impak jangka panjang. Azman et al. (2020) menekankan bahawa pendidikan sahaja tidak mencukupi tanpa disokong peluang ekonomi yang kukuh, sementara Sulaiman dan Ibrahim (2021) menekankan bahawa penglibatan komuniti adalah penting untuk memastikan kejayaan program sebagai pembasmian kemiskinan. Tambahan pula, Zainal dan Hassan (2021) mendapati bahawa intstitusi pendidikan yang digabungkan dengan latihan keusahawanan meningkatkan pendapatan asnaf dalam jangka panjang, manakala Yusoff et al. (2022) menekankan pentingnya literasi kewangan untuk mengurangkan kebergantungan kepada bantuan.

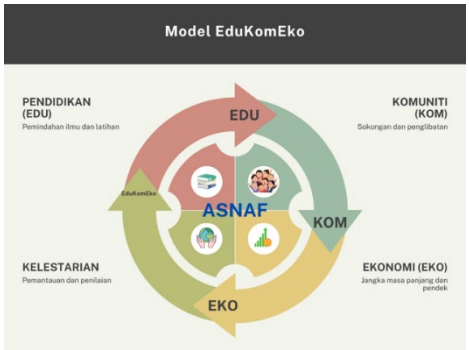
Aspek psikososial juga penting, dengan Ahmad dan Hamid (2019) menunjukkan bahawa kaunseling dan bimbingan dapat memotivasikan asnaf untuk keluar dari kemiskinan. Noor dan Rahman (2020) pula menekankan bahawa pendekatan pembangunan komuniti adalah kunci untuk memastikan keberkesanan program asnaf. Dalam konteks teknologi, Mustafa dan Ismail (2023) menunjukkan bahawa platform digital boleh memainkan peranan penting dalam memperkasakan ekonomi asnaf melalui pembelajaran dan pemasaran dalam talian. Selain itu, Khalid et al. (2022) menyoroti kepentingan pengurusan zakat yang efisien untuk memastikan dana sampai kepada penerima yang benar-benar memerlukan.

Kesimpulannya, kajian menunjukkan bahawa keberkesanan program asnaf memerlukan pendekatan bersepadu yang melibatkan pendidikan, peluang ekonomi, sokongan psikososial, dan penggunaan teknologi. Menurut Latif dan Aziz (2019) dan Mahmud dan Saleh (2021), kerjasama antara kerajaan, NGO, dan sektor swasta, serta penyertaan aktif asnaf dalam perancangan dan pelaksanaan program, adalah faktor penting dalam meningkatkan keberhasilan. Hal ini memastikan program tersebut relevan dengan keperluan dan konteks tempatan.

MODEL EduKomEko

Model EduKomEko yang dibangunkan ini menunjukkan kelebihan berbanding model-model asnaf terdahulu dari segi pendekatan yang lebih holistik, integrasi pendidikan dan latihan, penglibatan komuniti yang aktif, serta sokongan ekonomi yang berterusan (Azman et al., 2020; Noor & Rahman, 2020). Pendekatan bersepadu ini diharap dapat memberi impak yang lebih signifikan dalam usaha membasmi kemiskinan di kalangan asnaf, berbanding dengan pendekatan-pendekatan terdahulu yang lebih terhad dalam skopnya. Rajah 1 menunjukkan Model EduKomEko.

Rajah 1 Model EduKomeko



Berdasarkan Rajah 1, model EduKomEko berfungsi sebagai satu pendekatan bersepadu yang menggabungkan elemen pendidikan, penglibatan komuniti, dan sokongan ekonomi untuk membantu golongan asnaf meningkatkan taraf hidup mereka. Berikut adalah pelaksanaan model.

Pendidikan dan Pemindahan Ilmu

Model ini bermula dengan menyediakan program pendidikan dan latihan yang disesuaikan dengan keperluan asnaf. Modul pendidikan ini merangkumi literasi asas, kemahiran vokasional, dan pengetahuan tentang pengurusan kewangan. Tujuannya adalah untuk membekalkan asnaf dengan pengetahuan dan kemahiran yang diperlukan untuk berdikari dari segi ekonomi (Zainal & Hassan, 2021). Program pemindahan ilmu ini termasuk kursus jangka pendek, bengkel, dan sesi bimbingan yang dirancang untuk meningkatkan kebolehan asnaf dalam bidang tertentu seperti keusahawanan, pengurusan kewangan, dan kemahiran vokasional (Azman et al., 2020).

Penglibatan Komuniti

Salah satu elemen penting dalam Model EduKomEko adalah penglibatan aktif komuniti setempat. Komuniti berperanan sebagai penyokong moral dan sosial kepada asnaf, serta menjadi rangkaian yang membantu mereka dalam pelbagai aspek seperti pemasaran produk, kolaborasi dalam projek ekonomi, dan lain-lain (Noor & Rahman, 2020). Penglibatan komuniti ini juga membantu memperkukuh jaringan sosial asnaf, memberi mereka lebih banyak peluang untuk berinteraksi dan bekerjasama dengan orang lain yang dapat membantu dalam perkembangan ekonomi dan sosial mereka (Sulaiman & Ibrahim, 2021).

Sokongan Ekonomi

Selepas asnaf menerima latihan dan pendidikan yang diperlukan, mereka diberi peluang untuk terlibat dalam aktiviti ekonomi yang mampu menjana pendapatan. Hal ini termasuk bantuan modal untuk memulakan perniagaan kecil-kecilan, peluang pekerjaan, atau projek keusahawanan yang disokong oleh komuniti (Mahmud & Saleh, 2021). Model ini juga merangkumi aspek bimbingan berterusan dan sokongan dalam mengembangkan perniagaan atau aktiviti ekonomi yang diceburi oleh asnaf, memastikan mereka tidak hanya bergantung kepada bantuan semata-mata tetapi juga mampu membina kehidupan yang lebih stabil dan mapan (Khalid et al., 2022).

Kelestarian Pemantauan dan Penilaian

Model ini dilaksanakan secara bertahap dengan pemantauan yang berterusan untuk memastikan keberkesanannya untuk kelestarian. Penilaian dilakukan pada setiap fasa pelaksanaan untuk melihat perubahan dalam taraf hidup asnaf, termasuk peningkatan pendapatan, kemahiran, dan kualiti hidup secara keseluruhan (Ahmad & Hamid, 2019). Data penilaian ini digunakan untuk membuat penambahbaikan berterusan pada model, memastikan kerelevanannya dan berkesan dalam konteks yang berubah (Latif & Aziz, 2019). Secara keseluruhan, Model EduKomEko berfungsi sebagai satu pendekatan yang holistik dan bersepadu, memberi fokus kepada asnaf melalui pendidikan, sokongan ekonomi, dan penglibatan komuniti untuk memastikan mereka dapat keluar dari kitaran kemiskinan dan mencapai kesejahteraan sosial yang berpanjangan.

METODOLOGI

Reka bentuk kajian adalah kuantitatif. Pendekatan ini dipilih kerana membolehkan penyelidik melibatkan diri secara aktif dengan komuniti asnaf, bertujuan untuk memahami keperluan mereka menerusi pembangunan dan pelaksanaan Model EduKomEko dalam memperkasa golongan asnaf di Melaka. Pengumpulan data dilakukan melalui soal selidik, yang dianalisis menggunakan teknik analisis deskriptif dengan bantuan perisian SPSS (Pallant, 2020). Sampel kajian terdiri daripada 53 orang asnaf di Melaka iaitu Bandaraya melalui kaedah persampelan rawak mudah. Kaedah ini memastikan setiap individu dalam populasi mempunyai peluang yang sama untuk dipilih sebagai responden (Creswell, 2014).

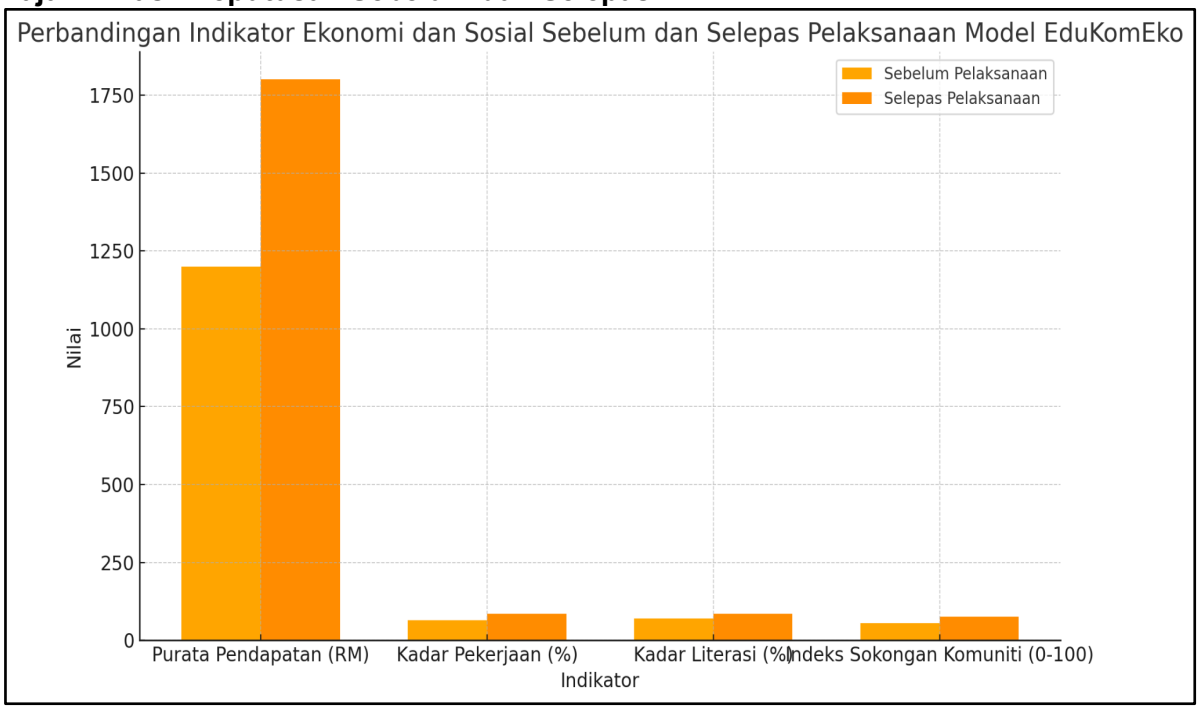
Kajian ini melibatkan dua fasa. Fasa pertama melibatkan kajian lapangan dan penilaian keperluan. Fasa pertama melibatkan kajian lapangan untuk mengenal pasti keperluan asnaf dan memahami konteks sosioekonomi mereka (Mohamad & Ahmad, 2019). Manakala fasa kedua melibatkan pembangunan dan penilaian model. Penilaian juga dijalankan sebelum dan selepas pelaksanaan model. Eksperimen ini dilaksanakan untuk melihat keberkesanannya. Data dikumpulkan mengandungi item soalan mengenai masalah utama seperti kos sara hidup tinggi dan kekurangan peluang pendidikan.

Fasa kedua, model EduKomEko dibangunkan berdasarkan dapatan daripada kajian lapangan. Model ini merangkumi program pemindahan ilmu, latihan vokasional, dan inisiatif keusahawanan. Program pemindahan ilmu melibatkan kursus pendidikan dan latihan kemahiran yang direka untuk meningkatkan literasi dan kemahiran vokasional asnaf, seterusnya membantu mereka menjana pendapatan yang lebih stabil (Knowles, Holton, & Swanson, 2015). Walau bagaimanapun, peringkat kajian ini bermula fasa pemindahan ilmu. Data yang dikumpulkan dianalisis secara analisis deskriptif dengan perisian Package for the Social Sciences (SPSS) untuk mengesan program ke atas kehidupan asnaf (Pallant, 2020). Analisis ini merangkumi pengiraan peratusan bagi data yang dikumpulkan (Field, 2018). Analisis deskriptif digunakan untuk merumuskan data dan memahami kecenderungan serta corak yang muncul daripada responden. Carta digunakan untuk menilai impak program (Pallant, 2020).

HASIL DAPATAN

Rajah 2 menunjukkan perbandingan indikator ekonomi dan sosial sebelum dan selepas pelaksanaan model EduKomEko.

Rajah 2 Hasil Keputusan Sebelum dan Selepas



Terdapat peningkatan yang ketara dalam semua indikator kesejahteraan ekonomi dan sosial asnaf selepas pelaksanaan Model EduKomEko. Pendapatan purata meningkat sebanyak 50%, dari RM1200 kepada RM1800. Pendapatan ini hanyalah melibatkan status layak sahaja. Kadar pekerjaan meningkat sebanyak 30.77%, dari 65% kepada 85%. Kadar literasi pula meningkat sebanyak 21.43%, dari 70% kepada 85%. Manakala indeks sokongan komuniti juga peningkatan sebanyak 36.36%, dari skor 55 kepada 75. Data ini menunjukkan bahawa Model EduKomEko mempunyai impak yang positif dalam meningkatkan taraf hidup asnaf di Melaka, merungkai hipotesis H^1.

Jadual 1 Hasil Keputusan Sebelum dan Selepas

Indikator	Sebelum	Selepas	Peningkatan
Purata Pendapatan (RM)	1200	1800	50%
Kadar Pekerjaan (%)	65	85	30.77%
Kadar Literasi (%)	70	85	21.43%
Indeks Sokongan Komuniti (0-100)	55	75	36.36%

Berdasarkan Jadual 1 juga menunjukkan keputusan positif dan signifikan setela pelaksanaan Model EduKomEko terhadap penglibatan komuniti. Maka, mencapai hipotesis H2. Analisis statistik deskriptif ini menunjukkan peningkatan yang signifikan dalam semua indikator ekonomi dan sosial, menyokong kedua-dua hipotesis yang dikemukakan. Rajah 2 dan Jadual 1 yang ditunjukkan juga menggambarkan perbezaan yang jelas antara keadaan sebelum dan selepas pelaksanaan model, mengesahkan keberkesanan model EduKomEko dalam meningkatkan taraf hidup asnaf di Melaka.

PERBINCANGAN

Hasil dapatan kajian ini menunjukkan peningkatan yang signifikan dalam kesejahteraan ekonomi dan sosial asnaf selepas pelaksanaan Model EduKomEko, dengan peningkatan purata pendapatan sebanyak 50%, peningkatan kadar pekerjaan sebanyak 30.77%, dan peningkatan kadar literasi sebanyak 21.43%. Dapatan selari dengan kajian terdahulu yang menekankan kepentingan pendekatan bersepadu dalam menangani kemiskinan dalam kalangan asnaf.

Kepentingan Pendidikan dan Peluang Ekonomi

Azman et al. (2020) menyatakan bahawa pendidikan memainkan peranan penting dalam membebaskan asnaf daripada kitaran kemiskinan, namun ia perlu disokong dengan peluang ekonomi yang kukuh. Hasil kajian ini mengesahkan pandangan tersebut, di mana Model EduKomEko yang mengintegrasikan elemen pendidikan dan latihan vokasional telah berjaya meningkatkan taraf hidup asnaf melalui peningkatan kemahiran dan pendapatan. Ini juga disokong oleh Zainal dan Hassan (2021), yang menunjukkan bahawa pendidikan yang digabungkan dengan latihan keusahawanan mampu meningkatkan pendapatan asnaf dalam jangka panjang.

Penglibatan Komuniti

Penglibatan komuniti juga terbukti penting dalam keberkesanan program ini. Sulaiman dan Ibrahim (2021) menekankan bahawa penglibatan komuniti adalah kunci kepada kejayaan program pembasmian kemiskinan. Hasil kajian ini mendapati bahawa indeks sokongan komuniti meningkat sebanyak 36.36%, menunjukkan bahawa Model EduKomEko bukan sahaja meningkatkan kesejahteraan individu tetapi juga memperkukuhkan jaringan sosial dan sokongan komuniti. Dapatan mengukuhkan lagi dapatan Noor dan Rahman (2020), yang menunjukkan bahawa pendekatan pembangunan komuniti yang inklusif adalah penting untuk memastikan keberkesanan program asnaf.

Peranan Teknologi dalam Pertumbuhan Ekonomi

Mustafa dan Ismail (2023) menunjukkan bahawa platform digital boleh memainkan peranan penting dalam memperkasakan ekonomi asnaf melalui pembelajaran dan pemasaran dalam talian. Walaupun kajian ini belum sepenuhnya meneroka peranan teknologi dalam Model EduKomEko, hasil positif yang dicapai dalam fasa pemindahan ilmu dan latihan vokasional menunjukkan potensi besar untuk integrasi teknologi digital dalam fasa seterusnya. Perkara ini selari dengan cadangan Mustafa dan Ismail bahawa penggunaan teknologi digital dapat meningkatkan keberkesanan program asnaf.

Sokongan Psikososial

Aspek psikososial juga merupakan faktor penting dalam kejayaan Model EduKomEko. Ahmad dan Hamid (2019) menekankan bahawa kaunseling dan bimbingan dapat memotivasikan

asnaf untuk keluar dari kemiskinan. Walaupun kajian ini lebih memberi tumpuan kepada elemen ekonomi dan pendidikan, sokongan komuniti yang diperkuat melalui model ini boleh dilihat sebagai bentuk sokongan psikososial yang tidak langsung. Ini menunjukkan bahawa pendekatan holistik yang merangkumi aspek psikososial dapat mempertingkatkan keberhasilan program.

Secara keseluruhannya, hasil dapatan kajian ini mengukuhkan dapatan dalam kajian literatur yang menekankan kepentingan pendekatan bersepadu yang menggabungkan pendidikan, peluang ekonomi, penglibatan komuniti, dan sokongan psikososial dalam usaha membasmi kemiskinan dalam kalangan asnaf. Penemuan ini juga menyokong hipotesis bahawa Model EduKomEko berkesan dalam meningkatkan kesejahteraan ekonomi dan sosial asnaf, sekaligus memberikan bukti empirikal bahawa pendekatan holistik adalah faktor terpengaruh.

KESIMPULAN

Kesimpulannya, pelaksanaan Model EduKomEko menunjukkan peningkatan yang signifikan dalam kesejahteraan ekonomi dan sosial asnaf di Melaka, dengan purata pendapatan yang meningkat sebanyak 50% menjadi hasil paling ketara. Keputusan ini menunjukkan bahawa integrasi elemen ekonomi, pendidikan, dan komuniti dalam model ini bukan sahaja meningkatkan taraf hidup asnaf tetapi juga memperkukuhkan sokongan komuniti terhadap keberhasilan program tersebut. Implikasi kajian ini menegaskan pentingnya pendekatan bersepadu dalam program asnaf untuk mencapai impak yang berpanjangan. Kajian akan datang disarankan untuk meneroka aspek pelaksanaan teknologi digital dalam model ini, serta menilai keberkesanannya dalam konteks yang lebih luas untuk mengembangkan model ini di negeri-negeri lain.

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Synergizing for Social Impact: Collaborative Communities Strategies

Assessing University Students' Community-Engaged Soft Skills in the 'Occupational Therapy for School Children' Program

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ABSTRACT

Community service and university volunteerism allow students to gain knowledge and practical skills while also helping those in need. Consequently, occupational therapy students must broaden their scope of practice to include population and community service as preparation for their future careers. However, given the practice for the school-aged population, this article aims to assess university students' community-engaged soft skills in the 'Occupational Therapy for School Children' program. Sekolah Menengah Kebangsaan Kepala Batas, Pulau Pinang, appointed university students as facilitators for two programs: multi-sensory activities for special needs children from the integrated program, and assessing and educating Form 4 students in the mainstream about sleep quality and disturbance using the Pittsburgh Sleep Quality Index. All 29 university students from the Centre for Occupational Therapy Studies, Universiti Teknologi MARA (UiTM) were asked to fill up a self-reported survey after completing the activities at school. The findings of seven competence levels of soft skills were analyzed. Critical thinking and problem-solving, communication skills, and teamwork skills had the highest competence, with a mean of 4.5 (SD = 0.58). Overall, the 'Occupational Therapy for School Children' program achieve the goal in developing and applying soft skills element among university students. It has been demonstrated that the community-engaged program is one of the high-impact programs that can educate students through skill assessments based on performance, meet community needs, and address problems using higher order thinking.

Keywords: community-engaged learning, occupational therapy, soft skills element, university student

INTRODUCTION

Community service projects are crucial in helping students develop a variety of abilities, such as soft skills and self-identity (Maharam Mamat, et.al., 2018). Students' soft skills are influenced by how often they participate in volunteer initiatives. Additionally, their talents and identity are improved the more often they participate in soft skill development programs, and vice versa.

The goal of the fieldwork experience is to allow students, to integrate and apply their academic knowledge and skills to increasingly challenging levels of performance and responsibility (Rezaee, et.al, 2014). It has been established that student involvement affects their feeling of social duty and responsibility. They prefer to select service-oriented careers like teaching after graduation (Avalos et al. 1999) and engage in community service more frequently (Astin & Astin 2000). Additionally, several researchers found that volunteering enhances academic achievement (Buckley & Lee, 2021), fosters the development of

leadership potential (Astin & Astin, 2000), increases self-confidence (Astin et al., 2000), and broadens options for employment and personal well-being (Evans and Yusof, 2023; Tierney et.al, 2022).

One popular program that links community service (CSR) to classroom learning is the community service project, which assigns students to volunteer in areas related to their courses in order to help them develop their soft skills. CSR offers a way to connect the theoretical and the practical, making it a potentially valuable pedagogical tool (Faraazlina, R., & Zunurain, F. (2017). Additionally, by highlighting collaboration, moral responsibility, knowledge transfer, and other aspects, CSR helps students meet the requirements of society and establishes a link between the university and the larger community.

The primary objective of higher education institutions, according to the philosophy of education, is to create students who can balance their intellectual, spiritual, emotional, and physical selves. The achievement of learning outcomes in four domains—cognitive or knowledge, psychomotor or physical abilities, affective, and social—should thus be the core emphasis of teaching and learning activities. However, the reality of the formal education system places less emphasis on the development of emotive and social domains and greater emphasis on psychomotor and cognitive skills. Students are not as balanced as expected as a result.

A program named ‘Occupational Therapy for School Children’ was conducted as a community service project for university students in the school-aged community. University students were appointed as facilitators in the program. This study aims to assess university students’ community-engaged soft skills development includes critical thinking and solving skills, communication skills, teamwork skills, professional ethics, continuous learning, entrepreneurship, and leadership skill through community service project.

LITERATURE REVIEW

Part of the National Education Philosophy, 1998 mentioned that “…Such and effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving high level of personal well being as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large”. The graduated students in a Diploma in Occupational Therapy has been allocated to have formal, informal and lifelong learning to prepare them for employability and sustainability. The community service project is one part of outcome-based education (OBE). The best places for OBE are professional settings like medical schools, which are tasked with developing doctors who possess the necessary skills to practice medicine effectively, morally, and competently (Malik, A. S., & Malik, R. H., 2020).

Soft skills are an important feature that is examined in the workplace. The most useful people in the organization have a combination of "soft skills" and "hard skills" (Griffith and Hoppner, 2013). However, this study only examines soft skills. Soft skills evaluation encompasses non-academic talents such as good values, leadership, teamwork, communication, and constant learning. According to Susan and Julia (2019), soft skills are an essential component in a globalized and rapidly changing workplace.

Since students are in higher education, the components of these skills should be ingrained in them in an effort to increase the application of soft skills from the ground up. Mohd Faizullah Bin Mohamed (2015) lends credence to the idea that co-curriculum serves as the foundation for the development of soft skills, which are crucial for graduation. In a study published in 2012, Noor Azyani A. Jalil & Ahmad Esa proposed that the administration at Universiti Tun Hussein Onn Malaysia (UTHM) impose requirements on students who participate in co-curricular activities such as community service to continue until the second semester. Additionally, lecturers should evaluate all seven soft skills listed by the Ministry of Higher Education (KPT). This is due to the fact that graduates from later birth years are strong and exceptional not only in their technical and academic abilities but also in their soft skills and high personality.

Based on the Soft Skill Conceptual Model in the study (Noor Azyani A. Jalil & Ahmad Esa, 2012) problem solving skills or critical thinking skills can be improved in students through

their involvement in associations such as community service associations and entrepreneurship. This statement is also supported by a study conducted by Mohd Fathi, et al., (2013), when students engage in extracurricular activities such as community service activities, students will be given various exposures directly or indirectly and use various learning approaches such as discussion, learning problem-based, scenario-based learning and experiential learning. This process indirectly forms and improves the level of students' soft skills. Through the study of Ag. Basir, et al. (2011) also supports which in his study shows that the dominant and most appropriate element to be applied in teaching and learning today is in terms of critical thinking and problem solving skills.

Donating time and energy to help others can provide a sense of accomplishment, safety, and enjoyment (Habitat for humanity 2019). Working together to paint an orphanage's house can result in a bright and cheery house wall. Furthermore, joint actions in the leisure park will keep the area clean and comfortable for enjoyment. Indeed, volunteering activities with the local community can enhance social interactions while also cementing the sense of family and communal togetherness. Next, the experience gained through voluntary activities might help students prepare for a new field, such as entering the workforce. Students will be exposed to voluntary activities or Corporate Social duty (CSR), which is typically organised by statutory or corporate authorities to demonstrate an institution's social duty to the public. Furthermore, both the public and commercial sectors in Malaysia and around the world take out social duties on a monthly or annual basis.

METHODS

The 'Occupational Therapy for School Children' program is organized by the Occupational Therapy Association (OTHENS) and involves students at Sekolah Menengah Kepala Batas. This program is used to help school students deal with sleep problems and the use of "hands on" which gives students with special needs the opportunity to use multi-sensory in play activities.

All 29 occupational therapy students involved in this program were assigned as facilitators into two groups: a) to conduct gross motor skills, DIY playdough, and toothpick tower challenges for special needs children, and b) to conduct sleep assessment using the Pittsburgh Sleep Quality Inventory (PSQI) for Form 4 students. An Occupational therapist lecturer was invited as a speaker for sleep hygiene education. The method of implementing this program includes Preparation, Implementation, and Evaluation (Figure 1).

3.1 Inclusion and exclusion criteria (special needs children):

1. Special needs children from the integrated program.
2. Able to walk independently without a wheelchair.
3. Able to follow simple instructions.
4. Exclude those who do not fulfill criteria number 1 to 3.

3.2 Inclusion and exclusion criteria (Form 4 students):

1. Form 4 students at SMK Kepala Batas.
2. Exclude those who do not fulfill criteria number 1.

3.3 Instrument

The student activity evaluation form from the Division of Student Affairs, UiTM, was used to measure university students' soft skill competency from the community engagement 'Occupational Therapy for school children' program. We conducted a pre-test and post-test on the soft skills of university students. There are seven components of soft skills, which are critical thinking and solving, communication skills, teamwork skills, professional ethics and morals, continuous learning and information management, entrepreneurship, and leadership skills. The scales ranged between scales 1 to 5 (low to very good). Table 1 below provides an interpretation of the mean score.

Table 1 Mean score interpretation

Level	Interpretation
1.00 – 1.80	Very low
1.81 – 2.60	Low
2.61 – 3.40	Average
3.41 – 4.20	High
4.21 – 5.00	Very High

Figure 1 The method of implementing this program includes Preparation, Implementation, and Evaluation

Preparation:

1. Approval from the University and school to conduct the 'OT for School Children' program at SMK Kepala Batas.
2. Get a list of names of selected special needs children and Form 4 students from the teacher.
3. Divide university students (facilitator) into two groups:
   i) To conduct gross motor skills, DIY playdough and Toothpick tower challenge,
   ii) To conduct sleep assessment and sleep hygiene education.
4. Setup location and prepare materials before programs:
   i) School field (gross motor skills) and classroom (DIY playdough, toothpick tower challenge),
   ii) Hall (sleep assessment and sleep hygiene education).

Implementation:

Both groups carry out activities simultaneously at two different places.

1. Group 1 – a) Activity 1 (Gross motor skills) – Special needs children must perform two activities including passing a ball using a cloth, and an obstacle course.
   b) Activity 2 (DIY playdough) – Special needs children must follow instructions to make their own DIY playdough.
   c) Activity 3 (Toothpick tower challenge) – Special needs children must follow instructions to copy tower building or making their own design. Selected students will present their building constructions in front of class.
2. Group 2 – a) Activity 1 (Sleep assessment) – Form 4 students were asked to fill up the PSQI assessment to assess their sleep quality and disturbances.
   b) Activity 2 (Sleep hygiene education) – A lecturer give a talk on sleep hygiene to all Form 4 students.
3. Pre-test on university's student soft skills

Evaluation:

1. Post-test on university's student soft skills after community engagement 'OT for School Children' program.
2. Analysis of pre and post-test

For the preparation phase, Universiti Teknologi MARA (UiTM) Pulau Pinang Branch and SMK Kepala Batas have collaborated to arrange this event. We thoroughly discussed and arranged the approval process, participant selection, venue, and planned activities.

On the day of the event, the school field hosted the gross motor skills activities (Figure 2), while the classroom hosted the DIY playdough (Figure 3) and toothpick tower challenge (Figure 4). Form 4 students filled up the PSQI assessment (Figure 5), and education of sleep hygiene by a lecturer were conducted at the hall (Figure 6).

Figure 2 Gross motor skills



Figure 3 DIY Playdough



Figure 4 Toothpick tower challenge



Figure 5 Sleep assessment



Figure 6 Talk on sleep hygiene



RESULTS

Based on the objectives of the study that have been stated, the analysis was done to identify seven soft skills items, which are the most dominant in impacting the Diploma in Occupational Therapy students from semesters two and four at UiTM after participating in community service activities.

Demographic Profiles

Table 2 displays the characteristics of 29 university students involved in this program: 3 males (10.34%) and 26 females (89.66%). There are 60 special needs students, which are mostly male, 36 (60%), and females, 24 (40%). Meanwhile, there are 50 Form 4 students, comprised of 27 (54%) females and 23 (46%) males.

Table 2 Demographic profiles of participants

Characteristic	n	%
University students (N=29)		
Male	3	10.34
Female	26	89.66
Special needs students (N=60)		
Male	36	60
Female	24	40
Form 4 students (N=50)		
Male	23	46
Female	27	54

Community-engaged Soft Skills

Table 3 illustrates seven soft skills in the pre-test and post-test. In the pre-test, most university students reported the lowest score in all soft skills competency rather than in the post-test. The highest score is 85 (mean = 3.07, SD = 0.62), in critical thinking and skills solving, and the lowest score is 79 (mean = 2.9, SD = 0.47) in leadership skills.

In the post-test, three soft skills including soft skill 1 (Critical Thinking and Skill Solving), soft skill 2 (Communication Skills) and soft skill 3 (Teamwork Skills) scores showed the highest competency, which is 121 (mean = 4.4, SD = 0.58). The program did not report any engagement with Soft Skill 6 (Entrepreneurship). Other soft skills such as communication skills, teamwork skills, professional ethics and moral, and continuous learning and information management showed similar scores which is 81 (mean = 3, SD = 0.39).

Table 3 Pre-test and Post-test Community-engaged soft skills

Soft skills competence	Pre-test (%)			Post-test (%)		
	Score (/135)	Mean (SD)	Level	Score (/135)	Mean (SD)	Level
(1) Critical Thinking and Skills Solving						
a) I can identify and analyze problems in complex situations and vague, as well as making a justified assessment.	85	3.07 (0.62)	Average	120	4.4 (0.58)	Very High
b) I am able to expand and repair thinking skills such as explaining, analyze and evaluate the discussion.	85	3.07 (0.62)	Average	121	4.5 (0.58)	Very High
(2) Communication Skills						
a) I am able to convey ideas clear firmly and with full confidence, orally and written	81	3 (0.39)	Average	120	4.4 (0.58)	Very High
b) I am able to practice listening skills which is active and gives feedback	81	3 (0.39)	Average	121	4.5 (0.58)	Very High
(3) Teamwork Skills						
a) I have the opportunity to build good relationships, interact with others and work effectively with them to achieve common objectives	81	3 (0.39)	Average	121	4.5 (0.58)	Very High
(4) Professional Ethics and Moral						
a) I understand the economic, environmental and sociocultural impacts of professional practice	81	3 (0.39)	Average	109	4.0 (1.3)	Very High
b) I am able to analyze and make decisions in solving ethical problems	81	3 (0.39)	Average	120	4.4 (0.58)	Very High
(5) Continuous Learning and Information Management						
a) I find and manage relevant information from various sources	81	3 (0.39)	Average	119	4.4 (0.57)	Very High
(6) Entrepreneurship						
a) I am able to identify business/entrepreneurial opportunities	NA	NA	NA	NA	NA	NA
(7) Leadership Skill						
a) I am knowledgeable about the basic theories of leader	79	2.9 (0.47)	Average	119	4.4 (0.57)	Very High
b) I am capable of leading an activity or project	79	2.9 (0.47)	Average	118	4.37 (0.63)	Very High

DISCUSSIONS

Along with university student's academic abilities, soft skills, including critical thinking and solving skills, communication skills, teamwork skills, professional ethics and moral, continuous learning and information management, entrepreneurship, and leadership skills, are among the essential abilities that a student should have. For students, the soft skills are a value addition, particularly if they want to get better jobs. Soft skills are important to employers, and they will prioritise candidates with strong soft skills, particularly in communication. This is due to the fact that they may reduce back on internal training intended to improve employees' soft skills which are valuable resources to have. In this study, researchers investigated and identified the impact of a community-engaged program to improve soft skills among the university students. In this context, 'Occupational Therapy for School Children' clearly demonstrates high impact performance (mean > 4.00) in soft skill development.

The university students showed high critical thinking and solving skills during the pre-test. After engaging in community service, these skills, despite their high level, continued to grow as reported in the post-test. According to Scriven & Paul (2008), critical thinking is a mental habit that calls for students to reflect on their thinking and consider ways to improve it. It also calls for students to use higher-order thinking skills, such as not memorization of facts or accepting information without question. Critical thinking is thus a result of practice, instruction, and training. University students' community-engaged program 'Occupational Therapy for School Children' has provided them with the chance to enhance their critical thinking and problem-solving abilities. Certain activities related to gross motor skills and sensory play proved to be challenging for some students with special needs. Certain adjustments and modifications are required to make sure the students are able to complete the task with minimal assistance. This study aligned with the previous study that collaborative learning activities using a practical application "learning-by-doing" can help students' develop their critical thinking skills (Yazici, 2004; Ngai, 2007).

The current study reported similar findings with Faraazlina, R & Farah, Z (2017), on the development of most soft skills elements including communication skills, teamwork, leadership, and professional ethics. The current study also found a similar result with the previous study done by Hanks, S. et.al (2016) that implementation of community service project had refined student's communication skills. In addition to having a big influence on students' behaviour, the role of extracurricular activities is highly evident and crucial in helping students gain experience and abilities (Zainal Ariffin et al, 2016). The 'Occupational Therapy for School Children' gave students an opportunity to interact with a variety of special needs conditions, such as autism, attention deficit hyperactivity disorder, slow learners, dyslexia, and Down syndrome, and boost their confidence level. Through these activities, students can contribute to society by adapting and adopting knowledge and skills learned in classroom to solve the community needs and problems. Active listening techniques and targeted questions proved effective in engaging some of the anxious special needs populations (Hanks, S. et.al, 2016).

As noted by Matu and Paik (2021), leadership potential has been identified as a critical attribute for success in the labour market. Research has indicated that individuals possessing strong leadership abilities are more likely to be in high demand by employers and experience greater career success (McGunagle and Zizka, 2020). This study reported that there is an increase in soft skill competency in leadership skills after engaging in 'Occupational Therapy for School Children'. The university students were encouraged to guide and motivate special needs students to complete the assigned task. This leadership skill is very important for graduates of occupational therapy, as they are required to attend clients during therapies at a hospital or clinic in their future career. According to a recent study, graduates' performance and employability in the competitive job market for graduates would improve if they possessed leadership qualities like emotional intelligence, handling disruptions, becoming a role model, and inspiring others (Priyadarshini et al., 2019).

Entrepreneurship element does not highlight in this study, therefore the university students do not have chance to do such business activities in this program. It is recommended in the future study to include entrepreneurship element to be one of the soft skills judgement.

CONCLUSION

Overall, the 'Occupational Therapy for School Children' program achieve the goal in developing and applying soft skills element among university students. Most soft skills elements are found to provide high impact on student's behaviours especially on critical thinking and solving skills, communication skills, and teamwork skills. It has been demonstrated that the community-engaged program is one of the high-impact programs that can educate students through skill assessments based on performance, meet community needs, and address problems using higher order thinking. Community-engaged program is suggested to be implemented as on-the-job training for students in order to assess their hard and soft abilities and enhance their employability requirements.

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Synergizing for Social Impact: Collaborative Communities Strategies

Analisis Amalan Keselamatan Makanan dalam Kalangan Pelajar Hospitaliti: Kajian Kes di Kolej Komuniti Sungai Petani

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ABSTRAK

Amalan keselamatan makanan mempunyai kaitan rapat dengan beberapa Matlamat Pembangunan Lestari *(Sustainable Development Goals, SDGs)* yang ditetapkan oleh Pertubuhan Bangsa-Bangsa Bersatu (PBB). Maka, amalan keselamatan makanan yang ketat dapat membantu mencapai beberapa matlamat SDG dengan memastikan makanan yang selamat, mengurangkan pembaziran, meningkatkan kesihatan awam, dan menyokong pembangunan ekonomi yang mampan. Kajian ini bertujuan untuk mengenal pasti tahap pengetahuan, sikap, dan amalan keselamatan makanan dalam kalangan pelajar Hospitaliti Semester 1 di Kolej Komuniti Sungai Petani. Seramai 85 responden terlibat dalam soal selidik yang menilai pelbagai aspek keselamatan makanan. Analisis data menunjukkan persetujuan yang kuat mengenai kepentingan amalan keselamatan makanan dengan skor min bagi kebanyakan pernyataan melebihi 4. Para responden sangat bersetuju bahawa penyimpanan makanan yang tidak selamat menimbulkan risiko kesihatan yang signifikan (Min: 4.68, Sisihan Piawai: 0.493) dan mencuci tangan sebelum mengendalikan makanan adalah penting untuk mengurangkan penularan penyakit (Min: 4.64, Sisihan Piawai: 0.531). Selain itu, persetujuan sederhana dilihat dalam pernyataan mengenai risiko penyediaan makanan terlalu awal (Min: 3.85, Sisihan Piawai: 0.716) dan memanaskan semula makanan (Min: 3.84, Sisihan Piawai: 0.738), menunjukkan julat pendapat yang lebih luas. Secara keseluruhannya, tahap pengetahuan keselamatan makanan adalah tinggi (Min: 4.207, Sisihan Piawai: 0.416), mencerminkan pemahaman yang baik tentang amalan keselamatan makanan. Kajian ini mengesahkan kepentingan amalan keselamatan makanan untuk mengurangkan risiko penyakit bawaan makanan, yang penting untuk kesihatan awam. Kajian lanjut disarankan untuk menilai keberkesanan program latihan keselamatan makanan yang sedia ada, bagi memastikan pengendali makanan benar-benar mempraktikkan ilmu yang telah dipelajari.

Kata Kunci: Pengetahuan Keselamatan Makanan, Sikap Pelajar, Amalan Keselamatan Makanan, *Sustainable Development Goals,* Hospitaliti

PENGENALAN

Kementerian Kesihatan Malaysia telah menerima lebih daripada 742 aduan berkaitan kebersihan dan keselamatan makanan di seluruh negara. Tindakan telah diambil terhadap semua aduan tersebut, termasuk penutupan premis dan penguatkuasaan peraturan yang lebih ketat. Ini menunjukkan komitmen berterusan kementerian untuk memastikan keselamatan makanan di Malaysia (Harun, 2023). Pengamalan keselamatan makanan yang baik adalah penting untuk mengurangkan insiden keracunan makanan, yang boleh memberi

kesan negatif kepada pelbagai destinasi pelancongan dan menjejaskan imej negara sebagai destinasi selamat (Wan Nawawi et al., 2022). Amalan ini penting untuk melindungi kesihatan awam daripada penyakit bawaan makanan yang boleh menyebabkan kesihatan terjejas dan meningkatkan kadar kematian (Wan Nawawi et al., 2022). Kekurangan pengetahuan atau kesedaran dalam kalangan pengguna mengenai keselamatan makanan merupakan cabaran global yang perlu ditangani (Bolek, 2020). Oleh itu, pengendali makanan diwajibkan mematuhi undang-undang dan peraturan tempatan seperti Akta Makanan 1983 untuk memastikan keselamatan makanan (Wan Nawawi et al., 2022). Amalan keselamatan yang baik bukan sahaja melindungi kesihatan pengguna tetapi juga memastikan makanan berkualiti tinggi, meningkatkan kepercayaan pengguna, dan menyokong kelangsungan perniagaan makanan (Wan Nawawi et al., 2022). Peningkatan kesedaran masyarakat mengenai kebersihan dan keselamatan makanan adalah kunci dalam mengekalkan standard makanan yang baik (Chen & Chen, 2023).

Pengetahuan tentang keselamatan makanan adalah penting bagi pelajar kerana ia membantu mencegah keracunan makanan, memastikan kesihatan yang baik, dan menyokong prestasi akademik mereka. Dengan memahami amalan kebersihan yang betul, pelajar dapat mengurangkan risiko penyakit berpunca daripada makanan, yang boleh menjejaskan kesihatan dan pembelajaran mereka. Amalan keselamatan makanan dari usia muda juga membantu membina tabiat makan yang sihat, mengurangkan risiko penyakit kronik yang berkaitan dengan makanan tercemar. Pelajar perlu memahami bahaya bakteria dan patogen seperti *Salmonella*, yang merupakan penyebab utama penyakit bawaan makanan, untuk mengelakkan makanan yang tercemar. Bagi pelajar yang berminat dalam kerjaya dalam industri makanan atau perhotelan, pengetahuan ini adalah asas yang penting dan sering menjadi syarat untuk mendapatkan pekerjaan (Song Jing et al., 2021).

Memandangkan isu keselamatan makanan ini amat serius, Ini menimbulkan persoalan, sejauh mana pelajar semester 1 program Sijil Kulinari dan Sijil Operasi Perhotelan di Kolej Komuniti Sungai Petani mengetahui dengan jelas amalan keselamatan makanan kerana pelajar ini akan terlibat untuk mengendalikan makanan secara langsung sepanjang proses pengajaran dan pembelajaran pada setiap semester serta dalam kehidupan harian mereka. Adakah pelajar mengaplikasikan langkah yang betul sepanjang mengendalikan makanan? Di Kolej Komuniti Sungai Petani, pelajar Sijil Kulinari dan Sijil Operasi Perhotelan perlu mempelajari modul SKU10142 *Food Safety and Sanitation* yang merangkumi topik berkaitan prinsip kebersihan, sanitasi, kualiti, dan amalan keselamatan di dalam industri perkhidmatan makanan. Kursus ini juga membincangkan punca-punca dan langkah-langkah pencegahan keracunan makanan, dan juga kepentingan *Hazardous Analysis Critical Control Point* (HACCP), *Good Manufacturing Practice* (GMP) dan *Good Hygiene Practice* (BeSS) di dalam industri perkhidmatan makanan. Dengan pemahaman yang lebih baik berkaitan modul tersebut, pelajar diharap dapat mengetahui kepentingan dan elemen utama sanitasi makanan di dalam operasi perkhidmatan makanan serta mengikuti langkah yang betul dalam mengelak pencemaran di dalam operasi perkhidmatan makanan. Oleh yang demikian satu kajian telah dijalankan untuk mengenal pasti tahap pengetahuan, sikap dan amalan pelajar terhadap keselamatan makanan sebelum mengikuti proses pengajaran dan pembelajaran (PdP) bagi modul SKU10142 *Food Safety and Sanitation*.

SOROTAN KAJIAN

KESELAMATAN MAKANAN DAN PERANAN DALAM MENCAPAI MATLAMAT PEMBANGUNAN LESTARI (SDG)

Amalan keselamatan makanan mempunyai kaitan yang signifikan dengan beberapa Matlamat Pembangunan Lestari (*Sustainable Development Goals,* SDGs) yang ditetapkan oleh Pertubuhan Bangsa-Bangsa Bersatu (PBB). Antaranya termasuk SDG 2 (Sifar Kelaparan), SDG 3 (Kesihatan yang Baik dan Kesejahteraan), dan SDG 12 (Penggunaan dan Pengeluaran yang Bertanggungjawab). Dengan memastikan makanan yang selamat, amalan keselamatan makanan membantu mengurangkan pembaziran, menyumbang kepada pemakanan yang lebih baik, dan mengurangkan beban penyakit bawaan makanan, yang secara langsung menyokong SDG 2 dan 3 (Independent Group of Scientists appointed by the

Secretary-General, 2023). Selain itu, melalui pengurangan pembaziran makanan dan amalan penyimpanan yang betul, ia juga membantu mencapai SDG 12 dengan mempromosikan penggunaan sumber yang lebih lestari dan bertanggungjawab. Oleh itu, amalan keselamatan makanan yang ketat bukan sahaja penting untuk kesihatan awam, tetapi juga untuk menyokong pembangunan ekonomi yang mampan dan mencapai matlamat global ini.

KEPENTINGAN KESELAMATAN MAKANAN DALAM INDUSTRI KULINARI DAN PERHOTELAN

Keselamatan makanan adalah elemen kritikal dalam industri kulinari dan perhotelan, kerana amalan yang tidak selamat boleh menyebabkan pencemaran makanan dan penyakit bawaan makanan. Pelajar kulinari dan operasi perhotelan berada pada tahap penting dalam pembelajaran mereka, di mana mereka memperoleh kemahiran berguna yang akan membentuk asas kerjaya masa depan mereka. Oleh itu, pemahaman yang mendalam tentang keselamatan makanan dan amalan yang betul adalah penting untuk memastikan pelanggan selamat dan menjaga reputasi industri (Ale et al., 2023). Pengetahuan, amalan, dan sikap pelajar tentang keselamatan makanan memainkan peranan penting dalam menjamin kesejahteraan diri mereka dalam industri kulinari dan perhotelan (da Cunha, 2021).

PELAJAR KOLEJ KOMUNITI DALAM BIDANG KULINARI DAN PERHOTELAN

Pelajar kolej komuniti dalam bidang kulinari dan perhotelan merujuk kepada individu yang sedang menuntut ilmu di Kolej Komuniti dengan tumpuan utama pada kursus-kursus berkaitan dengan seni kulinari, perkhidmatan makanan, dan hospitaliti. Pelajar-pelajar ini sedang mengikuti pengajian dalam bidang-bidang yang mempersiapkan mereka dengan kemahiran teknikal dan praktikal yang diperlukan untuk memasuki industri kulinari dan perhotelan, yang merupakan sektor penting dalam ekonomi perkhidmatan. Kolej Komuniti adalah institusi pendidikan tinggi di Malaysia yang menawarkan program-program pengajian diploma dan sijil yang berfokus kepada latihan kemahiran praktikal dan teknikal dalam pelbagai bidang.

PENGETAHUAN PELAJAR DALAM KESELAMATAN MAKANAN

Pengetahuan keselamatan makanan adalah penting bagi pelajar kolej supaya mereka boleh memastikan bahawa makanan mereka tidak mengandungi bahan pencemar atau patogen yang boleh menyebabkan penyakit (da Cunha, 2021). Pelajar mesti mempunyai pemahaman asas tentang cara menyimpan makanan pada suhu yang betul, kepentingan menjaga kebersihan tangan sebelum mengendalikan makanan, dan bagaimana untuk membezakan tanda-tanda makanan yang sudah rosak. Mereka boleh membuat pilihan yang bijak apabila memilih dan menyediakan makanan dengan pengetahuan ini. Menurut Islam et al. (2022), pelajar university biasanya kurang pengetahuan tentang perkara seperti suhu penyimpanan yang betul dan cara mengelakkan pencemaran silang untuk menghalang penyebaran bakteria berbahaya. Kekurangan ini boleh meningkatkan kemungkinan penyakit bawaan makanan. Pencemaran silang berlaku apabila pelajar cenderung tidak tahu langkag yang betul bagi mengasingkan makanan mentah daripada yang sudah dimasak dengan bahan mentah yang belum dimasak (Silva et al., 2023). Pelajar juga sering tidak tahu bagaimana untuk membezakan tanda-tanda makanan yang sudah rosak atau tidak selamat dimakan, seperti bau busuk atau perubahan tekstur. Ini mungkin membawa kepada penggunaan makanan yang mungkin berbahaya (Türkistanli & Sevgili, 2018). Walaupun demikian, ramai pelajar menunjukkan kesedaran yang baik tentang pentingnya menjaga kebersihan diri, seperti mencuci tangan sebelum dan selepas mengendalikan makanan, walaupun terdapat kelemahan dalam beberapa aspek (Sofea et al., 2022).

SIKAP PELAJAR DALAM KESELAMATAN MAKANAN

Pandangan pelajar tentang keselamatan makanan mempengaruhi cara mereka berurusan dengan makanan. Sikap positif, seperti rasa tanggungjawab terhadap kesihatan diri dan orang lain, mendorong pelajar untuk mengambil lebih serius prosedur keselamatan makanan. Sebaliknya, sikap sambil lewa atau kurang pengetahuan boleh menyebabkan pelajar

mengabaikan perkara penting tentang keselamatan, seperti menyimpan makanan dengan betul atau mencuci tangan dengan kerap. Barrett (2021) mendapati bahawa sikap pelajar memainkan peranan penting dalam penerapan amalan keselamatan makanan yang betul, kerana pelajar yang mengambil berat tentang keselamatan makanan lebih cenderung untuk mematuhi piawaian industri. Sikap terhadap keselamatan makanan mempengaruhi cara pelajar kolej menjaga diri. Sikap sambil lewa atau kurang prihatin terhadap kepentingan keselamatan makanan adalah salah satu kelemahan utama pelajar. Mereka menganggapnya tidak penting atau tidak mungkin memberi kesan serius. Kajian daripada Batista et al. (2023) mengenal pasti bahawa pelajar secara amnya mempunyai persepsi yang rendah tentang risiko yang berkaitan dengan penyakit bawaan makanan, yang membawa kepada amalan yang tidak mencukupi. Pelajar sering percaya bahawa jika makanan kelihatan, berbau, dan rasanya normal, maka ia adalah selamat. Mereka tidak mengambil kira kemungkinan pencemaran bakteria yang tidak dapat dilihat atau dikenal pasti melalui sensasi deria biasa. Pelajar juga dilihat cenderung untuk mengabaikan maklumat keselamatan, seperti tarikh luput atau arahan penyimpanan. Menurut Sofea et al. (2022), sikap ini sering didorong oleh kebiasaan atau ketidakselesaan dalam mengubah amalan biasa. Menurut Shiau et al. (2022), pelajar yang mempunyai kecenderungan positif dan kesedaran kebersihan yang tinggi biasanya lebih berdisiplin dalam melaksanakan amalan keselamatan makanan harian mereka.

AMALAN PELAJAR DALAM KESELAMATAN MAKANAN

Kajian amalan keselamatan makanan di kalangan pelajar adalah penting kerana kebebasan dan tanggungjawab mereka yang semakin meningkat untuk mengendalikan makanan, selalunya tanpa latihan formal terlebih dahulu. Penyelidikan menunjukkan bahawa pelajar secara amnya mempunyai pengetahuan yang terhad dan amalan yang tidak konsisten mengenai keselamatan makanan, yang boleh membawa kepada peningkatan risiko penyakit bawaan makanan. Sebagai contoh, tinjauan sistematik menekankan bahawa hanya sebahagian kecil kanak-kanak sekolah yang mempamerkan amalan pengendalian makanan yang selamat, dengan kebanyakannya menunjukkan pengetahuan yang lemah atau rata-rata tentang keselamatan makanan. Ini menggariskan keperluan kritikal untuk intervensi pendidikan yang disasarkan untuk meningkatkan tingkah laku keselamatan makanan mereka (Wanniarachchi & Abeysundara, 2022). Selanjutnya, amalan pelajar kolej juga telah diteliti, mendedahkan bahawa ramai pelajar gagal mematuhi amalan keselamatan makanan yang disyorkan, seperti mengekalkan suhu peti sejuk yang betul dan mengelakkan pencemaran silang. Kajian mengenai pengetahuan dan amalan keselamatan makanan pelajar kolej mendapati bahawa sebilangan besar peserta tidak memenuhi piawaian yang diperlukan, menunjukkan kekurangan kesedaran dan keperluan untuk pendidikan dan latihan yang lebih baik (Xiong, 2017). Selain itu, penentu amalan keselamatan makanan, seperti tahap pendidikan dan latihan keselamatan makanan, telah dikenal pasti sebagai faktor kritikal yang mempengaruhi tingkah laku pengendali makanan, termasuk pelajar. Kajian daripada Suyitno et al. (2024) mencadangkan bahawa pendidikan dan latihan yang dipertingkatkan boleh meningkatkan amalan keselamatan makanan dengan ketara, sekali gus mengurangkan risiko penyakit bawaan makanan.

METODOLOGI KAJIAN

Kajian ini dijalankan untuk menilai tahap pengetahuan, sikap, dan amalan keselamatan makanan di kalangan pelajar semester 1 di Kolej Komuniti Sungai Petani. Kajian ini menggunakan pendekatan kuantitatif dengan seramai 85 orang pelajar sebagai responden. Soal selidik yang digunakan dalam kajian ini diadaptasi daripada kajian oleh Mohamad Salleh et al. (2020) dan menggunakan skala Likert 5 mata, di mana 1 mewakili "sangat tidak setuju" dan 5 mewakili "sangat setuju." Soal selidik tersebut terdiri daripada beberapa bahagian yang mengukur tahap pengetahuan, sikap, dan amalan keselamatan makanan responden. Data yang diperoleh dianalisis menggunakan statistik deskriptif untuk menentukan skor min dan sisihan piawai bagi setiap kenyataan yang dinilai.

DAPATAN KAJIAN

Dapatan kajian menunjukkan bahawa tahap pengetahuan responden mengenai keselamatan makanan adalah tinggi, dengan skor purata keseluruhan 4.21 dan sisihan piawai 0.416. Skor tertinggi diperoleh untuk kenyataan bahawa penyimpanan makanan yang tidak selamat menimbulkan bahaya kesihatan kepada pelanggan (Mean = 4.68, SD = 0.493), diikuti dengan amalan mencuci tangan sebelum mengendalikan makanan (Mean = 4.64, SD = 0.531). Sebaliknya, kenyataan mengenai penyediaan makanan yang terlalu awal (Mean = 3.85, SD = 0.716) dan pemanasan semula makanan (Mean = 3.84, SD = 0.738) mendapat skor yang lebih rendah, menunjukkan kemungkinan kekurangan pengetahuan dalam aspek-aspek ini. Dapatan ini mencadangkan bahawa walaupun pengetahuan keselamatan makanan secara umum adalah baik, terdapat ruang untuk penambahbaikan dalam kesedaran terhadap risiko tertentu yang berkaitan dengan amalan keselamatan makanan.

Dapatan kajian menunjukkan bahawa sikap responden terhadap keselamatan makanan adalah sangat positif, dengan skor purata yang tinggi untuk kebanyakan kenyataan yang dinilai. Sikap paling kuat ditunjukkan terhadap larangan merokok semasa mengendalikan makanan, dengan skor purata tertinggi (Mean = 4.72, SD = 0.503), diikuti oleh sikap bahawa tangan harus dicuci sebelum mengendalikan makanan (Mean = 4.68, SD = 0.517), dan bahawa makanan tidak boleh disentuh dengan tangan yang luka (Mean = 4.58, SD = 0.564). Walau bagaimanapun, terdapat sedikit kekurangan dalam kesedaran responden terhadap kenyataan bahawa makanan yang telah dinyahbeku tidak boleh didingin beku semula (Mean = 3.67, SD = 0.679), yang mencatatkan skor purata terendah. Secara keseluruhan, dapatan ini mencerminkan sikap yang positif terhadap amalan keselamatan makanan, walaupun terdapat beberapa aspek yang mungkin memerlukan lebih banyak pendidikan dan penekanan untuk memastikan kepatuhan sepenuhnya terhadap amalan terbaik keselamatan makanan.

Dapatan kajian menunjukkan bahawa amalan keselamatan makanan dalam kalangan responden adalah baik, dengan skor purata yang tinggi dalam kebanyakan aspek. Responden paling kerap membasuh tangan sebelum mengendalikan makanan, dengan skor purata tertinggi (Mean = 4.72, SD = 0.453), diikuti dengan amalan membersihkan ruang kerja sebelum mengendali makanan (Mean = 4.56, SD = 0.522). Ini mencerminkan tahap kesedaran yang tinggi mengenai pentingnya kebersihan dalam proses pengendalian makanan. Sebaliknya, amalan membekukan semula makanan yang telah dinyahbeku mendapat skor purata terendah (Mean = 3.68, SD = 0.602), menunjukkan bahawa terdapat kekeliruan atau kurang kesedaran mengenai risiko yang berkaitan dengan amalan ini. Secara keseluruhannya, walaupun terdapat amalan yang baik dalam kalangan responden, beberapa aspek tertentu, seperti penggunaan tuala yang sama untuk membersihkan beberapa ruang kerja (Mean = 4.14, SD = 0.819) dan penggunaan apron untuk mengeringkan tangan (Mean = 4.01, SD = 0.748), memerlukan perhatian dan penambahbaikan untuk memastikan amalan keselamatan makanan yang lebih baik.

PERBINCANGAN

Dapatan kajian menunjukkan bahawa responden mempunyai tahap pengetahuan yang baik mengenai keselamatan makanan. Ini selari dengan kajian-kajian terdahulu yang menekankan kepentingan penyimpanan makanan yang betul dalam mencegah keracunan makanan dan melindungi kesihatan pengguna (Wan Nawawi et al., 2022). Pengetahuan mengenai amalan mencuci tangan sebelum mengendalikan makanan juga tinggi, yang mencerminkan kesedaran responden akan pentingnya kebersihan tangan dalam mencegah pencemaran silang dan penyebaran patogen. Ini konsisten dengan panduan global mengenai amalan keselamatan makanan yang menekankan kebersihan tangan sebagai langkah asas dalam keselamatan makanan (Tamiru et al., 2022). Walau bagaimanapun, terdapat penurunan skor dalam pengetahuan mengenai risiko yang berkaitan dengan penyediaan makanan yang terlalu awal dan pemanasan semula makanan. Ini mungkin mencerminkan kurangnya kesedaran atau pemahaman yang mendalam dalam kalangan responden mengenai risiko yang lebih halus tetapi penting dalam keselamatan makanan, seperti risiko pertumbuhan bakteria dalam makanan yang disediakan terlalu awal atau dihangatkan semula. Kajian

menunjukkan bahawa pemahaman yang kurang mengenai aspek ini dapat meningkatkan risiko penyakit bawaan makanan (Chen & Chen, 2023).

Dapatan kajian ini juga menunjukkan bahawa sikap responden terhadap amalan keselamatan makanan adalah sangat positif, yang dicerminkan oleh skor purata yang tinggi dalam kebanyakan aspek yang dinilai. Larangan merokok semasa mengendalikan makanan mencatatkan skor tertinggi menunjukkan kesedaran yang tinggi dalam kalangan responden tentang bahaya yang ditimbulkan oleh amalan merokok di kawasan penyediaan makanan. Sikap ini konsisten dengan panduan keselamatan makanan global yang menganggap merokok di tempat makanan sebagai risiko besar terhadap kebersihan dan keselamatan makanan (World Health Organization [WHO], 2024). Responden juga menunjukkan sikap yang sangat positif terhadap pentingnya mencuci tangan sebelum mengendalikan makanan, serta tidak menyentuh makanan dengan tangan yang luka. Sikap ini mencerminkan pemahaman yang baik mengenai asas kebersihan dalam pengendalian makanan, yang merupakan langkah penting dalam mencegah pencemaran silang dan penyebaran patogen seperti *Salmonella dan E. coli* (Chen & Chen, 2023). Namun, sikap terhadap kenyataan bahawa makanan yang telah dinyahbeku tidak boleh didingin beku semula mencatatkan skor purata terendah. Ini menunjukkan bahawa terdapat kekurangan kesedaran atau pengetahuan yang cukup mengenai risiko yang berkaitan dengan amalan ini, yang boleh meningkatkan risiko keracunan makanan akibat pertumbuhan bakteria dalam makanan yang diproses secara tidak betul (Bolek, 2020).

Selain itu, dapatan kajian ini menunjukkan bahawa amalan keselamatan makanan dalam kalangan responden adalah baik, dengan kebanyakan responden menunjukkan komitmen yang tinggi terhadap amalan kebersihan asas dalam pengendalian makanan. Skor purata tertinggi diperoleh untuk amalan membasuh tangan sebelum mengendalikan makanan yang mencerminkan kesedaran yang kuat tentang pentingnya kebersihan tangan dalam mencegah pencemaran silang dan melindungi pengguna daripada risiko penyakit bawaan makanan. Amalan ini adalah selaras dengan garis panduan keselamatan makanan yang menekankan cuci tangan sebagai langkah pencegahan utama terhadap pencemaran makanan (Tamiru et al., 2022). Amalan membersihkan ruang kerja sebelum mengendali makanan juga mendapat skor yang tinggi menunjukkan bahawa responden memahami kepentingan mengekalkan kebersihan ruang kerja untuk mencegah kontaminasi. Ini adalah penting dalam memastikan bahawa makanan yang disediakan adalah selamat untuk dimakan dan bebas daripada patogen yang berbahaya (Chen & Chen, 2023). Namun, amalan membekukan semula makanan yang telah dinyahbeku mencatatkan skor purata terendah yang menunjukkan bahawa terdapat kekeliruan atau kekurangan kesedaran di kalangan responden mengenai risiko yang berkaitan dengan amalan ini. Amalan ini boleh meningkatkan risiko pertumbuhan bakteria dalam makanan, yang boleh membawa kepada keracunan makanan jika tidak ditangani dengan betul (Bolek, 2020). Selain itu, amalan penggunaan tuala yang sama untuk membersihkan beberapa ruang kerja dan penggunaan apron untuk mengeringkan tangan juga memerlukan perhatian. Penggunaan tuala yang sama di pelbagai tempat boleh menyebabkan pencemaran silang, manakala penggunaan apron untuk mengeringkan tangan adalah amalan yang tidak disarankan kerana ia boleh menyebarkan patogen yang terdapat pada pakaian kepada makanan (WHO, 2024).

KESIMPULAN

Secara kesimpulan, kajian ini menunjukkan bahawa tahap pengetahuan, sikap, dan amalan keselamatan makanan dalam kalangan responden adalah baik, dengan kesedaran yang tinggi terhadap beberapa aspek kritikal seperti mencuci tangan dan menjaga kebersihan ruang kerja. Walau bagaimanapun, terdapat kekurangan dalam pengetahuan dan amalan tertentu, seperti pemahaman mengenai risiko membekukan semula makanan yang telah dinyahbeku dan penggunaan peralatan kebersihan yang tidak sesuai, yang boleh meningkatkan risiko keracunan makanan.

Kajian ini menunjukkan bahawa walaupun pengetahuan dan sikap terhadap keselamatan makanan adalah positif, masih terdapat ruang untuk penambahbaikan, khususnya dalam aspek praktikal tertentu. Kekurangan dalam pengetahuan dan amalan ini berpotensi

menimbulkan risiko kesihatan kepada pengguna, dan oleh itu, usaha yang lebih besar diperlukan untuk memastikan semua aspek keselamatan makanan difahami dan diamalkan dengan betul oleh semua individu yang terlibat dalam penyediaan makanan. Implikasi ini sangat relevan bagi pembuat dasar, pendidik, dan pihak berkuasa kesihatan yang bertanggungjawab untuk meningkatkan tahap keselamatan makanan dalam masyarakat.

Untuk kajian masa depan, adalah disarankan agar kajian dijalankan dengan skop yang lebih luas, melibatkan populasi yang lebih besar dan pelbagai untuk mengesahkan penemuan ini di pelbagai demografi dan lokasi. Selain itu, kajian lanjutan boleh menumpukan pada pembangunan dan pengujian intervensi pendidikan yang bertujuan meningkatkan pengetahuan dan amalan keselamatan makanan, terutama dalam aspek yang kurang difahami seperti risiko berkaitan dengan penyimpanan semula makanan yang telah dinyahbeku. Kajian juga boleh menilai keberkesanan program kesedaran dan latihan keselamatan makanan dalam mengubah sikap dan tingkah laku yang berisiko dalam pengendalian makanan.

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Synergizing for Social Impact: Collaborative Communities Strategies

Community Environmental Monitoring as a Tool to Combat Water Pollution in Malaysia

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ABSTRACT

Malaysians perceive water pollution as a severe problem due to its negative impact on health, the environment, and the economy. The Environmental Quality Act of 1974 has not effectively addressed this problem due to the constraints of law enforcement. This paper assesses the application of community environmental monitoring to tackling water pollution in Malaysia. It reviews the literature on community environmental monitoring and how this initiative can help address water pollution. This paper also discusses the barriers to applying community environmental monitoring to water pollution. This paper recommends that community environmental monitoring can help the government's initiatives to fight water pollution. However, the success of this strategy depends on solid partnerships among various stakeholders, especially the government and the community. The paper suggests ways to strengthen the community's involvement in preserving the country's water resources.

Keywords: Community Environmental Monitoring, Water Pollution, Environmental Protection

INTRODUCTION

For youngsters, going to school is meant to be an enjoyable experience. Parents want their kids to enjoy learning in a secure setting. However, poisoning symptoms forced the primary and secondary school pupils of Pasir Putih to be sent to hospitals in March 2019. They coughed, felt queasy, vomited, and had trouble breathing. A few individuals were admitted to the critical care unit. Closing schools was necessary to get rid of any pollutants. According to the police, toxic chemical waste that was unlawfully dumped into Sungai Kim Kim poisoned the youngsters. The Sungai Kim Kim incident demonstrated the gravity of the impact of water pollution on the environment and public health. Clean water has become a matter of national security that must not be downplayed (Priya, 2024). To fully address this problem, it is crucial to understand the factors that lead to water pollution.

In Malaysia, water contamination is caused by various sources. River pollution episodes, like the spill of heavy machinery oil into the Selangor River, regularly disrupt the clean water supply. The Department of Environment (DoE) reports that in 2022, 29 of Malaysia's 672 rivers were polluted (Bernama, 2023). The leading causes of the pollution were mining, cattle farming, and chemical waste disposal. Water pollution in some Malaysian rivers has also been caused by logging and plantation operations (Zainudin, 2024). These pollutants are detrimental to the well-being of the society.

The effect of water contamination on human health might have immediate impacts or take months or years to show symptoms. Infectious diseases like cholera and typhoid fever can be contracted by drinking contaminated water. Frequent ingestion of contaminated water may harm an individual's kidneys and heart. According to Afroz and Rahman (2017), polluted

water has also been linked to impeded blood flow, skin rashes, nausea, and nervous system damage.

While faulty industrial and agricultural waste management threatens human health, inadequate regulatory measures contribute to the persistent issue of water pollution in Malaysia. The DoE and law enforcement have struggled to address this issue due to the lack of manpower to enforce the provisions of the law, in particular the Environmental Quality Act 1974 (Carvalho et al., 2024). Environmental crimes are intricate and require specialised resources for thorough and customised police investigations (Matczak & Bergh, 2023). According to Charles Santiago, the National Water Services Commission chairman, larger businesses may not be significantly impacted by heavy fines since they have the financial means to pay them (Carvalho et al., 2024). Therefore, innovative strategies must be developed to address the complexity and scale of Malaysia's water pollution.

Community environmental monitoring is one strategy to address Malaysia's water pollution issue. This strategy involves ordinary community members collecting data connected to environmental problems. Community groups and non-governmental organisations in countries such as the United States have started to promote citizen participation to monitor the environment (Macey, 2003). Citizens are more confident and likely to report disorderly activity because of the community's involvement (Weisburd et al., 2024). A study by Buntaine et al. (2021) shows that the monitoring activity's results improve government agencies' reactions to water management issues. Therefore, community environmental monitoring is an effective way to raise awareness of water pollution issues among the public and get their support to do more to protect the water resources.

This paper examines community environmental monitoring in tackling water pollution in Malaysia. First, it assesses the current situation of water pollution in Malaysia. Then, it looks into the literature on community environmental monitoring and its application to combat water pollution. Lastly, this paper identifies challenges to community environmental monitoring and suggests improving its application in dealing with water pollution in Malaysia.

The Problem of Water Pollution in Malaysia

Water pollution is one of the greatest threats to the environment in Malaysia. To understand the gravity of the problem, this section assesses the current state of water pollution in Malaysia, including the factors that lead to it and its impact on the country. Examining the severity of the problem is necessary to determine effective countermeasures.

Water pollution should be considered an issue affecting national security, as 81% of Malaysians drink water from rivers (Priya, 2024). Many people fail to realise that the water they use daily has undergone treatment after being obtained from the most contaminated rivers downstream (River Water Quality Issues in Malaysia, n.d.). The residents and businesses, especially in the Klang Valley, are severely affected by the shutdown of water treatment plants. The current state of water contamination in Malaysia is alarming. The World Economic Forum ranks Malaysia 7th in terms of the percentage of its people exposed to dangerous water for use, with an estimated exposure rate of 10.7% (Auma, 2023). Furthermore, the World Population Review's annual Environmental Performance Index (EPI) scores Malaysia's drinking water quality at 48.2 (Water Quality by Country 2024, n.d.).

The alarming situation of water pollution in Malaysia reflects the urgency of the situation. Understanding the root causes of the problem is essential. Water pollution happens when hazardous substances accumulate in water, resulting in the water becoming toxic and unable to be consumed by humans or animals (Aqua, 2021). There are two types of water contamination: point and non-point sources (Eisakhani et al., 2011). Point sources are discharges released into the water from specific locations, such as pipelines or emissaries. These include emissions from industrial facilities, sewage treatment plants, and livestock farms. One of the causes of water pollution in Malaysia is improper hazardous waste management. For instance, the dumping of toxic waste into Sungai Kim Kim in 2019 caused chemical poisoning in the local community (Ibrahim et al., 2021). Another example is that in February 2024, the Department of Environment (DoE) discovered pollution in Sungai Kulim caused by waste disposal from pig farming operations in Penang (Mukhtar, 2024).

Non-point sources, on the other hand, originate from diffuse sources without precise release locations, such as agricultural activities and surface runoff (Afroz & Rahman, 2017). A strong correlation exists between farming operations and water quality's physical and chemical attributes (Camara et al., 2019). Agricultural pollutants include pesticides, sediments, nutrients, and organic compounds often present during planting and harvesting. Urban runoff sources include cars, fertilisers and pesticides, animal dung, construction operations, and road maintenance (Camara et al., 2019).

The combination of point and non-point sources has exacerbated water pollution crises in Malaysia. It increases diseases and impairs economic activities. Children are more vulnerable to the effects of pollutants than adults, even though they are exposed to the same pollutants (Ibrahim et al., 2021). Some children still struggle with health conditions, including myokymia, in the Sungai Kim Kim incident ("Sungai Kim Kim Pollution: Concerns Arise About Side Effects and Emotional Toll on Victims," 2023). Consumption of contaminated water can harm the human heart and kidneys, impair blood flow, cause skin rashes and nausea, and harm the brain system (Afroz et al., 2014).

From an economic perspective, water pollution increases the financial cost of treating raw water for industry and human consumption (Afroz et al., 2014). It has been estimated that the water supply disruption to the Klang Valley for a month might result in approximately RM2 billion in lost revenue due to decreased productivity and rising costs (Aziz & Ishak, 2018). The government also incurs financial losses when performing remedial work to deal with the effects of water pollution. For instance, the government spent RM6.4 million on rescue, relocation, and clean-up efforts related to the Sungai Kim Kim incident ("RM6.4m to Clean up Chemical Waste in Sungai Kim Kim," 2019).

Having established the gravity of the water pollution problem, it is vital to examine the countermeasures. The following section explores the role of the community in combating water pollution in Malaysia.

Community Efforts to Combat Water Pollution

While the previous section examines the factors and impact of water pollution, the following analysis assesses the community's role in dealing with this problem. To start with, it is necessary to understand the concept of community. Scherzer et al. (2020) identify four interconnected spectrums of the concept of community: (1) community as a geographical area, (2) community as a social and relational entity, (3) community as a collective action, and (4) community as a symbolic and socially constructed idea. The success of a community-based programme depends on understanding the social dynamics within the communities (Scherzer et al., 2020). The community's involvement in addressing water pollution is necessary for several reasons.

Firstly, reliance solely on criminal law to deal with illegal acts that contribute to water contamination is misguided due to the challenges faced by the police force or regulatory bodies. There is a shortage of police personnel compared to the size of an area and the population that requires monitoring (Sulaiman et al., 2012). Despite the heavy monetary penalties of up to ten million ringgit for causing water pollution under the Environmental Quality (Amendment) Act 2024, enforcement is problematic due to a lack of environmental awareness (Reza, 2017). Secondly, the competing interests of the federal and state governments further complicate issues related to sustainable water management (Reza, 2017).

Thirdly, the community should be involved in decision-making and implementing any policy related to the environment (Reza, 2017). Afroz et al. (2014) suggest that the public must be adequately informed and able to participate in discussions, serve on advisory committees, and address review boards on any issues related to the environment. The involvement of the local community is essential as they possess traditional knowledge, especially Indigenous communities, which is invaluable to understanding the change in the ecosystem (Al Mamun & Natcher, 2023).

The studies above show the importance of engaging the community in protecting water resources. Community environmental monitoring is one method in which the community can

participate. The following section defines this concept and examines instances where environmental monitoring empowers the community to address pollution in their vicinity.

The Concept of Community Environmental Monitoring and Examples of Monitoring Activities in Malaysia

Having established the importance of the community in protecting the environment, this section explores how community environmental monitoring addresses water pollution. It is an initiative under 'citizen science' or 'community science' focusing on ordinary people doing scientific research (Conrad & Hilchey, 2010). Community members with local knowledge and interested individuals equipped with scientific knowledge carry out activities to cater to local needs and concerns (Khair et al., 2021). It involves collaboration between citizens, government, industry, academia, community groups, and local institutions to monitor and respond to the community's problems (Whitelaw et al., 2003).

There are several ways in which community environmental monitoring is performed. Whitelaw et al. (2003) divide community-based monitoring into four categories: (1) government-led community-based monitoring; (2) the interpretive approach to community-based monitoring, which focuses on learning opportunities for the participants; (3) advocacy monitoring involving members of the community and NGOs focusing on a specific issue to push for action or change; and (4) multiparty monitoring involving cooperation between all interested stakeholders, such as civil society, government, business, and individual citizens, to influence decision-making.

In Malaysia, multiparty environmental monitoring has been widely used to address water pollution. It takes the form of a bottom-up community action approach focusing on a single issue by local groups to change policy and practice (Popple & Quinney, 2002). The projects operate through partnerships between the local community, NGOs, international organisations, and governmental departments. An example of a multiparty monitoring project is a community-based ecotourism cooperative, KOPEL, which set up a water quality monitoring team at the Sungai Kinabatangan in 2012 (Butler, 2016). They received equipment, training, and initial funding from Japan's International Cooperation Agency and Rakuno Gakuen University in Japan to investigate the impact of palm oil plantations on Sungai Kinabatangan (Butler, 2016). Several villagers monitored chosen areas near Sungai Kinabatangan a few times a week. Their investigation shows that the biggest polluters in Sungai Kinabatangan are oil palm plantations instead of palm oil mills (Butler, 2016). Heavy rainfall flushes nutrients from the oil palm plantations into the river. The Sabah Forestry Department and other organisations taught villagers mapping and water sampling skills.

Another instance of a multiparty community environmental initiative in Malaysia is the collaboration between Friends of Taman Aman (FOTA) and the University of Malaya to tackle pollution at Tasik Aman in Petaling Jaya, Selangor, by promoting the concept of citizen scientists. Upon securing sufficient funding, they plan to use the Internet of Things (IoT) technology to develop a monitoring system to detect pollution (Ahmad, 2024). Apart from water pollution, this initiative addresses other environmental issues. For example, the Environment Protection Department in Sabah and UNICEF launched the Air Quality Monitoring in Schools Programme involving five schools in Sabah (UNICEF, 2023). The project aims to encourage students, teachers, and communities to participate in the citizen science project by collecting air quality area data for their surrounding area (UNICEF, 2023).

The examples above show the strength of the multiparty community's efforts to preserve the environment. These efforts can be further enhanced by using advanced technologies such as the Internet of Things (IoT), AI-based environmental monitoring systems and social media. Communities worldwide use technology to address environmental concerns (Khair et al., 2021). For instance, Rainforest Foundation US, the Indigenous Organisation of the Eastern Peruvian Amazon and the World Resources Institute used data from Near Real Time (NRT) satellite, smartphone geotagging applications and drones to monitor forest conservation projects in the Loreto province of Peru (Rainforest Foundation US, 2019). Various tools have been invented to enhance environmental monitoring.

One tool is Real-Time Monitoring Systems, which use IoT technology to gather, analyse, and transmit real-time information online (Zainurin et al., 2022). Smartphones can be equipped with such systems, as smartphones have various sensors and computer capabilities (Haddout et al., 2024). This innovation encourages people to participate in monitoring activities and raises awareness of water pollution. It can also trigger an immediate response from the authorities to deal with the effects of water pollution on health and the environment.

Research highlights the advantages of using technology compared to the traditional way to monitor the environment (Laha et al., 2022). However, several concerns exist, especially over the digitalisation of data from monitoring activities. Using cyberinfrastructure to keep the data entails data security and confidentiality issues (Khair et al., 2021). Johnson et al. (2021) assert that maintaining control over sensitive data from multiple platforms is challenging, and the costs of digital platforms affect the financial sustainability of community monitoring programmes. Therefore, further research is required to determine the impacts of technological advancement on community environmental monitoring.

The success of community environmental monitoring highlights the initiative's potential to protect the environment. Nevertheless, several challenges exist in implementing this method, which are addressed in the following section.

The Challenges in Implementing Community Environmental Monitoring

Despite being hailed as a move for social change, environmental monitoring is associated with several challenges. A study conducted by Buntaine et al. (2021) shows that the effects of monitoring depend on whether the authorities are interested in overseeing and implementing the outcome. Community environmental monitoring should complement government monitoring and enforcement programmes instead of overriding them (Whitelaw et al., 2003).

Another difficulty is maintaining the programme's sustainability (Khair et al., 2021). Al Mamun and Natcher (2023) argue that the success of CBM is mainly impaired by procedural problems such as the limited data used by scientific communities in ecosystem modelling and insufficient funding and technical commitments of state agencies to local communities. The success of community environmental monitoring relies on stable funding and committed volunteers.

Data reliability is another issue often raised in community environmental monitoring. The local community's lack of training and scientific risk perception deters meaningful participation in environmental matters (O'Rourke & Macey, 2003). The inadequacy of training raises doubts about the data quality and the ethical use of the data (Al Mamun & Natcher, 2023). Besides that, the admissibility of the data collected in any legal action against the polluter remains uncertain (Butler, 2016).

Despite these challenges, this paper suggests several strategies to overcome them. In the following section, this paper explores the role of the government in complementing and sustaining community environmental monitoring activities.

Suggestions for Overcoming the Challenges

The previous section identified obstacles to operating community environmental monitoring, including ensuring its sustainability, compatibility with government actions, and data reliability. This study suggests that the government's involvement can help overcome these challenges.

The government stands to gain more benefits by pursuing this initiative. The local community can act as the state's eyes and ears to enforce environmental regulations (O'Rourke & Macey, 2003). This aligns with the National Policy on the Environment 2002, which stipulates expanding environmental quality monitoring, surveillance programmes, and auditing systems to support enforcement programmes (Ministry of Science, Technology and the Environment Malaysia, 2002). So far, the water quality monitoring activities carried out by the DoE only involve partnerships with the private sector (Department of Environment, 2024). The activities conducted by DoE are mainly community educational and awareness programmes, such as establishing the Rakan Alam Sekitar.

The government must actively participate in multiparty environmental monitoring with the local communities and other stakeholders to ensure the programme's sustainability and

complementarity with its policy and other measures. This entails forming a partnership or joint venture to bring change or reform. An ideal partnership exists when the collaboration saves time, energy, and resources to achieve beneficial results for all parties (Sulaiman et al., 2012). The success of this approach also depends on the integrity, mutual trust and confidence of the parties involved (Samah (2011). An example of a successful partnership is the implementation of community policing between the police and the local community to reduce crime in their neighbourhood (Rahman & Razak, 2021). Study shows that a positive relationship between the police and community members is established through organising activities such as developing crime prevention skills and handling crimes (Sulaiman et al., 2012).

Similar collaboration can be established between the DoE, which is responsible for enforcing the Environment Quality Act 1974, and the local community. Another collaboration that can be undertaken is the organisation of citizen science activities by agencies such as the Institut Alam Sekitar Malaysia (EIMAS), which includes training the local community to monitor water pollution. Another effort is the partnership between the local community, law enforcement, and the court. This measure is necessary to overcome any legal barrier that may affect the outcome of the monitoring activities. The legal status of the data acquired can be ensured by enhancing the quality and sampling procedure and training the volunteers to handle the monitoring samples' chain of custody (O'Rourke & Macey, 2003).

The government, community and other stakeholders can collaborate effectively to address water pollution by implementing these strategies.

CONCLUSION

Water pollution is a severe problem in Malaysia, as evinced by the statistics published by international organisations such as the World Economic Forum. The Sungai Kim Kim incident demonstrates the severe impact of water pollution on the community's health and the country's economy. Even though the law has been reformed to impose harsher punishments on polluters, criminal law measures are still problematic, primarily due to the constraints of law enforcement officers. Therefore, active participation of the local community is necessary in dealing with water pollution. Many studies show that community environmental monitoring can help tackle environmental degradation, including water pollution.

The success of this initiative depends on ensuring that the community's environmental monitoring efforts can be sustained and that the data has practical effects, specifically to support environmental justice and influence environmental policies. For these reasons, this study emphasises greater partnership between the local community and government agencies, especially the DoE. This partnership can emulate the community policing collaboration between the police and the local community, which has proven successful. The government can train the local community and facilitate sponsorship programmes with donors and other stakeholders. Furthermore, the collaboration between law enforcement and the court can overcome the evidentiary issues connected to the data. Polluters should be wary as the local communities are now equipped with the scientific knowledge and skills to identify the sources of water pollution through community environmental monitoring efforts.

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e-Proceedings of International Symposium On Community Social Responsibility 2024(i-CSR2024)
Synergizing for Social Impact: Collaborative Communities Strategies

Assessing the 'Empowering Individuals, Sustaining the Earth' Webinar: Enhancing Leadership and Sustainability Awareness Through International Collaboration

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ABSTRACT

The MGT 538 (Personal Development and Ethics) course at Universiti Teknologi MARA (UiTM) Jengka Campus hosted an online group project titled "Empowering Individuals, Sustaining the Earth" for 6th-semester Biology students. Held on June 8-9, 2024, this initiative aimed to improve leadership, self-management, and psychological skills through international collaboration. The webinar engaged 105 students from UiTM, Universitas Halu Oleo (Indonesia), and Princess of Naradhiwas University (Thailand), focusing on environmental conservation and personal growth. The event featured two key sessions streamed live on YouTube, which are "The Road Ahead: Psychological Insights into the Journey from Student to Adult" and "Preserving Our Earth: Collaborative Conservation Insights." These sessions, led by experts Dr. Lies Indriyani and Dr. Farah Ayuni, aimed to enhance participants' understanding of global cooperation and sustainability. Feedback indicated that the program effectively addressed participants' needs, offering valuable insights and practical strategies for development. Opportunities for greater awareness and knowledge sharing were noted, alongside threats from competition and funding limitations. In conclusion, the webinar successfully promoted global collaboration and enhanced participants' perspectives on sustainability and personal development, meeting its educational objectives.
Keywords: Personal Development, Sustaining the Earth, CSR, Webinar

INTRODUCTION

In the development of education today, interdisciplinary courses that blend personal development with ethical considerations are essential for effective leaders and responsible global citizens. Therefore, UiTM has included one subject that is mandatory for every 6th semester Bachelor of Science (Honors) in Biology at Universiti Teknologi MARA (UiTM) Jengka Campus to be taken. The subject is MGT538 (Personal Development and Ethics), which emphasizes leadership, self-management, and psychological insights, aiming to instill confidence and enhance students' potential over time.

On the other hand, in line with the development of technology today, people are shifting to online programs or webinars. This webinar can get a larger audience, and therefore the information will benefit more people (Sivaramalingam et al., 2022; Gegenfurtner & Ebner, 2019).

A webinar is an online seminar that uses the internet to bring people from all over the world together in a virtual classroom to share knowledge. Software for virtual classrooms is used to host webinar attendees. Today, there are lots of mediums that can be used to hold a webinar, such as Google Meet, Webex, Zoom, and others. Previous studies have been done to examine the effectiveness of webinars on the participants (Sivaramalingam et al., 2022; Yo et al., 2021; Gegenfurtner et al., 2020; Mohalik & Poddar, 2020).

Sivaramalingam et al. (2022) analyzed the effect of webinars as teaching tools for medical and allied health science students during the COVID-19 pandemic. Their analysis found that the students were satisfied with the webinar and agreed that it was a useful tool for learning. Besides, the students are also willing to participate in webinars as part of their curriculum in the future.

In addition, other studies by Yo et al. (2021) conclude that the use of webinars as a medium of teaching and learning. Their study on health professional training in Indonesia was done, and the participants were satisfied with the implementation of webinars and believed that in the future, healthcare facilities and teaching hospitals should make the most of webinar training implementation since it offers low costs, great flexibility, and reduced commute times. Gegenfurtner et al., 2020 study on the early childhood education trainees' response toward digital training. The findings indicate that the trainees were satisfied and agreed on the effectiveness of digital education. The finding by Mohalik & Poddar (2020) also found similar results, where 81% of the respondents of the study agreed that the online program has positive results and contributes effectively to the participants.

Therefore, looking at the benefits of the webinar, one program, titled "Empowering Individuals, Sustaining the Earth," was held to align with the MGT538 focus on social responsibility and ethics while also addressing sustainability issues. This program involved international collaboration with Universitas Halu Oleo, Indonesia, and Princess of Naradhiwas University, Thailand, and included a series of webinars and interactive sessions.

This program aims to evaluate the effectiveness of the "Empowering Individuals, Sustaining the Earth" program in achieving its objectives, analyze the factors influencing participation levels, and propose recommendations for enhancing future international collaborative programs. By examining the successes and challenges encountered, this study seeks to contribute valuable insights into optimizing educational programs that integrate personal development, ethics, and global sustainability.

AREA OF RESEARCH

This program was conducted online with 105 participants; 65 participants from the UiTM Pahang Branch, 10 participants from Universitas Halu Oleo, Indonesia, and 30 participants from Princess Naradhiwas University, Thailand.

METHOD OF IMPLEMENTATION

The project "Empowering Individuals, Sustaining the Earth" was meticulously planned and executed through a series of structured phases, ensuring comprehensive alignment with educational and sustainability objectives. There are seven phases of implementation, which are planning and coordination, content development, collaboration with partner universities, project proposal development, promotion and recruitment, technical setup and rehearsals, and execution of the webinar.

For phase one, planning and coordination, initial meetings began on March 27 via an online platform to discuss the webinar topic and identify potential university collaborators. From April 1 to April 14, detailed planning and approval processes were conducted, ensuring alignment with the course objectives. Roles were assigned to team members based on their skills. This phase ensures clear communication and accountability within the team.

Next, between April 15 and April 21, the focus shifted to developing the webinar content. This involved creating session materials, selecting speakers, and preparing presentations. Syasya Aina and Siti Hajar were selected as speakers for Slot 1, scheduled for June 8, titled "The Road Ahead: Psychological Insights into the Journey from Student to Adult." This session aimed to provide students with essential skills and strategies for personal and professional growth.

After that, collaboration with partner universities was formalized from April 22 to April 28. Dr. Lies Indriyani from Universitas Halu Oleo, Indonesia, and Dr. Farah Ayuni Farinordin, both experts in biodiversity and conservation, were invited to lead Slot 2 on June 9, titled "Preserving Our Earth: Collaborative Conservation Insights." Their expertise added significant value to the webinar, focusing on environmental conservation.

Then, between April 29 and May 24, a detailed project proposal was developed and submitted to the Higher Education Administration (HEA) at UiTM Jengka for approval. This proposal included a comprehensive overview of the project, its objectives, and anticipated outcomes. Upon approval, we moved to the promotion and participant recruitment phase.

Promotion and recruitment efforts took place from May 25 to June 2, utilizing social media, email, and university bulletin boards to engage the target audience. These efforts successfully attracted 60 students from Indonesia, 20 from Thailand, and 25 members from the Co-Curriculum Unit at UiTM Jengka. The diverse participant group enriched the webinar discussions with varied perspectives.

Then, for final preparation, between June 3 and June 7, technical setup, testing, and rehearsals were conducted to ensure a smooth execution of the webinar. This phase involved testing the online platform, verifying audio-visual equipment, and running through the sessions to minimize technical issues and ensure a seamless experience for participants.

Lastly, the execution of the webinar. The webinar took place over two days, June 8 and 9, 2024. On June 8, a webinar with the topic "Essential Skills and Strategies for Success" was held. It began at 8:30 a.m. Syasya Aina Binti Mohd Fuad delivered insights into crucial communication skills and non-verbal cues. Following a brief break, the second session, "Strategies for Maintaining Mental Well-being," was conducted by Siti Hajar Binti Herosdie at 9:30 a.m. She discussed stress management techniques, the importance of social support, and maintaining a balanced lifestyle. The session concluded with a lively Q&A at 10:30 a.m. and a closing ceremony at 11:30 a.m.

While on June 9, Slot 2, with the topic "Restoring Nature in Our Backyard," began at 8:30 a.m. Dr. Lies Indriyani shared strategies for local environmental conservation efforts, emphasizing mangrove management and its role in carbon absorption. At 9:30 a.m., Dr. Farah Ayuni Farinordin led the session "People Power for Conservation," discussing community involvement in biodiversity conservation. A dynamic Q&A session followed at 10:30 a.m., and the closing ceremony at 11:30 a.m. celebrated the collaborative efforts and knowledge shared.

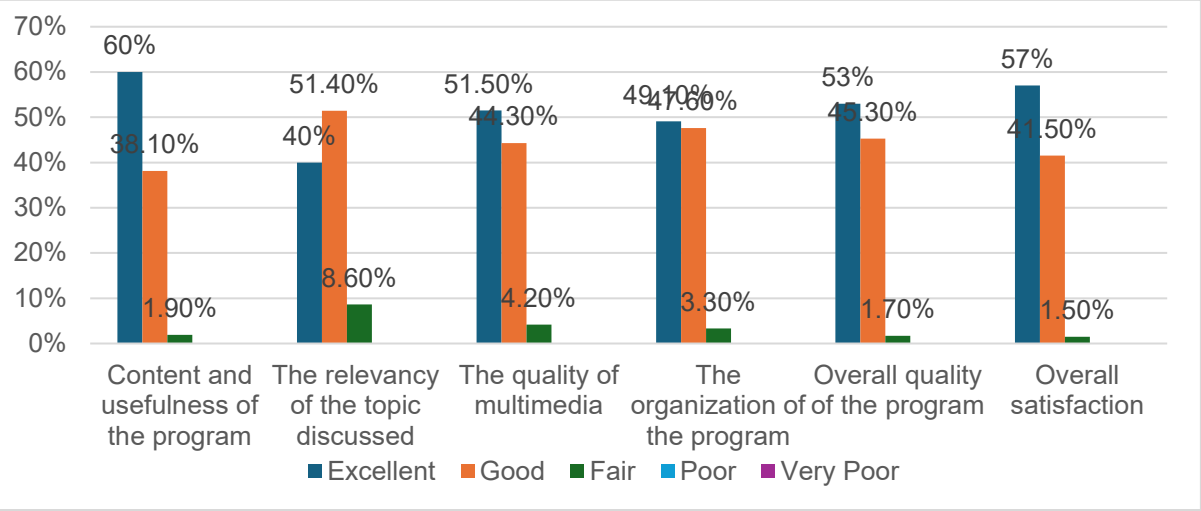
The structured approach and meticulous planning ensured the successful execution of the webinar, fostering international collaboration and enriching participants' knowledge and skills in personal development and environmental conservation.

For the data analysis to determine the effectiveness of the webinar, an online questionnaire has been distributed to the participants. A descriptive analysis has been done to identify the results.

FINDINGS AND DISCUSSION

The research findings from the webinars "The Road Ahead: Psychological Insights into the Journey from Student to Adult" and "Preserving Our Earth: Collaborative Conservation Insights," held on June 8 and 9, 2024, reveal several key insights into the effectiveness of these sessions.

Figure 1 Evaluation of the Program Conducted



The content of the webinars was highly rated by participants. 60% of attendees rated the content as excellent. The relevance of the topics was also well-received, with 51.4% of participants considering it good. These results indicate that the webinars successfully addressed the participants' needs and interests, providing valuable and actionable insights for their personal and professional development. Participants rated the technical aspects of the webinars positively. The video and audio quality were deemed excellent by 51.5% of attendees. These findings highlight the effectiveness of the technical setup in delivering a smooth and engaging user experience. The scheduling and management of the webinars received positive evaluations. 49.1% of participants rated the organization of the program schedule as excellent and 47.6% as good. These results suggest that the webinars were well-organized and professionally managed.

The overall quality of the programs was also considered excellent by the participants, with a 53% rating and 45.3% considering it good. While overall participant satisfaction was notably high, 57% of participants were very satisfied with their overall experience, while 41.5% were satisfied. This indicates that the webinars effectively engaged participants and met their expectations.

These results show the participants agree that the webinar helps them enhance their depth of knowledge and acknowledge it as an effective way in the teaching and learning process to gain new knowledge. Similar findings by Sivaramalingam et al. (2022) and Mohalik et al. (2020) agree that the online program is an accepted tool for knowledge transfer from the speaker to the audience.

Starting with the pandemic COVID-19 in 2020, people are shifting from physical to online programs because of the movement control order that is practiced worldwide. From time to time, people get used to the online program, and the term webinar starts to be used. Therefore, it cannot be argued that the effectiveness of the webinar and this "Empowering Individuals, Sustaining the Earth" webinar have achieved their objectives.

CONCLUSION AND RECOMMENDATION

In conclusion, the webinars were successful in delivering high-quality content and engaging a diverse audience of participants. The findings suggest that the programs effectively addressed the needs and interests of the participants, providing valuable insights and practical strategies for their personal and professional development. The technical aspects of the webinars were well handled, ensuring a smooth and engaging experience for participants. Overall, the webinars were well-received and achieved their objectives.

Therefore, looking at the scenario today and the development of technology, more programs can be organized in the future, and the audience can be wider regardless of their location. The organizer may invite an expert as a speaker regardless of their location. For

example, the students that intend to study the culture of another country as one of their curriculum requirements can learn it without physically going to that country. A webinar on a culture, lifestyle, and other people in the intended country may be held. The medium of teaching and learning, or knowledge transfer, is not limited to the physical or face-to-face mode anymore.

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Synergizing for Social Impact: Collaborative Communities Strategies

Keberkesanan Program Keusahawanan, Agro dan Kesihatan di PAKK Kuala Muda: Inisiatif Tanggungjawab Sosial Korporat Fakulti Farmasi, UiTM

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ABSTRAK

Program Agropreneur Muda telah dilancarkan oleh kerajaan untuk memperkasakan golongan muda menceburi bidang pertanian, agromakanan dan keusahawanan. Bagi menyokong pembangunan agropreneur muda, minat dalam bidang ini perlu dipupuk sejak awal kanak-kanak. Walaupun terdapat program yang bertujuan menanam minat di kalangan khususnya kanak-kanak sekolah, keberkesanannya masih belum dipastikan. Oleh itu, kajian ini memfokuskan kepada kecenderungan kanak-kanak di Pusat Aktiviti Kanak-Kanak (PAKK) Kuala Muda terhadap bidang agropreneur. Objektif kajian ini adalah untuk mengenal pasti tahap sikap dan pengetahuan kanak-kanak terhadap bidang tersebut, setelah didedahkan kepada aktiviti-aktiviti yang dijalankan oleh Universiti Teknologi MARA Cawangan Pulau Pinang (UiTMCPP) ke arah pemerkasaaan pengetahuan, teknik dan minat kepada keusahawanan, agro dengan elemen kesihatan. Sampel kajian terdiri daripada 20 orang kanak-kanak, dan data dikumpulkan melalui temu bual dan pemerhatian semasa aktiviti berlangsung. Hasil kajian mendapati bahawa pengetahuan, kesedaran dan minat kanak-kanak di PAKK Kuala Muda dapat mempengaruhi kecenderungan mereka untuk menyertai bidang agropreneur. Namun, sikap dan kesedaran yang diterima dapat dipertingkatkan. Kajian ini memberikan maklumat preliminari kepada pembuat dasar untuk mendorong minat terhadap agropreneur dari usia muda melalui skim bantuan yang sesuai mengikut keperluan yang seterusnya dapat membantu institusi pengajian tinggi dalam menyediakan program yang bersesuaian dan berfokus untuk meningkatkan kecenderungan terhadap bidang ini di kalangan mereka.

Kata Kunci: agropreneur muda, kanak-kanak, keberkesanan, minat

PENDAHULUAN

Dasar Agromakanan Negara (DAN) 2021-2030 dan Program Agropreneur Muda (PAM) telah diperkenalkan oleh kerajaan bagi memperkukuhkan sektor agromakanan negara dalam memastikan kelestarian dan keselamatan makanan untuk masa hadapan. DAN dan PAM menekankan keperluan melahirkan tenaga kerja muda yang kompeten dan berpengetahuan dalam sektor ini. Pendedahan lebih awal contohnya di kalangan kanak-kanak dapat mempersiapkan dan memberi kefahaman kepada mereka tentang kepentingan pertanian sebagai sumber makanan dan ekonomi negara. Penerapan dan penganjuran aktiviti agropreneur dalam kalangan kanak-kanak di Malaysia semakin mendapat perhatian sebagai

cara untuk memupuk kemahiran keusahawanan dan mempromosikan amalan pertanian yang lestari. Walaubagaimanapun hasil keberkesanan kuantitatif program-program penganjuran ini masih tidak atau kurang dilaporkan. Kajian terkini menonjolkan potensi aktiviti ini dalam meningkatkan pemahaman kanak-kanak mengenai pertanian, menanamkan rasa tanggungjawab, dan menggalakkan inovasi dalam sistem pengeluaran makanan. Sebagai contoh, Jaafar et al. (2023) menekankan bahawa melibatkan kanak-kanak dalam agropreneur bukan sahaja membina kemahiran praktikal tetapi juga memupuk sikap positif terhadap pertanian sebagai laluan kerjaya yang berdaya maju. Begitu juga, Ambad (2024) menyatakan bahawa inisiatif sedemikian boleh meningkatkan keupayaan menyelesaikan masalah dan kemahiran kerja berpasukan kanak-kanak, yang penting untuk usaha keusahawanan masa depan. Walau bagaimanapun, terdapat cabaran yang perlu diatasi, termasuk keperluan untuk program yang tersusun dan sumber yang mencukupi untuk menyokong aktiviti-aktiviti ini dengan berkesan. Secara keseluruhannya, integrasi agropreneur dalam pendidikan kanak-kanak di Malaysia merupakan satu jalan yang menjanjikan untuk membangunkan generasi baru individu yang berkesedaran alam sekitar dan bijak ekonomi, seperti yang disokong oleh pelbagai penemuan kajian.

Lanjutan itu, kajian deskriptif yang telah dijalankan ini bertujuan bagi mengenal pasti tahap sikap, pengetahuan, dan kesedaran kanak-kanak di Pusat Aktiviti Kanak-Kanak Kuala Muda (PAKK), melalui pendedahan kepada aktiviti-aktiviti komuniti berasaskan agropreneur, yang dianjurkan oleh Universiti Teknologi MARA Cawangan Pulau Pinang (UiTMCPP). Hasil kajian ini seterusnya akan memberi gambaran awal dalam membentuk secara terperinci perlaksanaan di masa hadapan program-program integratif oleh UiTMCPP dan pihak-pihak lain yang berkepentingan.

KAJIAN LITERATUR

Integrasi agropreneurship dalam sistem pendidikan untuk kanak-kanak di Malaysia adalah satu bidang yang agak baru tetapi semakin penting. Dengan kebimbangan global terhadap keselamatan makanan, kelestarian alam sekitar, dan kepelbagaian ekonomi, promosi aktiviti agropreneur dalam kalangan kanak-kanak telah mendapat perhatian sebagai langkah strategik untuk membentuk generasi baru yang berpengetahuan dalam bidang pertanian dan cenderung kepada keusahawanan. Tinjauan literatur ini meneroka pelbagai aspek promosi aktiviti agropreneur dalam kalangan kanak-kanak di Malaysia, dengan meneliti manfaat, cabaran, dan strategi dalam konteks dasar nasional seperti Dasar Agromakanan Negara 2021-2030 dan Program Agropreneur Muda.

Agropreneurship menggabungkan pertanian dengan keusahawanan, memberi tumpuan kepada penerapan prinsip perniagaan dalam bidang pertanian dan pengeluaran makanan. Ia melibatkan pendekatan inovatif kepada pertanian tradisional, mengintegrasikan teknologi, dan strategi berasaskan pasaran untuk meningkatkan produktiviti, keuntungan, dan kelestarian. Agropreneur sering dilihat sebagai pemangkin kepada pembangunan luar bandar, penciptaan pekerjaan, dan keselamatan makanan, yang sangat penting dalam konteks pembangunan sosio-ekonomi Malaysia.

Kepentingan Pendedahan Awal kepada Agropreneur

Pendedahan awal kepada agropreneur boleh menjadi kritikal dalam membentuk persepsi kanak-kanak terhadap pertanian dan keusahawanan. Menurut Jaafar et al. (2023), melibatkan kanak-kanak dalam agropreneurship membantu mereka membangunkan kemahiran praktikal dan sikap positif terhadap pertanian sebagai laluan kerjaya yang berdaya maju. Penglibatan awal ini boleh menghapuskan tanggapan negatif tentang pertanian, yang sering dilihat sebagai profesion berstatus rendah, dan menyerlahkan potensinya sebagai sektor yang dinamik dan menguntungkan.

Kajian menunjukkan bahawa memperkenalkan kanak-kanak kepada agropreneurship boleh meningkatkan keupayaan mereka dalam menyelesaikan masalah, kerja berpasukan, dan kemahiran kepimpinan (Ambad, 2024). Kompetensi ini bukan sahaja penting untuk usahawan masa depan tetapi juga untuk pembangunan peribadi keseluruhan. Selain itu, pendedahan awal kepada agropreneur boleh membantu menanamkan rasa tanggungjawab

terhadap alam sekitar, kerana kanak-kanak belajar tentang amalan pertanian yang lestari dan kesannya terhadap keselamatan makanan dan kesihatan ekosistem.

Sistem pendidikan Malaysia secara tradisinya memberi tumpuan kepada kecemerlangan akademik, dengan penekanan yang kurang terhadap kemahiran vokasional dan keusahawanan. Walau bagaimanapun, reformasi pendidikan terkini telah mengiktiraf keperluan untuk melengkapkan pelajar dengan set kemahiran yang lebih luas, termasuk yang berkaitan dengan pertanian dan keusahawanan. Integrasi agropreneurship dalam kurikulum dilihat sebagai cara untuk mengatasi jurang ini.

Kementerian Pendidikan Malaysia telah memulakan beberapa program yang bertujuan untuk menggabungkan agropreneurship dalam sekolah, seperti kebun sekolah, kelab pertanian, dan modul keusahawanan dalam kurikulum. Inisiatif-inisiatif ini selaras dengan objektif kerajaan yang lebih luas di bawah Dasar Agromakanan Negara 2021-2030, yang menekankan keperluan untuk memupuk generasi baru agropreneur untuk memastikan kelestarian dan daya saing sektor agromakanan.

Peranan Dasar Agromakanan Negara 2021-2030

Dasar Agromakanan Negara 2021-2030 adalah rangka kerja dasar yang komprehensif yang menggariskan strategi Malaysia untuk memastikan keselamatan makanan, meningkatkan kelestarian sektor agromakanan, dan mempromosikan pertumbuhan ekonomi melalui industri berasaskan agro. Salah satu objektif utama dasar ini adalah untuk membangunkan modal insan dalam sektor agromakanan, terutamanya dengan memupuk minat dan kemahiran dalam pertanian dalam kalangan belia.

Mempromosikan aktiviti agropreneur dalam kalangan kanak-kanak dilihat sebagai komponen kritikal untuk mencapai objektif ini. Dengan memperkenalkan kanak-kanak kepada prinsip agropreneurship pada usia awal, dasar ini bertujuan untuk membina saluran masa depan agropreneur yang dilengkapi untuk mendorong inovasi dan kelestarian dalam sektor agromakanan. Pendekatan ini diharapkan dapat menyumbang kepada daya tahan jangka panjang sistem makanan Malaysia dan mengurangkan kebergantungan negara terhadap import makanan.

Program Agropreneur Muda

Program Agropreneur Muda adalah satu lagi inisiatif utama oleh kerajaan Malaysia untuk mempromosikan agropreneurship dalam kalangan belia. Dilancarkan oleh Kementerian Pertanian dan Industri Makanan, program ini menyediakan bantuan kewangan, latihan, dan bimbingan kepada rakyat Malaysia muda yang berminat untuk memulakan perniagaan berasaskan agro (Kementerian Pertanian dan Industri Asas Tani, 2021).

Walaupun Program Agropreneur Muda terutama menyasarkan golongan dewasa muda, prinsip dan objektifnya relevan dengan usaha untuk mempromosikan aktiviti agropreneur dalam kalangan kanak-kanak. Dengan mendedahkan kanak-kanak kepada kemungkinan agropreneurship sejak awal, program ini mencipta asas untuk mereka mengambil bahagian dalam inisiatif seperti Program Agropreneur Muda apabila mereka semakin dewasa.

Salah satu manfaat utama mempromosikan aktiviti agropreneur dalam kalangan kanak-kanak ialah peningkatan literasi pertanian (Muhsain et al., 2022). Kanak-kanak yang terdedah kepada agropreneurship sejak usia muda lebih cenderung untuk mengembangkan pemahaman yang mendalam tentang amalan pertanian, proses pengeluaran makanan, dan kepentingan pengurusan sumber yang lestari. Pengetahuan ini adalah penting dalam memupuk generasi yang berkesedaran alam sekitar dan mampu membuat keputusan yang tepat mengenai pengeluaran dan penggunaan makanan (Yaakub & Arshad, 2022).

Tambahan pula, literasi pertanian dalam kalangan kanak-kanak boleh membawa kepada kesedaran yang lebih besar mengenai cabaran global seperti perubahan iklim, kehilangan biodiversiti, dan ketidakjaminan makanan. Dengan memahami peranan pertanian dalam isu-isu ini, kanak-kanak lebih bersedia untuk menyumbang kepada penyelesaian sebagai pemimpin, usahawan, dan warganegara masa depan.

Aktiviti agropreneur menyediakan kanak-kanak dengan pengalaman praktikal dalam keusahawanan, membantu mereka membangunkan kemahiran utama seperti pemikiran kritis, kreativiti, literasi kewangan, dan pengurusan risiko. Kemahiran-kemahiran ini bukan sahaja berharga bagi mereka yang mengejar kerjaya dalam pertanian tetapi juga boleh dipindahkan ke sektor-sektor lain.

Menurut Ambad (2024), kanak-kanak yang terlibat dalam aktiviti agropreneur cenderung menunjukkan peningkatan keupayaan menyelesaikan masalah dan kemahiran kerja berpasukan, yang penting untuk kejayaan dalam apa jua usaha keusahawanan. Selain itu, aktiviti-aktiviti ini boleh membantu kanak-kanak mengembangkan rasa inisiatif dan ketahanan, mempersiapkan mereka untuk mengharungi cabaran dan ketidakpastian dalam dunia perniagaan.

Promosi agropreneurship dalam kalangan kanak-kanak juga boleh menyumbang kepada kepelbagaian kerjaya di Malaysia. Secara tradisinya, pertanian tidak dilihat sebagai pilihan kerjaya yang menarik bagi kebanyakan belia Malaysia, menyebabkan minat terhadap sektor ini semakin menurun. Walau bagaimanapun, dengan menonjolkan potensi keusahawanan dalam bidang pertanian, aktiviti agropreneur boleh membantu mengubah persepsi ini dan menarik lebih ramai belia untuk menceburi bidang ini. Pembangunan kompetensi agropreneur beruapaya menjadi pemangkin dalam menjana ekonomi dan mewujudkan peluang kebolehpasaran usahawan agropreneur (Yaakub & Arshad, 2022).

Dalam jangka panjang, peralihan ini boleh menyumbang kepada pembangunan ekonomi dengan mencipta peluang perniagaan baru, meningkatkan produktiviti pertanian, dan memperkukuh keselamatan makanan. Ekonomi yang lebih pelbagai dengan sektor agromakanan yang kukuh lebih bersedia untuk menghadapi turun naik ekonomi global dan memastikan pertumbuhan yang lestari.

Strategi untuk Mempromosikan Aktiviti Agropreneur dalam Kalangan Kanak-Kanak

Satu strategi yang berkesan untuk mempromosikan aktiviti agropreneur dalam kalangan kanak-kanak adalah pelaksanaan program agropreneurship berasaskan sekolah. Program-program ini boleh merangkumi aktiviti praktikal seperti berkebun, bercucuk tanam, dan pemprosesan makanan, serta pengajaran dalam kelas tentang sains pertanian, ekonomi, dan keusahawanan.

Program berasaskan sekolah menyediakan pelajar dengan pengalaman praktikal dalam bidang pertanian, membantu mereka mengembangkan pemahaman yang lebih mendalam tentang subjek ini dan relevansinya dalam kehidupan mereka (Muhsain et al., 2022). Selain itu, program-program ini boleh disesuaikan dengan konteks tempatan, membolehkan pelajar belajar tentang amalan pertanian dan cabaran spesifik di kawasan mereka.

Dengan adanya bimbingan dan sokongan yang mencukupi dari pelbagai pihak, termasuk keluarga, sekolah, dan agensi berkaitan seperti institusi pendidikan tinggi, murid-murid ini dapat berjaya dalam bidang keusahawanan agro. Sistem sokongan yang komprehensif bukan sahaja membantu mereka menguasai kemahiran teknikal tetapi juga membina keyakinan dan kesediaan untuk menghadapi cabaran dalam dunia keusahawanan. Ini adalah seperti yang dilaporkan oleh Zainol et al., 2019 di mana sistem sokongan yang kuat sangat penting untuk kelangsungan program transisi kerjaya keusahawanan agro, khususnya dalam bidang tanaman cendawan, bagi murid berkeperluan khas yang mempunyai masalah pembelajaran. Kerjasama dengan petani dan agropreneur tempatan juga boleh menjadi strategi yang berkesan untuk mempromosikan aktiviti agropreneur dalam kalangan kanak-kanak. Dengan bekerjasama dengan profesional pertanian yang berpengalaman, sekolah dapat memberikan pandangan dunia nyata kepada pelajar tentang cabaran dan peluang dalam sektor agromakanan.

METODOLOGI

Kajian ini menggunakan pendekatan kaedah campuran yang menggabungkan kaedah pengumpulan data kuantitatif dan kualitatif. Kaedah utama yang digunakan adalah temu bual dan tinjauan dengan peserta Agropreneur yang terpilih dari Pusat Aktiviti Kanak-Kanak

(PAKK) Kuala Muda, Penaga. Kajian ini bertujuan untuk meneroka penglibatan dan keberkesanan aktiviti agropreneurship dalam kalangan kanak-kanak berumur 7-12 tahun.
Populasi kajian ini terdiri daripada kanak-kanak berumur antara 7 hingga 12 tahun di PAKK Kuala Muda, Penaga. Seramai 20 orang kanak-kanak telah dipilih sebagai responden berdasarkan data yang diperolehi daripada penyelia PAKK Kuala Muda, yang juga merupakan penduduk kawasan tersebut. Pemilihan kawasan kajian di Kuala Muda adalah berdasarkan lokasinya yang strategik dalam pekan Penaga, Seberang Perai Utara, di mana guna tanah utama adalah untuk perikanan dan pertanian, dengan kawasan perumahan luar bandar yang ketara. Kehadiran aktiviti-aktiviti ini menjadikan kawasan ini relevan dan sesuai untuk mengkaji agropreneurship dalam kalangan kanak-kanak, kerana ia menyediakan konteks dunia nyata untuk amalan pertanian. Kawasan luar bandar ini juga membolehkan pemerhatian bagaimana aktiviti agropreneurship diintegrasikan dalam kehidupan harian komuniti.

Kajian kes Program Agropreneur Muda di PAKK Kuala Muda ini dilaksanakan sebagai susulan kepada pelaksanaan aktiviti-aktiviti komuniti pemerkasaan agropreneur yang dijalankan oleh Universiti Teknologi MARA Cawangan Pulau Pinang (UiTMCPP) dengan kerjasama agensi kerajaan, yang merangkumi sesi praktikal penanaman hidroponik dan taklimat oleh pegawai Pejabat Pertanian Seberang Perai Utara. Aktiviti kedua melibatkan lawatan peserta ke Taman Kekal Pengeluaran Makanan (TPKM) Ara Kuda dan sesi taklimat Transformasi Minda untuk meningkatkan kesedaran mengenai keusahawanan dalam pertanian. Aktiviti tambahan termasuk ceramah dan sesi DIY mengenai faedah kesihatan berkebun serta penjagaan kebersihan seperti penggunaan hand sanitiser.
Kajian ini menggunakan dua kaedah pengumpulan data utama:

- **Temu Bual**: Temu bual mendalam telah dijalankan dengan kanak-kanak untuk mengumpulkan data kualitatif tentang pengalaman, persepsi, dan penglibatan mereka dalam aktiviti agropreneurship. Temu bual ini memberikan pandangan tentang sikap kanak-kanak terhadap pertanian dan keusahawanan, serta kemahiran yang telah mereka bangunkan melalui penyertaan dalam aktiviti-aktiviti ini.
- **Tinjauan**: Tinjauan berstruktur telah dijalankan untuk mengumpulkan data kuantitatif mengenai ciri-ciri demografi responden, termasuk umur, jantina, dan bangsa. Tinjauan ini juga merangkumi soalan yang direka untuk mengukur pengetahuan, minat, dan kesedaran kanak-kanak terhadap agropreneurship.

Analisis data telah dijalankan seperti berikut:

- **Data Demografi**: Maklumat demografi peserta, seperti umur, jantina, dan bangsa, dianalisis menggunakan statistik deskriptif. Ini memberikan gambaran umum tentang populasi sampel.
- **Ujian Normaliti**: Ujian Shapiro-Wilk dijalankan untuk menilai normaliti taburan data. Ujian ini dipilih kerana saiz sampel yang kecil (n=20), menjadikannya sesuai untuk mengesan penyimpangan daripada normaliti dalam data.
- **Analisis Statistik**: Data kuantitatif daripada tinjauan dianalisis menggunakan perisian SPSS Statistics. Statistik deskriptif digunakan untuk meringkaskan data, manakala statistik inferens digunakan untuk menentukan sebarang perbezaan yang signifikan dalam tindak balas berdasarkan maklumbalas peserta, menggunakan analisis non-parametrik Wilcoxon Signed Rank Test.

HASIL DAN PERBINCANGAN

Berdasarkan data yang diperoleh daripada kajian di Pusat Aktiviti Kanak-Kanak Kuala Muda Penaga (PAKK), beberapa dapatan penting dapat dirumuskan berkaitan dengan tahap pengetahuan, kesedaran, dan minat kanak-kanak terhadap aktiviti agropreneurship. Kajian ini melibatkan 20 orang responden kanak-kanak berbangsa Melayu berumur antara 7 hingga 12 tahun, di mana 65% daripada mereka adalah kanak-kanak perempuan.

Analisis dijalankan menggunakan ujian normaliti Shapiro-Wilk yang menunjukkan data tidak normal. Oleh itu, perbezaan sebelum dan selepas pelaksanaan aktiviti agropreneur dianalisis menggunakan ujian non-parametrik Wilcoxon Signed Rank. Keputusan kajian menunjukkan bahawa terdapat peningkatan yang signifikan dalam tahap pengetahuan kanak-kanak mengenai kepentingan aktiviti berkebun dan kesihatan dengan nilai-p = 0.01. Ini menunjukkan bahawa program yang dijalankan berjaya meningkatkan pemahaman kanak-kanak tentang bagaimana aktiviti berkebun dapat menyumbang kepada kesihatan fizikal dan mental mereka. Dapatan ini selari dengan kajian terdahulu yang melaporkan peningkatan pengetahuan pelajar mengenai tumbuhan ubatan keluarga dari 20% kepada 90% selepas intervensi pendidikan yang serupa (Apindiati, 2024), yang menunjukkan keberkesanan pendidikan praktikal dalam meningkatkan pengetahuan kesihatan berkaitan tanaman.

Selain itu, kesedaran mengenai kepentingan aktiviti berkebun turut meningkat dengan signifikan (nilai-p = 0.03). Penemuan ini menyokong kajian yang mendapati bahawa program pendidikan berkebun di peringkat awal kanak-kanak dapat memainkan peranan penting dalam perkembangan kognitif dan afektif, seperti yang dilaporkan dalam kajian melibatkan 60 pelajar berumur enam tahun di sebuah sekolah tadika di Provinsi Jawa Timur, Indonesia (Agustina et al., 2023).

Walaupun minat terhadap aktiviti berkebun tidak menunjukkan hasil yang signifikan (nilai-p = 0.152), dapatan ini tetap penting kerana menunjukkan minat yang wujud di kalangan kanak-kanak dalam bidang ini. Keputusan ini seiring dengan kajian sebelumnya yang menunjukkan bahawa walaupun kanak-kanak menunjukkan minat dalam berkebun, pendekatan yang lebih interaktif diperlukan untuk benar-benar menarik perhatian dan meningkatkan minat mereka secara berterusan (Agustina et al., 2023). Sebaliknya, minat terhadap keusahawanan juga tidak signifikan dengan nilai-p = 0.427. Ini mungkin menunjukkan bahawa walaupun kanak-kanak berminat dalam aktiviti berkebun, mereka kurang berminat atau kurang memahami bagaimana konsep keusahawanan boleh diintegrasikan ke dalam aktiviti tersebut. Dapatan ini mencerminkan jurang dalam pengintegrasian konsep keusahawanan dalam aktiviti berkebun, satu kebimbangan yang turut disuarakan dalam kajian yang menekankan keperluan untuk program terapi hortikultur yang lebih berkesan dan melibatkan kanak-kanak dalam aplikasi praktikal (Suk & Jong-Yeol, 2023).

Tambahan lagi, tahap pengetahuan mengenai aktiviti keusahawanan yang diperolehi (nilai-p = 0.295) menunjukkan bahawa walaupun terdapat usaha untuk meningkatkan kesedaran tentang keusahawanan, kesannya masih belum mencapai tahap yang signifikan. Ini sejalan dengan dapatan dari kajian yang menunjukkan bahawa pemahaman dan minat terhadap keusahawanan dalam kalangan kanak-kanak memerlukan pendekatan pendidikan yang lebih holistik dan integratif untuk mencapai kesan yang diinginkan (Ogbari et al., 2024). Lebih mengecewakan, kesedaran mengenai kebaikan keusahawanan dengan nilai-p = 0.863 menunjukkan tahap amalan yang sangat rendah dalam kalangan kanak-kanak mengenai aspek ini, yang memerlukan usaha lebih lanjut untuk menggalakkan dan mendidik generasi muda mengenai potensi keusahawanan dalam bidang pertanian(Jadual 1)

Jadual 1 Tahap Perbezaan Pengetahuan, Kesedaran dan Minat terhadap Aktiviti Agropreneur di kalangan kanak-kanak di Pusat Aktiviti Kuala Muda, Penaga (n=20)

Kategori	Tahap	Nilai-p
Pengetahuan Mengenai Kepentingan Aktiviti Berkebun dan Kesihatan	Tahap pengetahuan	0.01*

Kesedaran Mengenai Kepentingan Aktiviti Berkebun	Tahap pengetahuan	0.03*
Pengetahuan Mengenai Aktiviti Keusahawanan	Tahap pengetahuan	0.295
Minat Terhadap Aktiviti Berkebun dan kesihatan	Tahap sikap	0.152
Minat Terhadap Keusahawanan	Tahap sikap	0.427
Kesedaran Mengenai Kebaikan Keusahawanan	Tahap amalan	0.863

Nilai-p<0.05 menunjukkan hasil yang signifikan.

Jadual 2 menunjukkan bahawa majoriti peserta (75%) mendapati program ceramah, demonstrasi kesihatan, dan agro keusahawanan sangat bermanfaat. Ini menunjukkan bahawa aktiviti praktikal seperti ceramah dan demonstrasi adalah lebih berkesan dalam menarik minat dan memberikan manfaat kepada kanak-kanak berbanding dengan pendekatan teori semata-mata.

Secara keseluruhannya, dapatan ini mencadangkan bahawa program agropreneurship yang berasaskan praktikal mempunyai potensi besar untuk meningkatkan pengetahuan dan kesedaran kanak-kanak terhadap aktiviti berkebun dan kesihatan. Walau bagaimanapun, lebih banyak usaha diperlukan untuk meningkatkan minat dan pemahaman mereka terhadap aspek keusahawanan. Untuk masa hadapan, program yang lebih menyeluruh yang mengintegrasikan elemen keusahawanan secara praktikal mungkin diperlukan untuk mencapai keberkesanan yang lebih tinggi.

Jadual 2 Pandangan Peserta Terhadap Bidang Keusahawanan Agro di Pusat Aktiviti Kanak-kanak Kuala Muda (n=20)

Kategori	n (%)
Minat untuk Mengetahui Lebih Lanjut Tentang Bidang Keusahawanan Agro	
Ya	14 (70)
Tidak	0
Tidak pasti	6 (30)
Bidang Keusahawanan Agro Dapat Menjana Pendapatan	
Ya	9 (45)
Tidak	9 (45)
Tidak pasti	2 (10)
Program Ceramah, Demonstrasi Kesihatan dan Agro Keusahawanan Sangat Bermanfaat	
Ya	15 (75)
Tidak	3 (15)
Tidak pasti	2 (10)

KESIMPULAN

Berdasarkan hasil kajian yang dijalankan di Pusat Aktiviti Kanak-Kanak Kuala Muda Penaga, beberapa kesimpulan penting dapat dirumuskan. Pertama, program agropreneurship yang berfokus pada aktiviti praktikal seperti berkebun telah berjaya meningkatkan pengetahuan dan kesedaran kanak-kanak mengenai kepentingan aktiviti tersebut terhadap kesihatan. Ini dibuktikan dengan tahap pengetahuan dan kesedaran yang signifikan terhadap berkebun.

Namun, walaupun terdapat minat dalam aktiviti berkebun, minat dan pemahaman kanak-kanak terhadap keusahawanan masih berada pada tahap yang rendah dan tidak signifikan. Ini menunjukkan bahawa walaupun aspek pertanian menarik minat, elemen

keusahawanan memerlukan lebih banyak penekanan dan pendekatan yang lebih menarik dan praktikal.

Dalam konteks ini, peranan program Tanggungjawab Sosial Korporat (CSR) universiti dapat memainkan peranan yang signifikan dalam menyokong cadangan-cadangan ini. Program CSR universiti boleh menyediakan sumber, kepakaran, dan rangkaian yang diperlukan untuk memperkukuhkan program-program agropreneurship di kalangan kanak-kanak. Dengan penglibatan universiti, program-program ini boleh diperkayakan dengan modul keusahawanan yang lebih praktikal dan inovatif, di samping menyediakan bimbingan langsung daripada tenaga pengajar yang berpengalaman.

Tambahan pula, universiti boleh memainkan peranan penting dalam melibatkan komuniti setempat melalui kerjasama dengan pihak sekolah, pusat aktiviti kanak-kanak, dan agensi tempatan untuk memperluas jangkauan dan impak program agropreneurship. Ini bukan sahaja akan membantu meningkatkan keberkesanan program, tetapi juga memastikan kelestarian dan penerusan ilmu dan kemahiran yang diperoleh oleh kanak-kanak dalam jangka masa panjang.

Kesimpulannya, dengan penglibatan aktif universiti melalui program CSR mereka, program agropreneurship di kalangan kanak-kanak dapat diperkukuhkan, bukan sahaja dalam aspek pengetahuan berkebun tetapi juga dalam membentuk generasi muda yang lebih berdaya saing dan bersemangat keusahawanan.

PENGHARGAAN

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Synergizing for Social Impact: Collaborative Communities Strategies

A Review of the Effects of Anthropomorphic Design on Consumer Emotions

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ABSTRACT

In recent years, the growing interest in anthropomorphic design within marketing and artificial intelligence has highlighted its potential to significantly impact consumer behavior. By imbuing inanimate objects with human-like characteristics through visuals, language, and symbols, this design strategy can evoke empathy and pleasure, thereby shaping consumer attitudes and behaviors. Research indicates that anthropomorphic design can influence emotional responses across various contexts and mitigate negative emotions by fostering emotional connections and social bonds. However, these effects are influenced by individual consumer differences and situational factors, resulting in some contradictory findings. Through literature review and systematic analysis of selected relevant literature, this study traces the evolution of anthropomorphic design and discusses the main gaps and limitations in existing research. More interestingly, by understanding the mechanisms by which anthropomorphic design affects consumer emotions, brands and products can be more flexible in using anthropomorphic communication strategies. Finally, this paper provides actionable insights and recommendations for future research and practice, aiming to advance the theoretical understanding and practical application of anthropomorphic design in more emerging fields.
Keywords: Anthropomorphism, Anthropomorphic Design, Consumer Emotions

INTRODUCTION

Anthropomorphism, defined as "seeing the human in non-human forms" (Aggarwal & McGill, 2007), has been a long-standing practice, with roots in ancient human culture where it was applied to nature, flora, fauna, deities, and other non-human entities. However, scholarly attention to the psychomechanical processes and boundary effects of anthropomorphism has only emerged in recent decades (Khan et al., 2023).Recently, the scope of anthropomorphism has expanded, not only serving as a communication strategy in marketing but also as a manipulable and measurable variable that impacts consumer emotions, perceptions, attitudes, and behaviors (Sharma & Rahman, 2022). Through visual design, verbal interaction, and the incorporation of human-like traits such as personality and responsiveness, brands and products can be transformed into anthropomorphic entities (Ma et al., 2023). Examples include facial features in automobile headlights and grilles, the human curves of Coke bottles, M&M candies, and Mr. Clean. Prior research has demonstrated that brands and products with anthropomorphic design elements, such as visual and verbal cues, are more likely to evoke positive emotions in consumers compared to non-anthropomorphic ones (De Bondt et al., 2018), enhance product favorability (Shirai, 2023), and improve brand attitudes (Hudson et al., 2016). Additionally, anthropomorphic artificial intelligence agents leverage voice cues to increase consumer engagement (Moussawi et al., 2021), while anthropomorphic social robots have been shown to alleviate loneliness (Li & Sung, 2021). Furthermore, anthropomorphic

design has been found to increase prosocial behavior by influencing consumers' emotional perceptions (T. Chen et al., 2021; Tam et al., 2013), and reduce social exclusion (Mourey et al., 2017). According to Kim (2020), anthropomorphism creates a sense of comfort for audiences, as if they were in a real social environment, thereby reducing communication stress and resistance.

As research intensifies and new scenarios emerge, the adoption of anthropomorphic design in certain contexts may not always yield favorable outcomes (Barney et al., 2022). For instance, Chang (2023) found that in medical contexts, the use of anthropomorphic design in products, packaging, or advertising can negatively impact consumers' product evaluations. Previous studies have demonstrated that inappropriate use of anthropomorphism can trigger negative reactions (Ding et al., 2022), lead to resistance in consumer behavior (Niemyjska et al., 2021), damage brand image (Puzakova et al., 2013), and that excessive anthropomorphism, particularly in artificial intelligence, may provoke the “Uncanny Valley” phenomenon (Blut et al., 2021). In addition, the lack of extensive empirical research has left scholars with an ambiguous understanding of the boundary effects of anthropomorphic design in consumer contexts, contributing to a range of conflicting findings (Khan et al., 2023).

Overview of Anthropomorphism

The Concept of Anthropomorphism

Anthropomorphism is a universal cognitive process, as well as a rhetorical device and specific metaphor in the development of human language. When used as a psychological construct that can be manipulated and measured, it refers to the assignment of human characteristics, motives, intentions, or mental states to non-human objects (Epley et al., 2007). Anthropomorphism can manifest as a process, a tendency, or as the degree to which non-human objects exhibit human-like characteristics (Gursoy et al., 2019). The application of anthropomorphism has expanded beyond religious theology to include fields such as environmental science (Ding et al., 2022), artificial intelligence (Xie et al., 2023), consumer behavior (Khan et al., 2023), branding (Ma et al., 2023), and product design (Aggarwal & McGill, 2007). Various scholars have provided different definitions of anthropomorphism across diverse contexts (see Table 1).

Table 7 The concept of anthropomorphism

Context	Definitions	Author(s) (year)
Social Psychology	“The tendency to imbue the real or imagined behaviour of non-human agents with human-like characteristics, motivations, intentions, or emotions” (p. 864)	(Epley et al., 2007)
Marketing	“Anthropomorphism, or imbuing nonhuman entities with human traits”. (p. 1)	(Yang et al., 2020)
artificial intelligence (AI)	“Anthropomorphism is the extent to which a character has the appearance or behavioural attributes of a human being”. (p. 787)	(Murphy et al., 2019)
Product design	“Anthropomorphism is “seeing the human in non-human forms”	(Aggarwal & McGill, 2007)

Anthropomorphism is fundamentally an interdisciplinary and multi-perspective field of study (Sharma & Rahman, 2022). It is not merely a description of appearance, behavior, or personality but involves a process of imbuing non-human objects with uniquely human traits, including consciousness, emotions, and higher-order cognitive abilities such as analysis and imagination (Epley et al., 2007). Anthropomorphic design focuses on endowing non-human objects, such as brands or products, with human-like characteristics, behaviors, or emotions, enabling consumers to interact with them as if they were human (Aggarwal & McGill, 2007). This design approach encompasses not only natural attributes (e.g., appearance, expression, decoration, verbal communication) but also spiritual attributes (e.g., emotions, thoughts, will) and social attributes (e.g., personality, communication, interaction).

Mechanisms and tendencies of anthropomorphism

According to Guthrie (1997), humans have a natural inclination to assign human traits to the objects around them. Epley (2007) extends this theory by proposing that anthropomorphism occurs through a specific cognitive process, defined by three psychological factors that motivate anthropomorphic phenomena, known as the SEEK model. The first factor, accessibility of anthropocentric knowledge, suggests that when people encounter unknown or uncertain entities, they tend to use pre-existing human knowledge to understand and explain these entities, thereby triggering anthropomorphism. For example, a smiling cartoon character on packaging may lead consumers to associate the smile with human friendliness, evoking a positive emotional response. The second factor, effectance motivation, emphasizes the human desire to effectively understand and control their surroundings through anthropomorphism. When consumers are presented with anthropomorphic designs featuring human-like personality traits, they may feel more confident and in control, reducing uncertainty and increasing their willingness to interact with the product. The third factor, sociality motivation, addresses the human need for social contact and belonging. Research has shown that individuals experiencing loneliness are more likely to anthropomorphize and respond positively to anthropomorphic designs (Epley et al., 2007). Additionally, Tam (2013) argue that a connection with nature can enhance well-being by fulfilling the need for social interaction. As individuals with strong needs for belonging and social connection are more inclined to seek out anthropomorphic cues, they are more likely to use anthropomorphization to compensate for social deficiencies (Feng, 2016). Thus, anthropomorphism is an automatic mental process driven by three fundamental human needs: the need to understand the world, the need to connect with others, and the need to maintain a sense of belonging (Yang et al., 2020).

Aggarwal & McGill (2007) first introduced the cognitive schema congruence theory to the field of anthropomorphic design. This theory suggests that when the characteristics of a product align with the activated schema from consumers' previous human memories, they will respond positively and emotionally to the product. Feng (2016) indicates that consumers who are in a marginal state of exclusion are more inclined to engage with anthropomorphic products. This is because anthropomorphic products possess stronger pro-social attributes, which are more likely to foster an emotional connection with consumers and generate positive emotions. As a result, these consumers are driven to actively seek out anthropomorphic cues and view the brand or product as a "friend" or "partner" rather than merely an object of exchange. The differences in anthropomorphic tendencies may stem from variations in individuals' cultural backgrounds, cognitive needs, self-esteem levels, and other factors (Epley et al., 2007). Therefore, the essence of anthropomorphic design lies in influencing consumer emotions, perceptual patterns, and behaviors by manipulating and satisfying their anthropomorphic tendencies (Khan et al., 2023).

Dimensions of Anthropomorphic Design

The current dimensional division of anthropomorphic design has attracted significant research interest in fields such as marketing, artificial intelligence, and pro-social behavior (see Table 2). For instance, Adam (2021) demonstrated that anthropomorphic verbal cues by an AI agent system can induce positive emotional responses in consumers. Similarly, Verhagen (2014) found that the anthropomorphic visual cues of virtual customer service can trigger consumers' reactions akin to real social communication and enhance their perception of personalization, thereby increasing user satisfaction (Kim et al., 2020). However, due to the limitations inherent in single-dimensional approaches, recent research has increasingly focused on two- and multi-dimensional anthropomorphic manipulations. Studies have shown that incorporating multiple anthropomorphic design cues, such as visual, verbal, auditory, and emotional cues, tends to elicit more positive consumer responses compared to non-anthropomorphic or low-level anthropomorphic designs. Additionally, Wang (2014) proposed two communication dimensions, anthropomorphic impression cues and social interaction cues, based on grounded theory. The anthropomorphic impression encompasses external cues like human-like appearance, movement, and language, while social interaction pertains to internal cues such as personality, emotions, and even the perception of a soul. Similar classifications have

been made in the literature, distinguishing between Anthropomorphism and Non-Anthropomorphism (Kim et al., 2020), high anthropomorphism and low anthropomorphism (H. Chen et al., 2024), visual and cognitive anthropomorphism (Barney et al., 2022), physical and psychological anthropomorphism (Niemyjska et al., 2021), internal and external anthropomorphism (Chu et al., 2019), as well as abstract and present anthropomorphism (Newton et al., 2017).

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Table 2 Dimensions of Anthropomorphic Design

Level	The dimension	Author(s) (year)
Single-dimension	Anthropomorphism	(Adam et al., 2021)；(Verhagen et al., 2014)；
Two-dimension	Impressionistic cues; interactive cues	Wang (2014)
	Anthropomorphism vs. Non-Anthropomorphism	(Kim et al., 2020); (Ma et al., 2023); (Shirai, 2023)
	Anthropomorphism (high vs. low)	(H. Chen et al., 2024)
	Anthropomorphic cues (visual vs. verbal)	(Sah & Peng, 2015)
	Anthropomorphism (visual vs. cognitive)	(Barney et al., 2022)
	Anthropomorphism (physical vs. psychological)	(Niemyjska et al., 2021)
	Anthropomorphism (internal vs. external)	(Chu et al., 2019)
	Anthropomorphic cues (present vs. absent)	(Newton et al., 2017)
Multi-dimension	Visual cues; Identity cues; emotional cues; auditory cues	(Xie et al., 2023)
	Visual cues; Auditory cues; Visual x Auditory cues	(Yuan & Dennis, 2019)
	Physical; Emotional; Personality	(Alabed et al., 2022)
	Visual; Moral; Cognitive; Emotion	(Golossenko et al., 2020)；(Dabiran et al., 2024)

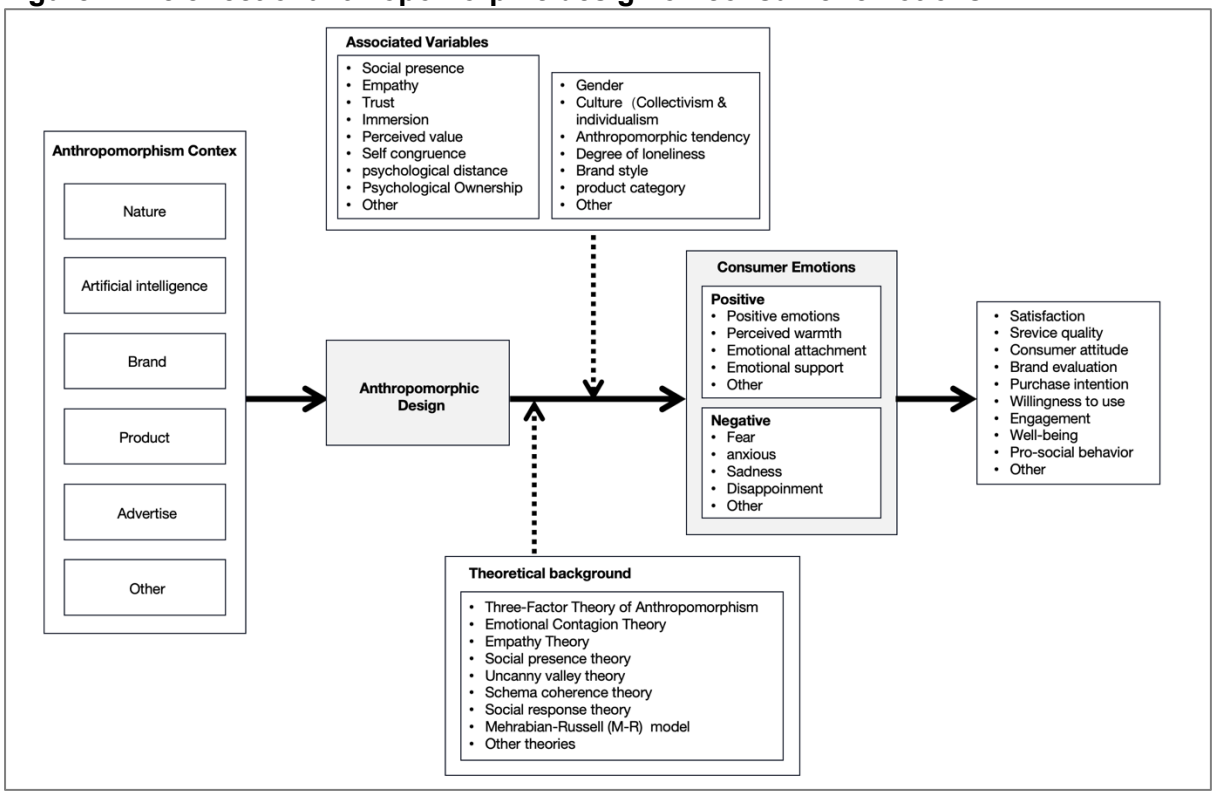
The dimensions of anthropomorphic design have also been categorized across multiple dimensions in recent research. For instance, Yuan & Dennis (2019) demonstrated that anthropomorphic product displays in online auction contexts can influence consumers' purchase intentions through visual, auditory, and combined cues, with visual anthropomorphic design playing a more significant role. Additionally, artificial intelligence agents have been categorized into physical, emotional, and personality dimensions for anthropomorphic manipulation, establishing a connection between self-consistency and self-artificial intelligence integration (Alabed et al., 2022). Xie (2023) further categorized anthropomorphic cues for smart home assistants into visual, identity, emotional, and auditory dimensions, and developed a dual-path model to examine the influence of anthropomorphic design on interaction satisfaction. Moreover, Dabiran (2024) explored how followers' perceptions of trustworthiness and quasi-social relationships with virtual influencers, as well as their purchase intentions, are influenced by categorizing virtual influencers on social media into anthropomorphic dimensions such as appearance, moral virtues, cognitive experiences, and conscious emotions. However, it is important to note that some multidimensional scales of anthropomorphic design have not been empirically tested as extensively as single-dimensional scales.

The effect of anthropomorphic design on consumer emotions

The process by which anthropomorphic design influences consumer mood is complex and multidimensional, shaped by various factors, including the context of the anthropomorphic stimuli and the variables linking anthropomorphism to consumer mood (see Figure 1). Anthropomorphic design involves nonhuman objects, such as brands, products, advertisements, natural environments, and artificially intelligent agents, engaging in social interactions with consumers (Khan et al., 2023). In marketing, anthropomorphic design is used

to mimic human external features, internal perceptions, and social behaviors, thereby enhancing consumers' perceptions of real interpersonal emotional communication patterns (Golossenko et al., 2020). This perception can be cultivated through anthropomorphic design cues within the marketing mix, including product design attributes, brand image, pricing, packaging, celebrity endorsements, and even the conversational style of personnel (H. Chen et al., 2024). Yuan & Dennis (2019) found that giving a product human-like attributes, such as appearance or voice, can increase consumers' perceived value and evoke positive emotions towards the product. Additionally, when a brand, product image, or advertisement is anthropomorphized, consumers may attribute human qualities to these objects, fostering emotional intimacy (Chu et al., 2019). Anthropomorphic design can also enhance consumers' perceptions of social interactions, leading to positive consumer responses (Kim et al., 2020). For instance, using anthropomorphic imagery or scenarios in advertisements can capture viewers' attention, evoke warmth (Jeong & Kim, 2021), build trust, and create psychological closeness (H. Chen et al., 2024). These emotionally positive responses contribute to increased brand favorability, which subsequently encourages consumption behavior (Jeong & Kim, 2021). Furthermore, Chen (2021) study indicated that anthropomorphic product design can elicit empathetic responses from consumers, which may help reduce food waste.

Figure 1 The effect of anthropomorphic design on consumer emotions



Previous research indicates that incorporating anthropomorphic design cues in nature can foster an emotional connection between consumers and the environment, thereby enhancing their willingness to protect it (Tam et al., 2013). Similarly, anthropomorphic design can improve consumers' emotional experiences by making non-human objects more comprehensible and easier to use. For instance, anthropomorphic cues such as friendly voices, human-like expressions, or anthropomorphic interfaces in AI agents or smart home products can reduce users' technological fear, increasing comfort and satisfaction (Xie et al., 2023). Furthermore, anthropomorphic design in AI not only reduces cognitive load and aligns with consumers' sense of self-consistency with AI, thus triggering positive emotional responses (Alabed et al., 2022), but also enhances the overall user experience (Chiang et al., 2022). However, the effect of anthropomorphic design on consumer emotions is influenced by

cultural context. For example, Baskentli (2023) study showed that collectivist consumers prefer anthropomorphic products more than non-collectivist consumers. This preference is not only related to individual anthropomorphic tendencies but also to the type of product, as Feng (2016) study revealed that hedonic products are more suitable for anthropomorphic communication than utilitarian products. In addition, anthropomorphic designs do not always have a positive impact on consumer emotions. In some cases, excessive or inappropriate anthropomorphic design may trigger negative consumer emotions such as fear, embarrassment, discomfort, or skepticism (Ding et al., 2022). These negative emotions may stem from the fact that the anthropomorphic object does not behave in a way that is consistent with consumer expectations or social norms, leading to consumer resistance to the product or brand. Thus, the mechanisms and boundary effects of anthropomorphic design on consumer emotions are complex. While it can enhance emotional connection, user experience, and reduce loneliness and negative emotions by fostering emotional bonds and social connections, thereby increasing overall well-being and encouraging positive consumer behaviors, and it can also trigger negative reactions. These negative outcomes may arise from anthropomorphic design styles, the degree of anthropomorphism that fails to meet consumer expectations, or differences in cultural backgrounds.

Conclusion

This study reviews the effects of anthropomorphic design on consumer emotions by analyzing the concepts and mechanisms of anthropomorphism, as well as the variable dimensions, revealing how such designs can enhance emotional responses by triggering empathy, emotional resonance, intimacy, and the perception of social presence across various contexts. However, the effectiveness of anthropomorphic design is significantly influenced by individual consumer differences and contextual factors. Specifically, excessive or inappropriate anthropomorphism may evoke negative emotions such as fear, embarrassment, discomfort, or skepticism, leading to consumer resistance toward a brand or product. The existing literature on this topic is sparse, indicating a need for future research to focus on why and how anthropomorphic design can mitigate these negative effects. Additionally, most exploratory studies on anthropomorphic design have concentrated on fields like marketing and artificial intelligence, leaving questions about the differential effects of stimuli in varying contexts, the specific characteristics that define anthropomorphic design, its boundaries, and the conditions under which it is most effective. Current research lacks a systematic and comprehensive analysis of these issues, which holds significant practical and theoretical importance, meriting further investigation.

The current dimensions of anthropomorphic design primarily focus on two-dimensional comparisons, lacking multi-dimensional validation. Future research should aim to refine multidimensional anthropomorphic design strategies by integrating various design elements, such as visual, verbal, emotional, and interactive components, to gain a deeper understanding of the intrinsic mechanisms underlying consumers' emotional responses. Additionally, the exploration and testing of anthropomorphic design's impact on consumer emotions should extend to a broader range of contexts, including online education, human-computer interaction, environmental protection, virtual reality live streaming, and pro-social behavior. In particular, in the fields of Artificial Intelligence and the Internet of Things (IoT), anthropomorphic design is expected to further advance human-computer interaction, aligning technological products more closely with human needs. This not only enhances user experience but also potentially opens up new business opportunities. Future research must also include empirical studies across different cultural contexts to uncover how cultural differences influence consumer responses. Furthermore, comparing consumers with varying personality traits could help explore additional boundary conditions for anthropomorphic design, clarifying its scope of application. For businesses and designers, it is crucial to carefully consider the functional attributes of products and the psychological expectations of consumers when applying anthropomorphic design, in order to avoid triggering negative emotions due to excessive anthropomorphism, which could adversely affect consumer attitudes and behaviors. As consumer concerns about privacy and data security continue to

grow, future anthropomorphic designs should prioritize providing personalized and emotionally engaging interactive experiences while ensuring the protection of user privacy. Finally, while existing research methods in this field have largely been qualitative, future research should expand to include more empirical studies and explore more robust theoretical frameworks to better predict and explain the processes by which anthropomorphic design influences consumer emotions.

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e-Proceedings of International Symposium On Community Social Responsibility 2024(i-CSR2024)
Synergizing for Social Impact: Collaborative Communities Strategies

Student's Experiential Learning in Implementing SULAM Through Online and Distance Learning During Covid-19: A Case Study of Advanced Mind Empowerment For Success (MinDS) Course

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ABSTRACT
Service Learning Malaysia - University for Society or (SULAM) is an effective mechanism to produce holistic students. Through SULAM, teaching and learning (T&L) in the classroom is transform in the form of experiential learning to nurture the characteristics of soft skills such as leadership, critical thinking, creativity, communication and team works to students. In addition, through SULAM, students' motivation and confidence level can be nurture as part of the process towards lifelong learning experiences. Advanced Mind Empowerment for Success (MinDS) or HPD240 is one of the advanced courses under the leadership pillar that was first conducted via online for Mac 2021 academic session. The implementation of the SULAM project is to produce a meaningful learning experience in an innovative way through the creativity of students in delivering the content of the lesson together with SULAM participants. The journey of the SULAM program is the result of an idea and is fully implemented by the students starting from the preparation of the paperwork, program content until the execution of the program. Hence, a survey related to their experiential learning while conducting SULAM through an online platform was studied. The data used is in the form of a qualitative approach where SPSS is used for analysis purposes. Five elements of student experiences are studied which based on team works, perceptions, understanding, participations and competency. In this SULAM, 29 students were involved with the participation of 173 participants through Google Meet medium. The findings highlight the significant role of experiential learning in enhancing these elements among students acting as facilitators in SULAM program.
Keywords: SULAM, MinDS, experiential learning, online, facilitator

INTRODUCTION
COVID19 pandemic has hit us globally and has affected the way teaching and learning (T&L) are conducted throughout the world. On the 25th January 2020, the first case of COVID-19 was detected in Malaysia, and the Prime Minister of Malaysia announced a Movement Control Order (MCO) on the 16th March 2020 due to the number of positive cases increased (Elengoe, 2020). Hence, Malaysia has transformed conventional teaching delivery into online and distance learning (ODL) f for almost one and a half years up to this date. Bountiful adjustments were made in T&L activities at all levels, from primary school to university level to adapt to the new norm. The Co-curriculum Center (*Pusat Kokurikulum*) at Universiti Teknologi MARA (UiTM) Shah Alam was also affected by this pandemic in delivering co-curriculum courses offered to students. Students' soft skills are nurtured through the courses offered which are divided into several pillars such as leadership, volunteerism, sports, community service, effort

and innovation, arts and culture, public speaking, and entrepreneurship. An online T&L approach is adopted to ensure effective learning in the new learning landscape while ensuring the elements of soft skills are applied to students during the ODL classes.

Service learning has been implemented in teaching and learning pedagogical approaches as the modern way to integrate theoretical obtained in the classroom into practices in real-world situations. Hence, the Ministry of Higher Education has introduced Service Learning Malaysia University for Society (SULAM) in 2019 was to demonstrate a multidimensional concept that embraces curriculum and co-curriculum of pedagogical approaches to service and educational opportunities through Malaysia Education Blue Print 2015-2025 (for Higher Education) to produce holistic graduates who are entrepreneurial and balanced (Hanum et al. 2021). The primary goal of service learning is to cultivate holistically developed students. Since 2015, the Ministry of Education has mandated the integration of service learning into various academic programs. However, service learning remains in its early stages across the country (Yusof et al., 2020). Service learning is a T&L approach that connects classroom experiences with community engagement, focusing on enhancing community assets and co-creating knowledge through well-planned tasks (Hamerlinck & Plaut, 2014). As a pedagogical strategy, service learning has the potential to enhance 21st-century T&L by providing meaningful, experiential learning opportunities. Therefore, this study aims to analyze the experience of HPD240 students while conducting the SULAM Program titled "Unlock Your Mind's Potential" through an online platform.

LITERATURE REVIEW

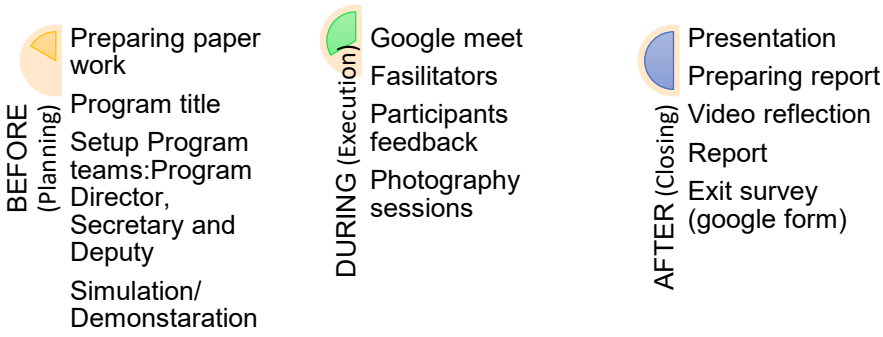
As the world has become globalised, socially diverse and dynamic, university students need to be equipped with wide-ranging knowledge, social and personal skills to survive. One of the ways to realise the need is by engaging with the community. Working with the community allows students to translate theory into practice and help them build their personal development (Omar, Shaidin & Esa 2023).

Experiential learning has been studied and proven to be effective for student learning, particularly for the development of holistic competencies (i.e. 21st century skills, soft skills, transferable skills) considered essential for individuals to succeed in the increasingly global and technology-infused 21st century society (Chan 2023). Experiential learning has been proven as an effective teaching-and-learning approach because the application of theoretical knowledge (cognitive) garnered in lectures is brought to the real world (Amran et al., 2018; Gerholz, Liszt & Klingsieck 2018; Nabors, Welker & Faller 2018). Experiential learning theory (ELT) is an approach to learning that emphasizes hands-on experience and reflection. ELT is a learner-centered approach that allows learners to manage their learning. They are encouraged to engage with materials, interact with others and create their own experiences to learn the material. When students go through the EL process, they learn through real-world experience first-hand and in multiple forms, either inside or outside of the classroom settings (Halim et al. 2023)

TRANSFORMATION FROM FACE-TO-FACE TO ONLINE AND DISTANCE LEARNING OF HPD240

Almost all universities suspended face-to-face academic activities, implementing alternative ways of teaching. One of the techniques adopted by many universities was switching to online delivery (Gammage et al., 2020). Based on the current scenario, the course materials and assessment of HPD240 have to be delivered via ODL platform during the class. **Figure 1** shows the overall flow of HPD240 for the ODL class execution which can be categorized into three sections.

Figure 1 Project charter of HPD240 for SULAM program starting from Week 1 until week 14



A. Impacts on Teaching and Learning

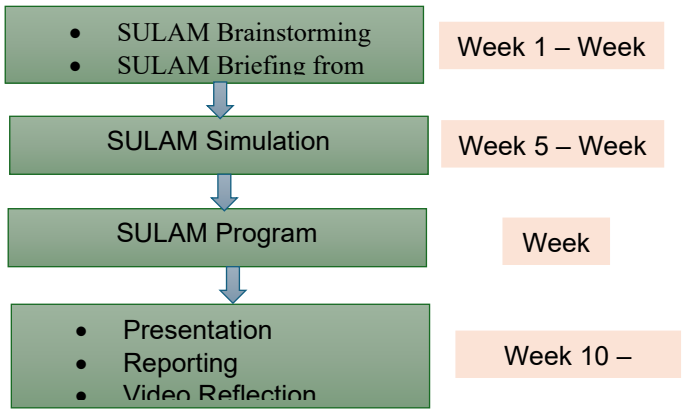
The teaching and learning process comprises knowledge that needs to be learned, understood and later be applied for lifelong learning experiences. Engagement is an important contributor to student satisfaction with an online course, their motivation to learn and their performances (Martin & Bolliger, 2018). The elements of engaged learning include a student's ability to engage, reflect, understand material, collaborate, find information, question, understand course requirements, and manage their own learning (Dziuban et al, 2015).

B. Student Experience

According to Kolb (2014), 'learning is the process whereby knowledge is created through the transformation of experience'. He added that learning involves acquisition of abstract concepts that can be applied flexibly in a range of situations. In his theory, the impetus for the development of new concepts is provided by new experiences. A common usage of the experiential learning defines it as a particular form of learning from life experience; often contrasted it with lecture and classroom learning.

Keeton and Tate (1978) offered this definition, "Learning in which the learner is directly in touch with the realities being studies. It is contrasted with the learner who only reads about, hears about, talks about, or writes about these realities but never comes into contact with them as part of the learning process". Student experiences on how the topic material is delivered will also influence their engagement with the learning resources and hence their overall performance. The process of learning and cultivating students 'soft skills during the 14 weeks of academic sessions can be referred to in **Figure 2** where students perform these activities together in addition to forming leadership traits.

Figure 2 The process of preparing SULAM program according to 14 weeks academic session



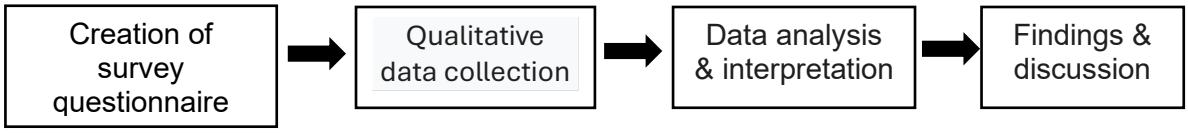
METHODOLOGY

This study employs a descriptive survey method, distributing questionnaires to HPD240 students via Google Forms. As noted by Fraenkel, Wallen, and Hyun (2012), the purpose of a descriptive study is to "describe a given situation as completely and carefully as possible." The survey is divided into three parts:

1. Part 1: Student Demographics
   This section includes questions about gender, residential location, and location category.
2. Part 2: HPD140 Syllabus Content
   Questions in this section cover:
   - Whether the HPD140 subject meets students' expectations.
   - The level of understanding of the subject.
   - The extent to which the subject helps improve students' soft skills.
3. Part 3: Implementation of the SULAM HPD240 Program
   This section assesses:
   - The level of participation in the SULAM program.
   - Students' self-assessment of their performance as facilitators in the SULAM program.

The study was conducted on 29 undergraduate students enrolled in the Advanced MinDS course, HPD240, during the academic semester from March to August 2021. Utilizing a quantitative approach, the survey aimed to explore students' T&L experiences while implementing SULAM online during the COVID-19 pandemic. This study is specifically limited to students at Universiti Teknologi MARA's Shah Alam campus who took the HPD240 course. Figure 3 shows the process involved in the survey that had been carried out.

Figure 3 The flow of study design



DATA ANALYSIS

Data were collected from 29 students using a questionnaire, which was then analyzed. The survey data were exported to the Statistical Package for the Social Sciences (SPSS, version 20, IBM Corp.) to generate descriptive statistics based on item frequencies. The internal consistency reliability of the questionnaire was also assessed.

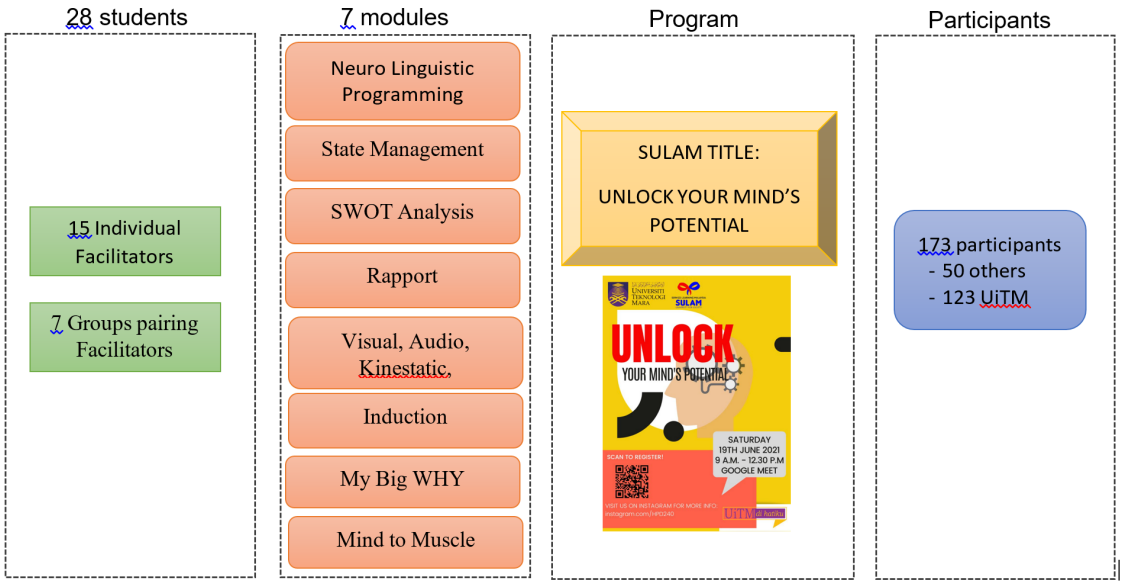
RESULTS

Because of the COVID-19 pandemic, all students were asked to return to their hometowns. Therefore, face-to-face classes were postponed and replaced with ODLs. HPD240 is also affected, hence SULAM program also required to be implemented via online platform.

A. SULAM Program

Figure 4 shows an overall diagram of the SULAM execution program titled ‘Unlock Your Mind’s Potential’ on 19th June 2021. Based on this diagram, there are 173 participants where 50 of them is from others university such as UM, USM, UKM, UPM, UUM, UTeM, UTHM, UTM, UNISZA, UNIMAS, UNIMAP, Sunway university, Open university, Kagawa university, HELP, University College London and University of Sussex.

Figure 4 The overall diagram of SULAM implementation through online platform



B. Team works

The soft skills measured for HPD240 are related to team works. Referring to **Table 1**, the score in the first column is the level of satisfaction of students' soft skills development. The frequency column shows how many students disagree, agree or strongly agree. one student disagreed, fourteen agreed, and fourteen strongly agreed. From this result, we can conclude that most students agree (40%) or strongly agree (48.3%) satisfaction related to the development of students' soft skills.

Table 8 This subject improved my soft skills

	Frequency	Percent	Valid Percent	Commutative Percent
Disagree	1	3.4	3.4	3.4
Agree	14	48.3	48.3	51.7
Strongly Agree	14	48.3	48.3	100.00
Total	29	100.00	100.00	

C. Perceptions

The results in **Table 2** shows the students' perceptions of HPD140 course content whether it meets the students' expectations or not. From this table, we can conclude that most students either agree (58.6%) or strongly agree (41.4%) on the suitability of course content.

Table 2 Does HPD1140 meets your expectation?

	Frequency	Percent	Valid Percent	Commutative Percent
Agree	17	58.6	58.6	58.6
Strongly Agree	12	41.4	41.4	100.00
Total	29	100.00	100.00	

D. Understandings

Question related to students understanding about the course were asked, where 65.5% agree and 34.5% strongly agree where it showed the level of students' understanding of this course as in **Table 3.**

Table 3 Students' level of understanding of the course

	Frequency	Percent	Valid Percent	Commutative Percent
Agree	19	65.5	65.5	65.5
Strongly Agree	10	34.5	34.5	100.00
Total	29	100.00	100.00	

E. Participations

Table 4 shows the percentage of students evaluating their skills while performing SULAM. 10.3 % rate themselves as average, 69% rate themselves as good while 20.7% rate themselves as very good.

Table 4 Participation of SULAM participants

	Frequency	Percent	Valid Percent	Commutative Percent
Moderate active	5	17.2	17.2	17.2
Active	14	48.3	48.3	65.5
Very active	10	34.5	34.5	100.00
Total	29	100.00	100.00	

F. Competency

The table presents the percentage of students evaluating their facilitation competence during SULAM. Among them, 10.3% consider their skills to be average, 69% rate themselves as good, and 20.7% assess their abilities as very good.

Table 5 How do you rate yourself as a SULAM facilitator?

	Frequency	Percent	Valid Percent	Commutative Percent
Average	3	10.3	10.3	10.3
Good	20	69.0	69.0	79.3
Very good	6	20.7	20.7	100.00
Total	29	100.00	100.00	

G. Reliability Test

According to **Table 6**, the internal consistency test based on the Cronbach's alpha is 0.827 which sufficient enough for the reliability of the items.

Table 6 The internal consistency test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.827	.829	3

DISCUSSION

This study explored the T&L experiences of students enrolled in the HPD140 and HPD240 courses via an online platform. It focused on experiential learning, particularly in the context of implementing SULAM. Students were able to grasp the course content effectively and successfully convey this knowledge transfer to the community, fostering their active involvement as SULAM facilitators in the T&L environment. Additionally, interactions among students provided valuable opportunities to develop various soft skills, such as teamwork, collaboration, and the ability to integrate others' knowledge to complete tasks. The reliability analysis confirms that the reliability test is adequate for this study with the result of 0.829.

CONCLUSION

SULAM offers students valuable opportunities to develop a diverse set of soft and hard skills, such as teamwork, communication, problem-solving, and leadership. The SULAM platform has proven to be highly effective and efficient in cultivating leadership-related soft skills through contribution, knowledge transfer, and motivational exposure, particularly within the HPD240 course. This study aimed to gather insights into students' perceptions of their experiences in an ODL environment while conducting the SULAM Project titled "Unlock Your Mind's Potential" through an online platform. Overall, students concurred that soft skills can be developed through their roles as facilitators. Moreover, active and creative facilitation during SULAM sessions led to increased engagement and responsiveness among program participants.

LIMITATION AND FUTURE STUDIES

This is the first study to explore students' experiences in implementing SULAM during COVID-19 for the HPD240 course. The primary limitation is that the study was conducted exclusively on the Shah Alam campus, limiting its generalizability to other campuses. Additionally, the research focused on the experiences of a single group of course participants, which may not necessarily reflect the experiences of students in other co-curricular courses. Future educational strategies should emphasize increasing student engagement, such as by expanding the use of breakout rooms and group work, as well as enhancing the frequency of feedback to further develop students' soft skills.

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e-Proceedings of International Symposium On Community Social Responsibility 2024(i-CSR2024)
Synergizing for Social Impact: Collaborative Communities Strategies

Strategic Collaborations between Universiti Teknologi MARA (UiTM) and Akademi Farmasi Yogyakarta (AFIYO) in Advancing Natural Products for the Pharmaceutical Industry – Preliminary Findings from Pre- and Post-Webinar Assessments

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ABSTRACT

In the modern pharmaceutical industry, incorporating natural products into drug development is getting significant attention due to their potential therapeutic benefits. Pharmapreneur- is the term used to merge the concept of pharmaceuticals with entrepreneurial ventures. In Malaysia, exposure to and development of pharmapreneurship is limited compared to Indonesia. Therefore, a collaborative webinar is needed to share knowledge with the community and students from both countries. The main objective of this study is to measure the level of understanding before and after the webinar. This study employed convenience sampling to evaluate participants' knowledge before and after the webinar using simple questions. Additionally, participants assessed the speaker's efficiency in delivering and addressing questions on the topics covered. Results were analyzed using Statistical Package for Social Sciences (SPSS) version 28.0 and presented in tables and percentages. A total of 388 participants joined the webinar session and more than 50% of them were females. There were significant differences in the level of understanding before (M=3.54) and after (M=4.23) the webinar; z (-10.98), p=<0.001. In conclusion, these preliminary findings serve as a benchmark for authorized institutions in providing knowledge and training in preparing Malaysia; particularly UiTM towards Pharmapreneur; a field deemed to have a bright future ahead.

Keywords: collaborative, webinar, natural products, pharmaceutical industry

INTRODUCTION

In developing new drugs, chemical diversity has become a crucial component, and natural products can offer a vast untapped source of it, unlike synthetic compounds, because they may possess distinctive structural features and complex scaffolds that allow them to interact with biological targets in ways not possible for synthetic molecules (Newman & Cragg, 2020). Historically, natural products have been used as a rich source of bioactive compounds in plants, animals, or microorganisms. It played a critical role in drug discovery, where some became essential drugs such as antibiotics, anticancer agents, and analgesics (Atanasov et al., 2021). Southeast Asia including Malaysia and Indonesia represents an extraordinary opportunity to develop innovative pharmaceuticals by integrating biodiversity with traditional knowledge (Martin, 2023). The pharmaceutical industry has recently undergone notable shifts towards considering and advancing the potential of natural products when coming up with alternative therapies (Thomford et al., 2018). Nonetheless, it took the expertise of combining scientific and entrepreneurial knowledge to integrate these natural resources into

commercially tangible products (Aayushi Zaveri, 2024). The main objective is for the pharmaceuticals to be produced and made available in the global market to generate income for the nation. There is an emerging field known as pharmapreneurship, which combines pharmaceutical sciences and entrepreneurship, driven by the need for innovative business models to facilitate the movement of natural products-based therapies from research into the market (Singh, 2023). As such, several obstacles must be overcome before such interventions succeed. These include information scarcity regarding their efficiency, prohibitive regulatory frameworks, and the need for innovative business models connecting traditional knowledge about herbs with the modern drug industry. In addition, with strategic partnerships or cross-border academic exchange, progress in research and development may be achieved in this area. Therefore, Universiti Teknologi MARA (UiTM) and Akademi Farmasi Yogyakarta (AFIYO)'s collaboration is a strategic attempt to mitigate these challenges by capitalizing on both institutions' strengths, especially in natural substances and pharmapreneurship. However, the effectiveness of such alliances should be examined in terms of enhancing the commercialization potential of nature-derived drugs in pharmaceutical industries, for instance, through online seminars or webinars. It seeks to fill this void by presenting preliminary data from pre- and post-webinar assessments. These could provide valuable lessons for fostering novelty and growth in the natural products sector or pharmapreneurship.

METHODOLOGY

The population for this study was recruited from the participants who joined the webinar, which is about 388 participants. This study employed convenience sampling to evaluate participants' knowledge before and after the webinar using simple questions. Convenience sampling is deemed appropriate as participants are from target populations and are easier to reach out to (Golzar, 2022). A simple question for the pretest was conducted before the start of the webinar. Following that, the questions for the post-test and evaluation for speakers were collected to assess the understanding of participants and the speaker's efficiency in delivering and addressing questions on the topics covered. The questions were assessed using a 5-Likert scale, with 1 being the most minor agreement and 5 being the highest agreement. Results were analyzed using Statistical Package for Social Sciences (SPSS) version 28.0 and presented in tables and percentages. The Wilcoxon signed-rank test was performed to explore the differences in knowledge pre- and post-webinar sessions. The null hypothesis was set as there is no significant difference between pre- and post-webinar. A value of $p < 0.05$ was set to be statistically significant.

There are a few limitations linked to this study. Firstly, on the sampling method. Even though convenience sampling has its advantages in terms of accessibility and practicality in recruiting participants, it tends to have a selection bias (Golzar, 2022), as there is a baseline knowledge of the topics of natural products and pharmapreneur for some of the participants, hence limiting the findings that represent the broader population. Secondly, the simplicity of the questions in this study could lead to the failure to capture and understand the depth of knowledge that participants had before and after the webinar session. Lastly, as it requires assessment immediately after the webinar session, the time constraints that this study had could lead to an inaccurate capture of participants' understanding and their readiness to use knowledge practically as the results reflected on short-term memory.

FINDINGS AND DISCUSSION

Demographic of participants

Table 1 demonstrates that over 50% of the participants in this study are females (n=333, 85.8%). This may be a result of gender inequality that is prevalent in places such as pharmaceuticals and healthcare where women dominate the majority of the working class or as students in this field. Regarding the webinar platform, 89.4% (n=347) of participants accessed the webinar through their preferred device using the Zoom tool from their places or residence. The choice to use the Zoom application has indicated that the majority of the participants appreciated its features such as chat, break-out rooms, and live video that can unlock interactive studying moments (Minhas et al., 2021).

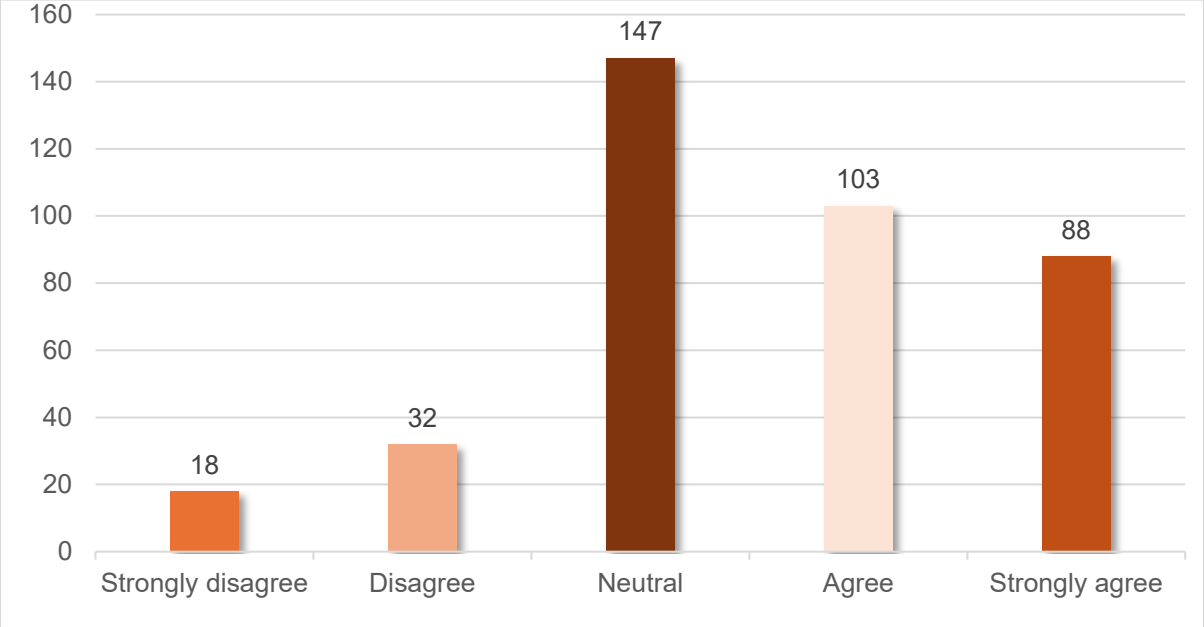
Table 1 Demographic information on the participants (n=388).

Demographic		Frequency (n)	Percentage (%)
Gender	Male	55	14.2
	Female	333	85.8
Webinar platform	Online – Youtube	41	10.6
	Online – Zoom	347	89.4

Level of knowledge before the webinar

About 37.9% of the participants (Figure 1) had mixed feelings (n=147) about the knowledge that they had before the webinar. The neutrality of these participants is likely due to their not having a profound experience with the subject matter before the webinar in the context of their diverse backgrounds or differences with it. The high percentage of participants who were either neutral (n=147, 37.9%) or had low prior knowledge (n=50, 12.8%) implies that this webinar session was an integral part of their professional learning path as a valuable tool for ongoing education and skills advancement (Paige Yousey, 2023). Notably, there is a small gap between participants who knew or had good knowledge before the webinar (n=191, 49.2%) and those who had mixed opinions on it (n=147, 37.9%). This kind of response was expected as some of the participants are coming from Indonesia, a country that is well established on the topics of natural products and pharmapreneur.

Figure 1 The level of knowledge *before* the webinar is good (n=388)



Level of knowledge after the webinar

Interesting findings from this study, in accessing participants' knowledge on topics of natural products and pharmapreneur after the webinar, no participant strongly disagreed with only 2.1% disagreed (Table 2). In other words, most participants (n=334, 86.1%) understood well about the topics presented by the speaker. Thus, this webinar proves to be very helpful in enhancing participants' understanding of the use of natural products in advancing the pharmaceutical industry and pharmapreneurship topics (Gegenfurtner & Ebner, 2019). These findings were also supported by the response received from participants (n=351, 90.5%) who agreed that attending this webinar, helps increase their knowledge on the topics (Table 3). The intense shift from the pre-webinar data, where a significant portion of participants was neutral or disagreed about their knowledge, to the post-webinar data, where participants

agreed that this webinar successfully transferred knowledge to them, underlines the webinar's role in bridging knowledge gaps. This aligns with educational research that emphasizes the potential of webinars to facilitate learning by providing flexible, accessible, and interactive educational experiences (Raj et al., 2022).

Table 2 The level of knowledge *after* the webinar is good (n=388).

Responses	Frequency (n)	Percentage (%)
Strongly disagree	0	0
Disagree	8	2.1
Neutral	46	11.9
Agree	182	46.9
Strongly agree	**152**	**39.2**

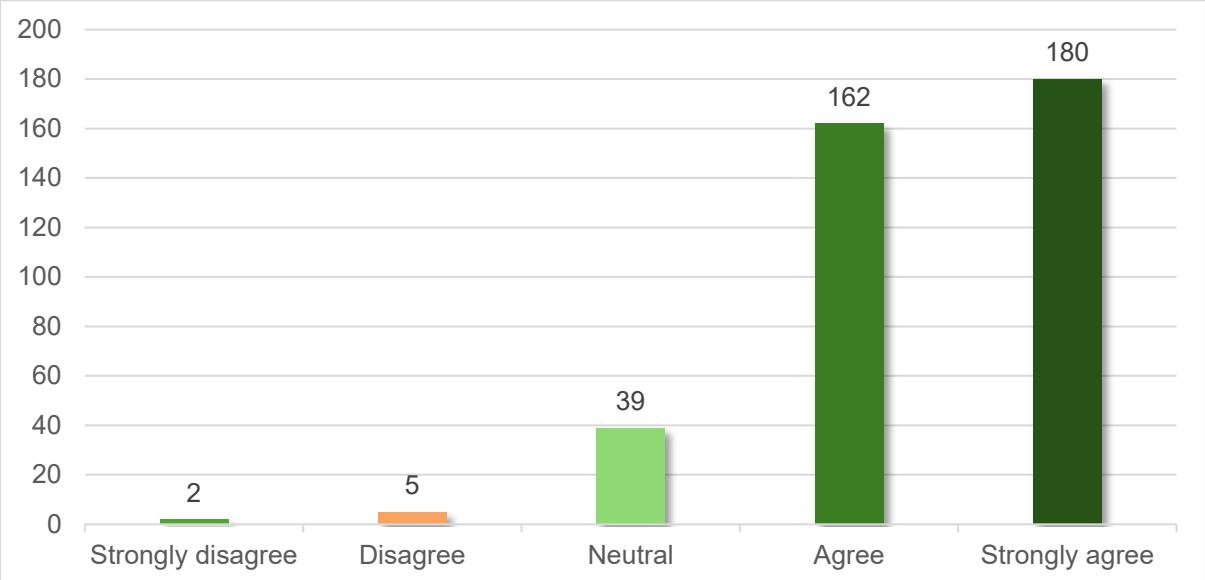
Table 3 The webinar helps increase my knowledge (n=388).

Responses	Frequency (n)	Percentage (%)
Strongly disagree	1	0.3
Disagree	6	1.5
Neutral	30	7.7
Agree	154	39.7
Strongly agree	**197**	**50.8**

Speakers' capability during webinar

Most participants (n=342, 88.2%) agreed that the speakers were knowledgeable and presented the topics well (Figure 2). These findings showed a strong positive response that highlights the effectiveness of the speakers in delivering the content, and as an effective presenter, the focus is not only on their expertise but also the skill in communicating complex information in a way that is engaging and understandable for their audience (Wilson, 2023). Remarkably, it is reported that about 10.1% (n=39) of the participants have mixed feelings about the speakers, probably due to factors such as the depth of content, personal preferences, or could be from the pacing of the presentation.

Figure 2 Speakers' knowledge and presentation (n=388).



Last but not least, the majority of participants (n=350, 90.2%) agreed that all the speakers could answer questions asked by the participants very well and concisely (Table 4). These findings suggest that all the speakers could demonstrate a high level of competency to communicate clearly with the knowledge they have on natural products and Pharmapreneur

to respond to participant inquiries (Gegenfurtner & Ebner, 2019). Aside from that, a meager percentage of participants (1.3%) felt that their questions could have been handled better. The possible contributing factors could be poor management in handling questions and answer sessions or the need for more time to answer questions well.

Table 4 Speakers' capability in answering questions during webinars (n=388).

Responses	Frequency (n)	Percentage (%)
Strongly disagree	1	0.3
Disagree	4	1.0
Neutral	33	8.5
Agree	158	40.7
Strongly agree	**192**	**49.5**

Level of knowledge before (pre-) and after (post-) webinar assessment

A Wilcoxon signed rank tests (Table 5) indicate that after (post-) webinar knowledge score (M=4.23) was statistically significantly higher than before (pre-) webinar knowledge score (M=3.54), Z=-10.98, p <0.001. This result revealed that there was an increase in knowledge scores after (post-) the webinar, suggesting that the webinar helped in improving participants' knowledge as participants gained a deeper understanding of the contents delivered (Guilherme Couto et al., 2024), focusing on the use of natural products in advancing the pharmaceutical industry and the concept of Pharmapreneur. Overall, the preliminary findings from both, pre- and post-webinar assessments provide valuable insights into the benefits of strategic collaborations in advancing the natural products industry and highlight the potential of pharmapreneurship as a model for driving innovation in this field.

Table 5 Wilcoxon signed rank test for before (pre-) and after (post-) webinar assessment.

Variable	Pre-webinar, M (IQR)	Post webinar, M (IQR)	Z-statistics[a]	P value[b]
Knowledge score	3.54 (3)	4.23 (4)	-10.976	**<0.001**

[a] Wilcoxon signed-rank test.
[b] significant when p<0.05

CONCLUSION AND RECOMMENDATIONS

The preliminary findings from the webinar on advancing natural products for the pharmaceutical industry and pharmapreneur indicate that the event considerably effectively achieved its objectives. On this note, analyzing pre- and post-webinar knowledge scores shows a significant increase in participants' knowledge. This implies that the content delivered was relevant and helpful in improving the understanding of themes on advancing natural products for the pharmaceutical industry and pharmapreneur. Overall, most of the participants' comments were positive, and they agreed that they had new thoughts after the webinar and that the speakers did an excellent job of sharing with participants about their areas of expertise and providing straightforward answers to questions raised. Henceforth, high levels of satisfaction expressed by respondents demonstrate how essential it is in career development and imparting information through this webinar platform. These have shown an encouraging result for deeper collaboration between UiTM and AFIYO regarding natural products from this period concerning both countries' large drug manufacturing sectors. Lastly, these preliminary findings can also serve as a benchmark for authorized institutions in providing knowledge and training in preparing Malaysia, particularly UiTM, towards pharmapreneur, a yet-to-be-discovered field that is deemed to have a bright future.

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e-Proceedings of International Symposium On Community Social Responsibility 2024(i-CSR2024)
Synergizing for Social Impact: Collaborative Communities Strategies

Knowledge Level and Lifestyle Choices of UiTM Community towards Carbon Footprint

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ABSTRACT

Understanding carbon footprints and how they affect the environment has a big impact on people's lifestyle choices. When people are aware of how their actions affect the environment, they are more prone to make decisions to reduce their carbon footprint. However, because they have no prior knowledge of their own carbon footprint, awareness and understanding of the carbon footprint are low, particularly among educational institutions. Thus, the goal of this study is to investigate how the UiTM community live on a daily basis in relation to its carbon impact. As a result, a survey measuring the lifestyle and level of awareness of carbon footprints within the UiTM community has been developed. In this study, the UiTM community and focus discussion groups (FDG) received questionnaires. Using SPSS version 29, the knowledge of 62 FDG respondents and 110 UiTM community respondents regarding the use of carbon footprint was analyzed based on the questionnaire that was created. The findings demonstrate the same pattern, which is a high degree of understanding of the FDG carbon footprint (0.6085) and UiTM community (0.7585). Yet, both groups' high daily consumption of electricity reflects the same trend. The study offers a new perspective on the knowledge and way of life of the UiTM community with regard to their everyday carbon footprint behaviors.
Keywords: Knowledge, lifestyle, carbon footprint, questionnaire, SPSS

INTRODUCTION

One of the most profound issue faced by the world today is the rise of temperature which is also known as global warming. The modernization of technology such as production and consumption of food, generation of electricity, and development of building are some of the factors which leads to climate change and global warming in Malaysia. The emission of GHGs has been an alarming issue in our world today which causes not only the rise of temperature but also disastrous natural disasters such as flood, hurricane, drought and many more. Over the past century, the average global temperature rises by 1.4°F and is expected to rise by 2°F to 11.5°F in another hundred years [1]. Many people perceive greenhouse gases (GHGs) emissions as primarily originating from the burning of fossil fuels. While this is indeed a significant contributor, it is important to recognize that there are numerous other sources that also contribute to GHG emissions such as transportation, household energy usage, food consumption, waste generation etc. In Malaysia, per capita carbon emissions is rising to about 8 tones per capita per year [2]. Based on [3], CO_2 emissions in Malaysia have been increasing from 244410 kT in 2018 to 253270 kT in 2019.

Research on Malaysians' understanding of their carbon footprint is expanding. According to their carbon footprint, university students' contribution to the environment was examined where this study looked into their knowledge of carbon footprint and possible ways

to raise that knowledge [4]. The frequency of eating out, the high fuel consumption for personal transportation, and the lack of recycling knowledge are the three factors that could have a significant impact on carbon footprint. Merely 14% of the participants had previously computed their carbon footprint, and a significant number were unaware of the primary components of their consumption data or associated influencing factors, despite their real contribution to an average annual carbon footprint of 10.9 t CO2 equivalent [5]. Important contributing variables include a lack of public knowledge, social awareness, and technological understanding [6]. Even while people are becoming more concerned about carbon emissions, especially university students, little is known about how each person affects the carbon footprint. Since UiTM is the largest public educational institution in Malaysia, the need to know the carbon footprint knowledge in the daily use of the UiTM community that contributes to carbon emissions, such as energy use, transportation and waste generation is necessary. Thus, the objective of this work is to investigate and evaluate the UiTM community's level of awareness and lifestyle related to carbon footprint.

METHODOLOGY

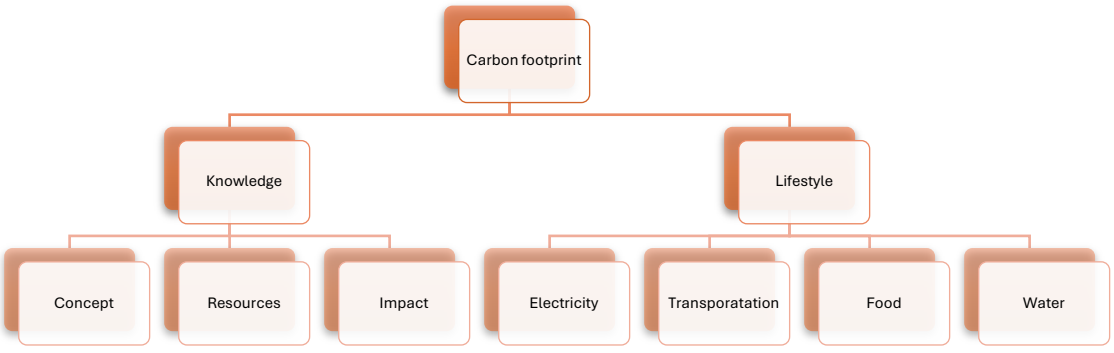
An assessment of the UiTM community's awareness of carbon footprint was conducted using a survey. The FDG (62) and UiTM community, including staff and students (110), made up the survey population. A Google Form was used to distribute the survey between May 24, 2023, and June 23, 2023. The purpose of the 31 questions survey were to learn more about the community's perceptions of the amount of knowledge and lifestyle related to carbon footprint consumption. The general procedure for gathering data using an online survey is depicted in Figure 1.

Figure 1 Workflow of data collection



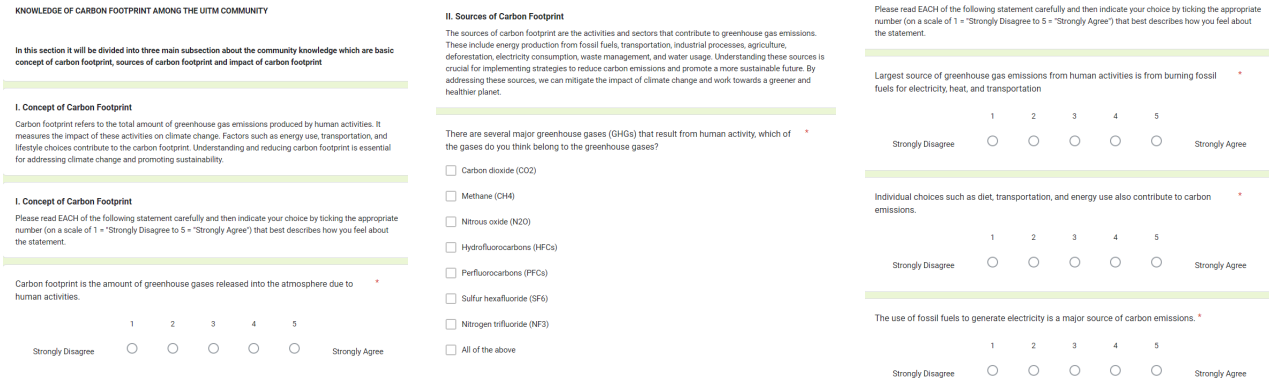
As seen in Figure 2, questionnaire structures can be split into two separate parts. In the first part, there was a question concerning the idea of carbon footprint, resources, and environmental impact. The second part of the questionnaire asks about daily living, including how much food, water, and electricity are consumed as well as how they travel around.

Figure 2 The components of questionnaire



The diagram in Figure 3 shows the example of a survey questions that was created using a Likert scale from Strongly disagree (1) to Strongly agree (5).

Figure 3 Examples of carbon footprint questionnaire



RESULTS AND DISCUSSIONS

This survey was conducted on FDG from May 24 to May 30, 2023, and it was distributed to the UiTM community from May 30 to June 23, 2023. The survey is disseminated online, and SPSS version 29 software is used to analyze the results. This survey's short duration and the fact that the majority of respondents are UiTM Shah Alam's College of Engineering are its main limitations.

A. Knowledge Level of FDG on Carbon Footprint

The results indicated the FDG knowledge levels about the idea, origins, and effects of the carbon footprint based on Table 1. According to the results, most respondents (85.5%) and (74.9%) had high levels of knowledge of the concept and sources, with mean scores of 4.248 and 4.069, respectively. With a mean score of 3.159, only 19.5% of respondents demonstrated a high level of understand of the implications. These results emphasize the necessity of additional education and awareness-raising to improve their understanding of the implications associated to their carbon footprint.

Table 9 Knowledge level of FDG on carbon footprint

	Knowledge of carbon footprint								
Variable	Low Level N	%	Medium Level N	%	High Level N	%	Mean	Std Deviation	Average level
Concept of carbon footprint	2	3.2	7	11.3	53	85.5	4.248	.7585	High
Sources of carbon footprint	1	1.6	14	22.5	17	75.9	4.069	.6812	High
Impact of carbon footprint	3	4.8	7	75.7	12	19.5	3.159	.7069	Medium

B. Daily FDG carbon footprint consumption

Table 2 illustrates the FDG lifestyle with regard to carbon footprint consumption. With a comparatively low standard deviation of 0.7481, the mean consumption rating for electricity consumption was 3.931, suggesting a high level of consumption. With a standard deviation of 0.5812, the mean consumption rating of 3.138 denotes a modest amount of food intake. With a standard deviation of 0.7749, the mean consumption rating of 2.987 indicates a modest amount of water intake. With a standard deviation of 0.9671, the mean consumption rating of 2.943 denotes a moderate level of transportation use.

Table 2 FDG daily consumption of carbon footprint

	Consumption of carbon footprint								
Variable	Low Level N	%	Medium Level N	%	High Level N	%	Mean	Std Deviation	Average level
Electricity	1	1.6	16	25.9	45	72.5	3.931	.7481	High
Food	6	9.7	42	25.9	14	22.7	3.138	.5812	Medium
Water	11	17.7	42	67.6	9	14.5	2.987	.7749	Medium
Transportation	17	35.5	28	45.2	17	19.3	2.943	.9671	Medium

C. Knowledge level of carbon footprint

Table 3 presents the level of knowledge towards CF among the respondents. The findings revealed that the in terms of the concept of carbon footprint. The mean knowledge level was 4.470, indicating a high average level of understanding, with a relatively low standard deviation of 0.6085. For the sources of carbon footprint, the mean knowledge level was 4.265, also indicating a high average level of understanding, with a standard deviation of 0.6299. Regarding the impacts of carbon footprint, the mean knowledge level was 3.160, suggesting a medium average level of understanding, with a slightly higher standard deviation of 0.7943.

Table 3 Knowledge level of UiTM community on carbon footprint

	Knowledge of carbon footprint								
Variable	Low Level N	%	Medium Level N	%	High Level N	%	Mean	Std Deviation	Average level
Concept of carbon footprint	1	0.9	9	8.1	100	91	4.470	.6085	High
Sources of carbon footprint	1	0.9	18	16.3	91	82.8	4.265	.6299	High
Impact of carbon footprint	4	4	84	76.2	22	20.2	3.160	.7943	Medium

D. Daily carbon footprint consumption of UiTM community

As for Table 4 presents the lifestyle of UiTM's community towards CF consumption. Even though the knowledge on the CF among the respondents are between medium and high, the CF consumption are concerning (medium and high) in particular electricity (mean= 3.931, SD=0.7481).

Table 4 UiTM community daily consumption of carbon footprint

	Consumption of carbon footprint								
Variable	Low Level N	%	Medium Level N	%	High Level N	%	Mean	Std Deviation	Average level
Electricity	4	3.6	28	25.4	78	71	3.927	.6707	High
Food	5	4.5	81	73.6	24	21.9	3.281	.6209	Medium
Water	22	20	60	54.5	28	25.5	3.086	.9717	Medium
Transportation	30	27.3	57	51.8	23	20.9	2.901	.8406	Medium

CONCLUSION

The study that focused on the knowledge and lifestyle patterns of the UiTM community is presented in this paper, together with the general conclusions regarding carbon footprint consumption. There is a trend that is comparable between the FDG and the community at UiTM. According to the data, there is a high level of awareness of carbon footprints among the FDG (0.7585) and UiTM Community (0.6085). Comparable outcomes were found when measuring carbon footprint consumption since both groups had a high level of electricity consumption. In contrast, the results for the sections on food, transportation, and water are on the medium level. Therefore, it can be said that although the UiTM community has a solid understanding of carbon footprint and lives by the concept of a carbon footprint, there is still space for development in terms of implementing more sustainable practices, particularly with regard to power use. One way to help the UiTM community track and manage their daily carbon footprint is to implement a carbon footprint calculator.

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e-Proceedings of International Symposium On Community Social Responsibility 2024(i-CSR2024)
Synergizing for Social Impact: Collaborative Communities Strategies

Keberkesanan Aplikasi Mudah Alih Ready-Kerja dalam Meningkatkan Kesediaan Kendiri Sebelum Temuduga Kerja: Kajian Persepsi di Kalangan Peserta Program Industry Collaboration and Career Development (ICCA@POLYCC 2024)

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ABSTRAK

ReadyKerja adalah satu aplikasi mudah alih yang dibangunkan bagi membantu pengguna dalam membuat persediaan ke temu duga kerja. Pembangunan aplikasi ini merupakan inisiatif penyelidik bermula sebagai Alat Bantu Mengajar bagi kursus DUE50032 Communicative English 3 dan kemudiannya disebar luaskan penggunaannya bagi memenuhi tanggungjawab sosial korporat (CSR) kepada komuniti setempat yang sedang mencari peluang pekerjaan. Dua soalan kajian ditetapkan sebagai fokus kajian ini iaitu: (i) ”Apakah persepsi pengguna terhadap aplikasi mudah alih *ReadyKerja*?” dan (ii) ”Apakah persepsi pengguna terhadap keberkesanan penggunaan aplikasi mudah alih *ReadyKerja* dalam membuat persediaan ke temu duga kerja?”. Satu kaedah kajian yang digunakan dalam kajian ini ialah kaedah kuantitatif dengan menggunakan instrumen soal selidik di atas platform Google Form. Soal selidik diedarkan kepada peserta Program Industry Collaboration and Career Development (ICCA@POLYCC 2024) yang diadakan di Dewan Seri Mutiara Politeknik Seberang Perai pada 14 Mei 2024. Dapatan analisis kajian mendapati bahawa majoriti pengguna memberi persepsi yang baik kepada pembangunan aplikasi ini yang dapat membantu pengguna daripada kalangan komuniti setempat yang hadir ke ICCA@POLYCC 2024. Majoriti pengguna juga memberi respon positif kepada semua soalan yang disenaraikan dalam soal selidik yang menunjukkan bahawa aplikasi mudah alih *ReadyKerja* adalah mesra pengguna, berfungsi dengan baik dan mempunyai paparan antaramuka yang menarik. Bagi analisis keberkesanan pula, responden memberi respon positif kepada pernyataan yang menunjukkan bahawa aplikasi ini membuatkan kaedah rujukan untuk persediaan ke temu duga kerja menjadi mudah dan cepat (menjimatkan masa), ia membantu mereka untuk lebih yakin dalam temu duga kerja, dan aplikasi mudah alih ReadyKerja dapat membantu mereka mendapatkan pekerjaan. Kesimpulannya, aplikasi ini memberi manfaat kepada pengguna dari segi rujukan dalam persediaan ke temu duga kerja. Beberapa kajian akan datang juga dicadangkan untuk menambah baik kajian ini, antaranya ialah dengan menjalankan kajian yang lebih mendalam berkaitan penambah baikan pembangunan aplikasi mudah alih *ReadyKerja* dan disebar luaskan penggunaannya melangkaui komuniti setempat.

Kata kunci: Aplikasi mudah alih, Peluang pekerjaan, Temu duga kerja

PENGENALAN

Pernyataan Masalah

Dalam era digital yang pesat membangun, pemohon kerja di Malaysia berhadapan dengan persaingan sengit untuk mendapatkan pekerjaan yang sesuai dengan kelayakan mereka. Persediaan untuk menghadapi temuduga kerja adalah salah satu cabaran utama kepada

calon, yang sering kali tidak memiliki kemahiran kendiri yang mencukupi untuk berjaya dalam proses ini. Walaupun terdapat pelbagai inisiatif untuk meningkatkan kebolehpasaran calon terutamanya bagi graduan, kesediaan mereka untuk menghadapi temuduga sering kali tidak mencapai tahap yang diharapkan oleh majikan. Oleh itu, aplikasi mudah alih ReadyKerja direka untuk membantu meningkatkan tahap persediaan kendiri pemohon kerja dalam menghadapi temuduga kerja.

Objektif Kajian

Objektif utama kajian ini adalah untuk mengenal pasti persepsi pengguna terhadap aplikasi mudah alih ReadyKerja serta menilai keberkesanan penggunaannya dalam membantu mereka membuat persediaan ke temu duga kerja. Kajian ini bertujuan untuk memahami sejauh mana pengguna menilai aplikasi ini dari segi kemudahan, fungsi, dan keberkesanan dalam meningkatkan keyakinan dan persediaan mereka untuk menghadapi sesi temu duga kerja.

Persoalan Kajian

(i) Apakah persepsi pengguna terhadap aplikasi mudah alih ReadyKerja?
(ii) Apakah persepsi pengguna terhadap keberkesanan penggunaan aplikasi mudah alih ReadyKerja dalam membuat persediaan ke temu duga kerja?

Analisis SWOT

Analisis SWOT dijalankan bagi mengenal pasti kekuatan, kelemahan, peluang, dan ancaman yang dihadapi oleh aplikasi mudah alih ReadyKerja.

Rajah 1 Analisis SWOT aplikasi mudah alih ReadyKerja



ULASAN LITERATUR

Persediaan Mencari Kerja

Kajian terdahulu telah membuktikan bahawa persediaan yang mencukupi adalah faktor penting dalam kejayaan temuduga kerja. Menurut Zakaria et al. (2019), sesi latihan khusus yang berkaitan dengan persediaan temuduga dan penulisan resume telah terbukti meningkatkan kebolehpasaran graduan (Zakaria, Osman, & Ahmad, 2019). Kajian lain oleh Ismail et al. (2020) menekankan bahawa persediaan kerja yang baik mengurangkan kadar kegagalan dalam temuduga awal (Ismail, Hashim, & Jamil, 2020). Aiman dan Hassan (2021) mendapati bahawa bimbingan melalui aplikasi interaktif membantu graduan mempersiapkan diri dengan lebih baik sebelum menghadiri temuduga (Aiman & Hassan, 2021). Selain itu, kajian oleh Razali dan Khalid (2021) menunjukkan bahawa pelajar yang melibatkan diri dalam program latihan praktikal lebih bersedia dalam menghadapi dunia pekerjaan sebenar (Razali & Khalid, 2021). Kajian oleh Nawi (2017) pula menunjukkan bahawa graduan yang mengikuti

kursus persediaan kerja cenderung lebih berjaya dalam mendapatkan pekerjaan (Nawi, 2017).

Penulisan Resume Berkesan

Penulisan resume berkesan adalah salah satu faktor kritikal dalam menentukan kebolehpasaran seseorang calon. Kajian oleh Abdul Rahman dan Zainal (2020) menunjukkan bahawa resume yang terstruktur dengan baik meningkatkan peluang calon dipanggil untuk temuduga (Abdul Rahman & Zainal, 2020). Tambahan pula, kajian oleh Jamian dan Taha (2020) mendapati bahawa penggunaan format resume yang profesional meningkatkan keyakinan calon dalam menghadapi temuduga (Jamian & Taha, 2020). Menurut Azmi et al. (2020), bimbingan dalam penulisan resume melalui aplikasi mudah alih terbukti membantu dalam meningkatkan mutu resume graduan (Azmi, Mahmud, & Salleh, 2020). Selain itu, kajian oleh Latiff et al. (2021) menegaskan bahawa kesilapan dalam penulisan resume merupakan antara sebab utama kegagalan dalam mendapatkan pekerjaan (Latiff & Ismail, 2021). Kajian oleh Shaharom dan Rahman (2021) pula mendapati bahawa penulisan resume yang sesuai dengan kehendak industri tertentu adalah lebih berkesan dalam menarik perhatian majikan (Shaharom & Rahman, 2021).

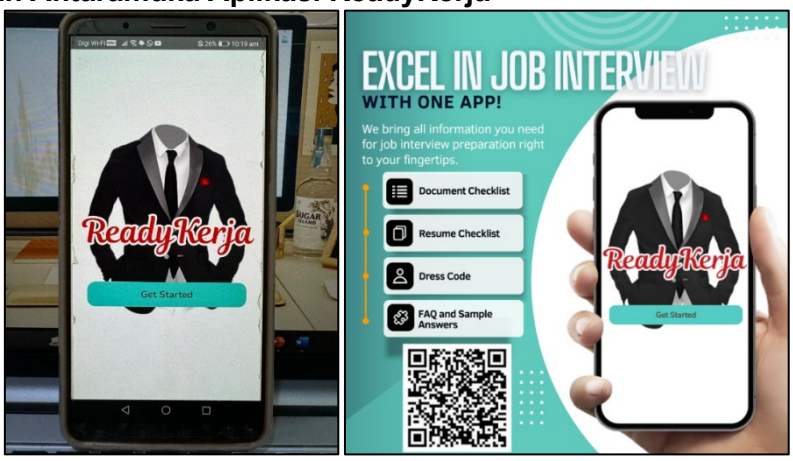
Aplikasi Mudah Alih

Penggunaan aplikasi mudah alih dalam bidang pendidikan dan persediaan kerja telah terbukti memberi manfaat yang besar. Kajian oleh Razali dan Khalid (2021) mendapati bahawa aplikasi mudah alih memudahkan pelajar untuk mendapatkan maklumat pada bila-bila masa dan di mana-mana sahaja (Razali & Khalid, 2021). Kajian oleh Jamil et al. (2019) menunjukkan bahawa aplikasi mudah alih mampu meningkatkan penglibatan pelajar dalam proses pembelajaran (Jamil, Zakaria, & Omar, 2019). Sementara itu, kajian oleh Hamid dan Ali (2021) menegaskan bahawa penggunaan aplikasi mudah alih dapat meningkatkan kesedaran pelajar mengenai keperluan pasaran kerja (Hamid & Ali, 2021). Menurut kajian oleh Sulaiman et al. (2020), aplikasi yang direka dengan baik mampu meningkatkan prestasi pelajar dalam bidang akademik dan bukan akademik (Sulaiman, Omar, & Zakaria, 2020). Akhir sekali, kajian oleh Shaharom et al. (2021) mendapati bahawa aplikasi mudah alih yang interaktif boleh memotivasikan pelajar untuk belajar dengan lebih aktif (Shaharom, Salleh, & Omar, 2021).

Pembangunan Aplikasi Mudah Alih ReadyKerja

Inovasi aplikasi mudah alih yang dinamakan ReadyKerja dibangunkan bertujuan untuk menjadi salah satu sumber rujukan utama bagi pencari kerja. Pada mulanya aplikasi ini digunakan sebagai salah satu Alat Bantu Mengajar (ABM) bagi kursus DUE50032 Communication 3 yang salah satu topiknya ialah Job Hunting Mechanic, namun penggunaannya dikembangkan kepada komuniti setempat melalui program Hari Kerjaya sempena Industry Collaboration and Career Development (ICCA@POLYCC 2024). Aplikasi ini mengandungi empat bahan rujukan utama iaitu senarai semak dokumen yang perlu dibawa ke temu duga kerja, senarai semak dan templat resume berimpak tinggi, tips pakaian formal ke temu duga kerja, dan sampel jawapan bagi soalan-soalan yang sering ditanya dalam temu duga kerja. Kaedah ADDIE (Analysis, Design, Development, Implementation, Evaluation) digunakan dalam pembangunan aplikasi ini, yang merupakan model pembangunan instruksional yang sistematik dan berkesan (Samsudin et al., 2021; Saeidnia et al., 2022; Aydin et al., 2023). Kaedah ini memastikan setiap fasa pembangunan dijalankan dengan teliti, dari analisis keperluan pengguna, reka bentuk struktur dan kandungan, pembangunan kod, pelaksanaan, hingga penilaian keberkesanan aplikasi. Kajian menunjukkan bahawa penggunaan model ADDIE dalam pembangunan aplikasi mudah alih dapat meningkatkan keberkesanan dan kepuasan pengguna (Samsudin et al., 2021; Saeidnia et al., 2022; Aydin et al., 2023).

Rajah 2 Paparan Antaramuka Aplikasi ReadyKerja



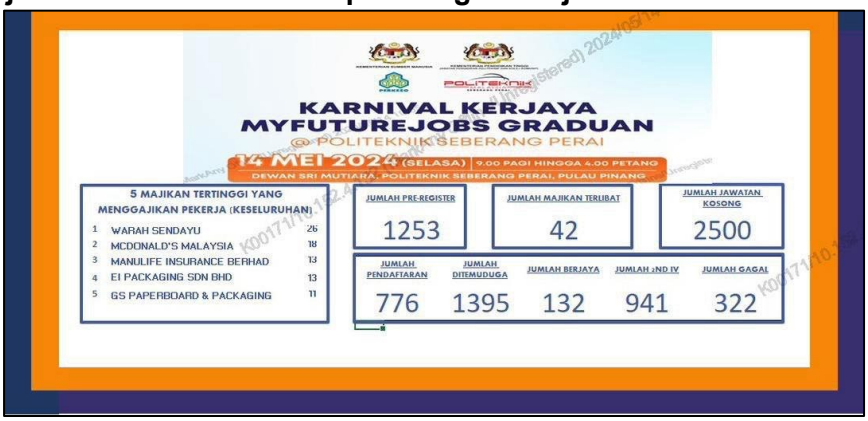
Rajah 3 Model ADDIE



Industry Collaboration and Career Development (ICCA@POLYCC 2024)

Program Industry Collaboration and Career Development (ICCA@POLYCC 2024) adalah satu program pembangunan kerjaya yang dianjurkan oleh Politeknik Seberang sebagai salah satu program kolaborasi bersama industri dan *Corporate Service Responsibility* (CSR) kepada komuniti setempat. ICCA@POLYCC 2024 menjadi salah satu platform penting kepada masyarakat khususnya para pemohon kerja untuk mendapatkan maklumat jawatan kosong dan bengkel-bengkel pembangunan diri yang dikendalikan oleh pemain industri di sekitar Pulau Pinang dan Kedah. Program yang diadakan pada 13 hingga 16 Mei 2024 menyaksikan bahawa 2500 kekosongan jawatan telah ditawarkan dan terdapat lima buah syarikat yang telah menawarkan peluang pekerjaan yang paling tinggi dalam semua peringkat kelayakan.

Rajah 4 Maklum Balas Selepas Program Dijalankan



METODOLOGI

Kajian ini menggunakan pendekatan kuantitatif di mana data dikumpul melalui soal selidik yang diedarkan kepada 261 responden yang telah menggunakan aplikasi mudah alih ReadyKerja di ICCA@POLYCC 2024. Jumlah 261 responden (yang telah menggunakan aplikasi ini) daripada jumlah peserta berdaftar iaitu 776 adalah mencukupi dengan merujuk jadual penentuan saiz sampel yang telah disediakan seperti jadual Krejcie & Morgan (1970).

Rajah 5 Jadual Krejcie & Morgan (1970)

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Item bagi soal selidik pula terbahagi kepada tiga bahagian iaitu Bahagian 1: Demografi, Bahagian 2 bagi menjawab soalan kajian "Apakah persepsi pengguna terhadap aplikasi mudah alih ReadyKerja?" yang mengandungi lima pernyataan, dan Bahagian 3 bagi menjawab soalan kajian "Apakah persepsi pengguna terhadap keberkesanan penggunaan aplikasi mudah alih ReadyKerja dalam membuat persediaan ke temu duga kerja?" yang mengandungi empat soalan. Responden memberi maklum balas bagi kedua-dua bahagian 2 dan 3 menggunakan Skala Likert; 1 – Sangat Tidak Setuju, 2 – Tidak Setuju, 3 – Tidak Pasti, 4 – Setuju, dan 5 – Sangat Setuju.

Kaedah peratusan berserta graf telah digunakan dalam kajian ini untuk menganalisis data yang telah diperolehi. Berdasarkan data primer yang diperoleh daripada 261 orang responden dari peserta ICCA@POLYCC 2024, data tersebut dianalisis dan ditukarkan kepada peratus bagi mencapai graf yang tepat. Oleh itu, hasil tersebut dapat dipersembahkan dalam bentuk jadual dan graf.

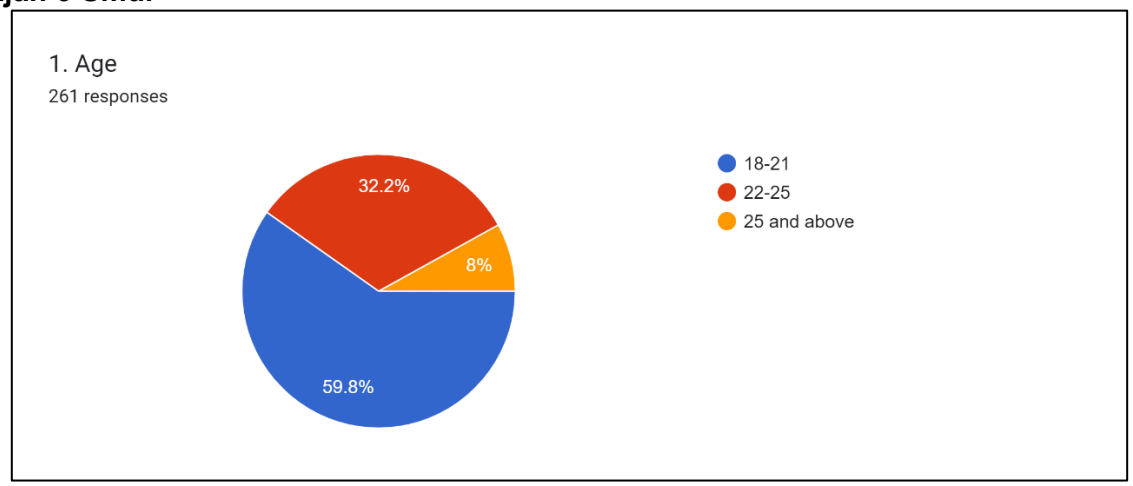
HASIL KAJIAN DAN PERBINCANGAN

Kaedah analisis data adalah dengan menggunakan Google Form. Kaedah ini adalah mudah tetapi *reliable* kerana hasil kajian (graf dan carta pai) dijana secara automatik daripada respon pengguna. Walau bagaimanapun, bagi analisis soalan kajian ditunjukkan dalam dua bentuk iaitu jadual dan graf.

Analisis Latar Belakang Responden

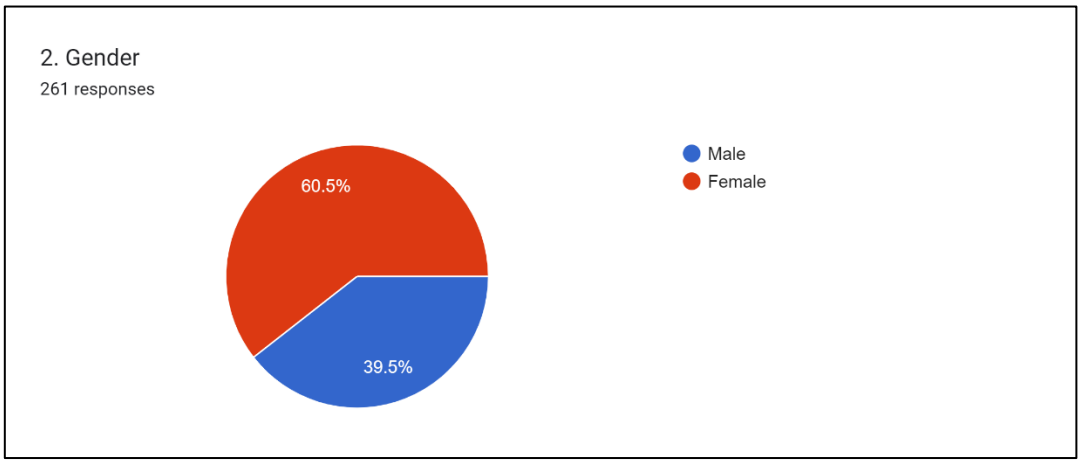
Analisis demografi bagi pengguna meliputi jantina, umur dan kumpulan sasaran.

Rajah 6 Umur



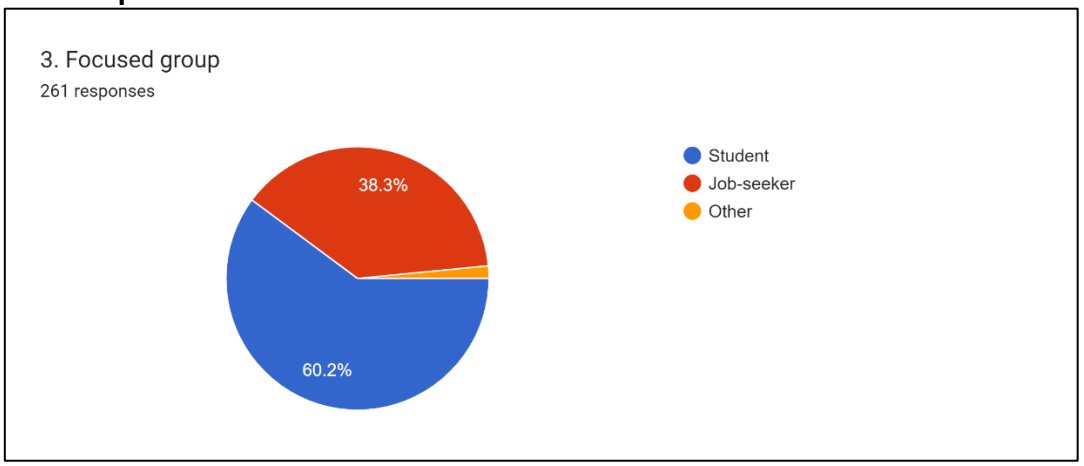
Merujuk kepada carta pai di atas, majoriti responden adalah berumur di antara 18 hingga 21 tahun 59.8), diikuti dengan umur 22 hingga 25 (32.2%) dan hanya 8% daripada responden berumur 25 tahun ke atas.

Rajah 7 Jantina



Carta pai di atas menunjukkan bahawa 60.5% daripada responden adalah Wanita dan selebihnya merupakan responden lelaki (39.5).

Rajah 8 Kumpulan Fokus



Merujuk kepada carta pai di atas, majoriti responden yang menjawab soal selidik ini adalah terdiri daripada golongan pelajar (60.2). Hal ini disebabkan oleh pelajar-pelajar tersebut yang hadir untuk mendapatkan peluang penempatan Latihan industry yang perlu mereka jalankan

sebelum layak bergelar graduan. 38.3% daripada responden adalah pencari pekerjaan dan selebihnya adalah kumpulan lain-lain.

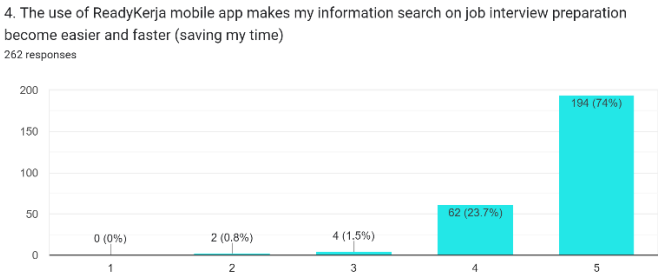
Dapatan bagi soalan pertama: "Apakah persepsi pengguna terhadap aplikasi mudah alih ReadyKerja?"

Jadual 1 Taburan Peratusan Persepsi Pengguna terhadap Keberkesanan Aplikasi

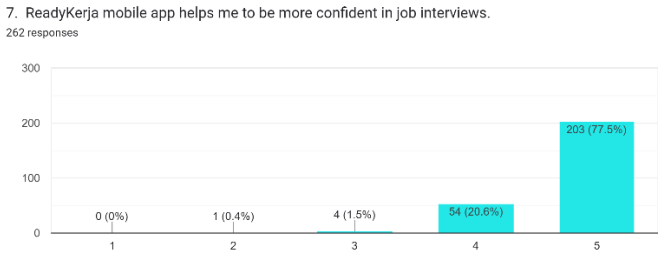
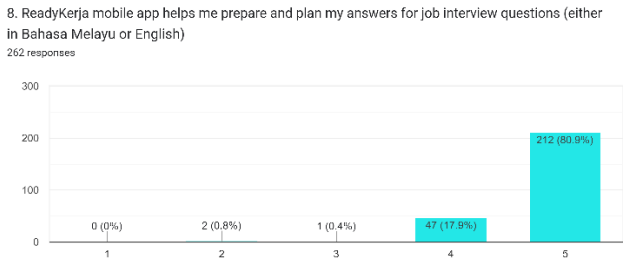
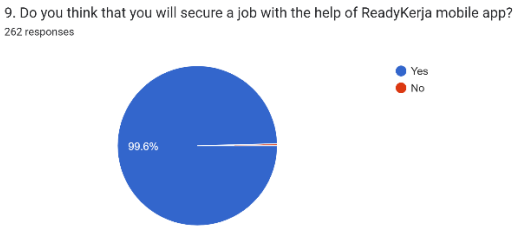
Item	SKALA				
	1	2	3	4	5
1. *This app is easy to download* Aplikasi ini mudah dimuat turun oleh pengguna	0	0	11.8%	35.3%	52.9%
2. *Option menu is well-functioned* Menu pilihan berfungsi dengan baik	0	0	31.2%	44.7%	24.1%
3. *Navigation menu is user-friendly* Menu navigasi yang dibangunkan adalah mesra pengguna	0	0	0	25.3%	74.7%
4. *Background and graphic of interface look attractive* Latar belakang paparan dan grafik yang dihasilkan menarik minat pengguna	0	2.9	12.4%	17.1%	67.6%
5. *The language used is easy and understandable* Bahasa yang digunakan jelas dan mudah difahami	0	0	1.8%	44.1%	54.1%

Merujuk kepada dapatan di atas, sebanyak 52.9% pengguna sangat bersetuju bahawa aplikasi ini mudah dimuat turun dan 35.3% daripada mereka memilih untuk bersetuju dengan pernyataan tersebut. Hanya 11.8% daripada responden yang tidak pasti dengan sama ada aplikasi ini mudah dimuat turun atau tidak. Sebanyak 44.7% daripada responden bersetuju dan 24.1% sangat bersetuju bahawa menu pilihan berfungsi dengan baik serta 31.2% daripada mereka memilih "Tidak Pasti". Bagi pernyataan "Menu navigasi yang dibangunkan adalah mesra pengguna", majoriti responden memilih untuk sangat bersetuju (74.7%) dan bersetuju (25.3%). Sebanyak 67.6% daripada responden sangat bersetuju dan 17.1% adalah bersetuju bahawa latar belakang paparan dan grafik yang dihasilkan menarik minat pengguna dan hanya 2.9% tidak bersetuju dengan pernyataan tersebut. Pernyataan "Bahasa yang digunakan jelas dan mudah difahami", majoriti responden memilih untuk sangat bersetuju (54.1%) dan bersetuju (44.1%), Hanya 1.8% daripada responden tidak pasti dengan pernyataan tersebut.

Dapatan bagi soalan kedua: "Apakah persepsi pengguna terhadap keberkesanan penggunaan aplikasi mudah alih ReadyKerja dalam membuat persediaan ke temu duga kerja?"



Sebanyak 74% daripada responden sangat bersetuju dan 23.7% bersetuju bahawa penggunaan aplikasi ReadyKerja membuatkan kaedah rujukan untuk persediaan ke temu duga kerja menjadi mudah dan cepat (menjimatkan masa)

	77.5% daripada responden sangat bersetuju bahawa aplikasi ReadyKerja telah membantu mereka untuk lebih yakin dalam temu duga kerja. Manakala 20.6% daripada responden bersetuju dan hanya 1.5% daripada mereka tidak pasti dengan pernyataan tersebut.
	Majoriti responden (80.9%) memilih untuk sangat bersetuju dengan bahawa aplikasi ReadyKerja membantu mereka bersedia dan merancang jawapan bagi soalan temu duga dan hanya 17.9% daripada responden memilih untuk bersetuju.
	Sebanyak 99.6% daripada responden memilih “Ya” bagi soalan “Adakah anda fikir anda akan mendapatkan pekerjaan dengan bantuan aplikasi ReadyKerja?”. Manakala hanya 0.4% daripada responden memilih “Tidak” bagi soalan tersebut.

KESIMPULAN

Kesimpulannya, aplikasi ini diterima baik dan mendapat persepsi positif oleh pengguna yang telah menggunakannya di ICCA@POLYCC 2024. Projek begini akan memerlukan jangka masa yang lama untuk memenuhi kriteria yang ditetapkan kerana terdapat beberapa lagi kandungan yang diperlukan oleh pemohon kerja untuk dirujuk ketika mereka membuat persediaan ke temu duga kerja. Secara keseluruhannya, aplikasi ini dilihat berkesan dan telah memenuhi kriteria kerana dapat memudahkan pengguna membuat rujukan walaupun di saat-saat akhir mereka dalam membuat persediaan sebelum masuk ke bilik temu duga. Penggunaan aplikasi mudah alih ReadyKerja juga mudah dan juga mesra pengguna. Tambahan pula, kemudahan aplikasi yang ditawarkan secara percuma kepada komuniti dilihat amat baik dan perlu dalam memastikan semua lapisan masyarakat mendapat peluang yang sama dalam membuat persediaan ke temu duga kerja. Mungkin terdapat golongan masyarakat yang sukar mendapatkan akses internet, tetapi hanya dengan menggunakan peranti biasa dengan kapasiti storan biasa dan spesifikasi sederhana, mereka masih lagi mampu mendapatkan rujukan yang mencukupi dalam mereka membuat persediaan sebelum berjumpa dengan bakal majikan di bilik temu duga. Hal ini mampu mengurangkan rasa tekanan dan membuatkan mereka lebih berkeyakinan.

A) Impak Keberkesanan Aplikasi Mudah Alih ReadyKerja

Keberkesanan penggunaan aplikasi dapat dilihat dari segi kemudahan kepada banyak pihak terutamanya para pemohon kerja. Hal ini kerana produk inovasi ini mempunyai ciri mobiliti yang tinggi. Ianya boleh dimuat turun dalam telefon mudah alih atau peranti lain seperti tablet dan ianya juga mudah untuk dikendalikan di mana jua. Seterusnya, produk inovasi aplikasi mudah alih ReadyKerja ini sangat membantu kepada pengguna yang tidak mempunyai capaian internet. Mereka boleh memuat turun aplikasi ini secara percuma dan ianya akan kekal di dalam telefon mereka dan boleh diakses pada bila-bila masa tanpa capaian internet.

B) Cadangan Kajian Akan Datang

Terdapat beberapa cadangan yang dapat disenaraikan untuk pelaksanaan kajian akan datang yang berkaitan dengan aplikasi mudah alih ReadyKerja:

1) Kajian lebih mendalam berkaitan keberkesanan penggunaan aplikasi mudah alih ReadyKerja yang lebih kualitatif dan melibatkan lebih ramai pengguna sebagai pengguna; dan
2) Penambah baikan pembangunan aplikasi mudah alih ReadyKerja yang mungkin melibatkan lebih banyak kandungan contohnya etika dalam temu duga kerja, data industri yang terlibat menawarkan peluang pekerjaan, dan database bagi membolehkan pengguna meyimpan templat resume dan sejarah permohonan kerja / permohonan baharu.

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Synergizing for Social Impact: Collaborative Communities Strategies

Cabaran Transformasi Digital Dalam Kalangan Usahawan Kecil: Satu Tinjauan Awal

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ABSTRAK

Era digital yang semakin maju kini telah membuatkan perubahan gaya hidup masyarakat menjadi lebih efektif dan efisien dalam menguruskan kehidupan seharian seperti urusan jual beli. Namun, masih terdapat usahawan yang kurang cakna dalam mempraktiskan transformasi digital ini untuk mengembangkan perniagaan ke peringkat global terutamanya bagi usahawan kecil. Sehubungan dengan itu, satu tinjuan awal telah dilaksanakan terhadap 30 orang usahawan kecil yang hadir ke bengkel Usahawan Kecil, Impak Besar: Kuasa Pemasaran Digital di Pusat Sebaran Maklumat Nasional (NADI) Bertam, Pulau Pinang Tujuan utama kajian adalah untuk memahami cabaran dan keperluan peserta dalam memanfaatkan teknologi digital untuk pertumbuhan perniagaan. Kajian ini menggunakan kaedah tinjauan kuantitatif dengan menggunakan soal selidik. Dapatan kajian mendedahkan, cabaran utama adalah kekurangan literasi digital dalam kalangan peserta yang mana ramai di antara mereka kurang mahir dalam menggunakan teknologi digital asas yang diperlukan untuk aktiviti pemasaran yang berkesan. Begitu juga dengan kurangnya pengetahuan mengenai konsep dan alat pemasaran digital seperti pengoptimuman enjin carian (SEO) dan pemasaran media sosial turut menyukarkan usahawan kecil untuk memaksimumkan potensi perniagaan mereka di platform digital. Selain itu, akses internet yang terhad serta turut menghalang usahawan ini daripada mengambil kesempatan penuh terhadap strategi pemasaran dalam talian. Oleh itu, hasil kajian ini dapat membantu memberikan gambaran awal kepada pihak tertentu untuk merangka langkah intervensi yang lebih tepat bagi membantu usahawan kecil. Pemahaman yang lebih mendalam tentang cabaran dan keperluan usahawan kecil dapat memastikan kejayaan dan kelestarian perniagaan mereka dalam ekonomi digital yang semakin berkembang ini. Tambahan lagi, dengan memperkasakan usahawan kecil dengan kemahiran dan pengetahuan yang relevan, mereka dapat menggunakan teknologi digital secara efektif dan berkeyakinan.

Kata kunci: Transformasi digital, Usahawan kecil, Literasi, Teknologi digital, Pemasaran digital

PENGENALAN

Transformasi digital di Malaysia merupakan proses perubahan menyeluruh yang melibatkan penerapan teknologi digital dalam pelbagai sektor ekonomi dan kehidupan masyarakat. Umum mengetahui proses transformasi ini penting dalam memacu pertumbuhan ekonomi digital Malaysia seperti mana yang telah dinyatakan dalam Pelan Tindakan Ekonomi Digital Malaysia (MyDigital). Dengan perubahan gaya hidup masyarakat yang gemar membuat pembelian secara dalam talian dan melihat kepada potensi yang dicipta oleh ekonomi digital,

proses kearah mengadaptasi keusahawanan digital perlu dilaksanakan secara menyeluruh. Proses ini bertujuan meningkatkan kecekapan, produktiviti, dan daya saing negara dalam era globalisasi dan revolusi industri 4.0.

Kesedaran mengenai kepentingan transformasi digital sememangnya sudah diakui oleh semua usahawan di Malaysia. Namun, penerimaan usahawan kecil ke arah pendigitalan masih lagi perlahan disebabkan oleh beberapa cabaran utama dalam proses transformasi digital. Antara cabaran yang dihadapi ialah kekurangan literasi dan kemahiran digital, peluang pasaran yang terhad, capaian internet yang lemah, produk perniagaan yang tidak sesuai, serta persaingan sengit dengan perniagaan digital yang telah kukuh. Selain itu, kurangnya minat dalam menggunakan peranti berteknologi tinggi juga turut menjadi penyebab kepada usahawan kecil sukar untuk mengaplikasikan perniagaan secara digital dalam pengurusan perniagaaan mereka. Tidak dinafikan masih ada segelintir usahawan kecil terutamanya daripada generasi lama lebih selesa untuk terus menggunakan kaedah lama dalam menguruskan perniagaan. Meskipun begitu, perubahan harus dilakukan bagi kekal relevan dalam bidang perniagaan dan seterusnya untuk mengembangkan perniagaan.

Sehubungan dengan itu, banyak usaha perlu dilakukan secara bersama daripada pelbagai pihak untuk menangani isu ini. Faedah yang akan diperolehi daripada penggunaan teknologi digital dalam perniagaan sememangnya tidak dapat dinafikan lagi. Penggunaan teknologi digital bukan sahaja dapat mengubah cara pengurusan perniagaan malah dapat mengubah cara memasarkan produk perniagaan ke suatu tahap pasaran yang lebih luas sehingga ke peringkat antarabangsa dalam masa yang pantas dan pada kos yang lebih murah. Oleh itu, usahawan kecil ini perlu dibantu segera agar tidak ketinggalan dalam arus transformasi digital. Lebih banyak penyelidikan diperlukan untuk mencari punca yang lebih tepat dan terperinci mengenai penerimaan teknologi digital dalam kalangan usahawan kecil. Justeru itu, Justeru itu, artikel ini akan mengkaji cabaran dan keperluan peserta dalam mengaplikasikan perniagaan melalui teknologi digital.

KAJIAN LITERATUR

Dalam era globalisasi yang pesat membangun ini, keupayaan untuk memanfaatkan teknologi digital menjadi semakin penting, terutamanya bagi usahawan kecil yang ingin memperluaskan pasaran mereka dan bersaing di peringkat global. Transformasi kepada bidang digital bukan lagi satu pilihan, tetapi ianya suatu keperluan untuk memastikan kelestarian dan bagi meningkatkan keuntungan dan produktiviti perniagaaan. Walaupun teknologi digital mempunyai potensi yang besar, namun terdapat pelbagai cabaran yang perlu diatasi oleh usahawan terutamanya usahawan kecil bagi memanfaatkan perniagaan mereka. Melalui kajian literatur ini, pelbagai perspektif akan dibincangkan, termasuk kepentingan transformasi digital, cabaran yang dihadapi oleh usahawan kecil, serta peranan pemasaran digital dalam membantu perniagaan kecil berkembang. Dengan memahami aspek-aspek ini, kajian ini dapat memberikan gambaran yang lebih jelas tentang bagaimana usahawan kecil boleh memanfaatkan teknologi digital secara efektif.

Transformasi digital dan perkembangannya dalam perniagaan

Transformasi digital merujuk kepada integrasi teknologi digital ke dalam semua aspek perniagaan, menyebabkan perubahan yang ketara dalam bagaimana sesebuah perniagaan beroperasi dan memberikan nilai tambah baik kepada pelanggan. Menurut Gartner (2020), transformasi digital bukan sahaja melibatkan penggunaan teknologi yang baru, bahkan juga perubahan dalam budaya dan operasi organisasi bagi memanfaatkan teknologi ini sepenuhnya. Dalam konteks perniagaan kecil, transformasi digital adalah penting kerana ia menawarkan peluang untuk mengembangkan pasaran, meningkatkan kecekapan operasi, dan memperkenalkan model perniagaan baru (Verhoef et al., 2021). Walaubagaimanapun, usahawan kecil sering menghadapi pelbagai cabaran dalam melaksanakan transformasi digital ini, termasuk kekurangan sumber, pengetahuan, dan infrastruktur yang mencukupi (Berger & Nakata, 2021).

Cabaran usahawan kecil dalam melaksanakan transformasi digital

Pelbagai cabaran yang perlu diharungi oleh usahawan kecil dalam menerapkan pengggunaan teknologi digital terutamanya di negara membangun. Mugambi dan Wanjiru (2019) berpendapat bahawa kekurangan literasi digital dan ketidakupayaan untuk menyesuaikan diri dengan teknologi baru merupakan halangan utama dalam pelaksanaan transformasi digital. Dalam konteks Malaysia, kajian oleh Hamzah et al. (2020) menunjukkan bahawa cabaran utama yang dihadapi oleh usahawan kecil adalah kekurangan pengetahuan tentang alat pemasaran digital dan cabaran dalam mendapatkan akses kepada teknologi yang diperlukan. Selain itu, kesedaran tentang kepentingan transformasi digital masih rendah dalam kalangan usahawan kecil, yang menghalang mereka daripada mengambil peluang dan langkah yang diperlukan untuk menggunakan serta memanfaatkan teknologi digital ini (Aziz & Nor, 2020).

Literasi teknologi digital

Dalam memastikan kejayaan dalam transformasi digital, usahawan kecil perlu melengkapkan diri dengan pengetahuan dan kemahiran mengenai teknologi digital yang sesuai dan releven dengan peredaran zaman. Pendidikan dan latihan adalah penting dalam membina literasi digital yang diperlukan untuk menggunakan teknologi dengan efektif (European Commission, 2020). Program latihan yang difokuskan pada teknologi digital, seperti SEO, pengiklanan dalam talian, dan analitik data, boleh membantu usahawan kecil untuk mengatasi cabaran-cabaran yang dihadapi (Alford & Page, 2015). Silva dan Costa (2021) mencadangkan bahawa inisiatif pendidikan dan sokongan yang diberikan oleh kerajaan dan badan bukan kerajaan dapat memainkan peranan penting bagi membantu perniagaan kecil dalam beroleh kejayaan dalam era ekonomi digital.

Peluang pemasaran digital untuk usahawan kecil

Pemasaran digital adalah salah satu aspek penting dalam transformasi digital yang dapat membantu perniagaan kecil mengembangkan perniagaan mereka ke peringkat global. Pemasaran digital merangkumi penggunaan platform dalam talian seperti media sosial, laman web, dan e-mel untuk mempromosikan produk atau perkhidmatan (Chaffey & Ellis-Chadwick, 2019). Tiago dan Veríssimo (2014) bersetuju bahawa penggunaan pemasaran digital dapat meningkatkan kesedaran jenama dan memperluas pangkalan pelanggan bagi perniagaan kecil. Walaubagaimanapun, usahawan kecil perlu memahami dan menguasai alat-alat pemasaran digital seperti pengoptimuman enjin carian (SEO), pemasaran media sosial, dan analitik web untuk mendapatkan manfaat penuh daripada strategi pemasaran dalam talian ini (Kingsnorth, 2019).

Capaian internet bagi usahawan kecil di luar bandar

Wang et al. (2022) menyatakan bahawa akses kepada sambungan internet yang stabil, peranti teknologi, dan infrastruktur digital yang lain adalah kunci bagi usahawan kecil untuk menjalankan perniagaan digital dengan efektif. Namun kebanyakan usahawan kecil berada di kawasan luar bandar dan banyak kawasan luar bandar masih menghadapi masalah kekurangan akses kepada sumber penting ini. Keadaan ini secara langsung menjadikannya mencabar untuk membangun dan mengekalkan perniagaan digital di kawasan tersebut. Manakala, Radzi, Nazri, dan Nor (2017) pula menyatakan bahawa kecekapan dalam teknologi seperti penggunaan internet adalah faktor kejayaan utama bagi perniagaan luar bandar yang berasaskan teknologi. Peniaga yang memiliki kemahiran yang lebih baik dalam penggunaan internet dapat mengembangkan perniagaan dengan lebih efektif berbanding bagi peniaga yang kurang mahir dalam teknologi tersebut.

Berdasarkan kajian literatur di atas jelas menunjukan bahawa transformasi digital menawarkan pelbagai peluang untuk meluaskan pasaran perniagaan usahawan kecil. Namun terdapat beberapa cabaran yang menghalang usahawan kecil daripada mendapat faedah daripadanya. Kekurangan literasi digital, akses terhad kepada teknologi, dan kesedaran yang rendah tentang kepentingan pemasaran digital menjadi antara halangan utama bagi permasalahan ini. Justeru, penambahan ilmu dan latihan dalam bidang teknologi digital perlu

diberi perhatian bagi membantu usahawan kecil menyesuaikan diri dengan era digital yang semakin maju dan berkembang ini.

KAEDAH KAJIAN

Kajian ini merupakan kajian tinjauan awal untuk mengkaji dan memahami cabaran dan keperluan usahawan kecil dalam memanfaatkan teknologi digital dalam perniagaan mereka. Populasi dalam kajian ini adalah usahawan kecil di sekitar daerah Penaga, Pulau Pinang. Daerah ini dipilh kerana Penaga merupakan kawasan luar bandar yang mempunyai ramai usawahan kecil. Teknik persampelan yang digunakan adalah *purposive sampling* iaitu teknik pengambilan sampel yang mempunyai ciri-ciri atau tujuan yang tertentu bagi memberi gambaran awal mengenai hasil dapatan yang diperolehi daripada kajian ini. Sugiyono (2010) mendefinisikan pensampelan bertujuan merupakan satu teknik pesampelan untuk menentukan sampel kajian dengan beberapa kriteria tertentu yang bertujuan agar data yang diperoleh lebih tepat. Oleh itu, seramai 30 orang usahawan kecil ini telah dipilih sebagai responden kajian ini. Mereka adalah peserta yang menyertai bengkel Usahawan Kecil, Impak Besar: Kuasa Pemasaran Digital yang telah diadakan di Pusat Sebaran Maklumat Nasional (NADI) Bertam, Pulau Pinang.

Kajian ini menggunakan pendekatan tinjauan kuantitif melalui soal selidik sebagai alat utama pengumpulan data. Soal selidik ini terbahagi kepada tiga bahagian. Bahagian A adalah mengenai demografi. Bahagian B pula berkaitan penggunaan teknologi digital dalam perniagaan. Seterusnya Bahagian C adalah berkaitan dengan cabaran transformasi teknologi digital bagi usahawan kecil. Bagi menganalisis data, kaedah statistik deskriptif telah digunakan dalam kajian ini. Carta alir kaedah kajian (Rajah 1) menggambarkan lapan fasa proses tinjauan: mengenal pasti populasi sasaran, menentukan saiz sampel menggunakan persampelan mudah, mereka bentuk soal selidik, mengedarkan borang kepada peserta bengkel, mengumpul maklum balas dalam tempoh masa yang ditetapkan, menyemak data, menjalankan analisis statistik deskriptif, dan membentangkan dapatan menggunakan jadual, graf, atau carta.

Rajah 1 Carta alir kaedah kajian



HASIL DAPATAN DAN PERBINCANGAN

Analisis Demografi Responden Usahawan Kecil

Jadual 1 menunjukkan demografi responden yang terlibat. Perincian analisis demografik responden ini adalah berdasarkan umur, tahap pendidikan, jenis perniagaan, jumlah tahun menguruskan perniagaan, dan hasil pendapatan perniagaan sebulan.

Jadual 1 Demografi Responden

	Kekerapan	Peratus (%)
Umur		
Bawah 20 tahun	2	6.7%
21-30 tahun	9	30%
31-40 tahun	9	30%
41-50 tahun	8	26.7%
51 tahun ke atas	2	6.7%
Tahap Pendidikan		
PMR	2	5.9%
SPM/STPM	6	20.6%
Diploma	11	35.3%
Ijazah	11	35.3%
Jenis Perniagaan		
Makanan	11	36.7%
Servis	9	30%
Pakaian & Kesihatan	5	16.7%
Tiada Perniagaan	5	16.7%
Tempoh Perniagaan		
Tiada (Baru Mula)	5	11.8%
Bawah 1 tahun	6	11.8%
1-2 tahun	7	32.4%
3-4 tahun	9	23.5%
5 tahun ke atas	3	20.6%
Hasil Pendapatan Perniagaan Sebulan		
Bawah RM500	7	23.3%
RM501-RM1000	8	26.7%
RM1001-RM1500	5	16.7%
RM1501 ke atas	10	33.3%

Umur responden

Analisis data menunjukkan bahawa majoriti responden berumur antara 21 hingga 40 tahun, merangkumi 60% daripada keseluruhan sampel (9 orang bagi setiap kumpulan umur 21-30 dan 31-40 tahun, masing-masing mewakili 30%). Hanya 6.7% daripada responden adalah di bawah 20 tahun dan 6.7% lagi adalah mereka yang berumur lebih daripada 51 tahun. Ini menunjukkan bahawa kebanyakan usahawan kecil berada dalam kumpulan umur dewasa muda dan pertengahan, yang mungkin lebih berpotensi untuk terlibat dalam perniagaan yang lebih stabil dan berdaya maju.

Tahap pendidikan

Dari segi tahap pendidikan, sebahagian besar responden mempunyai kelulusan Diploma dan Ijazah, masing-masing mencatatkan 35.3%. Ini diikuti oleh mereka yang mempunyai kelulusan SPM/STPM (20.6%) dan PMR (5.9%). Majoriti usahawan dengan tahap pendidikan yang lebih tinggi mencerminkan pentingnya pendidikan formal dalam mempersiapkan individu untuk menjalankan perniagaan. Tahap pendidikan yang lebih tinggi dapat menyediakan mereka dengan kemahiran kritikal dan pengetahuan yang diperlukan untuk memanfaatkan teknologi pemasaran digital dengan lebih berkesan.

Jenis perniagaan

Perniagaan makanan adalah yang paling dominan, dengan 36.7% responden (11 orang) terlibat dalam sektor ini. Diikuti oleh perniagaan servis (30%) dan pakaian & kesihatan (16.7%). Sebahagian kecil, iaitu 16.7% responden, tidak terlibat dalam sebarang perniagaan, menunjukkan terdapatnya usahawan yang mungkin baru merancang untuk memulakan perniagaan. Pilihan untuk menceburi perniagaan makanan dan perkhidmatan menunjukkan permintaan pasaran yang konsisten dalam sektor tersebut serta potensi keuntungan yang lebih tinggi melalui pemasaran digital berbanding dengan jenis perniagaan yang lain.

Jumlah tahun penglibatan dalam perniagaan

Dari segi pengalaman dalam menguruskan perniagaan, tempoh penglibatan dalam perniagaan juga adalah pelbagai. Walaupun terdapat 11.8% responden yang baru memulakan perniagaan (tempoh kurang daripada setahun), kebanyakan responden telah

berkecimpung dalam perniagaan selama 1-2 tahun (32.4%) atau 3-4 tahun (23.5%). Hanya 20.6% yang telah mengusahakan perniagaan lebih daripada 5 tahun, mencerminkan bahawa kebanyakan usahawan kecil berada dalam fasa awal atau pertengahan dalam perjalanan perniagaan mereka. Data ini menunjukkan bahawa kebanyakan usahawan kecil dalam kajian ini masih berada di peringkat awal pembangunan perniagaan mereka, namun mereka berpotensi untuk terus berkembang melalui strategi pemasaran digital yang berkesan.

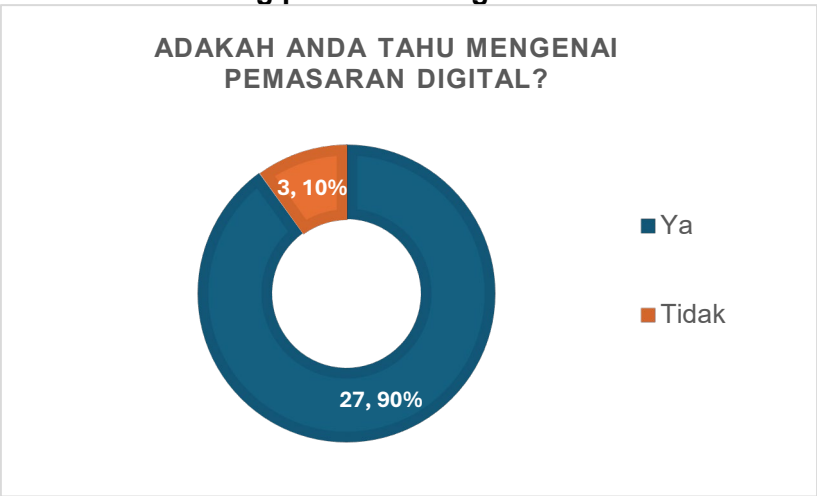
Hasil pendapatan bulanan

Dari segi pendapatan bulanan, 33.3% daripada usahawan kecil melaporkan pendapatan lebih daripada RM1501 sebulan, sementara 26.7% mempunyai pendapatan antara RM501 hingga RM1000. Sebaliknya, 23.3% responden melaporkan pendapatan di bawah RM500 sebulan. Ini menunjukkan adanya perbezaan yang signifikan dalam pendapatan usahawan kecil, yang mungkin mencerminkan skala perniagaan yang berbeza serta tahap kematangan perniagaan mereka. Variasi dalam pendapatan bulanan ini mencerminkan pelbagai tahap kejayaan di kalangan usahawan kecil dan menunjukkan bahawa terdapat antara usahawan kecil ini telah berjaya mencapai keuntungan yang melebihi RM1500, dan ada yang lain masih berada dalam fasa permulaan yang memerlukan lebih banyak sokongan, terutamanya dalam aspek pemasaran digital.

Analisis demografik ini memberikan gambaran menyeluruh tentang demografik usahawan kecil yang terlibat dalam kajian ini. Walaupun kebanyakan mereka adalah usahawan muda dengan pendidikan yang baik, terdapat variasi yang ketara dalam jenis perniagaan, pengalaman, dan pendapatan. Justeru, pemasaran digital dilihat sebagai alat yang berpotensi untuk membantu mereka memanfaatkan peluang perniagaan dan cara mengatasi cabaran yang dihadapi.

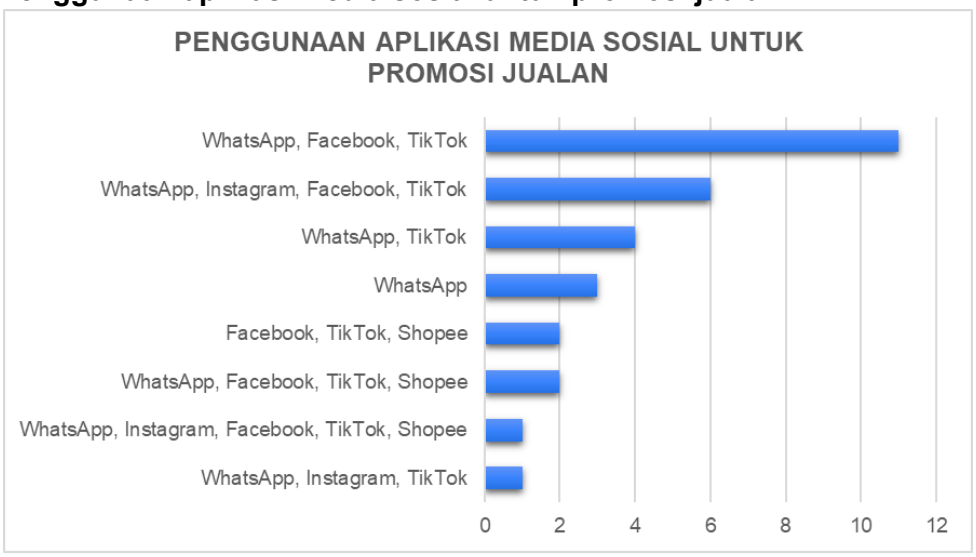
Hasil Tinjauan Awal : Tahap Kesedaran Usahawan Kecil terhadap Pemasaran Digital

Rajah 2 Tahap kesedaran tentang pemasaran digital



Rajah 2 menunjukkan bahawa majoriti besar responden, iaitu 90% (27 orang), menyatakan mereka mengetahui tentang pemasaran digital. Sebaliknya, hanya 10% (3 orang) yang tidak mengetahui tentang pemasaran digital. Ini menunjukkan bahawa kesedaran mengenai pemasaran digital adalah tinggi dalam kalangan responden. Kesedaran ini adalah penting memandangkan pemasaran digital merupakan salah satu elemen penting dalam mengembangkan perniagaan di era moden, terutama bagi usahawan kecil yang ingin memperluas capaian pelanggan dan meningkatkan kehadiran dalam talian. Kesedaran yang tinggi ini menunjukkan potensi besar untuk program latihan dan intervensi yang boleh membantu usahawan kecil memanfaatkan pemasaran digital secara lebih efektif. Bagi sebahagian kecil yang tidak mengetahui tentang pemasaran digital, mungkin ada keperluan untuk menyediakan pendidikan asas atau pengenalan kepada konsep dan teknik pemasaran digital bagi memastikan mereka tidak ketinggalan dalam persekitaran perniagaan yang semakin kompetitif ini. Secara keseluruhan, data ini memberikan gambaran positif tentang kesediaan usahawan kecil untuk memanfaatkan pemasaran digital, sekaligus menunjukkan bahawa terdapat ruang yang luas untuk memperkukuhkan pengetahuan dan aplikasi strategi pemasaran digital dalam perniagaan mereka.

Rajah 3 Penggunaan aplikasi media sosial untuk promosi jualan

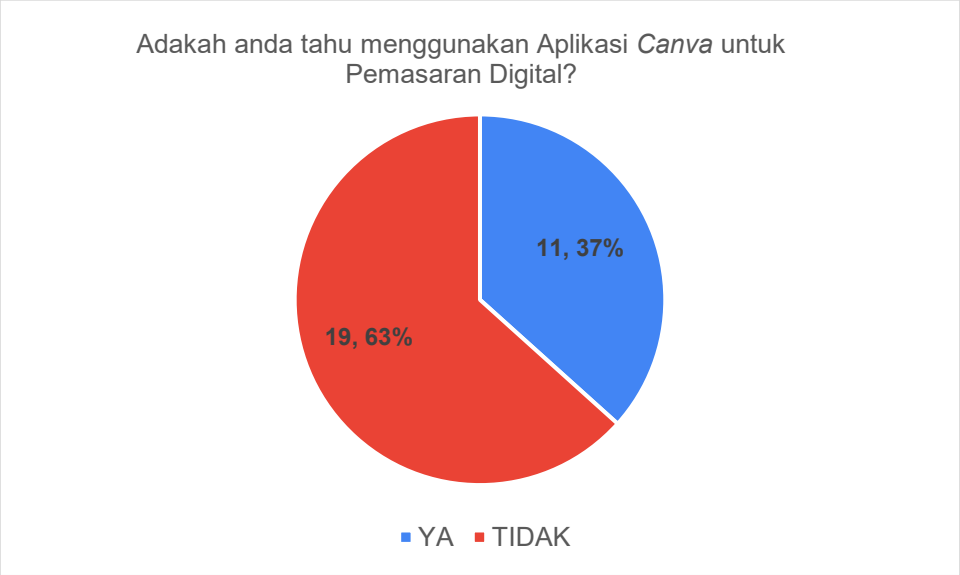


Rajah 3 menunjukkan pelbagai kombinasi penggunaan aplikasi media sosial oleh usahawan kecil untuk tujuan promosi jualan. Penggunaan tertinggi dicatatkan oleh kombinasi *WhatsApp, Facebook, dan TikTok,* dengan 10 responden menggunakan gabungan ini. Ini menunjukkan bahawa platform-platform ini adalah yang paling popular dalam kalangan usahawan kecil untuk mempromosikan produk atau perkhidmatan mereka.

Seterusnya, *WhatsApp, Instagram, Facebook,* dan *TikTok* digunakan oleh 8 responden, mencerminkan popularity tambahan Instagram sebagai platform promosi. Selain itu, *WhatsApp dan TikTok* digunakan oleh 6 responden, diikuti dengan penggunaan WhatsApp sahaja oleh 4 responden. Ini menunjukkan bahawa *WhatsApp* adalah alat komunikasi yang sangat penting bagi usahawan kecil, mungkin disebabkan kemudahan penggunaan dan kebolehan untuk mencapai pelanggan secara langsung. Penggunaan kombinasi lain seperti *Facebook, TikTok, dan Shopee serta WhatsApp, Facebook, TikTok,* dan Shopee juga direkodkan, walaupun dalam jumlah yang lebih kecil (masing-masing 3 dan 2 responden). Ini menunjukkan bahawa ada usahawan kecil yang mulai memanfaatkan platform e-dagang seperti *Shopee* untuk memperluas jangkauan jualan mereka.

Hasil dapatan awal ini menunjukkan bahawa media sosial, khususnya *WhatsApp, Facebook, TikTok, dan Instagram,* adalah aplikasi penting bagi usahawan kecil dalam mempromosikan perniagaan mereka. Popularity *WhatsApp* mungkin disebabkan oleh keupayaannya untuk memudahkan komunikasi langsung dan peribadi dengan pelanggan, sementara *Facebook* dan *TikTok* menawarkan kelebihan dalam aspek jangkauan dan keterhubungan yang lebih luas. *Instagram* pula, walaupun kurang popular daripada *Facebook* dan *TikTok* dalam konteks ini, masih memainkan peranan penting dalam strategi promosi.

Rajah 4 Tahap pengetahuan pengunaan aplikasi *Canva* untuk pemasaran digital



Rajah 4 menunjukkan tahap pengetahuan pengunaan *Canva* untuk pemasaran digital dalam kalangan responden. Hasil tinjauan menunjukkan bahawa sebahagian besar iaitu seramai 19 responden (63%) menyatakan tidak mengetahui cara menggunakan *Canva* untuk tujuan pemasaran digital. Sebaliknya, peratusan yang lebih kecil iaitu seramai 11 orang (37%) menyatakan tahu mengetahui cara menggunakan *Canva* untuk tujuan pemasaran. Justeru, kajian ini mendapati bahawa penggunaan *Canva* dalam bidang pemasaran digital semakin mendapat perhatian. Meskipun sebahagian besar responden menunjukkan belum mengetahui tentang penggunaan Canva untuk menghasilkan bahan pemasaran, namun kesedaran mereka tentang kewujudan *Canva* sudah ada. Ini menunjukkan bahawa aplikasi *Canva* sudah mendapat perhatian dalam kalangan usahawan kecil ini. Oleh itu, usaha untuk mempromosikan aplikasi *Canva* bagi tujuan pemasaran digital perlu dipertingkatkan agar kelebihan yang ditawarkan oleh aplikasi ini dapat dimanfaatkan sebaiknya.

Cabaran Usahawan Kecil Dalam Melaksanakan Transformasi Digital

Jadual 2 Cabaran usahawan kecil

Perkara	**Peratus (%)**
Produk perniagaan yang tidak sesuai	43%
Kurang mahir menggunakan media sosial	90%
Persaingan yang sengit dengan perniagaan digital yang lebih mantap	50%
Kurangnya penyediaan bengkel atau latihan	50%
Kekangan kewangan	63%
Had limit dalam penggunaan kuota internet	40%
Sukar mengakses Internet	77%
Kurang mahir mencari maklumat dalam internet	10%

Hasil kajian menunjukkan majoriti responden (90%) menyatakan cabaran utama yang dihadapi adalah kurang mahir menggunakan media sosial. Seterusnya ialah cabaran terhadap aksesibiliti internet (77%) dan kekangan kewangan (63%). Selain itu, tekanan persaingan dan kurang penyediaan bengkel dan latihan merupakan cabaran yang sama (50%) dihadapi oleh usahawan kecil. Daripada hasil dapatan ini, jelas menunjukan keterbatasan akses kepada sambungan internet yang stabil dan mampu milik menyekat keupayaan usahawan untuk menjalankan aktiviti pemasaran dalam talian, berinteraksi dengan pelanggan, dan memanfaatkan platform digital. Tambahan pula, kekurangan kemahiran digital dalam kalangan usahawan ini dan pekerja menghalang penggunaan berkesan alat digital untuk pemasaran, operasi, dan pengurusan. Kekangan kewangan mengehadkan kemampuan mereka untuk melabur dalam infrastruktur digital, perisian, dan latihan.

Selain itu, usahawan ini juga menghadapi cabaran persaingan sengit dengan perniagaan yang sudah kukuh berada dalam dunia pemasaran digital. Tambahan lagi ketiadaan sokongan komprehensif daripada kerajaan, termasuk kekerapan anjuran program literasi digital, insentif kewangan, dan persekitaran pengawalseliaan yang kondusif turut menyumbang kepada pemasar teknologi digital dalam kalangan usahawan kecil ini. Faktor-faktor ini secara umumnya menyekat keupayaan usahawan kecil ini untuk memanfaatkan peluang yang ditawarkan oleh ekonomi digital. Oleh itu amatlah penting untuk pihak yang terlibat mengatasi cabaran tersebut bagi meningkatkan daya saing, produktiviti, dan pertumbuhan keseluruhan perusahaan kecil ini.

KESIMPULAN

Ironinya, dengan kemajuan teknologi yang merentasi sempadan, usahawan kini mempunyai peluang yang luas untuk memasarkan produk mereka di peringkat global. Namun masih ramai usahawan kecil menghadapi pelbagai cabaran dalam transformasi digital, termasuk literasi digital yang terhad, akses yang kurang kepada infrastruktur digital, dan kekurangan pengetahuan tentang alat pemasaran digital seperti SEO dan media sosial. Selain itu, ramai juga usahawan kecil masih bergantung pada kaedah tradisional yang mana kaedah ini boleh menjejaskan daya saing mereka. Sehubungan dengan itu, intervensi daripada pelbagai pihak sangat diperlukan untuk mengatasi isu ini. Hal ini termasuk meluaskan sambungan internet, menyediakan latihan kemahiran digital yang bersasar, menawarkan sokongan kewangan,

memupuk ekosistem digital yang menyokong dan pelaksanaan dasar kerajaan yang berkesan.

Memandangkan kajian ini merupakan tinjauan awal dan hasil dapatan kajian memberikan gambaran yang jelas mengenai isu yang sedang dihadapi oleh usahawan kecil, maka adalah penting untuk melaksanakan penyelidikan lanjut mengenai isu ini. Skop kajian boleh diperluas ke daerah-daerah yang lain dengan jumlah responden yang lebih ramai. Penemuan ini penting bagi membantu pembuat dasar dan organisasi sokongan lain untuk membangunkan inisiatif yang lebih bersasar dan berkesan bagi pemerkasaan sektor perusahaan kecil seiring dengan era kemajuan teknologi pada masa kini. Dengan memanfaatkan medium digital secara efektif, faedah dan reputasi produk yang baik dapat memberikan kesan yang positif terhadap prestasi perniagaan usahawan kecil seterusnya menyumbang kepada pertumbuhan ekonomi negara setanding dengan negara-negara maju. Hal ini adalah sejajar dengan matlamat pembangunan luar bandar yang bertujuan untuk meningkatkan pendapatan dan penglibatan masyarakat dalam menempuh cabaran masa depan. Ia juga seiring dengan matlamat Transformasi Nasional 2050 (TN50) yang menyasarkan pencapaian matlamat Pembangunan Lestari 2030, khususnya dalam usaha untuk menghapuskan kemiskinan yang diwarisi oleh masyarakat luar bandar.

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e-Proceedings of International Symposium On Community Social Responsibility 2024(i-CSR2024)
Synergizing for Social Impact: Collaborative Communities Strategies

Raising Awareness of *Riba*: A Community Outreach Program for Secondary Students

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ABSTRACT

Riba (usury) is strictly prohibited in Islamic finance due to its exploitative nature and detrimental effects on society. Despite this prohibition, many individuals, particularly the youth, lack awareness of its dangers. This study examines a community outreach program to educate secondary school students about *riba* and promote Islamic financial principles. The program, organized by Bachelor of Business (Honors) Finance students at UiTM Kedah, targeted 60 Form 4 students from Sekolah Menengah Kebangsaan Sungai Tiang, Pendang. The initiative combined educational presentations and interactive activities to enhance students' understanding of *riba*. Pre- and post-program surveys were administered to assess changes in knowledge and attitudes towards *riba*. Entrance survey results indicated limited baseline knowledge about *Riba* among participants. Post-program survey results showed significant improvement, with most students demonstrating a clear understanding of the negative implications of *riba* and expressing a strong commitment to avoiding it. Interactive activities were efficient in knowledge retention and application. The "Dangers of *Riba*" program successfully raised awareness and educated secondary school students about the harmful effects of *riba*. The positive feedback and marked improvement in survey results highlight the importance of early financial education. Future programs should expand on this success to reach a broader audience and provide more in-depth coverage of Islamic financial principles.
Keywords: *Riba*, Islamic finance, financial literacy, community outreach, secondary education

INTRODUCTION

Generally interpreted as usury or interest, *Riba* is a fundamental notion in Islamic finance firmly rooted in ethical and religious beliefs. Islam strongly prohibits *riba* due to its naturally exploitative nature, as explicitly stated in the *Quran, sunnah, ijma'*, and *qiyas* (Fuadi, 2023). *Riba* means literally "an increase" or "an addition" (*ziyadah*) (Husain & Amar, 2024). According to terminology, *riba* refers to taking additional interest or profit in buying and selling transactions and borrowing and lending, which is clearly against Islamic principles (Wibowo & Mulantono, 2018)

Prohibiting riba is essential to Islamic economic principles, which promote equity and impartiality in business or financial transactions. As we know, the main principle of Islamic finance is to promote profit-sharing and risk-sharing approaches instead of riba-based transactions. It is aligned with the concept of mutual benefits and cooperation, which are the moral framework of Islam (Maksum, 2023). Therefore, the prohibition of riba is not on a religious mandate in Islam but also an important mechanism for preventing wealth exploitation and ensuring fairness in any financial transactions (Mahessa et al., 2024)

Despite its significance, younger generations remain inadequately aware of and understand the concept of *riba*. It aligns with research conducted by Mubaraq et al., (2024), which discovered that Muslim students had a limited understanding of the definition and different types of riba. This lack of understanding poses significant risks when young students transition into adulthood and become more involved in financial decisions that may unknowingly include usury.

Recognizing this issue, a community outreach program titled "The Dangers of Riba" was organised by 33 students from the Bachelor of Business Finance (Honours), UiTM Kedah. This initiative, part of a service-learning assignment for the Islamic Finance (FIN546) course, was conducted at Sekolah Menengah Kebangsaan (SMK) Sungai Tiang, Pendang. The program's primary objective was to raise awareness among secondary students about the negative implications of *riba* and equip them with the knowledge needed to avoid it in their personal and future professional lives.

The effectiveness of the program in raising the awareness of riba among secondary school students is also evaluated. The study will be focused on the program's effectiveness in improving students' understanding of riba and its implications, as well as its broader impact on their perspectives on financial ethics. This initiative's success demonstrates educational outreach programs' ability to promote Islamic finance and cultivate ethical consciousness among young people.

AREA OF RESEARCH

The program was successfully conducted on 20th May 2024 and involved 67 Form 4 students of the SMK Sungai Tiang. The approach was centred upon engagement and interactive activities to make the concept of *riba* easily understood by the participants. By incorporating educational strategies and interactive learning activities, the program seeks to cultivate ethical financial behaviour by educating students on the dangers of *riba* and its prohibition in Islam. future financial decisions.

METHOD OF IMPLEMENTATION

The program commenced with an ice-breaking session, followed by the program leader's informative talk and presentation on "The Dangers of *Riba*". The talk focused on *riba* ethical and theological implications, describing its harmful impacts on people and society. The objective was to establish a basic understanding of the rationale behind the prohibition of *riba* in Islam.

Following the presentation, students participated in various instructive games and exercises, including the Islamic vs. Conventional Finance Challenge, the Halal-Haram Financial Relay, and the Cryptogram Quiz. The activities' objective was to enhance the knowledge delivered during the presentation and actively involve the students excitingly and memorably.

An entrance and exit survey were distributed to participants before and after the program to evaluate the participants' understanding of *riba*. These surveys assessed pre-(entrance survey) and post-program (exit survey) student knowledge and attitudes regarding *riba*, revealing insightful information about the program's effectiveness.

RESEARCH METHOD

Data Collection

Respondents were program participants consisting of 67 Form 4 students from the SMK Sungai Tiang. In the survey, they were asked to respond to a series of statements related to *riba* using a 4-point Likert scale. This scale allowed participants to express the degree to which they agreed or disagreed with each statement. The response options were as follows:

i. Strongly Disagree : 1
ii. Disagree : 2
iii. Agree : 3

iv. Strongly Agree : 4

Calculation of Mean Scores

To evaluate the impact of the program, mean scores were calculated for each statement before and after the program. The mean score represents the average level of agreement with each statement, where higher mean scores indicate stronger agreement or better understanding.

Formula for Mean Score:

The mean score for each statement was calculated using a weighted average approach. The formula used is as follows:

$$\text{Mean Scores} = \frac{\sum (\text{Number of Responses} \times \text{Assigned Value})}{\text{Total Number of Responses}}$$

Where:

- Assigned Value corresponds to the numerical value assigned to each response category (1 for "Strongly Disagree," 2 for "Disagree," 3 for "Agree," and 4 for "Strongly Agree").
- Number of Responses refers to the count of participants who selected each response category.
- Total Number of Responses is the sum of all responses for that particular statement.

FINDINGS AND DISCUSSION

After participating in the program, the entrance and exit survey findings indicate a significant improvement in the participants' understanding of *riba* and its implications in Islamic finance. The increase in the mean scores for all ten statements from the entrance to the exit surveys demonstrates the program's effectiveness in improving participants' understanding and awareness of *riba*.

The table below summarizes the mean scores for each statement before and after the program

Table 1 Mean Scores of Participants' Understanding and Perception of *Riba* Before and After the Program

No.	Statement	Entrance Survey	Exit Survey
1	I understand the concept of *riba* in Islamic finance.	1.67	3.46
2	*Riba* is prohibited in Islam because it is unjust.	1.73	3.76
3	I can identify transactions that involve *riba*.	1.64	3.25
4	The prohibition of *riba* promotes economic fairness.	1.54	3.54
5	Engaging in *riba* has negative consequences according to Islamic teachings.	1.66	3.82
6	I know how to ensure my financial dealings are free from *riba*.	1.42	3.45
7	There are viable alternatives to *riba* in Islamic finance.	1.49	3.28
8	I understand the difference between *riba* and profit in a business transaction.	1.63	3.39

9	*Riba* has a negative impact on society and the economy.	1.7	3.76
10	My understanding of *riba* has improved after attending the program.	1.64	3.73

1. Understanding The Concept of *Riba*
   The statement, "I understand the concept of *riba* in Islamic finance," shows an outstanding improvement, with the mean score increasing from 1.67 in the entrance survey to 3.46 in the exit survey. The significant increase shows the program's effectiveness in deepening participants' conceptual understanding of *riba*. Similarly, the program successfully conveyed the ethical and religious foundations of the prohibition of *riba* in Islam, demonstrated by an increase in the mean score from 1.73 to 3.76 for the statement, "*Riba* is prohibited in Islam because it is unjust".

2. Application of Knowledge
   The findings also show that participants improved their ability to apply their knowledge, particularly in identifying and avoiding *riba*-involved transactions. The average score for the statement "I can identify transactions that involve *riba*" increased from 1.64 to 3.25, showing a significant improvement of 98.17%. These findings demonstrate that participants had an improved ability to identify unethical financial transactions after the program. Participants' confidence in conducting *riba*-free financial transactions increased significantly from 1.42 to 3.45. It highlights the program's effectiveness in providing practical guidance on adhering to Islamic principles while engaging in financial transactions.
3. Impact of *Riba* on Society and Economy
   Another significant finding relates to the participant's understanding of *riba* in the broader societal and economic impacts. The average score indicating agreement with the statement "*Riba* has a detrimental effect on society and the economy" rose from 1.70 to 3.76. It suggests that the program successfully improved knowledge of the adverse outcomes of engaging in *riba*. It aligns with the Islamic perspective, which prohibits *riba* due to its immediate injustices and long-term negative impact on social well-being and economic equity.
4. Alternative to *Riba*
   The participants' view of alternatives to *riba* in Islamic finance also improved. The average score for "There are viable alternatives to *riba* in Islamic finance" increased from 1.49 to 3.28. The figures indicate that the program successfully introduced and explained non-*riba* financial solutions. The result demonstrates that the participants developed a better understanding of the principles of Islamic finance that support fairness and justice, enhancing their capacity to participate in ethical financial activities.
5. Overall Improvement
   The participants' enhanced understanding is evidenced by the statement, "My comprehension of *riba* has improved following program attendance," with the mean score rising from 1.64 to 3.73. This finding unequivocally demonstrates the achievement of the SULAM program's objective to educate participants regarding the risks associated with *riba* and the importance of adhering to Islamic financial principles.

CONCLUSIONS & RECOMMENDATIONS

The service-learning program "The Danger of *Riba*" has achieved its objectives by raising awareness and educating secondary school students on *riba* and its implications in Islamic Finance. The survey findings demonstrate the effectiveness of integrating interactive and engaging ways to teach complicated financial topics, as the students have significantly increased their knowledge.

The program should be expanded to reach more schools and cover a broader range of topics within Islamic Finance. It is important to consider incorporating more activities or materials to

cater to the needs of students or those already familiar with Islamic Finance to enhance the program's impact further.

In conclusion, educational initiatives like this are essential in building a financially literate generation aware of the ethical implications of their financial decisions. By continuing to educate young people on the principles of Islamic Finance, we can contribute to developing a more just and equitable financial system.

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Synergizing for Social Impact: Collaborative Communities Strategies

Empowering Tax Knowledge Through Collaborative Teaching and Alumni Engagement

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ABSTRACT
Tax laws can be extremely complex and vary widely between jurisdictions. This complexity can make it difficult for individuals and businesses to understand their tax obligations and maximize their benefits. In addition, tax knowledge and regulations frequently change due to new legislation, economic conditions, or political shifts. Keeping up to date with these changes is a challenge for both individuals and professionals. Addressing these issues often involves consulting with tax professionals, such as accountants or tax advisors, who have the expertise to navigate the complexities of tax laws and ensure compliance while optimizing tax outcomes. Recognizing the complexity and frequent changes in tax laws, a team of collaborative lecturers has developed a student program aimed at enhancing tax knowledge, particularly for those preparing for their final exams in taxation. This unique initiative not only involves engagement from the Inland Revenue Board (IRB) but also features a speaker who is an alumnus of the university. Additionally, the program received sponsorship from the Human Resource Development Corporation (HRD Corp) as part of National Training Week (NTW), held from June 24 to June 30, 2024. The half-day session focused on relief and rebate topics and was attended by 594 accountancy students. Feedback from the students indicated that the program was highly beneficial, significantly contributing to their understanding of tax matter.
Keywords: Tax Knowledge, Tax Law, Collaborative Teaching, Alumni Engagement

INTRODUCTION
Self-Assessment System (SAS) has been implemented in Malaysia since 2004 on individual taxpayers where under this system the taxpayer is responsible for computing one's own chargeable income and tax payable as well as making tax payment promptly based on the amount calculated. Since then, the taxpayers in Malaysia need to make voluntary disclosure their income and expenses through a system called as e-filling. Apart from that, for salaried individuals, they need to submit their income tax return form which is Form BE by 30 April every year while for those who have business income, the submission and payment deadlines are by 30 June for Form B (Choong & Wong, 2011). Since tax subjects constantly deal with tax complexity, taxpayers must also stay current on changes to the tax system. Hence, this system requires taxpayer at least to have a basic knowledge of tax calculations such as compute the chargeable income, the deductibility of expenses, reliefs, rebates, exemptions for individual taxpayers and knowledge on how to fill up the tax forms. Therefore, in order to ensure the highest degree of tax compliance, it is crucial to improve tax knowledge, particularly among the younger generations who will be this nation's future taxpayers.
Tax knowledge is an important factor in determining willingness to compliance with the tax system. According to Palil and Mustapha (2011), tax knowledge refers to level of tax education

that is determined by the familiarity with the tax rights and responsibilities, knowledge of employable income, business income, personal relief, child relief, tax rebate, dividend, interest and awareness of tax offences, penalties and fines. Previous studies in this field have suggested that tax knowledge is one of the main predators to determine the taxpayers' compliance behaviour under the SAS system (Twum et al., 2020; Chandra et al., 2020; Yahya et al., 2021; Ishak et al., 2023). This means that if the taxpayers possess a high level of tax knowledge, they tend to follow and comply with the tax regulations and eventually report their income according to the tax law and policies of countries. Consequently, tax knowledge and education among potential taxpayers are essential and crucial in any nation. Ignorance towards this matter will reduce tax collection that could have supported the country's social and economic planning (Shaharuddin & Palil, 2016).

Realizing the importance of tax knowledge among young generation, a team of collaborative teaching in Universiti Teknologi MARA (UiTM) Perak, Tapah Campus under the Faculty of Accountancy has come across an initiative to organize a student program named as *TAX267 Bengkel 2 – Donation, Tax Reliefs & Rebate (Budget 2023).* The ultimate objective of this program is to share the tax knowledge to students specifically related to items in filling up Form B and Form BE such as categories of income, personal reliefs and rebates. Besides that, the program also wants to expose students to the format of calculations the chargeable income, income tax liability as well as final tax payment that will be tested as one of their final examination questions. Hence, this study had come across to investigate the level of tax knowledge of students before and after they have attended the program.

METHODOLOGY

With the assistance of nine collaborative teaching lecturers who teach TAX267 this semester, the *TAX267 Bengkel 2 - Donation, Tax Reliefs & Rebate (Budget 2023)* program was successfully executed on June 22, 2024. A total of 594 accounting students, mostly from part 4 and part 5 who registered for the course TAX267 this semester, attended the half-day session, which ran from 8 a.m. to 1 p.m. The program was run in a hybrid format, with three sessions spread over four venues. The first session involved face-to-face talk by collaborative teaching lecturers. This discussion was centered around the subject of donations and income categories as outlined in Income Tax Act of 1967 Sections 4(a) through 4(f). The group from the Human Resource Development Corporation (HRD Corp) Tapah Branch, who are the program's primary sponsors, started the second session. During their face-to-face discussion, they primarily introduced students to the roles of HRD Corp and gave them an overview of the several training programs offered in conjunction with National Training Week (NTW), which took place from June 24 to June 30, 2024. An officer from the Inland Revenue Board (IRB) Teluk Intan Branch, who was also an UiTM Tapah Campus alumnus, led the third session. His online talk was focused on various types of tax reliefs and rebates that can be claimed by individual taxpayers. The data collection methodology involved conducting closed-ended and open-ended survey questions. The research utilized a descriptive analysis to capture the subjective experiences, perceptions and opinions of students before and after the program was conducted. Figure 1 summarizes the methods used to implement the program.

Figure 1 Program Session Method



FINDINGS AND DISCUSSION

Based on 594 participants who took part in the survey, 29.8% were comprise of male participants and the balance 70.2% were female participants. 95% of the participants' ages were from 20 to 21 years old. The results from the survey were presented in Table 1 and Table 2 below.

Table 10 Students Score Based on Gender

		Male Students' Score	Female Students' Score
N	Valid	177	417
Total score		4097	9436
Mean		4.63	4.53
Minimum		2	3
Maximum		5	5

Based on Table 1 above, the mean score for male students was 4.63 while the mean score for female students was 4.53. Thus, it can be concluded that the score for tax knowledge was most likely similar for both male and female students.

Table 2 Evaluation Results Before and After Program

No	Question	Average Score		
		Before Program	After Program	Changes/ Improve
1	I am able to understand the different types of investment income.	1.32	4.54	3.22
2	I am able to explain the electronic filing (e-filing) system for individuals.	1.31	4.53	3.22
3	I am able to explain joint assessment and separate assessment.	1.31	4.57	3.26
4	I am able to recognize the types of relief and rebates.	1.31	4.58	3.27
5	I am able to compute aggregate income, total income, chargeable income and income tax payable for individuals.	1.32	4.57	3.25

The evaluation scale for close-ended survey is from 0 to 5. Table 2 above shows the average score for each question. There were significant improvements after the program was conducted. The program achieved the objectives with the highest score of 4.58. This indicates that students' tax knowledge was improved after the program conducted with the involvement of collaborative teaching lecturers and alumni engagement. In line with these results, we also managed to get positive feedback from the participants. Among the positive comments received were '*After I participated in the workshop, I understood more about tax payment more deeply. Overall, the workshop organized by the lecturer is very helpful for the students.'* Another respond received was '*Overall, the workshop is very good and helps students' understanding. The HRD Corp talk is very helpful for students to learn about skills that we may not even know about. On the other hand, the workshop helped me a lot to understand what the lecturer taught in class.'* Thus, the results above were consistent with the previous study where most of the participants explicitly claimed the importance of technical knowledge of the income tax system (Saad, 2014).

Additionally, the program also contributes to several attributes of impact such as strengthened alumni ties since the program has created a good relationship between university and alumni which indirectly promoting the alumni to be actively involved in supporting any programs or events initiated by university. Alumni engagement demonstrated the real value of a university degree by serving as mentors and role models for current accounting students by sharing their knowledge, advice and experience (Abdullah et al., 2023). In addition, the collaborative teaching made by the tax teaching lecturer provides opportunities for lecturers to share their tax knowledge beyond the classroom (Mohd Rodzi et al., 2023). The tax knowledge transfer process has become smooth with expanded network

created a bridge between academia and industry, exposing students to diverse perspectives and current tax issues (Abdullah et al., 2023)

Figure 2 Participants, Alumni and Team Collaborative Teaching Lecturers



CONLUSION AND RECOMMENDATIONS

This study aims to investigate students' tax knowledge after they have attended the *TAX267 Bengkel 2 - Donation, Tax Reliefs & Rebate (Budget 2023)* program. Based on the findings, the respondents experienced a significant improvement of tax knowledge after a comparison was made before and after the program was conducted. The students have been exposed to various tax issues and tax payment. Thus, the program achieved remarkable results in empowering tax knowledge among the students with the cooperation between collaborative teaching lecturers and alumni engagement. The results of this program serve as a testament to consider future interactions of the program not only to university students but also to the secondary school level students since this is considered as the early step to inculcate and understand the importance of tax to potential taxpayers who will become the actual taxpayers (Faizal et al., 2021). Several methods can be initiated to empower tax knowledge among students or taxpayers such as attending online workshops or seminars since there are many online courses and webinars that cover various aspects of tax planning and preparation. Furthermore, they also can join online forums or social media groups focused on taxes. Engaging with others can provide new insights and answer specific questions. Other than that, they can work with a tax professional who can provide personalized advice and help them understand complex tax issues. They also can use reputable tax preparation software, which often provides explanations and helps to maximize deductions and credits.

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e-Proceedings of International Symposium On Community Social Responsibility 2024(i-CSR2024)
Synergizing for Social Impact: Collaborative Communities Strategies

Assessment of Cybersecurity and Privacy Awareness Among Students in Higher Learning Institutions

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ABSTRACT

This research investigates the level of cybersecurity and privacy awareness among non-computer science students at a higher learning institution. Given the increasing reliance on digital technologies and the escalating prevalence of cyber threats, it is crucial to assess and enhance students' understanding of these critical issues. The study focuses on students from the Diploma in Science and Office Management programs at UiTM Sarawak, representing a demographic that may not receive extensive cybersecurity education as part of their curriculum. The findings of this study aim to provide insights into the current state of cybersecurity and privacy awareness among this population and identify areas for improvement in the institution's efforts to equip students with the necessary knowledge and skills to navigate the digital landscape securely. The study employed a pretest-posttest design involving a sample of Diploma in Science and Office Management students at UiTM Sarawak. Participants completed a quiz assessing their knowledge of cybersecurity and privacy concepts, followed by a sharing session covering key topics such as cyberattacks, best practices, and the importance of cybersecurity. The same quiz was then re-administered to evaluate the effectiveness of the intervention. The results indicate that while students demonstrated a relatively low level of cybersecurity and privacy awareness prior to the intervention, the educational session significantly improved their understanding of these critical issues. Data analysis revealed that the findings highlight the importance of targeted interventions in raising cybersecurity and privacy awareness among non-technical student populations. The study concludes with recommendations for developing comprehensive awareness programs tailored to the specific needs of diverse student groups within higher learning institutions.

Keywords: Assessment, Cybersecurity, Privacy, Awareness

INTRODUCTION

As we progress further into the digital age, the knowledge regarding cybersecurity and privacy has become increasingly important. As individuals, we do a lot of online activities including socializing and e-commerce, which often involve exposing a lot of our personal information online and making us potential targets for cybercriminals. If we look at the students' community, being young and having their own devices, they would be eager to engage in online activities. Thus, making university students, attractive targets for cybercriminals due to the large amounts of sensitive data they possess and the diverse range of devices they use. Therefore, students in universities must be aware of cybersecurity and privacy issues. Including having the knowledge and skills to protect themselves and their information.

LITERATURE REVIEW

Several studies have investigated methods for assessing cybersecurity awareness among students. Li et al. (2014) provided a comprehensive overview of approaches, including surveys and knowledge tests. It is important to determine the target audience and coverage when selecting an assessment method for assessing cybersecurity awareness. Khalid et al. (2018) highlight the need for a systematic intervention approach to increase awareness.

Further research explores awareness across different student demographics. Huraj (2023) investigates potential differences in awareness levels between students in technical versus non-technical fields. This comparative approach highlights the importance of tailoring awareness programs to diverse student groups' specific needs and knowledge bases.

Various factors can influence students' cybersecurity awareness levels, Alharbi et al. (2021) found that students often engage in risky online behaviour due to a lack of knowledge about cybersecurity threats and consequences. Khalid et al. (2018) revealed that while students may demonstrate awareness in certain areas like cyberbullying and internet banking, they often lack knowledge in other areas. These findings underscore the need for comprehensive cybersecurity education intervention that addresses various threats and vulnerabilities. Raju (2022) also highlighted the importance of equipping students with knowledge to navigate the digital world safely, while promoting responsible online behaviour.

Various research has explored the impact of training and intervention programs to increase the level of awareness. Zukarnain (2020) examines the effectiveness of targeted training programs in improving students' understanding of cybersecurity threats and best practices. Peker (2018) explores the potential of online modules as a scalable and accessible approach to cybersecurity education. These studies provide valuable insights into the design and implementation of effective awareness programs.

The influence of demographic factors on cybersecurity awareness has also been a subject of investigation. Daengsi (2022) examines the role of age and gender in shaping individuals' susceptibility to phishing attacks. While this study focuses on employees, the findings regarding demographic influences on awareness can be insightful when considering student populations as well.

Overall, the existing literature highlights the importance of a multifaceted approach to cybersecurity awareness, considering the diverse needs and characteristics of student populations.

This study will employ a pretest-posttest design, using the quantitative approach of data analysis. The survey method will be used to collect data from students, focusing on their knowledge and behaviours related to cybersecurity and privacy (Lallie et al., 2023).

METHODOLOGY

This study aims to assess the level of knowledge regarding cybersecurity and privacy awareness among students in higher learning institutions, namely the Diploma in Science and Office Management in UiTM Sarawak. The research will use the pretest-posttest design, where respondents are asked to answer the same sets of quiz questions before and after a sharing session (Nagahawatta et al., 2020). The quiz questions will first ask for the students' demographic details which are gender and program of study, and then ask three questions regarding their understanding of cybersecurity. The quiz will be given through a Google Form, where the pre-quiz will be conducted before the sharing session, and the post-quiz will be given right after the sharing session. The sharing session included the topics surrounding cybersecurity and privacy, their importance best practices. The pre-quiz and post-quiz will assess if there is any improvement in the students' awareness and understanding, after listening to the sharing session.

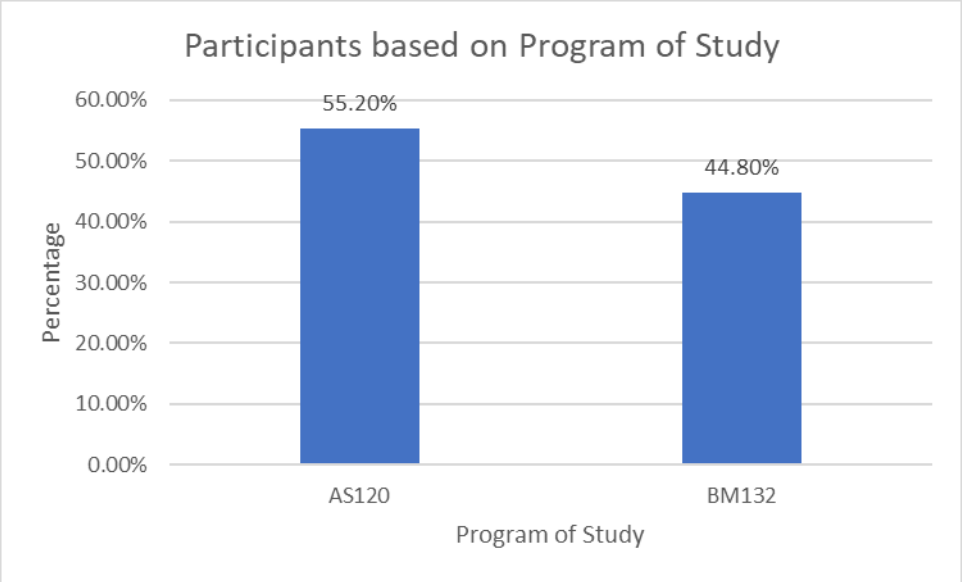
RESULTS AND ANALYSIS

This research aimed to analyze a group of students from UiTM Sarawak Branch, Samarahan Campus on their level of understanding towards cybersecurity issues. To achieve these research goals, we analyzed the data in two sections, namely Section A, looking into the

demographics of the participants and Section B, looking into the students' awareness of the key topics regarding cybersecurity.

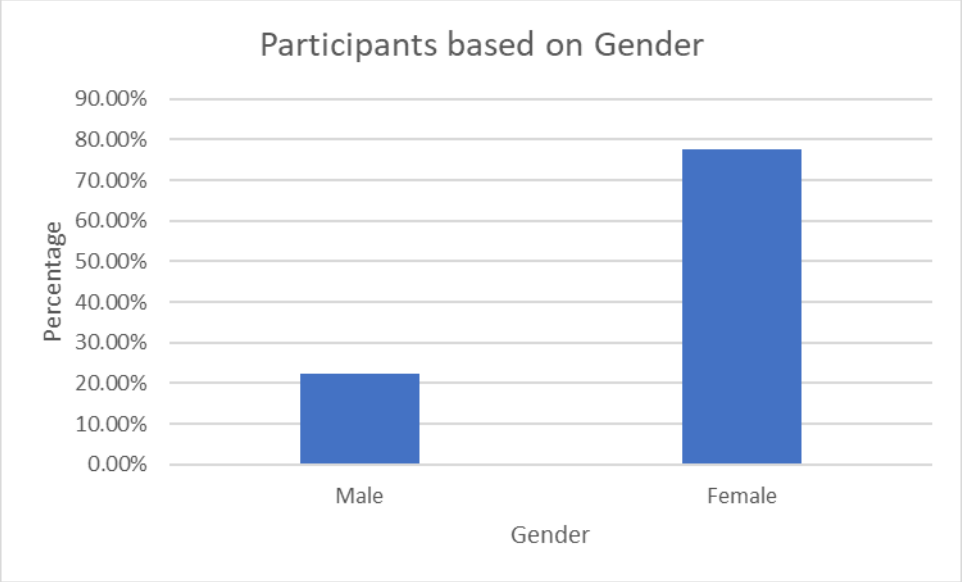
Part A

Figure 1 Number of Respondents based on Program of Study



The bar chart in Figure 1 depicts the demographic distribution of respondents by their program of study. 55.20% of the participants are AS120 students, which are students enrolled in the Diploma in Science program, while 44.80% are BM132 students, who are in the Diploma in Office Management program.

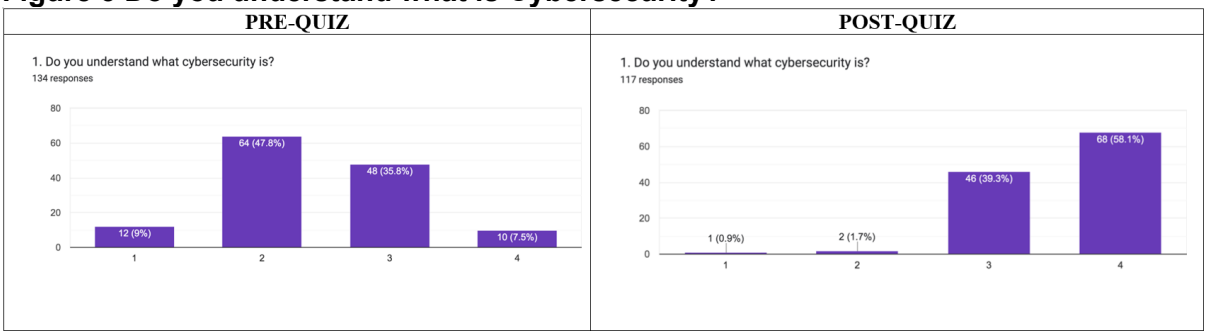
Figure 2 Participants based on Gender



The bar chart in Figure 2 above illustrates the gender distribution of the respondents. According to the chart, majority of the respondents are female, which constitutes 77.60% of the total respondents. In contrast, male respondents make up only 22.40%. This indicates a significant gender imbalance among the participants, with females being the predominant gender. The data suggests that any analysis or conclusions drawn from this group may be more representative of the female perspectives, given the larger proportion of the sample.

Part B: Analysis using Pre-Quiz and Post-Quiz

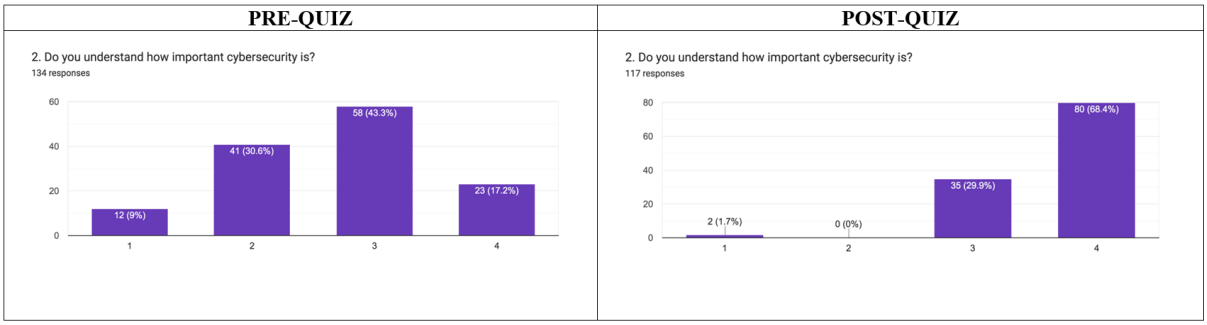
Figure 3 Do you understand what is Cybersecurity?



The first question asked in the second part of the pre and post-quiz is “Do you understand what cybersecurity is?”. The bar graph shown in the figure above compares the answers given by the respondents before (Pre-Quiz) and after (Post-Quiz) the sharing session. To view the result from this chart, we divide them into two areas, where “Understand” and “Very Understand” are referred to as the Higher Understanding area, meanwhile the “Do Not Understand” and “Little Understand” are referred to as the Lower Understanding area.
In terms of improvement in understanding, there is a significant increase in the percentage of participants with a "Very understanding" level of cybersecurity, from 7.50% in the pre-quiz to 58.10% in the post-quiz. The percentage of participants who have an "Understand" level also increased slightly from 35.80% to 39.30%. This contrasts with the reduction in the lower understanding area, which shows the percentage of participants who "Do not understand" cybersecurity dropped dramatically from 9.00% to 0.90%. Similarly, for those with "Little understanding", a substantial decrease from 47.80% to 1.70%.

From this feedback, the sharing session appears to have been highly effective in improving the participants' understanding of cybersecurity. The data shows a clear shift from the lower understanding levels to the higher levels, indicating that the intervention successfully enhanced the participants' knowledge and comprehension of cybersecurity concepts.

Figure 4 Do you understand how important cybersecurity is?

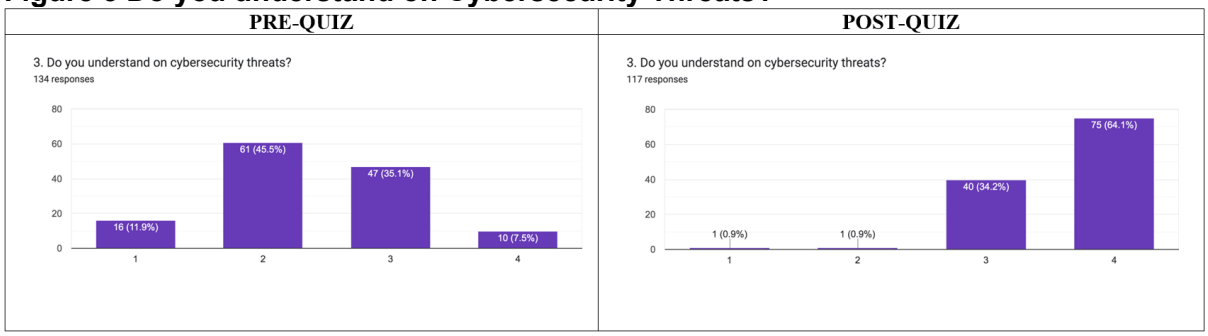


The second question asked is “Do you understand how important cybersecurity is?”. This bar graph in Figure 4 above, compares the understanding of the importance of cybersecurity before (Pre-Quiz) and after (Post-Quiz) the sharing session. The finding shows a decrease in the lower understanding region. There is a significant drop in the percentage of participants who "Do not understand" the importance of cybersecurity, from 9.00% to 1.70%. Similarly, those with "Little understanding" dropped from 30.60% to 0.00%. On the other hand, there is a shift to the higher understanding region. The percentage of participants who "Understand" the importance of cybersecurity decreased from 43.30% to 29.90%. This decrease is likely due to a shift of participants from the "Understand" category to the "Very understanding" category. The most significant change is seen in the "Very understanding" category, which increased substantially from 17.20% to 68.40%.

These data showed that the sharing session was highly effective in enhancing participants' understanding of the importance of cybersecurity. The data shows a clear shift

from the lower understanding level to the higher understanding level, indicating that participants gained a better appreciation of cybersecurity's significance after the intervention. The marked increase in the "Very understanding" category is particularly noteworthy, demonstrating a significant improvement in awareness and comprehension.

Figure 5 Do you understand on Cybersecurity Threats?



The third question asked in the pre and post-quiz is “Do you understand on cybersecurity threats?”. The bar chart in Figure 5 above compares the respondents' understanding on cybersecurity threats before (Pre-Quiz) and after (Post-Quiz) the sharing session. There is a significant reduction in lower understanding area of cybersecurity threats. The percentage of respondents who "Do not understand" their cybersecurity threats dropped dramatically from 11.90% to 0.90%. Similarly, those with "Little understanding" decreased sharply from 45.50% to 0.90%. On the other hand, there is an increase in the higher understanding area of cybersecurity threats. The percentage of respondents who "Understand" their cybersecurity threats remained relatively stable, with a slight decrease from 35.10% to 34.20%. The most notable change is in the "Very understanding" category, with a substantial increase from 7.50% to 64.10%.

The sharing session, as an educational intervention was highly effective in enhancing respondents' understanding of their cybersecurity threats. The data shows a significant shift from the lower levels of understanding to the higher levels. The substantial increase in the "Very understanding" category indicates that majority of the participants gained a much deeper comprehension of cybersecurity threats after the intervention. The decreases in the “Do not understand” and “Little understanding” categories further highlight the success of the educational efforts in improving cybersecurity awareness and knowledge.

CONCLUSION

This study aimed to assess the level of cybersecurity and privacy awareness among students in higher learning institutions, specifically those from non-computer science backgrounds. The findings reveal that before a cybersecurity and privacy awareness sharing session, the students exhibited significant gaps in their understanding of key concepts and best practices in this domain.

However, after the sharing session, the students demonstrated a much stronger grasp of these topics, indicating the effectiveness of the awareness-raising intervention. These findings highlight the importance of providing targeted cybersecurity and privacy education to all students, regardless of their field of study, to ensure they are equipped with the knowledge and skills to navigate the digital landscape safely and responsibly.

Future research could explore the long-term impact of such awareness programs, as well as investigate the specific factors that influence cybersecurity and privacy awareness among diverse student populations.

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Synergizing for Social Impact: Collaborative Communities Strategies

Evaluating the Effectiveness of Hands-on Workshop in Learning Video Editing Skills by Non-Technical Students

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ABSTRACT

This study investigates the effectiveness of hands-on workshops in teaching video editing skills to non-technical students. Traditional classroom settings often struggle to impart practical skills, leading to a need for more engaging and interactive learning environments. This research focuses on evaluating the impact of a hands-on video editing workshop on students' technical proficiency and their understanding of montage elements. The study involved 26 students who participated in a hands-on video editing workshop. Pre- and post-workshop questionnaires were used to assess students' video editing skills and gather feedback on their learning experience. Paired t-tests were conducted to analyze the effectiveness of the workshop in improving students' skills. The findings demonstrate a significant improvement in students' video editing skills following the workshop. Participants showed marked progress in their technical abilities and a deeper understanding of montage elements, including sequencing, transitions, and pacing. The positive feedback received further suggests that hands-on workshops enhance students' confidence and motivation to learn video editing. This study concludes that hands-on workshops are a highly effective method for teaching video editing, offering a practical and engaging alternative to traditional approaches.

Keywords: Hands-on workshops, Video editing skills, Non-technical students

INTRODUCTION

In today's digital era, video content has become an increasingly prevalent and influential medium across various platforms, including social media, marketing, education, and entertainment. The ability to create and edit engaging video content is no longer a niche skill but a valuable asset for individuals across different fields. Video editing involves manipulating and rearranging video shots to create a new work, typically with the aid of specialized software such as Adobe Premiere, Wondershare Filmora, CapCut, Final Cut Pro, or DaVinci Resolve. Mastering these skills enables individuals to convey messages more effectively, enhance storytelling, and engage audiences more dynamically (Eriksson & Eriksson, 2018). As the demand for video content grows, the importance of video editing skills has become more pronounced than ever before.

Despite its growing importance, many non-technical students face significant challenges in acquiring video editing skills. The problem lies in the lack of effective teaching methods and the absence of hands-on learning opportunities. Conventional classroom settings often emphasize theoretical knowledge over practical application, resulting in students having limited hands-on experience. This gap in practical learning can hinder their ability to effectively use video editing software and apply critical techniques such as montage, sequencing, and

transitions. As a result, non-technical students often find it challenging to apply their theoretical knowledge to real-world scenarios. These issues emphasize the necessity of implementing efficient educational systems that not only convey theoretical knowledge but also provide ample opportunities for practical application

To address this issue, hands-on workshops have emerged as a promising solution. Hands-on workshops offer an interactive learning environment where students can engage directly with video editing tools and techniques, bridging the gap between theory and practice. Through guided instruction and collaborative learning, non-technical students can develop a deeper understanding of video editing concepts and gain confidence in their ability to apply these skills. This approach aligns with the principles of experiential learning, which emphasize the importance of learning through direct experience and reflection (Kolb, 1984).

Incorporating hands-on workshops into the curriculum has resulted in a significant pedagogical shift, necessitating a bridge between theoretical learning and practical application. In this research paper, first, we aim to evaluate the effectiveness of hands-on workshops in teaching video editing to non-technical students, and second, to assess the improvement in students' ability to use montage elements in video editing. By addressing these objectives, this study aims to provide valuable insights for educators and institutions seeking to enhance the learning outcomes of non-technical students in video editing. The subsequent sections of this paper will delve into the literature review, methodology, results and discussion, and conclusion.

Objectives

The objectives of this research paper are as follows:

i. To evaluate the effectiveness of hands-on workshop in learning video editing
ii. To assess the improvement in students' skills in using the montage elements for video editing.

LITERATURE REVIEW

Several studies have explored the effectiveness of hands-on lab sessions in developing the skill among non-technical students.

Hands-on Learning Experience

The existing literature suggests that incorporating hands-on learning experiences in educational contexts, such as laboratory sessions, projects, and observational activities, can enhance student engagement, skill development, and overall learning outcomes across various academic disciplines. Dike et al. (2024) found that students whom are exposed to hands-on learning improve their achievement and retention.

Brame (2016) found that students who participated in hands-on workshops demonstrated a significant improvement in their ability to use video editing software, compared to those who received traditional lecture-based instruction. Meanwhile, the work done by Ekwueme et al. (2015) has improved the performance of a group of students after giving them hands-on training.

This interactive learning platform not only provides students with practical skills but also fosters teamwork, collaboration, and critical thinking. Research indicates that hands-on learning methodologies lead to an increased interest in subject content, motivation to learn, and confidence in students' abilities to grasp complex concepts. Students also show a preference for hands-on learning, because it improves their interest and understanding of the course material as shown in the work done by Zhang (2022) and Holstermann (2010).

Impact of Hands-on lab to non-technical students

Hands-on workshops typically involve structured, interactive sessions where participants actively engage with instructors and peers in learning activities. The workshops provide structured content, ensuring comprehensive coverage of topics relevant to the skill being

taught. Participants benefit from direct guidance and feedback from experienced instructors who can clarify doubts, correct mistakes, and offer personalised advice (Devare Phadke, 2019). In the context of video editing, hands-on workshops can provide non-technical students with the opportunity to experiment with various montage elements, such as transitions, and special effects, and apply them to create their video projects. This practical experience can help students develop a deeper understanding of the video editing process and improve their skills in using the necessary tools and techniques (Parini et al., 2024), (Yoestara & Ismail, 2023). The existing literature highlights the potential benefits of hands-on workshops in enhancing students' video editing skills, but more research is needed to systematically evaluate the effectiveness of this approach, especially among non-technical students.

The benefit of Hands-on technique in delivering computing skill

In terms of hands-on experience, Participants get practical experience through exercises and projects, allowing them to apply theoretical knowledge in real-world scenarios. Besides, workshops often encourage collaboration among participants, fostering a supportive learning community where individuals can share ideas and learn from each other's experiences. Lastly, the content delivered in workshops is usually vetted for accuracy and relevance, ensuring participants receive reliable information (Nanquil, 2019).

Pre-Post Test Evaluation

The approach of pre and post-tests can be used to assess the improvement in students' skills. it can show the impact of hands-on workshops on their understanding and application of video editing concepts and techniques as shown by Wewengkang (2022) and Kaperonis (2021). Using pre and post-tests not only measures students' initial and improved skills in video editing but also demonstrates the tangible impact of these workshops on their understanding and practical application of concepts. It's a great way to ensure that learning objectives are met and that students can apply what they've learned effectively. Pre and post-tests are frequently employed to assess the results of learning. For instance, pre and post-tests were used to gauge students' knowledge gains in a Smith et al. (2019) study on the effects of a novel teaching strategy.

Ekwueme et al. (2015), in their study also include the analysis from the feedback of the pre-test and post-test scores of the students before and after the hands-on approach was given to a group of students. Where the study showed improvement in both the students' performance and participation in their mastering of certain subjects.

METHODOLOGY

This study aims to evaluate the effectiveness of hands-on workshops in teaching video editing skills to non-technical students. The study uses a pre-test and post-test design to measure students' skills and knowledge before and after the workshop.

The participants were 30 students enrolled in the "Computer and Information Processing" course during the March-October 2024 semester from the Faculty of Administrative Science and Policy Studies and the Academy of Contemporary Islamic Studies at University Technology MARA Sarawak. These students are non-technical, having no formal education in computer science or video editing. Out of these, 26 students have completed both the pre and post workshop surveys, resulting in an 86.67% response rate.

The "Video Montage Workshop: Hands-on Editing" was held in two sessions that emphasized the acquisition of video editing skills through the use of well-known software tools, namely CapCut and Microsoft PowerPoint. The workshops were designed to provide practical and hands-on experience in video editing. The structure included "Introduction to Video Editing Software" which was designed to acquaint participants with the interface and basic tools, and "Guided Practical Sessions" which was designed to provide them with step-by-step guidance on montage elements.

Data collection involved administering online questionnaires before and after the workshops. The questionnaires were designed to capture students' video editing skills and to

gather students' feedback on the learning experience and their skills in using video editing tools. The pre-workshop questionnaire sought to establish a fundamental level of students' knowledge and proficiency in video editing. The questionnaire encompassed inquiries regarding previous familiarity with video editing software and self-evaluation of video editing proficiency. The post-workshop questionnaire, conducted immediately after the workshop session, consisted of comparable inquiries to the pre-workshop survey to assess differences in skill obtained and knowledge gained.

The effectiveness of the workshops was assessed by analyzing data from the pre- and post-workshop questionnaires by using SPSS 26. Quantitative analysis was conducted to compare the pre- and post-workshop self-assessment ratings to gauge skill progress.

The statistical techniques used to analyze the pre- and post-survey data included descriptive statistics and paired t-tests. Descriptive statistics summarized the data by calculating measures such as means and response distributions. Paired t-tests were conducted to determine if there were significant improvements in students' skill levels after the workshop.

RESULTS AND DISCUSSION

Demographic Profile

Table 1 Demographics of Respondents

Demographic	Label	Frequency	Percentage (%)
Gender	Male	3	11.5
	Female	23	88.5
Semester of study	1	13	50.0
	2	13	50.0
Faculty	Academy of Contemporary Islamic Studies	13	50.0
	Faculty of Administrative Science and Policy Studies	13	50.0
Course	Diploma in Halal Management	13	50.0
	Diploma in Public Administration	13	50.0

Table 1 tabulates the gender, semester of study, faculty and course of respondents' demographics profile involved in this study. This study was participated by mostly female students (88.5%) and only 11.5% of the respondents were male students. The summarization of the demographics profile reveals that 50% of the respondents were semester 1 and semester 2, respectively. This study involved students from two faculties, which are Academy of Contemporary Islamic Studies and Faculty of Administrative Science and Policy Studies. Number of students participating in this study is the same for both faculties. The same frequency is also found for the number of students involved according to their course. 13 of them were Diploma in Halal Management students and another 13 students were Diploma in Public Administration students.

Evaluating the effectiveness of hands-on workshop in learning video editing

Table 2 Paired t–test Analysis

	N	Mean (Before)	Mean (After)	t – test (p – value)	Conclusion
Knowledge	26	2.38	3.31	-3.825 (0.001)	Significant improvement

Table 2 above presents paired t-test analysis of students' knowledge level before and after attending the hands-on workshop. The paired t-test result reveals that there is a significant improvement in students' knowledge level towards the workshop ($t = -3.825$, p-value < 0.05).

This finding aligns with the difference in the mean value of students' knowledge level towards the workshop. The mean value of students' knowledge level after attending the workshop increased from 2.38 to 3.31. This result concludes that students have a positive improvement in knowledge level after attending the video montage workshop. It means that the hands-on workshop in learning video editing that had been conducted to non-technical students is effective.

Assessing the improvement in students' skills in using the montage elements for video editing

Table 3 Paired t – test Analysis

	N	Mean (Before)	Mean (After)	t – test (p – value)	Conclusion
Visual	26	3.0385	3.9385	-4.682 (0.000)	Significant improvement
Music/ Audio	26	3.0462	3.9692	-4.740 (0.000)	Significant improvement
Text/ Graphics	26	3.0308	3.9538	-5.159 (0.000)	Significant improvement
Transition	26	2.9615	4.0231	-6.192 (0.000)	Significant improvement
Pacing/ Rhythm	26	2.9385	3.9923	-5.024 (0.000)	Significant improvement

Table 3 depicts the paired t-test analysis to assess the improvement in students' skills in using the montage elements for video editing before and after attending the hands-on workshop. The results reveal that there are differences in the mean values of students' skills in using the montage elements for video editing. The mean value of students' skills in using the montage elements for video editing after attending the workshop increased for all skills. As shown from the table, the skill for transition has the highest improvement compared to the other skills (mean before = 2.9615, mean after = 4.0231). Therefore, a further analysis has been conducted to assess whether there is a significant improvement in skills in using the montage elements for video editing after attending the workshop. Analysis of the paired t-test in Table 3 summarises that there is a significant improvement for all skills learned by students during the workshop (p-value < 0.05). This finding concludes that the hands-on workshop also helps to improve student's skills in using the montage elements for video editing.

CONCLUSION

This study has shown that hands-on workshops are effective in teaching video editing skills to non-technical students. These workshops create an interactive learning environment that significantly enhances students' skills, which traditional classroom settings often fail to achieve. The study's findings indicate that participants not only improved their technical proficiency with video editing software but also gained a deeper understanding of montage elements such as sequencing, transitions, and pacing. Moreover, the positive feedback from participants suggests that hands-on workshops increase confidence and motivation, encouraging students to explore further and develop their video editing capabilities. In conclusion, hands-on workshops are a highly effective teaching method for video editing skills, offering a practical alternative to conventional educational approaches and ensuring that students acquire the necessary expertise to excel in video editing.

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Synergizing for Social Impact: Collaborative Communities Strategies

Impak Program Pendidikan Sivik dan Kenegaraan Dalam Kalangan Belia Luar Bandar

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ABSTRAK

Program Pendidikan Sivik dan Kenegaraan bertujuan untuk mendekati komuniti belia dengan menyebarluaskan pengetahuan tentang sivik dan kenegaraan. Dewasa ini memaparkan pelbagai isu dan pertelingkahan mengenai isu kebebasan asasi yang boleh menjejaskan keharmonian negara. Setiap rakyat Malaysia perlu memahami kebebasan asasi sepertimana yang termaktub dalam Perlembagaan Persekutuan Malaysia. Oleh itu, tujuan utama kajian ini adalah untuk menilai tahap pemahaman belia luar bandar terhadap kebebasan asasi yang termaktub dalam Bahagian II Perlembagaan Persekutuan Malaysia iaitu Perkara 2 - Kebebasan Diri. Kajian ini melibatkan 30 orang belia sekitar negeri Kelantan yang secara sukarela menyertai program ini selama 2 hari 1 malam. Soal selidik diedarkan melalui dalam talian kepada peserta sebelum program bermula dan setelah selesai program. Analisa penilaian sebelum dan selepas program menunjukkan majoriti belia menunjukkan peningkatan pemahaman mengenai kebebasan diri. Implikasi kajian ini kelak diharap dapat memberikan input yang berguna kepada kerajaan dan juga pertubuhan bukan kerajaan atau NGO dalam usaha meningkatkan pembudayaan pendidikan sivik dan kenegaraan secara formal.

Kata kunci: Belia, Kebebasan Asasi, Kebebasan Diri, Luar Bandar, Pendidikan Sivik, Perlembagaan Malaysia

PENGENALAN

Golongan belia adalah pemangkin masa depan negara yang menjadi pewaris kepimpinan, dan pendukung perubahan dalam negara (Ismail et al., 2019). Golongan belia merupakan aset utama sesebuah negara kerana mereka merupakan teras Pembangunan negara dan tunjang bangsa pada masa hadapan. Belia yang berumur 15 hingga 30 tahun adalah kumpulan terbesar di Malaysia berdasarkan Bancian Penduduk dan Perumahan Malaysia 2020. Hal ini menunjukkan bahawa pentingnya pembangunan belia secara holistik dari aspek rohani dan jasmani yang merupakan modal insan negara. Belia merupakan golongan yang paling sensitif kerana mudah terdedah dengan arus permodenan yang amat pesat dan dunia tanpa sempadan. Fenomena ini amat membimbangkan kerana golongan belia kini banyak terdedah kepada masalah sosial dan aktiviti tidak bermoral. Sehubungan dengan itu, pembangunan belia amat penting dititikberatkan bagi menjamin kesinambungan kelestarian negara pada masa hadapan (Roslan & Syafuddin Tan, 2024). Berdasarkan kepada Dollah et al. (2018), jelas menunjukkan bahawa belia merupakan golongan penting dalam pembangunan negara kerana mereka mewakili kumpulan majoriti, dan juga merupakan

generasi yang bakal menentukan hala tuju negara pada masa hadapan. Dalam konteks politik, peranan belia sangat penting kerana jumlah mereka yang majoriti dalam daftar pengundi negara.

Isu hak asasi manusia akan sentiasa berubah mengikut peredaran zaman dan kemajuan negara. Kerajaan sedaya upaya menegakkan hak asasi rakyat melalui undang-undang dan Perlembagaan Persekutuan merupakan naskhah yg amat penting dalam merealisasikan keterjaminan hak asasi semua rakyat. Melihat kepada situasi semasa, perkara utama yang perlu untuk dititikberatkan adalah pemahaman dan penjelasan kepada seluruh masyarakat akan status hak asasi mereka dan tuntutan-tuntutan yang dibenarkan (Abdul Azizi Bari, 2002). Antara sentimen penting mengenai kebebasan asasi adalah berkaitan dengan isu agama, kaum dan raja (3R). Kebebasan beragama amat penting di Malaysia yang berbilang etnik (Muhammad Shazreen, 2010). Mohd Azam et al. (2024) menekankan bahawa pemahaman kebebasan beragama amat penting bagi menjaga keharmonian antara kaum dan juga skop kajian mengenai kebebasan beragama perlu diperluaskan oleh para penyelidik bagi meningkatkan kefahaman tentang situasi dan pegamalan kebebasan beragama di Malaysia kepada masyarakat. Selain itu, mempersoalkan penggunaan Bahasa Kebangsaan dan bahasa lain semasa bercakap dan berhimpun adalah dilarang sepertimana penyataan oleh Ketua Penerangan Gabungan Pelajar Melayu Semenanjung (GPMS) - *Persoal penggunaan bahasa Melayu cubaan mencabul undang-undang negara* (Rosli, 2024).

Pendedahan asas pendidikan sivik di peringkat sekolah telah dilaksanakan sejak 19 tahun yang lalu untuk mencapai perpaduan yang menyeluruh di kalangan masyarakatnya yang bersifat multietnik serta ke arah pembentukan sebuah negara bangsa yang unggul. Sekiranya diteliti secara lebih halus, pendidikan sivik adalah salah satu konsep di bawah aspek literasi politik atau pendidikan politik. Pendidikan sivik adalah satu pendekatan untuk mendedahkan rakyat berkaitan dengan hal ehwal politik, pentadbiran dan kerajaan. Erti kata lain, pendidikan sivik itu adalah suatu mekanisme untuk mengajar erti dan selok-belok demokrasi dengan menggunakan pelbagai kaedah antaranya melalui pelaksanaan program yang bersesuaian (Ismail & Mohd Noor, 2013). Justeru itu, program-program yang bersifat mendidik golongan belia perlu dilakukan bagi menyediakan belia yang lebih berinformasi dan celik politik. Susulan itu, Program Pendidikan Sivik dan Demokrasi yang dilaksanakan oleh *Special Interest Group (SIG) Civic Education and Democracy* yang didaftarkan di bawah Bahagian Penyelidikan, Jaringan, Industri dan Alumni (PJIA) UiTM Cawangan Kelantan dan Pertubuhan Gagasan Minda Merdeka (GMM), iaitu sebuah badan bukan kerajaan yang menfokuskan kepada pendidikan sivik dan demokrasi yang memfokuskan belia negeri Kelantan.

PENGENALAN PROGRAM

Program Pendidikan Sivik dan Kenegaraan diadakan bermula pada awal tahun 2023 dan sehingga Jun 2024, terdapat empat (4) program yang telah berjaya dilaksanakan. Kursus Asas Fasilitasi (TOT) bagi Program Komuniti Pendidikan Sivik dan Pengundi merupakan program siri pertama yang melibatkan 35 orang belia yang berusia antara 18 hingga 40 tahun. Belia dari kalangan komuniti di negeri Kelantan dan alumni UiTM Kelantan dari pelbagai peringkat umur dan latarbelakang telah sukarela menyertai program ini. Program ini bertujuan untuk mencari dan mempersiapkan bakal pembantu fasilitator untuk program pendidikan sivik dan pengundi di kalangan pelajar-pelajar sekolah menengah yang telah dirancang. Antara acara yang telah dijalankan adalah seperti sesi *Ice-Breaking*, Kuiz Bina Negara, Latihan Dalam Kumpulan (LDK), *Treasure Hunt*, Taklimat Undi18 dan simulasi Pilihanraya.

Seterusnya, siri seterusnya diteruskan dengan penganjuran program Pendidikan Sivik dan Kenegaraan yang disertai oleh 150 orang pelajar pra-universiti daerah Machang, Kelantan. Jaringan diteruskan lagi dengan sokongan penuh dari Jabatan Pendidikan Negeri (JPN) Kelantan dan Pejabat Pendidikan Daerah (PPD) Machang dalam usaha menyebarluaskan pendidikan sivik dan kenegaraan di kalangan belia dan anak muda melalui program ini. Program ini turut disertai oleh sembilan (9) orang pembantu fasilitator yang telah menjalani Kursus Asas Fasilitasi. Antara intipati program ini adalah berkisarkan tentang

rukunegara,perlembagaan Malaysia, struktur pentadbiran kerajaan, demokrasi, pilihanraya dan sejarah dalam mencapai kemerdekaan tanahair. Kaedah pelaksanaan program ini adalah dalam bentuk ceramah, aktiviti fizikal ringan secara berkumpulan dan sesi soal jawab antara panel penceramah dan peserta. Aktiviti yang dijalankan adalah bertujuan untuk memasyarakatkan pendidikan sivik dan kenegaraan di kalangan golongan muda iaitu pelajar-pelajar sekolah, membuka minda pelajar untuk lebih mengetahui selok belok pentadbiran dan politik negara dan menaikkan semangat pelajar-pelajar untuk menjadi warganegara yang lebih patriotik dan sayangkan tanahair.

Program seterusnya diperluaskan ke peringkat belia di Institut Pusat Pengajian Tinggi (IPT). Matlamat utama program ini adalah untuk menyebarkan pengetahuan tentang pembentukan negara, perlembagaan, dan kedaulatan negara kepada golongan belia negeri Kelantan. Selain itu, program ini juga bertujuan untuk meningkatkan semangat cinta akan negara dan melahirkan rasa tanggungjawab terhadap masa depan negara kepada generasi muda. Bagi mencapai tujuan ini, pendekatan yang sesuai telah dirancang bersesuaian dengan tahap perkembangan dan umur peserta.Pelaksanaan Program ini melibatkan beberapa kaedah pengajaran, antaranya latihan dalam kumpulan (LDK) dan ceramah. Aktiviti dalam kumpulan LDK mencakupi beberapa topik penting seperti Rukun Negara, Perlembagaan Malaysia, Kedaulatan Negara, Pembentukan Kerajaan, dan isu-isu semasa.

Pelaksanaan program diteruskan dengan perancangan yang lebih terfokus kepada penggunaan Modul Cerdik Politik yang telah dibangunkan oleh ahli *Special Interest Group (SIG) Civic Education and Democracy* Program yang dianjurkan pada 31 Mei hingga 1 Jun 2024 disertai seramai 30 orang belia dari negeri Kelantan adalah bertujuan untuk menyebarluaskan ilmu dan pengetahuan berkenaan pendidikan sivik, pembangunan negara dan amalan demokrasi di negara ini. Antara intipati yang didedahkan di dalam program ini adalah berkaitan dengan topik kebebasan asasi yang merupakan salah satu topik dalam Modul Cerdik Politik. Kaedah yang dijalankan adalah melalui pembentangan, ceramah dan latihan dalam kumpulan. Pendekatan belajar melalui pengalaman juga digunakan bagi menambahkan impak dalam menerapkan nilai-nilai demokrasi dalam diri peserta. Program ini mengetengahkan kepada tiga (3) kebebasan asasi yang termaktub dalam Bahagian II Perlembagaan Persekutuan Malaysia iaitu Perkara 2 (Kebebasan Diri), Perkara 10 (Kebebasan bercakap, berhimpun dan menubuhkan persatuan), dan Perkara 11 (Kebebasan Beragama). Seterusnya, program ini berfokuskan kepada program ini yang membincangkan tentang kebebasan asasi.

KAWASAN KAJIAN

Kajian ini melibatkan komuniti dalam kalangan belia sekitar negeri Kelantan. Program Pendidikan Sivik dan Kenegaraan Bersama Belia Negeri Kelantan yang telah berlangsung daru 31 Mei hingga 1 Jun 2024 bertempat di Pusat Latihan Perhutanan, Bukit Bakar Machang telah menerima seramai 30 orang penyertaan sebagai peserta. Program ini juga turut disertai oleh enam (6) orang fasilitator dan enam (6) orang pembantu fasilitator. Fasilitator adalah terdiri daripada Pensyarah UiTM Kelantan sendiri dari Fakulti Sains Pentadbiran & Pengajian Polisi, Akademi Pengajian Bahasa dan Fakulti Pengurusan Maklumat (nama lama) yang bersinergi dengan pensyarah Universiti Tun Abdul Razak (UNITAR) Kota Bharu dan Penolong Pegawai Tadbir Negeri yang kedua-duanya merupakan alumni UiTM sendiri. Pembantu fasilitator juga terdiri dari alumni UiTM dan juga belia setempat yang telah mengikuti dan melengkap sesi *TOT.*

KAEDAH PELAKSANAAN PROGRAM

Program 2 hari 1 malam ini secara ringkasnya merangkumi empat (4) aktiviti secara Latihan Dalam Kumpulan (LDK) dan 1 ceramah yang berkisarkan tentang pendidikan sivik dan kenegaraan. Program komuniti yang bertemakan memasyarakatkan pengetahuan demokrasi, pembinaan negara dan juga memberi penekanan tentang kebebasan asasi yang termaktub dalam Perlembagaan Persekutuan Malaysia.

Antara pendekatan yang digunakan dalam melaksanakan aktiviti-aktiviti bersama peserta seperti ceramah, Latihan Dalam Kumpulan (LDK), pembentangan, *experiential learning*, dan permainan.

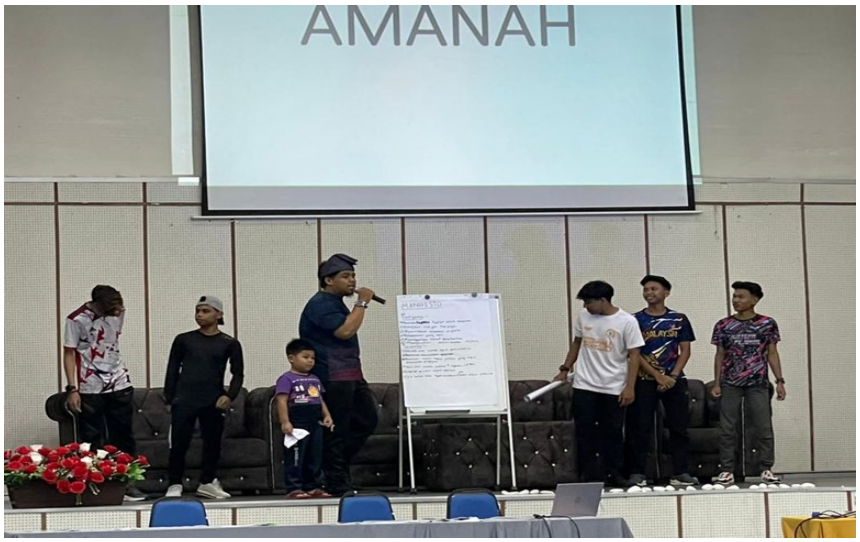
Program ini dimulakan dengan Aktiviti 1 iaitu “Sesi Suai Kenal dan Pembentukan Parti Politik atau Kumpulan.” Objektif Aktiviti 1 adalah supaya peserta mengenali antara satu sama lain untuk kelancaran program, membentuk semangat berpasukan di dalam diri peserta, mencipta identiti pasukan dan juga mendalami objektif penubuhan pasukan. Peserta juga didedahkan dengan amalan demokrasi iaitu di mana penubuhan parti politik adalah suatu praktis yang normal di dalam negara yang mengamalkan demokrasi. Penubuhan parti politik juga merupakan salah satu kebebasan asasi yang termaktub dalam Perlembagaan Persekutuan Malaysia iaitu Perkara 10: Kebebasan bercakap, berhimpun dan menubuhkan persatuan. Antara tugasan-tugasan yang perlu disempurnakan oleh para peserta ialah ; membentuk sebuah parti politik seramai 5 orang 1 kumpulan, mencipta objektif penubuhan parti dan memberi identiti kepada parti yang dibentuk seperti nama , sorakan, logo dan lain lain.

Rajah 1 Pembentangan Aktiviti 1



Acara diteruskan lagi dengan menjalankan Aktiviti 2 iaitu “Saya Nak Bertanding Dalam Pilihanraya!” Antara tugasan yang diberikan kepada peserta adalah mereka dikehendaki melantik salah seorang dari ahli pasukan sebagai ketua yang bakal bertanding, membuat tanjak dari kain pelikat (sebagai simbolik ketua atau pemimpin) di mana ketua yang dilantik akan memakai tanjak dan mereka juga perlu memikirkan manifesto pasukan/parti politik bagi menunjukkan hala tuju parti politik yang mereka baru tubuhkan. Antara objektif yang hendak dicapai di dalam Aktiviti 2 ini adalah supaya peserta memahami syarat-syarat untuk menjadi seorang calon pilihanraya mengikut undang-undang pilihanraya Malaysia, memahami pentingnya memilih ketua berwibawa dari kalangan ahli pasukan dan melatih diri menjadi pemimpin berwibawa.

Rajah 2 Pembentangan Aktiviti 2



Pada hari kedua, aktiviti seterusnya iaitu Aktiviti 3 di teruskan. Aktiviti 3 merupakan aktiviti yang diberi nama “Negaraku Tercinta”. Antara objektif yang hendak dicapai adalah supaya peserta dapat memahami asas pembentukan negara dan jawatan-jawatan penting dalam pentadbiran, memahami fungsi Yang Di Pertuan Agong (YDPA) dan Perdana Menteri sebagai Ketua Negara dan Ketua Kerajaan. Di dalam aktiviti ini, para peserta diberi tugasan untuk membentuk sebuah negara dengan berasaskan kepada empat (4) elemen negara iaitu populasi, kerajaan, wilayah dan kedaulatan membuat peta dan bendera negara, menyediakan profil populasi dan sejarah kemerdekaan negara, memberi nama negara yang dibentuk, melantik Raja dan Perdana Menteri dari kalangan ahli kumpulan dan akhir sekali membentangkan dengan ringkas fungsi Raja dan PM negara yang telah dibentuk.

Rajah 3 Perbincangan dalam kumpulan mengenai pembentukan sebuah negara





Aktiviti 4 pula dinamakan sebagai “Hak Kita Dalam Perlembagaan”. Beberapa peruntukan Kebebasan Asasi yang dirasakan bersesuaian dengan peserta telah dipilih iaitu Perkara 5 - Kebebasan diri; Perkara 10 - Kebebasan bercakap, berhimpun dan menubuhkan persatuan, Perkara 11 - Kebebasan berugama; Perkara 12 - Hak-hak berkenaan dengan pelajar; dan Perkara 13 - Hak terhadap harta. Jika 3 aktiviti sebelum ini dijalankan di dalam dewan, Aktiviti 4 merupakan aktiviti yang memerlukan peserta untuk bergerak di luar dewan secara berkumpulan. Objektif aktiviti adalah supaya pelajar mengetahui dan memahami hak asasi manusia yang termaktub di dalam Perlembagaan Persekutuan Malaysia.
Aktiviti di setiap stesen adalah seperti berikut:

1. Stesen pelepasan: Menyelesaikan teka silang kata mengenai negara Malaysia. Kumpulan yang mula-mula menyelesaikan tugas dalam masa satu minit, dilepaskan untuk ke stesen 1.
2. Stesen 1/ Perkara 5: Istana Budaya (Melakonkan situasi yang menggambarkan Hak Kebebasan Diri)
3. Stesen 2/ Perkara 10: Sungai Dua (Menentukan fakta tentang Perkara 10)
4. Stesen 3/ Perkara 11: Kolej Patriot (Menjawab soalan berkaitan Perkara 11
5. Stesen 4/ Perkara 12: Dinding emas (Susun pernyataan berkenaan dengan pendidikan)
6. Stesen 5/ Perkara 13: Pulau Pening (Kumpulan mesti menyelesaikan teka silang kata).

Kaedah secara *experiential learning* digunakan supaya para peserta dapat lebih memahami intipati kebebasan asasi yang cuba diterapkan di dalam aktiviti-aktiviti yang dijalankan.

Kempat-empat aktiviti yang dijalankan di dalam kumpulan akhirnya dirumuskan di dalam ceramah Pendidikan Sivik dan Kenegaraan yang disampaikan di akhir program di mana penceramah menerangkan kepada peserta tentang kepentingan pendidikan sivik dan kenegaraan sebelum program ditutup dan sijil penyertaan diberikan kepada peserta. Para peserta diberikan peluang untuk bertanyakan soalan dan memberikan pendapat tentang topik dan juga aktiviti-aktiviti yang telah dijalankan sepanjang program ini berlangsung.

HASIL DAPATAN & PERBINCANGAN

Program Pendidikan Sivik dan Kenegaraan Bersama Belia Negeri Kelantan merangkumi lima (5) aktiviti yang utama antaranya pembentukan parti politik, pilihanraya, negaraku tercinta, hak dalam perlembagaan dan ceramah yang bertajuk kepentingan sivik dan kenegaraan kepada belia. Aktiviti yang dijalankan ini untuk mencapai matlamat utama program iaitu menyebarluaskan ilmu dan pengetahuan berkenaan pendidikan sivik dan kenegaraan dalam kalangan belia negeri Kelantan. Penyertaan belia sebagai peserta dan pembantu fasilitator sekitar negeri Kelantan jelas memberi impak yang positif dalam mengukuhkan jalinan kerjasama UiTM Cawangan Kelantan, badan bukan berkanun (NGO) dan komuniti setempat. Maklumbalas daripada peserta mengenai program adalah amat positif. Sebanyak 67 peratus iaitu 20 orang peserta telah memberikan maklumbalas mengenai penilaian program yang telah dijalankan. Hasil maklumbalas mendapati keseluruhan peserta amat berpuashati dengan pengisian yang telah diikuti sepanjang program dijalankan. Kebanyakkan peserta juga amat berpuas hati dengan tahap pengetahuan fasilitator dan penceramah mengenai pendidikan sivik, kenegaraan dan kebebasan asasi seperti yang termaktub dalam Perlembagaan Persekutuan Malaysia. Rumusan penilaian program seperti dalam Jadual 1.

Jadual 1 Penilaian Program Pendidikan Sivik dan Kenegaraan

Perkara	Skala	
	Memuaskan	Sangat Memuaskan
Isi kandungan	5 (25%)	15 (75%)

Pengetahuan fasilitator tentang kandungan yang disampaikan	6 (30%)	14 (70%)
Pengetahuan penceramah tentang kandungan yang disampaikan	4 (20%)	16 (80%)

Jumlah responden adalah seramai 20 orang

Jadual 2 Penilaian Sebelum dan Selepas

PERKARA 2: KEBEBASAN DIRI		
Perkara	**Sebelum**	**Selepas**
1. Pengawal keselamatan menyimpan kad pengenalan pelawat sebelum membenarkan seseorang pelawat memasuki premis bangunan yang berpagar	**3 (10%)**	**1 (3.3%)**
2. Pengawal keselamatan meminta kad pengenalan pelawat bagi tujuan pemeriksaan sebelum membenarkan seseorang pelawat memasuki premis bangunan yang berpagar	17 (56.7%)	27 (90%)
3. Pengawal keselamatan meminta kad pengenalan pelawat bagi merekod butiran sebelum membenarkan seseorang pelawat memasuki premis bangunan yang berpagar	20 (66.7%)	29 (96.7%)
4. Tiada warganegara yang boleh diambil nyawanya atau dilucutkan kebebasan dirinya kecuali menurut undang-undang	18 (60%)	21 (70%)

Jadual 2 menunjukkan tahap pemahaman belia mengenai kebebasan diri menunjukkan peningkatan kerana jumlah soalan yang betul dijawab oleh peserta selepas mengikuti program semakin meningkat.lanya diukur menggunakan soal selidik diedarkan kepada para peserta sebelum dan selepas mengikuti program. Hasil dapatan mendapati para peserta mengetahui adalah menjadi suatu kesalahan jenayah sekiranya mana-mana orang selain daripada pegawai yang diberi kuasa untuk menahan kad pengenalan milik orang lain. Selain itu juga, para peserta mengetahui bahawa pengawal keselamatan tidak dibenarkan untuk menyimpan kad pengenalan pelawat melainkan untuk tujuan merekod butiran dan pemeriksaan sahaja. Oleh hal yang demikian, pemahaman yang jelas mengenai hak sebagai rakyat mengenai kebebasan diri supoya tidak menimbulkan sebarang kekeliruan terhadap pihak berkuasa (Muhammad Shazren bin Baherudin, 2010).

KESIMPULAN & CADANGAN

Program Pendidikan Sivik dan Kenegaraan Bersama Belia Negeri Kelantan telah berjaya mencapai matlamat utamanya dalam menyebarluaskan ilmu dan pengetahuan mengenai pendidikan sivik dan kenegaraan dalam kalangan belia. Program ini telah memberikan impak positif dengan meningkatkan tahap pemahaman peserta mengenai hak-hak kebebasan asasi serta isu-isu penting dalam perlembagaan Malaysia. Kejayaan ini jelas ditunjukkan melalui peningkatan pemahaman peserta terhadap pelbagai aspek, termasuk isu kebebasan berbahasa, hak kebebasan beragama, serta undang-undang berkaitan pengenalan diri. Peningkatan skor selepas program mencerminkan keberkesanan pendekatan dan pengisian aktiviti yang dijalankan, serta tahap profesionalisme fasilitator dan penceramah yang terlibat.

Secara keseluruhannya, program ini wajar diteruskan dan diperluaskan ke negeri-negeri lain bagi menyebarkan manfaat yang sama kepada lebih ramai belia di seluruh Malaysia. Penambahbaikan juga boleh dibuat dengan melibatkan pelbagai sektor, termasuk institusi pendidikan lain dan agensi kerajaan. Untuk memastikan pengisian program sentiasa berkualiti tinggi, adalah disarankan agar latihan lanjutan secara berkala diberikan kepada fasilitator. Ini bagi memastikan mereka sentiasa dikemaskini dengan perubahan undang-

undang atau isu-isu terkini berkenaan hak asasi dan kenegaraan. Di samping itu, kerjasama erat antara UiTM, badan bukan kerajaan (NGO), dan komuniti setempat perlu diperkukuhkan untuk menjamin keberkesanan program. Penglibatan secara langsung masyarakat setempat dapat membantu menambah nilai kepada program ini dengan membawa perspektif yang lebih luas mengenai isu-isu sivik dan kenegaraan. Dengan hasil positif yang dicapai, program ini diharapkan akan terus dilaksanakan dan ditingkatkan untuk manfaat lebih ramai belia di masa hadapan. Kesan jangka panjangnya dijangka dapat melahirkan generasi yang lebih berpengetahuan, berintegriti, serta mampu memainkan peranan yang lebih aktif dalam masyarakat dan negara.

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Kajian Keperluan Penawaran dan Pelaksanaan Kursus Agroteknologi dan Pertanian Lestari bagi Pembelajaran Sepanjang Hayat di Kolej Komuniti Tanjung Piai

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ABSTRAK

Sektor pertanian memainkan peranan yang penting di dalam pembangunan ekonomi negara melalui sumbangannya kepada peningkatan pendapatan negara, perolehan eksport bahan mentah berasaskan pertanian, mewujudkan peluang pekerjaan, pembekal utama makanan dan juga penghasilan bahan mentah untuk industri berasaskan sumber pertanian. Berdasarkan Rancangan Struktur negeri Johor (Johor 2030), pemacu ekonomi utama di daerah Pontian adalah sektor perikanan dan pertanian. Namun begitu, pusat latihan dalam bidang berkaitan amat terhad dan ini menyukarkan komuniti setempat mendapatkan latihan yang bersesuaian. Berdasarkan permasalahan di atas juga, penawaran kursus dalam bidang pertanian sewajarnya mendapat perhatian komuniti. Objektif kajian ini adalah bagi mengenalpasti permintaan kursus agroteknologi dan pertanian lestari bagi pelaksanaan kursus Pembelajaran Sepanjang Hayat (PSH) bagi memperkasakan komuniti setempat. Selain itu juga objektif kajian adalah mengenalpasti kesesuaian pelaksanaan kursus berasaskan agroteknologi dan pertanian lestari bagi memperkasakan komuniti setempat. Metodologi kajian ini menggunakan kajian analisis data-data yang dikumpulkan melalui pendekatan kuantitatif dengan mengedarkan soal selidik kepada komuniti setempat. Hasil kajian mendapati responden bersetuju dengan cadangan terhadap penawaran program dalam bidang agroteknologi dan pertanian lestari ini sebagai kursus PSH. Kajian juga menunjukkan pelaksanaan kursus agroteknologi dan pertanian lestari ini berpotensi merancakkan kegiatan aktiviti ekonomi setempat seterusnya menyokong usaha kerajaan negeri Johor memperkasakan sektor pertanian. Kesimpulannya, kajian ini akan menyokong penawaran kursus berasaskan agroteknologi dan pertanian lestari bagi pelaksanaan Pembelajaran Sepanjang Hayat di Kolej Komuniti Tanjung Piai.
Kata kunci: *Agroteknologi*, *Pertanian Lestari, Pembelajaran Sepanjang Hayat (PSH)*

PENGENALAN

Suruhanjaya Eropah (European Union) mentakrifkan Pembelajaran Sepanjang Hayat (PSH) sebagai “segala aktiviti pembelajaran yang dilakukan sepanjang hidup bertujuan meningkatkan pengetahuan, kemahiran dan kompetensi dalam aspek yang berkait dengan peribadi, sivik, sosial dan / atau pekerjaan”. PSH boleh ditakrifkan sebagai pembangunan potensi manusia melalui proses sokongan secara berterusan yang merangsang dan memperkasakan individu untuk memperoleh segala pengetahuan, nilai, kemahiran dan pemahaman yang diperlukan sepanjang hidup mereka dan menggunakannya dengan yakin, kreatif dan penuh keseronokan dalam semua peranan, keadaan dan persekitaran.

Pembelajaran Sepanjang Hayat (PSH) telah menjadi satu agenda global untuk menghadapi pelbagai cabaran pembangunan mampan. Pelaksanaan program PSH di kolej komuniti adalah bagi tujuan peningkatan kemahiran dan pengetahuan serta taraf sosio-ekonomi masyarakat. Pembudayaan PSH di Kolej Komuniti juga dimantapkan di bawah Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi) dan diletakkan sebagai lonjakan ke 3 iaitu "Menghayati Pembelajaran Sepanjang Hayat".

Perancangan dan pelaksanaan program PSH adalah merujuk kepada dasar, pelan dan garis panduan di peringkat nasional, Kementerian Pendidikan Tinggi (KPT) dan Jabatan Pendidikan Politeknik dan Kolej Komuniti (JPPKK), bagi memastikan objektif yang ditetapkan tercapai. Di antara dasar dan garis panduan di peringkat kementerian yang menjadi rujukan adalah:

i. Pelan Pembangunan Pendidikan Malaysia (Pendidikan Tinggi) 2015 – 2025 PPPM(PT) 2015-2025

ii. Pelan Induk Pembudayaan Pembelajaran Sepanjang Hayat Peringkat Nasional 2011 - 2020.

iii. Pelan Induk Pendidikan Islam Sepanjang Hayat (2017 – 2025)

Terdapat 22 kluster program PSH yang ditetapkan iaitu:

Jadual 1 Kluster Program PSH

Katering dan Sajian	Bahasa
Pembangunan Diri dan Motivasi	Sains Kesihatan
Jahitan dan Pakaian	Bangunan
Komputer dan Teknologi Maklumat	Hospitaliti dan Pelancongan
Perniagaan dan Keusahawanan	Kenderaan dan Automotif
Kerohanian dan Keagamaan	Teknologi Agro
Kecantikan dan Dandanan	Sains dan Matematik
Grafik dan Multimedia	Kraftangan dan Hiasan Dalaman
Program Industri	Akuakultur
Elektrik dan Elektronik	Teknologi Hijau
Seni Kreatif	Kesenian dan Kebudayaan

Objektif Kajian

Program Pembelajaran Sepanjang Hayat (PSH) mula dilaksanakan di Kolej Komuniti Tanjung Piai (KKTP) sejak penubuhannya pada tahun 2008 sehingga kini. Antara kluster program PSH yang sering dilaksanakan adalah Komputer dan Teknologi Maklumat, Katering dan Sajian Perniagaan dan Keusahawanan dan Kecantikan dan Dandanan. Berdasarkan Rancangan Struktur negeri Johor (Johor 2030), pemacu ekonomi utama di daerah Pontian adalah sektor perikanan dan pertanian. Namun begitu, pusat latihan dalam bidang berkaitan amat terhad dan ini menyukarkan komuniti setempat mendapatkan latihan yang bersesuaian dalam bidang perikanan dan pertanian. Sehubungan itu, pihak KKTP melaksanakan kajian ini untuk mengenalpasti keperluan penawaran dan pelaksanaan kursus agroteknologi dan pertanian

lestari di bawah Pembelajaran Sepanjang Hayat (PSH) di Kolej Komuniti Tanjung Piai (KKTP). Objektif utama kajian bagi mengenalpasti perkara tersebut adalah:

i. Mengenalpasti permintaan kursus agroteknologi dan pertanian lestari bagi pelaksanaan kursus Pembelajaran Sepanjang Hayat (PSH) bagi memperkasakan komuniti setempat.

ii. Mengenalpasti kesesuaian pelaksanaan kursus berasaskan agroteknologi dan pertanian lestari bagi memperkasakan komuniti setempat.

KAJIAN LITERATUR

Dasar Agromakanan Negara 2021-2030 (DAN 2.0) digubal dengan visi untuk membangunkan sektor agromakanan yang mampan, berdaya tahan, dan berteknologi tinggi dalam usaha memacu pertumbuhan ekonomi, meningkatkan kesejahteraan rakyat, serta mengutamakan sekuriti makanan dan nutrisi.

Dasar I

i. Sekuriti makanan yang bermaksud keterjaminan bekalan makanan yang wujud apabila semua manusia pada bila-bila masa dapat memperoleh makanan yang mencukupi dan berkhasiat; dan
ii. Pertumbuhan ekonomi dan sumbangan sektor Agromakanan terhadap KDNK negara serta peningkatan tahap pendapatan pengeluar makanan bagi menjamin kesejahteraan mereka.

Teras utama dasar ini adalah:

i. Pemerkasaan pemodenan melalui pertanian pintar dan peningkatan aktiviti penyelidikan;
ii. Pembangunan, pengkomersialan, dan inovasi (R&D&C&I);
iii. Pengukuhan rantaian nilai produk agromakanan untuk pasaran domestik dan antarabangsa;
iv. Pembangunan bakat dan tenaga kerja mahir;
v. Penekanan kepada amalan pertanian mampan;
vi. Serta pemudahcaraan ekosistem perniagaan termasuk guna tanah, kewangan, infrastruktur, pelaburan, dan tadbir urus.

Kajian agroteknologi di Malaysia juga dilaksanakan melibatkan aspek penyelidikan dan pembangunan (R&D) yang bertujuan untuk meningkatkan produktiviti dan kelestarian sektor pertanian.

Gold (1999) mendefinisikan amalan pertanian lestari sebagai suatu sistem pengeluaran tanaman dan ternakan yang bersepadu dan dirancang untuk memenuhi keperluan tertentu dalam jangka masa panjang. Amalan pertanian lestari juga merujuk kepada pengajaran kepada pelatih kursus pertanian yang meliputi aspek pengurusan dan pengeluaran produk agroteknologi.

Konsep pertanian lestari menitikberatkan kepentingan untuk meningkatkan kesedaran umum dalam memelihara tiga elemen utama iaitu ekonomi, sosial, dan alam sekitar. Seiring dengan keperluan dunia masa kini yang berkaitan dengan kesihatan manusia dan perlindungan alam sekitar, konsep pembangunan lestari menjadi faktor utama yang memainkan peranan penting. Isu-isu yang melibatkan kerosakan dan penurunan kualiti alam sekitar, khususnya dalam sektor pertanian, semakin menjadi perhatian. Amalan pertanian lestari berlandaskan prinsip keseimbangan ekologi antara alam sekitar dan organisma sekeliling. Di peringkat antarabangsa, ia juga menjadi agenda utama dalam menangani isu kemerosotan alam sekitar.

Penerapan amalan pertanian lestari bagi menghasilkan produk makanan adalah penting untuk menjamin bekalan produk makanan yang bersih dan selamat sebagai usaha menyolong gaya hidup yang lebih sihat. Sebagai contoh, atau Amalan Pertanian Baik Malaysia atau lebih dikenali sebagai MyGAP, adalah program pensijilan yang diperkenalkan

pada tahun 2002 oleh Kementerian Pertanian dan Industri Makanan Malaysia (MAFI) pada ketika itu. Ia bertujuan untuk memastikan amalan pertanian di Malaysia memenuhi piawaian tertentu yang memberi tumpuan kepada kelestarian, keselamatan makanan, perlindungan alam sekitar, dan kebajikan pekerja.Oleh yang demikian, pematuhan MyGAP menunjukkan bahawa bidang pertanian di Malaysia menyokong perkembangan pertanian lestari.

Berdasarkan dasar yang ada dan untuk menyokong perkembangan agroteknologi serta pertanian lestari di Malaysia, program latihan kemahiran perlu ditawarkan kepada pelbagai lapisan komuniti tempatan. Penawaran latihan yang berkualiti adalah penting untuk memastikan kemahiran yang diperoleh sesuai dengan perkembangan teknologi terkini. Peluang pembelajaran sepanjang hayat membolehkan individu terus mengemas kini kemahiran mereka selaras dengan kemajuan dalam industri dan teknologi. Dengan adanya program sedemikian, masyarakat akan didedahkan kepada teknologi terbaru dan menerima latihan yang relevan dengan keperluan semasa.

METODOLOGI DAN PELAKSANAAN

Metodologi yang digunakan di dalam kajian ini adalah berbentuk kajian tinjauan bagi melihat faktor yang menyokong cadangan penawaran dan pelaksanaan Kursus Agroteknologi dan Pertanian Lestari bagi Pembelajaran Sepanjang Hayat di Kolej Komuniti Tanjung Piai. Kajian ini melibatkan seramai 34 orang responden yang terdiri daripada komuniti setempat yang pernah terlibat serta berminat menyertai program pembelajaran sepanjang hayat yang dilaksanakan di Kolej Komuniti Tanjung Piai.

Maklumat bagi melengkap kajian ini didapati daripada borang soal selidik yang diedarkan kepada responden melalui wakil komuniti serta wakil agensi yang terlibat. Kajian ini menggunakan kaedah kuantitatif dengan menggunakan soal selidik. Instrumen kajian iaitu borang soal selidik ini diadaptasi serta diubahsuai berdasarkan dari kajian bertajuk Faktor-Faktor yang Mendorong Pelajar Memilih Program Sijil Agroteknologi di Kolej Komuniti Tambunan yang dijalankan oleh Anabil binti Ubil (2023) dan Fiona Gadius (2023).

Bahagian pertama adalah berkaitan profil responden. Bagi faktor demografi latar belakang Pendidikan responden, mereka terdiri daripada kalangan peserta yang memiliki SPM, Diploma / Setaraf, Ijazah Sarjana Muda, Ijazah Sarjana dan Doktor Falsafah / Kedoktoran. Selain daripada item responden terlibat memiliki pelbagai latar belakang kerjaya iaitu professional, bukan professional dan lain-lain.

Bahagian kedua pula berkaitan aspek penawaran dan pelaksanaan kursus Agroteknologi dan Pertanian Lestari Bagi Pembelajaran Sepanjang Hayat serta keberkesanan hasil kursus Agroteknologi dan Pertanian Lestari Bagi Pembelajaran Sepanjang Hayat. Skala likert 5 mata iaitu Sangat Tidak Setuju, Tidak Setuju, Tidak Pasti, Setuju dan Sangat Setuju digunakan bagi mengukur penilaian responden bagi penawaran dan pelaksanaan kursus dalam bidang dinyatakan.

DAPATAN DAN PERBINCANGAN

Dalam kajian ini, penilaian responden terhadap keperluan penawaran dan pelaksanaan kursus agroteknologi dan pertanian lestari bagi pembelajaran sepanjang hayat di Kolej Komuniti Tanjung Piai diukur melalui item berikut:

Item 1: Penilaian Responden Terhadap Perkembangan Bidang Agroteknologi dan Pertanian Lestari;
Item 2: Penilaian Responden Terhadap Kesesuaian Penawaran dan Pelaksanaan Kursus Agroteknologi dan Pertanian Lestari Bagi Pembelajaran Sepanjang Hayat;
Item 3: Penilaian Responden Terhadap Kadar Keberhasilan Peserta Pembelajaran Sepanjang Hayat Bagi Kursus Agroteknologi Dan Pertanian Lestari.

Penilaian responden ini ditentukan oleh jumlah skor yang diperolehi daripada setiap item soal selidik yang dibangunkan. Responden diminta untuk menilai kriteria-kriteria tersebut berdasarkan skala 1-5. Responden yang memberi penilaian pada skala 4 dan 5 (setuju dan sangat setuju) dianggap memiliki maklumat berkaitan bidang agroteknologi dan pertanian

lestari serta bersetuju dengan penawaran kursus berkaitan bidang agroteknologi dan pertanian lestari di bawah program Pembelajaran Sepanjang Hayat dan positif terhadap keberhasilan peserta program dalam bidang dinyatakan. Manakala responden yang memberi penilaian pada skor 3 (tidak pasti) didapati tidak dapat menyatakan maklumat berkaitan serta tidak pasti dengan idea penawaran dan pelaksanaan kursus dalam bidang agroteknologi dan pertanian lestari. Responden yang memberi penilaian 1 dan 2 (sangat tidak setuju dan tidak setuju) didapati tidak bersetuju dengan cadangan penawaran dan pelaksanaan kursus berkaitan bidang agroteknologi dan pertanian lestari di bawah program Pembelajaran Sepanjang Hayat.

Data dari borang soal selidik telah diproses dan dianalisis secara deskriptif bagi mendapatkan nilai min bagi setiap item. Bagi penentuan tahap keadilan prosedur dan keadilan pengagihan, pengkelasan tiga skala seperti dalam Jadual 3 telah dilakukan iaitu tinggi, sederhana dan rendah (Zainudin Abu Bakar, 2007) dan (Abdull Sukor Shaari, 2008).

Jadual 2 Penentuan Tahap Keadilan Penilaian Prestasi

Pengiraan Sela Kelas	Julat Min	Tahap
$\frac{4-1}{3} = 1.00$	1.00 – 2.00	Rendah
	2.01 – 3.00	Sederhana
	3.01 – 4.00	Tinggi

Latar belakang responden yang menjawab soal selidik ini ditunjukkan dalam Jadual 3. Peserta kajian terdiri daripada 55.8% lelaki dan 44.2% perempuan. Latar belakang pendidikan dan pekerjaan responden adalah berdasarkan dapatan dalam jadual 3.

Jadual 3 Demografi Responden

Item	Demografi	Bilangan	Peratus
Jantina	Lelaki	19	55.8%
	Perempuan	15	44.2%
Latar belakang pendidikan responden	SPM	16	47.05%
	Diploma / Setaraf	3	8.9%
	Ijazah Sarjana Muda	6	17.6%
	Ijazah Sarjana	8	23.5%
	Doktor Falsafah / Kedoktoran	1	2.9%
Pekerjaan responden	Profesional	13	38%
	Bukan Profesional	4	12%
	Lain-lain	17	50%

Item 1 Penilaian Responden Terhadap Perkembangan Bidang Agroteknologi dan Pertanian Lestari

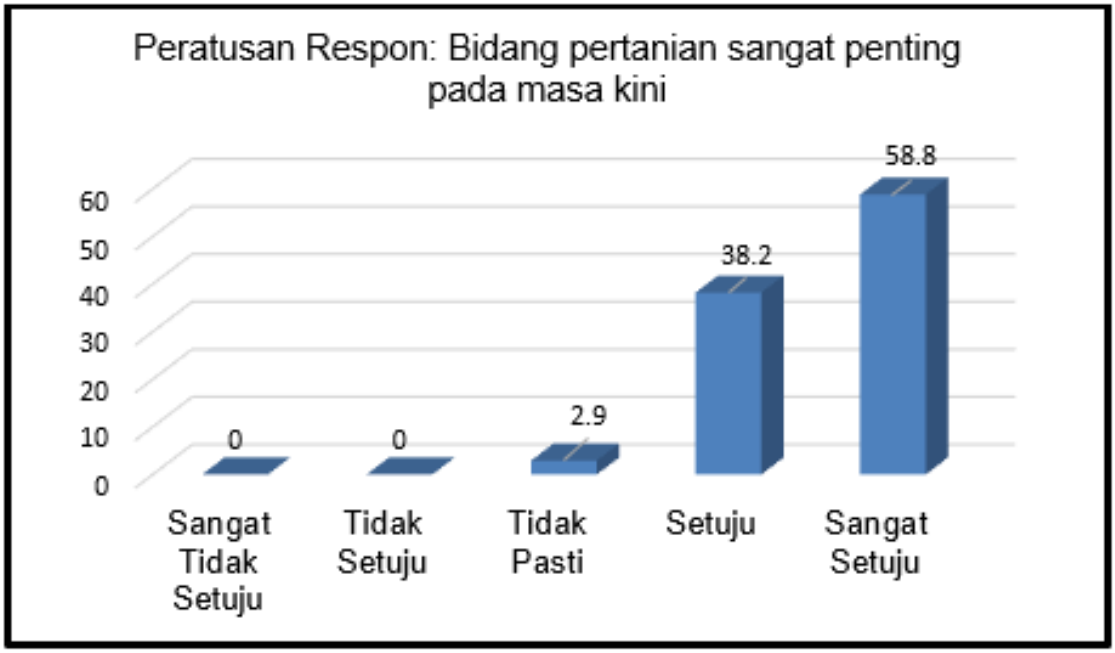
Dapatan penilaian responden bagi item adalah bertujuan mendapatkan tinjauan akan kefahaman responden terhadap perkembangan dan kepentinagn bidang agroteknologi dan

pertanian lestari pada masa kini. Jadual 4 menunjukkan purata skor min tahap penilaian responden terhadap perkembangan bidang agroteknologi dan pertanian lestari adalah 4.33 (Tinggi). Dalam bahagian ini, item soalan yang menyumbang skor min paling tinggi adalah sebanyak 4.47 iaitu responden sangat bersetuju bahawa bidang pertanian sangat penting pada masa kini dan teknologi baharu dalam bidang pertanian dapat meningkatkan hasil keluaran pertanian. Sebaliknya skor min paling rendah adalah 3.97 iaitu peluang kerjaya dalam bidang pertanian menarik.

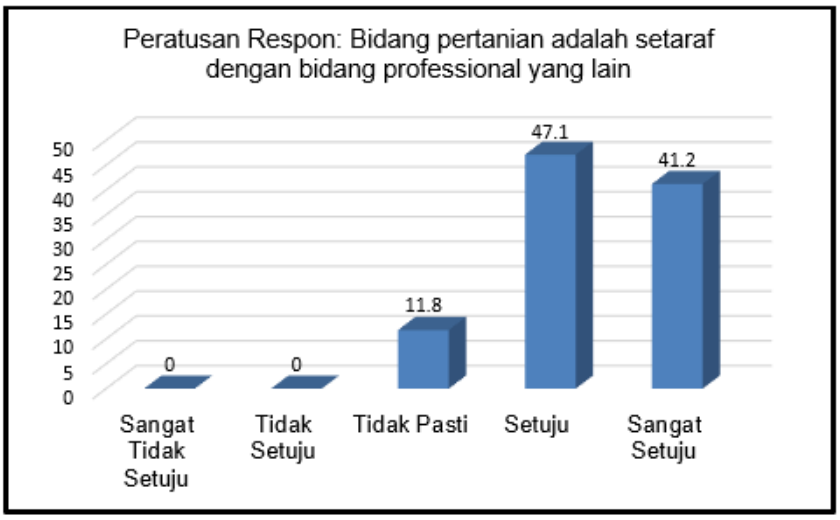
Jadual 4 Item bagi Penilaian Responden Terhadap Perkembangan Bidang Agroteknologi dan Pertanian Lestari

ITEM	PERKARA	SKOR MIN
A1	Bidang pertanian sangat penting pada masa kini	4.47
A2	Bidang pertanian adalah setaraf dengan bidang professional yang lain.	4.29
A3	Kursus berkaitan bidang pertanian dapat membantu mengembangkan hasil pertanian setempat.	4.41
A4	Teknologi baharu dalam bidang pertanian dapat meningkatkan hasil keluaran pertanian	4.47
A5	Bidang agroteknologi dan pertanian lestari menjamin masa depan	4.38
A6	Peluang kerjaya dalam bidang pertanian menarik	3.97
	PURATA SKOR MIN	**4.33**

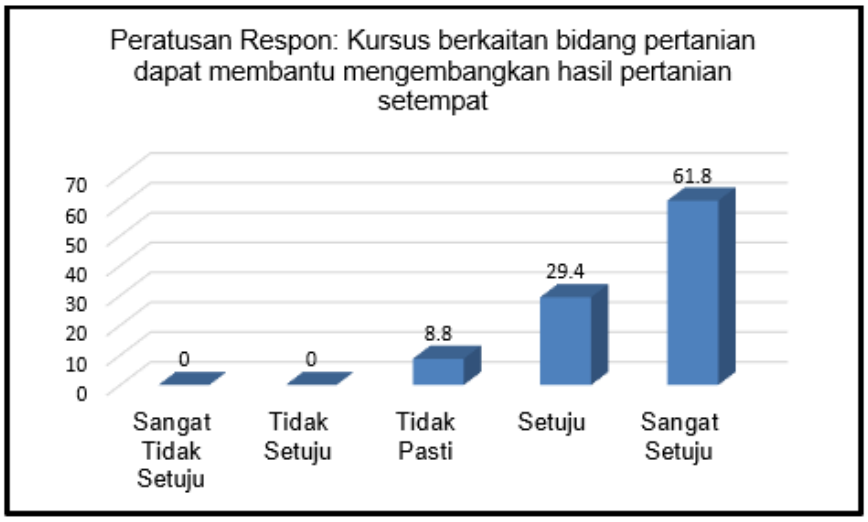
Rajah 1 Peratusan Respon: Bidang Pertanian Sangat Penting Pada Masa Kini



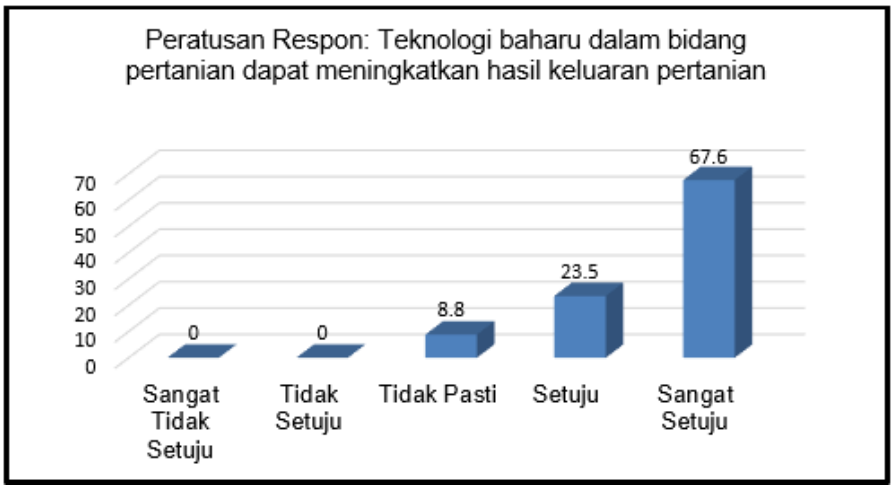
Rajah 2 Peratusan Respon: Bidang Pertanian Adalah Setaraf Dengan Bidang Professional Yang Lain



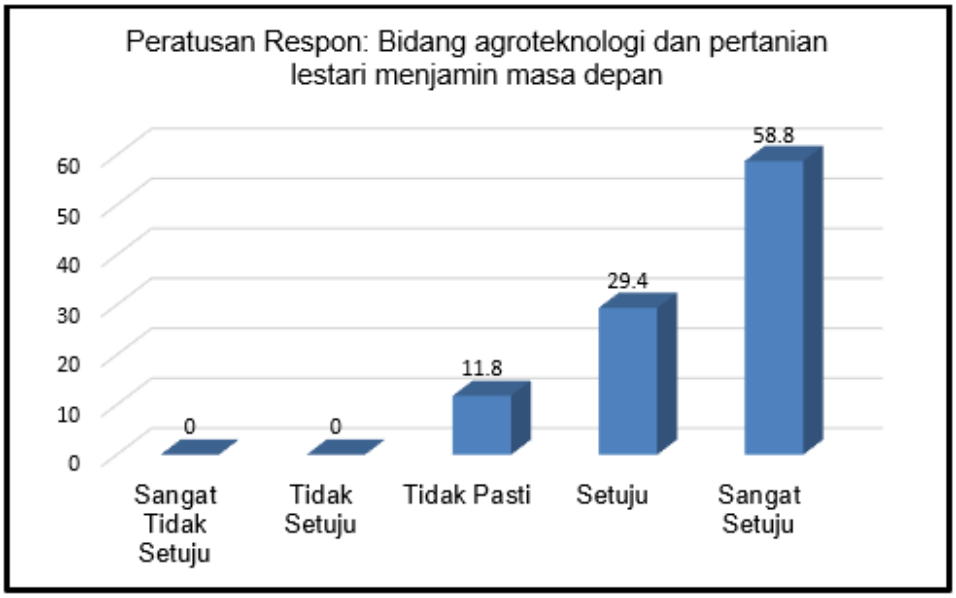
Rajah 3 Peratusan Respon: Kursus Berkaitan Bidang Pertanian Dapat Membantu Mengembangkan Hasil Pertanian Setempat



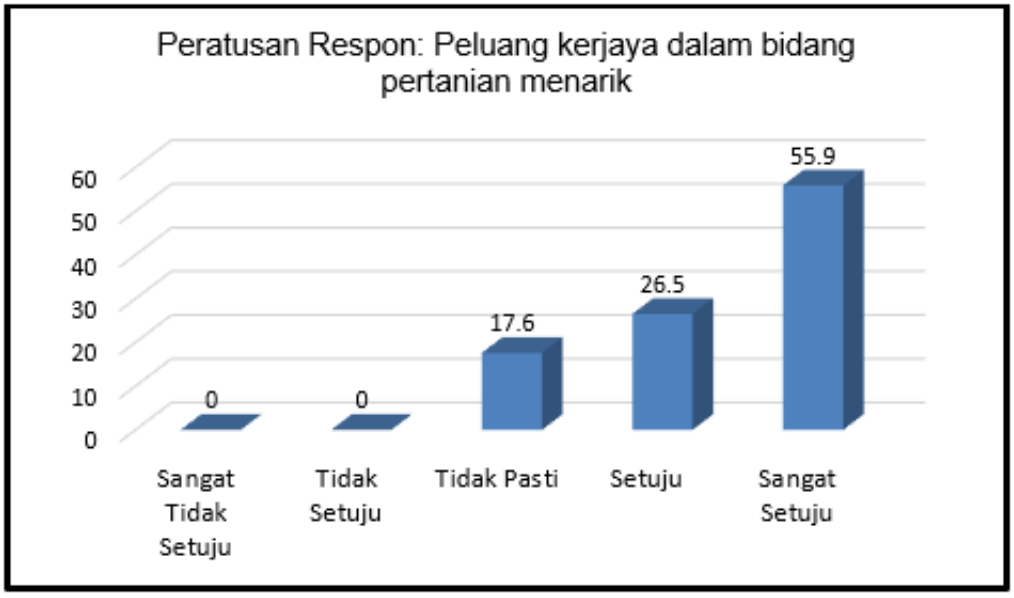
Rajah 4 Peratusan Respon: Teknologi Baharu Dalam Bidang Pertanian Dapat Meningkatkan Hasil Keluaran Pertanian



Rajah 5 Peratusan Respon: Bidang Agroteknologi Dan Pertanian Lestari Menjamin Masa Depan



Rajah 6 Peratusan Respon: Peluang kerjaya dalam bidang pertanian menarik



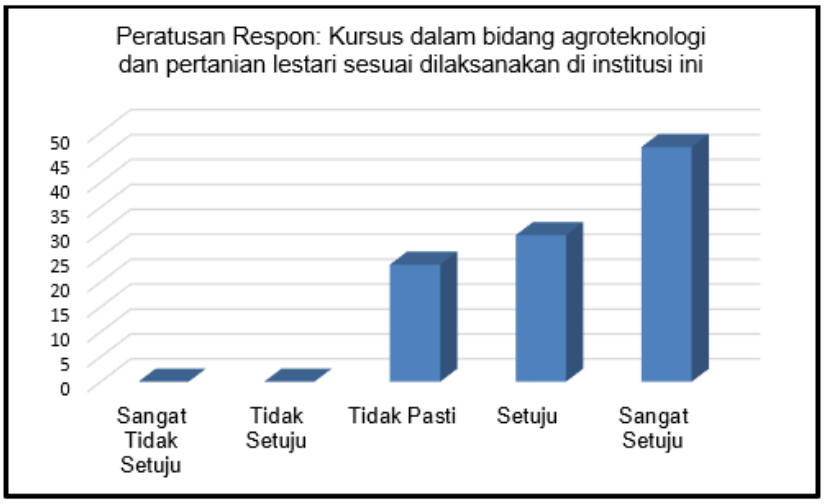
Item 2 Penilaian Responden Terhadap Kesesuaian Penawaran Dan Pelaksanaan Kursus Agroteknologi Dan Pertanian Lestari Bagi Pembelajaran Sepanjang Hayat

Dapatan penilaian responden bagi item adalah bertujuan mendapatkan responden terhadap kesesuaian penawaran dan pelaksanaan kursus agroteknologi dan pertanian lestari bagi pembelajaran sepanjang hayat. Jadual 5 menunjukkan purata skor min tahap penilaian responden adalah 4.02 (Tinggi). Dalam bahagian ini, item soalan yang menyumbang skor min paling tinggi adalah sebanyak 4.35 iaitu responden sangat bersetuju bahawa lokasi Kolej Komuniti Tanjung Piai yang terletak di bandar Pontian adalah sesuai sebagai bagi melaksanakan kursus berkaitan. Sebaliknya skor min paling rendah adalah 3.32 iaitu komuniti mempunyai asas pengetahuan tentang bidang pertanian.

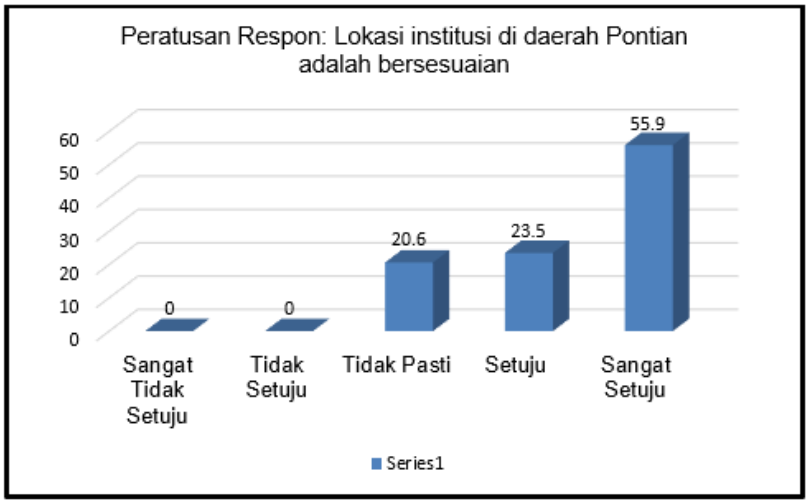
Jadual 5 Item bagi Penilaian Responden Terhadap Kesesuaian Penawaran Dan Pelaksanaan Kursus Agroteknologi Dan Pertanian Lestari Bagi Pembelajaran Sepanjang Hayat

ITEM	PERKARA	SKOR MIN
A1	Kursus dalam bidang agroteknologi dan pertanian lestari sesuai dilaksanakan di institusi ini	4.24
A2	Lokasi institusi di daerah Pontian adalah bersesuaian	4.35
A3	Terdapat aktiviti perusahaan pertanian sekitar daerah Pontian	4.32
A4	Komuniti berminat untuk menyertai kursus dalam bidang agroteknologi dan pertanian lestari	3.91
A5	Komuniti mempunyai asas pengetahuan tentang bidang pertanian	3.32
	PURATA SKOR MIN	**4.02**

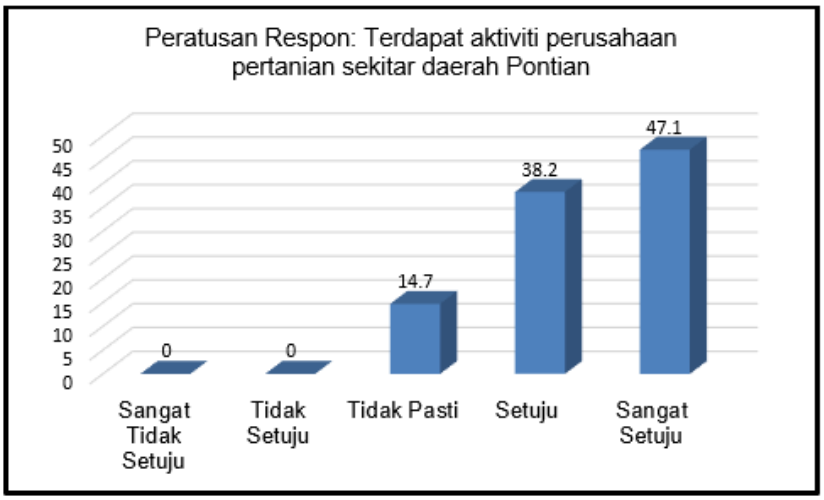
Rajah 7 Peratusan Respon: Kursus Dalam Bidang Agroteknologi Dan Pertanian Lestari Sesuai Dilaksanakan Di Institusi Ini



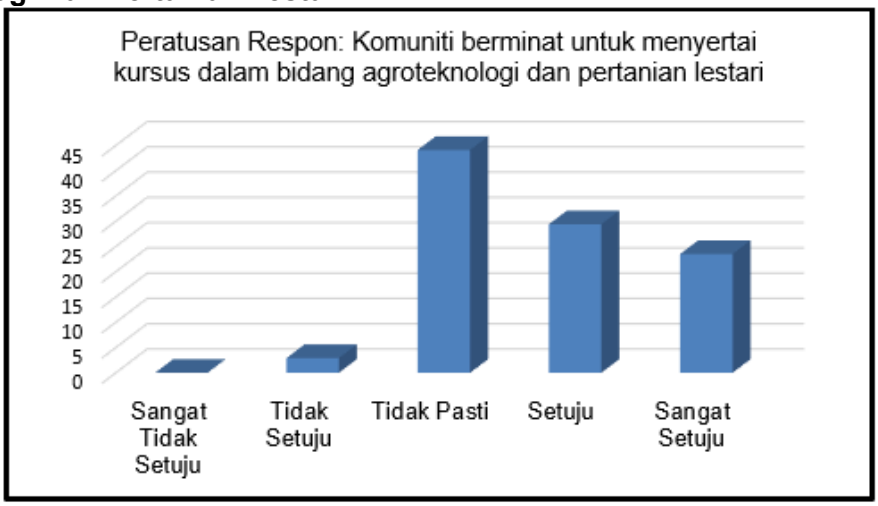
Rajah 8 Peratusan Respon: Lokasi Institusi Di Daerah Pontian Adalah Bersesuaian



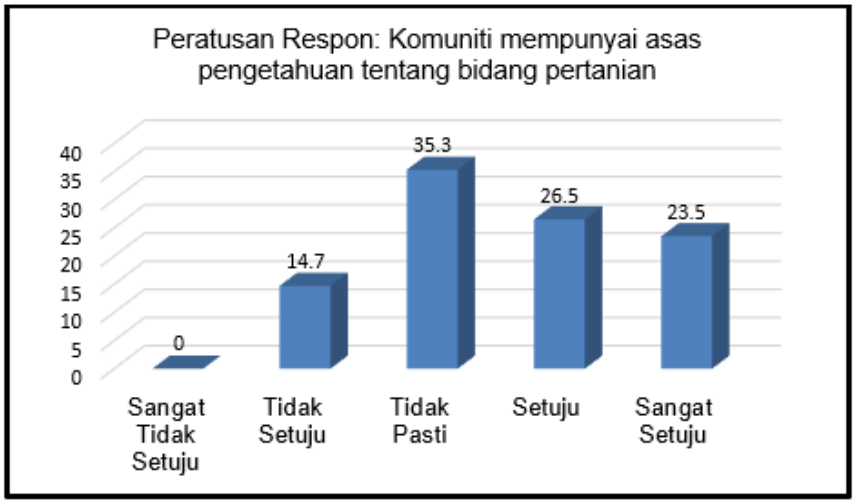
Rajah 9 Peratusan Respon: Terdapat Aktiviti Perusahaan Pertanian Sekitar Daerah Pontian



Rajah 10 Peratusan Respon: Komuniti Berminat Untuk Menyertai Kursus Dalam Bidang Agroteknologi Dan Pertanian Lestari



Rajah 11 Peratusan Respon: Komuniti Mempunyai Asas Pengetahuan Tentang Bidang Pertanian



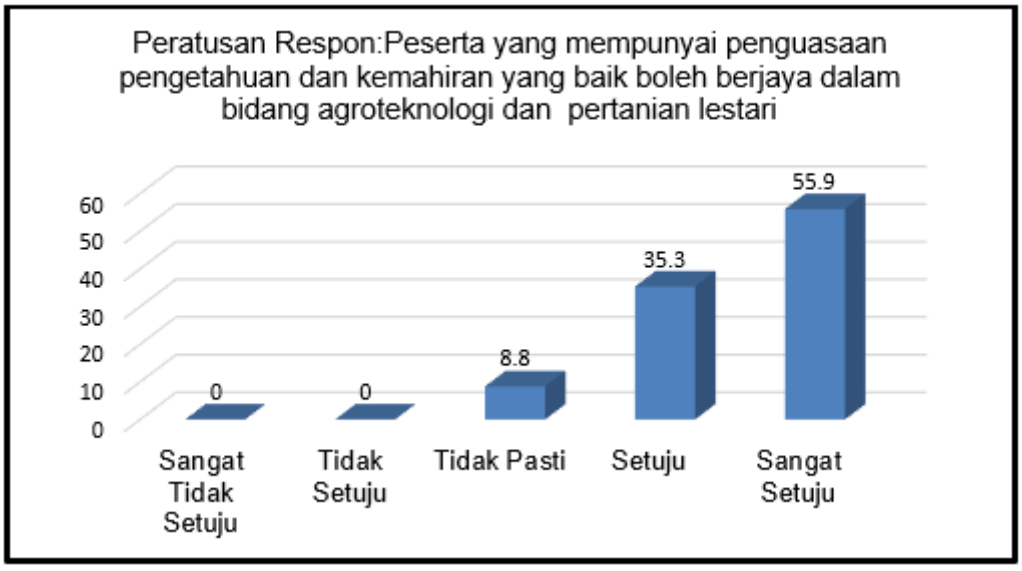
Item 3: Penilaian Responden Terhadap Kadar Keberhasilan Peserta Pembelajaran Sepanjang Hayat Bagi Kursus Agroteknologi Dan Pertanian Lestari

Dapatan penilaian responden bagi item adalah bertujuan mendapatkan responden terhadap Kadar Keberhasilan Peserta Pembelajaran Sepanjang Hayat Bagi Kursus Agroteknologi Dan Pertanian Lestari. Jadual 6 menunjukkan purata skor min tahap penilaian responden adalah 4.39 (Tinggi). Dalam bahagian ini, item soalan yang menyumbang skor min paling tinggi adalah sebanyak 4.47 iaitu responden sangat bersetuju bahawa Peserta yang mempunyai penguasaan pengetahuan dan kemahiran yang baik boleh berjaya dalam bidang pertanian. Sebaliknya skor min paling rendah adalah 4.26 iaitu peserta kursus agroteknologi dan pertanian lestari ini akan dapat meningkat ekonomi keluarga dan negara.

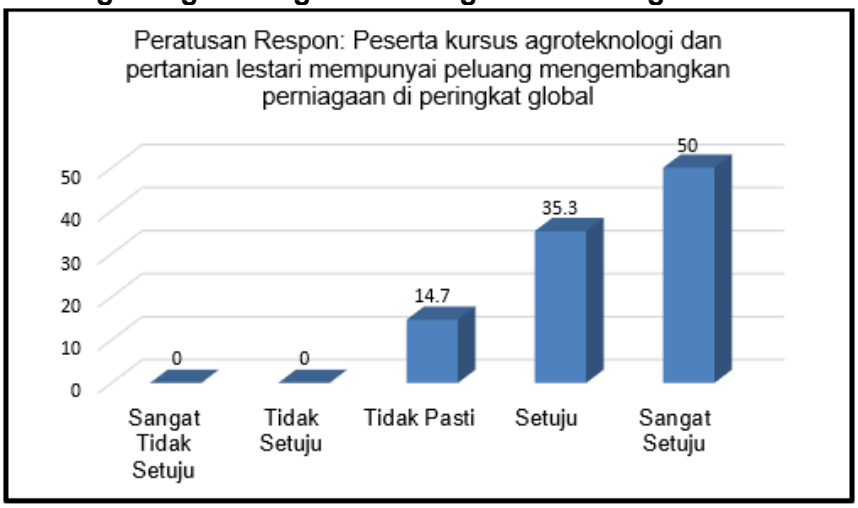
Jadual 6 Item bagi Penilaian Responden Terhadap Kadar Keberhasilan Peserta Pembelajaran Sepanjang Hayat Bagi Kursus Agroteknologi Dan Pertanian Lestari

ITEM	PERKARA	SKOR MIN
A1	Peserta yang mempunyai penguasaan pengetahuan dan kemahiran yang baik boleh berjaya dalam bidang pertanian	4.47
A2	Peserta kursus agroteknologi dan pertanian lestari mempunyai peluang mengembangkan perniagaan di peringkat global	4.44
A3	Peserta kursus agroteknologi dan pertanian lestari ini akan dapat meningkat ekonomi keluarga dan negara	4.26
A4	Peserta kursus agroteknologi dan pertanian lestari ini mampu memiliki pengetahuan asas tentang keusahawanan dan memasarkan produk hasil pertanian	4.41
	PURATA SKOR MIN	**4.39**

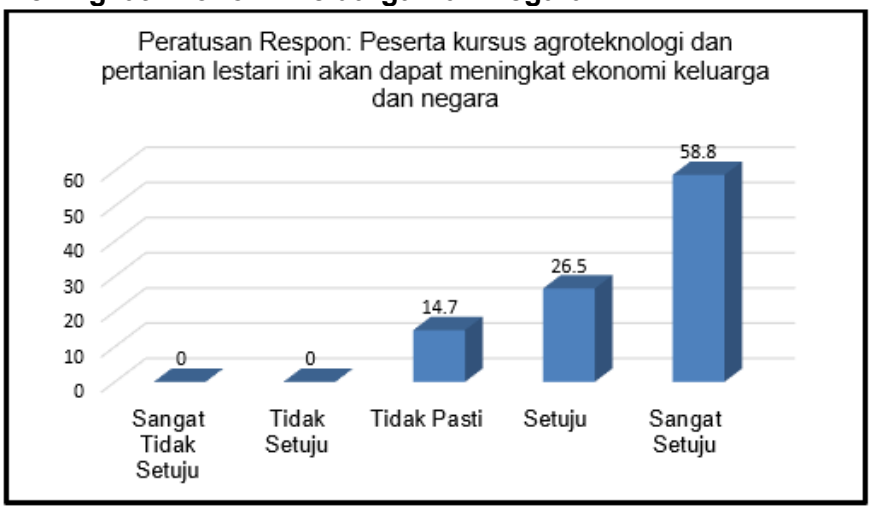
Rajah 12 Peratusan Respon:Peserta Yang Mempunyai Penguasaan Pengetahuan Dan Kemahiran Yang Baik Boleh Berjaya Dalam Bidang Agroteknologi Dan Pertanian Lestari



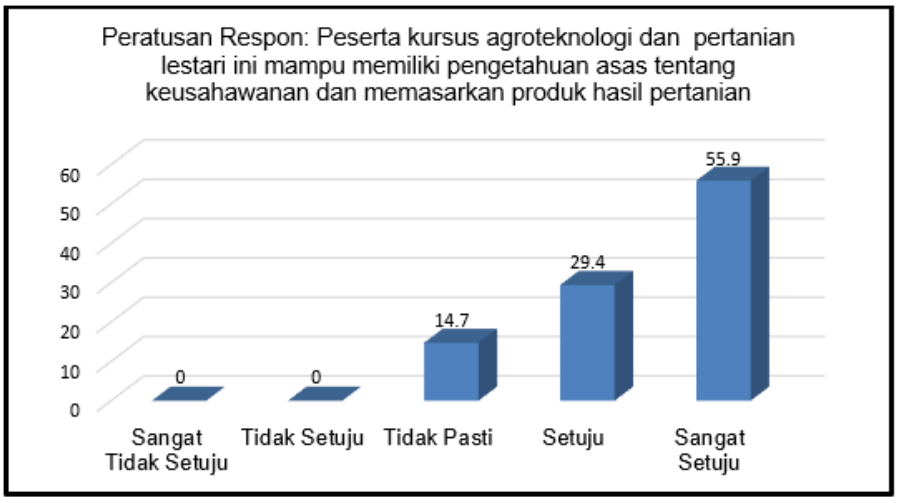
Rajah 13 Peratusan Respon: Peserta Kursus Agroteknologi Dan Pertanian Lestari Mempunyai Peluang Mengembangkan Perniagaan Di Peringkat Global



Rajah 14 Peratusan Respon: Peserta Kursus Agroteknologi Dan Pertanian Lestari Ini Akan Dapat Meningkat Ekonomi Keluarga Dan Negara



Rajah 15 Peratusan Respon: Peserta Kursus Agroteknologi Dan Pertanian Lestari Ini Mampu Memiliki Pengetahuan Asas Tentang Keusahawanan Dan Memasarkan Produk Hasil Pertanian



IMPAK

Secara keseluruhannya, berdasarkan kajian yang telah dijalankan, penilaian responden adalah positif bagi Penawaran dan Pelaksanaan Kursus Agroteknologi dan Pertanian Lestari Bagi Pembelajaran Sepanjang Hayat di Kolej Komuniti Tanjung Piai. Dapatan daripada kajian ini juga akan menjadi rujukan bagi membangunkan modul kursus yang bersesuaian dengan Garis Panduan Pelaksanaan Pembelajaran Sepanjang Hayat Kolej Komuniti.

Selain daripada itu, tindakan susulan yang perlu dilaksanakan adalah menjalinkan kerjasama erat dengan agensi kerajaan dan swasta, pihak industri serta komuniti setempat. Kerjasama erat ini bertujuan memastikan pelaksanaan program pembelajaran sepanjang hayat dalam bidang yang dinyatakan akan mencapai objektif ditetapkan, serta memberi impak positif kepada semua pemegang taruh terlibat.

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e-Proceedings of International Symposium On Community Social Responsibility 2024(i-CSR2024)
Synergizing for Social Impact: Collaborative Communities Strategies

Integrating Traditional Chinese Embroidery into Sustainable Fashion: A Harmonious Blend of Heritage and Modernity

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ABSTRACT
This study explores the innovative integration of traditional Chinese embroidery into sustainable fashion, emphasizing the balance between cultural heritage and contemporary design needs. Renowned for its intricate craftsmanship and natural materials, traditional embroidery aligns with sustainable fashion principles. This research investigates the environmental benefits of traditional embroidery techniques, such as reduced resource consumption and waste generation. It also examines market trends and consumer preferences, highlighting the growing demand for culturally diverse and environmentally sustainable fashion products. Using case studies and qualitative research, this paper illustrates how advanced technologies like computer-aided design and production techniques can enhance production efficiency while preserving traditional craftsmanship. Findings indicate that traditional Chinese embroidery holds significant cultural value and offers promising opportunities for large-scale application in the modern fashion industry. This study provides valuable insights for designers and industry stakeholders aiming to promote sustainable fashion practices by connecting tradition and innovation.
Keywords: Chinese Embroidery; Sustainable Fashion; Modern Fashion Industry; Environmental Benefits; Cultural Preservation

INTRODUCTION
Traditional Chinese embroidery, with its rich cultural heritage and exquisite craftsmanship, offers a unique opportunity for the modern fashion industry to embrace sustainable development. This study aims to address three principal research questions: How can traditional Chinese embroidery techniques be integrated into modern sustainable fashion? What are the environmental, economic, and cultural benefits of such integration? How can technological advances facilitate the large-scale application of traditional embroidery? The examination of these matters is essential for the comprehension of the potential of traditional crafts within contemporary fashion, as well as for the determination of strategies that may be employed to enhance sustainable development and cultural preservation. This paper includes a comprehensive literature review, a detailed methodology, findings and analysis, and a discussion of implications and future research directions.

LITERATURE REVIEW
Traditional Chinese Embroidery: An Overview
Traditional Chinese embroidery, with its rich history spanning over 2,500 years, represents a significant aspect of China's cultural heritage. Each regional style, such as Suzhou and Xiang embroidery, is characterized by unique techniques, motifs, and craftsmanship that reflect the

historical and artistic legacy of the region. The intricate nature of these techniques, often passed down through generations, has not only preserved traditional aesthetics but also contributed to the cultural identity of communities. In the context of modern fashion, these traditional techniques offer a valuable resource for sustainable design, merging heritage with contemporary trends. This study explores the potential of integrating these time-honored practices into modern fashion, emphasizing their environmental, economic, and cultural benefits.

Traditional Chinese embroidery is characterized by various regional styles, each with unique techniques and motifs. Suzhou embroidery, known for its fine stitching and vibrant colors, and Hunan embroidery, distinguished by bold designs and strong contrasts, exemplify this diversity (Li, 2021). The historical and cultural significance of these styles highlights their potential for contemporary fashion design (Zhang, W, 2020). Embroidery has been a vital aspect of Chinese culture for centuries, reflecting the country's profound historical and artistic legacy. Suzhou embroidery, dating back over 2500 years, is renowned for its intricate stitches and lifelike depictions of natural scenes and daily life (Zhang et al,2021). This meticulous craftsmanship, combined with the use of natural silk thread, aligns with sustainable fashion principles (Zhang, 2017). Xiang embroidery, another ancient art form, is noted for its bold and contrasting colors, often depicting mythological and folkloric themes (Panfeng, 2020). The diverse range of embroidery techniques from different regions offers modern designers a rich source of inspiration, blending traditional aesthetics with contemporary fashion (Li, 2021).

Sustainable Fashion: Principles and Practices

The sustainable fashion movement prioritises the use of environmentally friendly materials, ethical production practices and the reduction of the environmental impact of garments throughout their life cycle (Fletcher, 2012). Embroidery practised in accordance with traditional techniques and methods, which make use of natural fibres and minimalist production processes, is in alignment with the aforementioned principles (Gwilt, 2020). The integration of these techniques into contemporary fashion practices contributes to the advancement of sustainability objectives while simultaneously safeguarding cultural heritage (Black, 2008).

The concept of sustainable fashion has gained traction in response to the environmental and ethical concerns that have emerged within the traditional fashion industry (Kozlowski et al.). At the centre of this movement are practices such as the utilisation of organic materials, fair labour standards, and waste minimisation (Fletcher, 2012). The traditional Chinese embroidery technique, which employs natural silk and cotton threads, inherently aligns with these principle. In contrast to synthetic fibres, these natural materials are biodegradable and less detrimental to the environment (Gwilt, 2020). Furthermore, the handmade nature of traditional embroidery necessitates the use of less energy-intensive machinery, thereby reducing the environmental impact (Black, 2008).

Technological Integration and Sustainable Innovation in Embroidery

Technological advances have had a profound impact on the fashion industry, enabling the integration of traditional craftsmanship with contemporary production techniques. Computer-aided design (CAD) and digital embroidery machines represent the vanguard of this transformation (Zhang, W, 2020). These technologies facilitate the creation of elaborate patterns with high precision and efficiency, while maintaining the traditional authenticity of embroidery and enhancing scalability and production speed.

The application of computer-aided design (CAD) technology enables the creation of intricate designs and facilitates the implementation of amendments, therefore rendering it an effective tool for the incorporation of traditional embroidery motifs into contemporary fashion. Digital embroidery machines are also capable of accurately replicating these designs, maintaining the intricate details of traditional hand embroidery. This technological integration has the advantage of increasing productivity while also ensuring the preservation of cultural heritage in the context of modern fashion.

It is evident that, in addition to CAD (computer-aided design) and digital embroidery, other technological advances are of considerable significance in the promotion of sustainability in traditional embroidery techniques. For instance, laser cutting technology has the potential to enhance the efficiency of the production process by facilitating precise cutting of fabric while simultaneously reducing waste. Furthermore, the utilisation of eco-friendly dyeing techniques, including the incorporation of natural dyes and low-water dyeing methodologies, can effectively reduce the environmental impact of textile production.Another innovative technology is three-dimensional (3D) printing, which can be used to create intricate embroidery patterns and accessories. This technology reduces material waste and enables the creation of intricate designs that were previously difficult to achieve through traditional methods (Genova, 2016). Furthermore, blockchain technology is being used to ensure transparency and traceability in the supply chain. This provides consumers with the ability to verify the authenticity and sustainability of embroidered garments (Garcia-Torres et al,2022).

Consumer Preferences and Market Trends

Market research has indicated a growing consumer preference for fashion products that are culturally rich and environmentally sustainable (Jung & Jin, 2014). The available evidence indicates that consumers, particularly those belonging to the younger demographic, are becoming increasingly drawn to products that possess a narrative quality and an inherent sense of authenticity (Hawley, 2014). This trend presents a substantial opportunity to integrate traditional Chinese embroidery into contemporary fashion while also aligning with the values of sustainability and cultural appreciation (Bhardwaj & Fairhurst, 2010).

There is a growing recognition of environmental issues and an increasing desire to engage in ethical consumption, which is shaping consumer behaviour in the fashion industry (Rabolt, 2004). The results of surveys and market studies indicate that contemporary consumers demonstrate a proclivity to pay a premium for sustainable products that reflect aspects of cultural heritage and craftsmanship (Niinimäki, 2010). It is evident that this trend is particularly prevalent among Generation Z and Millennial consumers, who prioritise authenticity and environmental responsibility in their purchasing decisions (Rabolt, 2004). The distinct cultural narratives interwoven within traditional Chinese embroidery present a persuasive value proposition for this consumer base, thereby enhancing the market competitiveness of such products within the sustainable fashion sector (Jung & Jin, 2014).

Summary and Research Gap

Despite the existence of extensive research on traditional Chinese embroidery and sustainable fashion, a clear gap in research remains concerning the integration of traditional crafts with modern technology and market demands. Previous research has tended to overlook the potential of computer-aided design (CAD) and digital embroidery technologies to facilitate the large-scale application of traditional crafts. Furthermore, market analyses of consumer preferences for culturally rich and sustainable fashion products remain under-researched. This paper aims to fill these gaps by comprehensively analysing the environmental, economic, and cultural benefits of integrating traditional embroidery into modern fashion, supported by technological advances.

METHOD

This study employs a qualitative research methodology, utilizing case studies, market research, and environmental impact reports to examine the integration of traditional Chinese embroidery into sustainable fashion. The research aims to comprehensively explore the potential for incorporating traditional Chinese embroidery techniques into contemporary sustainable fashion. Additionally, the study investigates the environmental, economic, and cultural advantages of such integration and analyzes the potential of technological developments to facilitate the broader utilization of traditional embroidery techniques.(Figure 1)

Environmental Reports

Environmental reports provide invaluable insights into the utilisation of resources and the generation of waste within the fashion industry. These reports underscore the potential environmental advantages of conventional embroidery techniques that utilise natural materials and artisanal methodologies, thus reducing dependence on synthetic fibers and energy-intensive production processes.To explore the integration of traditional Chinese embroidery into sustainable fashion, this study selected case studies that highlight the environmental, economic, and cultural impacts of these practices. The case studies were chosen based on their relevance to the research questions and their ability to illustrate the application of traditional techniques in modern fashion contexts. Each case was analyzed through a combination of qualitative methods, including interviews with designers and artisans, analysis of production processes, and review of environmental impact reports. This multi-faceted approach provided a comprehensive understanding of the potential benefits and challenges associated with the large-scale application of traditional embroidery in contemporary fashion.

To illustrate, the report 'Fixing Fashion: Clothing Consumption and Sustainability', published by the UK Environmental Audit Committee (2019), indicates that traditional and sustainable fashion practices have the potential to significantly reduce water pollution and waste. Furthermore, the Ellen MacArthur Foundation (2017) emphasises that natural fibers such as silk and cotton require considerably less water during processing compared to synthetic fibers, which is a vital consideration for sustainable fashion.

Market Research

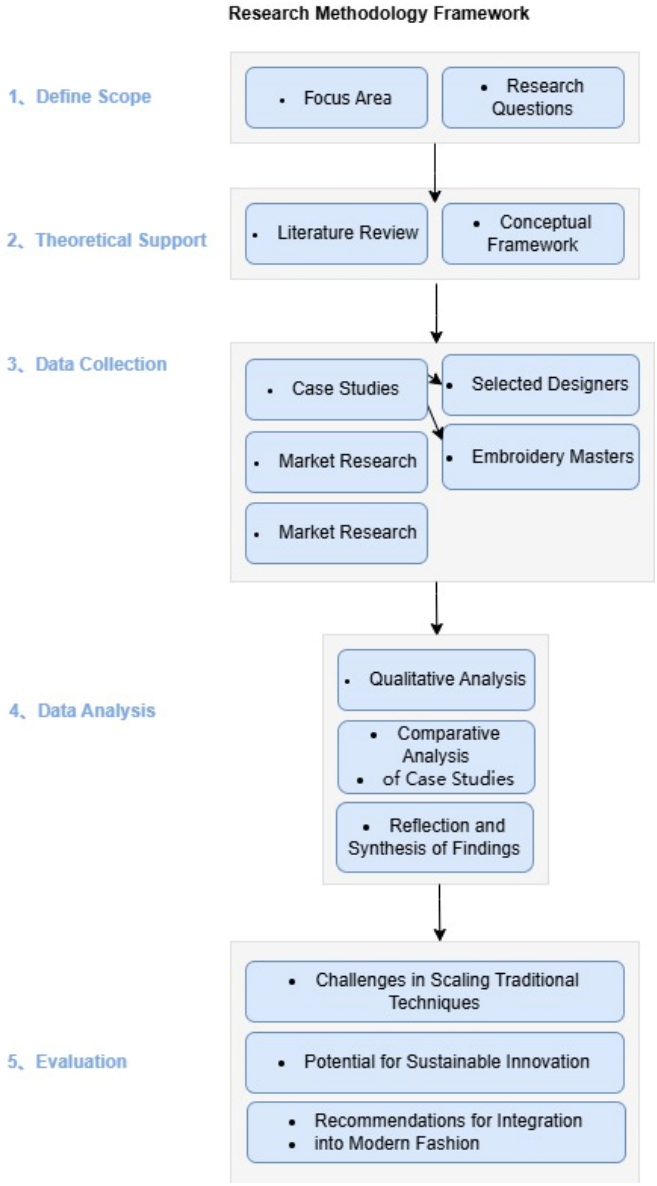
Market research studies and identifies consumer preferences and trends in sustainable fashion, with the objective of informing and guiding the development of sustainable fashion products.

The results of the survey demonstrate a growing consumer demand for fashion products that are both culturally rich and environmentally sustainable. In a 2019 study by the consulting firm McKinsey & Company, it was found that 66% of global consumers were willing to pay a premium for sustainable fashion products. This phenomenon is especially pronounced among Millennials and Generation Z, who attach paramount importance to sustainability and ethical production.

Economic Impact Report

Economic impact reports have examined how the integration of traditional crafts into modern fashion can have positive economic consequences. These reports concluded that traditional embroidery has the potential to enhance the market value of fashion products, provide unique selling points, and appeal to environmentally conscious consumers. A study conducted by Deloitte revealed that 57% of consumers expressed interest in purchasing bespoke or limited edition fashion products, indicating a preference for items that are distinctive and demonstrate a high level of craftsmanship. The incorporation of traditional Chinese embroidery is consistent with this trend, suggesting its capacity to enhance the market value and appeal of fashion products.

Figure 1 Research Methodology Framework



RESULTS

Environmental Benefit

The utilization of traditional Chinese embroidery techniques in fashion design offers considerable environmental advantages. The use of natural materials such as silk and cotton in fashion design has the additional benefit of reducing the environmental impact of fashion waste, as these materials are biodegradable. Furthermore, handmade methods have been demonstrated to result in a reduction in energy consumption when compared to industrial production processes. For example, the Carbon Trust (2008) reports that traditional embroidery can reduce carbon emissions by up to 60% in comparison to machine production. Moreover, the Ellen MacArthur Foundation (2017) indicates that the production of natural silk is approximately twice as water-efficient as that of regular synthetic polyester.(Table1)This table compares the environmental impacts of traditional embroidery and modern production methods in terms of resource consumption, waste generation, and other factors.

Table 1 Environmental Impact Comparison of Traditional and Modern Production

Methods

Environmental Impact Factors	Traditional Embroidery Methods	Modern Production Methods
Energy Consumption	Low	High
Waste Generation	Low	High
Water Usage	Low	High
Chemical Usage	None	High
Biodiversity Impact	Low	High

Market Trend

The results of consumer surveys indicate a preference for fashion products that incorporate cultural heritage and sustainable practices. This phenomenon is particularly prevalent among younger consumers, who place a high value on authenticity and environmental responsibility. As reported by McKinsey & Company, 66% of global consumers are willing to pay a premium for sustainable fashion products. The market size for sustainable fashion has shown steady growth over the years.

In 2018, the market was valued at approximately USD 5.58 billion, which grew to USD 6.35 billion in 2019. Despite the challenges posed by the COVID-19 pandemic, the market size reached USD 7.12 billion in 2020. The following year, 2021, saw further growth, with the market valued at USD 8.24 billion. By 2022, it was projected to be around USD 9.36 billion, and the growth continued into 2023, reaching an estimated USD 10.58 billion. (McKinsey,2023)The increasing popularity of bespoke and limited edition products provides further evidence of the potential market for traditional Chinese embroidery in the fashion industry. A 2022 Deloitte study revealed that 57% of consumers expressed interest in purchasing such products, indicating a growing appreciation for distinctive, culturally rich fashion items. (Table2) This table shows the growth trends in the sustainable fashion market based on case studies and report analysis.

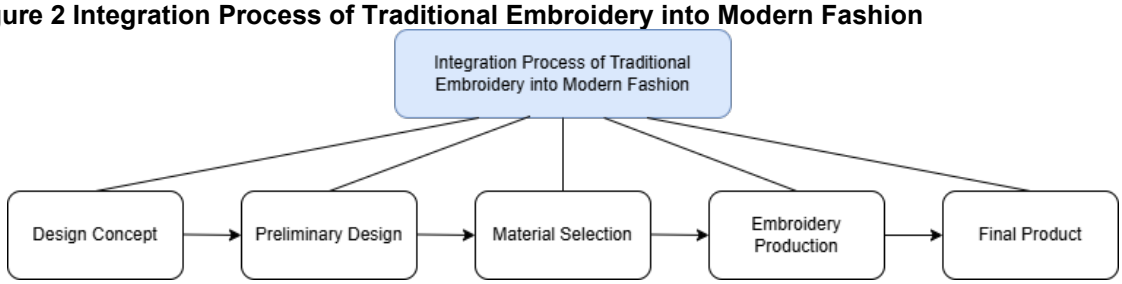
Table 2 Global Sustainable Fashion Market Growth (2018-2023)

Year	Market Size (Billion USD)
2018	5.58
2019	6.35
2020	7.12
2021	8.24
2022	9.36
2023	10.58

Technological Integration

The advent of technologies such as computer-aided design (CAD) and automated embroidery machines presents novel avenues for enhancing production efficiency while upholding traditional craftsmanship. These technologies facilitate the accurate replication of intricate embroidery patterns, thereby enabling the incorporation of traditional crafts into mass fashion production. The Journal of Textile Research indicates that computer-aided design (CAD) software can reduce the design time by up to 30%, while simultaneously enabling the accurate replication of embroidery patterns – a crucial factor in the integration of traditional embroidery techniques into contemporary design. Furthermore, the International Journal of Fashion Design, Technology and Education asserts that automated embroidery machines can reduce production costs by 20–40% while maintaining a high level of quality. Such technological advancements facilitate the expansion of traditional embroidery production while preserving its artisanal character. (Figure 2) This flowchart illustrates the steps involved in integrating traditional embroidery into modern fashion design, from initial concept to production.

Figure 2 Integration Process of Traditional Embroidery into Modern Fashion



DISCUSSION

Environmental Benefits

The integration of traditional Chinese embroidery into modern sustainable fashion presents significant environmental advantages. Utilizing natural materials such as silk and cotton, traditional embroidery techniques inherently align with eco-friendly practices. Studies have shown that natural fibers are biodegradable, reducing the environmental impact of fashion waste (Carbon Trust, 2008). The handcraft nature of traditional embroidery also minimizes energy consumption compared to industrial manufacturing processes. According to the Ellen MacArthur Foundation (2017), producing natural silk is about twice as water-efficient as producing synthetic polyester. These findings underscore the potential of traditional embroidery to contribute to more sustainable fashion practices by reducing resource consumption and waste generation.

Market Trends and Consumer Preferences

Consumer demand for sustainable and culturally rich fashion is growing, particularly among younger demographics who prioritize authenticity and environmental responsibility (Niinimäki, 2010). Surveys indicate a strong preference for fashion items that integrate cultural heritage and sustainable practices. This trend is further supported by the increasing popularity of bespoke and limited-edition items, which offer unique value propositions (Jung & Jin, 2014). The market potential for traditional Chinese embroidery in modern fashion is substantial, as it satisfies consumer desires for uniqueness and sustainability. Additionally, market research shows that consumers are willing to pay a premium for products that align with their values, further validating the economic viability of integrating traditional embroidery into contemporary fashion.

Technological Integration

Advancements in technology, such as computer-aided design (CAD) and automated embroidery machines, provide new avenues for enhancing production efficiency while preserving the intricate craftsmanship of traditional embroidery. Despite the advantages of integrating advanced technologies like CAD and automated embroidery machines, several challenges remain in scaling traditional embroidery techniques. One significant challenge is maintaining the authenticity and quality of craftsmanship when production is scaled up. The intricacy and labor-intensive nature of traditional embroidery make it difficult to replicate the same level of detail and artistry in mass production. Additionally, the economic feasibility of incorporating these techniques on a larger scale is a concern, as the high costs associated with skilled labor and natural materials may limit widespread adoption. Addressing these challenges requires innovative solutions that balance tradition with efficiency. These technologies enable designers to replicate complex embroidery patterns with high precision, making it feasible to incorporate traditional techniques into large-scale fashion production. The integration of CAD and automated systems can streamline production processes, reduce labor costs, and increase output without compromising the quality of the embroidery. Black (2008) suggests that such technological innovations can expand the reach of traditional embroidery, making it accessible to a global market while maintaining its cultural authenticity.

Cultural Significance

Preserving and promoting traditional Chinese embroidery within the fashion industry not only contributes to environmental sustainability but also to cultural heritage. Traditional embroidery techniques and motifs carry rich historical and cultural narratives that can enhance the storytelling aspect of modern fashion. By incorporating these elements into contemporary designs, fashion can become a medium for cultural expression and preservation.

Conclusions

This study investigates the integration of traditional Chinese embroidery into modern sustainable fashion, emphasizing environmental, economic, and cultural benefits. Through qualitative research—including case studies, market research, and environmental reports—the study reveals that traditional Chinese embroidery, utilizing biodegradable materials like silk and cotton, offers significant environmental advantages by reducing fashion waste and energy consumption. Supporting evidence from the Ellen MacArthur Foundation (2023) highlights these benefits.

Market research shows increasing consumer demand for culturally rich and environmentally sustainable fashion, especially among younger demographics. The rising interest in bespoke and limited-edition items aligns with Niinimäki (2010) and Jung & Jin (2014), demonstrating the commercial potential of integrating traditional embroidery.

Economic impact reports indicate that traditional embroidery enhances fashion item market value by appealing to environmentally conscious consumers. The craftsmanship adds a premium value, supported by Black (2008). Technological advancements, such as CAD and automated embroidery machines, facilitate the large-scale application of traditional techniques while preserving craftsmanship.

In conclusion, this research highlights the importance of preserving cultural heritage while promoting sustainability in fashion. Integrating traditional Chinese embroidery into modern fashion provides environmental and economic benefits and enriches contemporary fashion with cultural significance. Future research should explore the application of other traditional crafts in sustainable fashion and their long-term industry impacts. This study contributes valuable insights into sustainable fashion by advocating for the synergy of traditional techniques and modern technology.

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Synergizing for Social Impact: Collaborative Communities Strategies

Educational Innovations in Islamic Finance by Exploring the Effectiveness of Interactive Learning Approaches in Secondary Education

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ABSTRACT

This paper presents an innovative educational program that is tailored to bridge the gap between mere academic understanding and practical application of the principles of Islamic finance by its direct engagement with secondary school students. The principal objective is to increase the students' level of understanding of Islamic finance by focusing on its applicability in financial management. The methodology also involved collaboration amongst school students for sharing the fundamental knowledge about Islamic finance with respect to its importance in the everyday financial matters of Muslims. Aerobics, quizzes, icebreaking, and an 'Explorace' were all aligned as a part of this program, having in view an interactive and dynamic learning environment. This program thus equipped secondary school students with early education in buying and selling principles in Islam and prepared them for application and able to share the knowledge to others. Evaluations by means of questionnaires revealed that students had improved in knowledge about Islamic finance and appreciation of Islamic Shariah and its relevance in everyday life. It also developed skills in teamwork, strategic thinking, effective communication, and confidence in making financial decisions. It shows that a stream of academic knowledge could be integrated with practical experiences in Islamic finance to produce students who are well-rounded in their ability to make informed decisions.

Keywords: Islamic Finance Education, Practical Application, Secondary School Students, Interactive Learning and Financial Management

INTRODUCTION

Islamic finance which governed by Shariah law presents a viable ethical alternative to conventional finance particularly through its prohibition of interest (riba), gambling (maysir) and speculative practices (gharar). Previous research by Harahap et al. (2023) and Ginena (2021) have explored its foundational principles emphasizing the importance of risk-sharing and responsible investment in the practice of Islamic finance. The expansion of global markets has fueled the demand for Islamic financial services not only in Muslim-majority countries but also in regions like Europe and North America, as noted by Raghibi and Oubdi (2021) and Refinitiv (2020). However, there remains a significant knowledge gap in the practical application of these principles among younger generations as highlighted by Hassan et al. (2020) and Syed Azman et al. (2022), particularly in translating Islamic finance theories into everyday practices. Bridging this gap is crucial for the continued global expansion of Islamic finance since there exists a wide knowledge gap between principles and practices among the youth (Hamid & Nordin, 2001).

This mu'amalat knowledge should be introduced and shared with everyone from a very young age. A new curriculum should be developed and designed to address this gap in the education system and students should be taught not only the theoretical aspects of mu'amalat but also practical applications (Johnson et al., 2024). In learning institutions, most of the courses in Islamic finance involve theoretical discussions that leave students with limited skills on how to apply them in practice. This is a big problem because Islamic finance is not abstract ideas but an enshrined rule system carved out to govern everyday financial transactions and investments. Hence, the gap that lies in between theoretical understanding and real-world application should be bridged with a view to developing the next generation of informed and capable financial professionals (Brundiers et al., 2010). This demand becomes particularly sharp at the level of secondary education where students are at a rather tender age of intellectual and personal development (Ahmad et al., 2016; Aisyah & Saepuloh, 2019; Akbar et al., 2023). At this juncture, they begin forming their worldviews, ethical frameworks and decision-making processes that shall guide their future actions. Now is the time to introduce practical aspects of Islamic finance such as its impact on financial literacy, ethical decision-making and eventual career choice. In a word, it can prepare them to navigate the complexities of the global financial system based on a strong foundation of Islamic ethical principles. This educational gap is a call for innovation of new interactive approaches to education. Traditionally, teaching has focused on lectures and memorization-based learning. Although good at conveying basic ideas, such traditional methods too often fail either to enthuse students or to equip them to apply what they learn (Rawlinson & Whitton, 2024). On the other hand, interactive learning represents a more hopeful alternative.

The methodology is focused on the active participation of students, their collaboration in solving real-life problems and making the learning process more engaging and effective. According to research, interactive learning proved not only to engage students but also brought deeper understanding and better knowledge retention in all kinds of disciplines (Neo & Neo, 2004; Nurmanova, 2024). Interactive learning methods have been shown to enhance student engagement and understanding in Islamic finance education. Studies demonstrate that interactive approaches significantly improve learning motivation and activity compared to traditional lecturing methods in Islamic education subjects (Jayanegara et al., 2023). These methods, including economic games and simulations, help students develop practical financial skills and deepen their understanding of financial concepts (Kalashnikov et al., 2024). Active learning activities are particularly effective in Islamic subjects, with various practices proposed for secondary school teachers (Mustaffa, 2019). Universities like the International Islamic University of Malaysia have pioneered Islamic finance education, offering courses across different faculties and adopting diverse teaching methodologies to ensure effective knowledge transfer (Hassan et al., 2022). The integration of interactive learning techniques in Islamic finance education helps bridge the gap between theoretical knowledge and practical application, preparing students for real-world financial challenges and industry needs.

This study will principally draw upon the constructivist learning theory. According to this learning theory, learners form their understanding and knowledge of the world through various experiences and reflection upon those experiences (Hein, 1991). The constructivist theory proposes that learning is an active and constructive process. In essence, learners are not passive receivers of information in the learning process but rather active contributors. This theory thus concurs very well with the educational program described in this paper, whereby interactive learning and active involvement of students are emphasized. In such a program, constructivist theory is reflected in an emphasis on hands-on activities, collaborative learning, and real-world problem-solving (Ah-Nam & Osman, 2017). Students, through such activities, can construct an understanding of Islamic finance for themselves, rather than just memorizing facts and concepts. Such an approach would deepen their understanding and make the experience of learning more meaningful, relevant to them and applicable in their lives. In addition, constructivist theory places great emphasis on the place of social interaction in the process of learning (Woo & Reeves, 2007). These are opportunities for learners to share their

knowledge and perspectives with others. Hence, it enriches their own understanding of collaborative learning activities that are embedded in the program.

In a nutshell, the innovation in this educational program presented by this paper is one further step toward bridging the gap between knowledge in theory and its application in the field of Islamic finance education. This program embedded interactive learning approaches and underlined practical relevance in Islamic finance principles for enhancing the level of understanding among students to face the challenges of the future. The proponent adopts the constructivist learning theory as a theoretical framework since it attempts to locate active, collaborative, and meaningful learning experiences toward deep and lasting understanding. This program will equip students with knowledge and skills not only to navigate through the world of Islamic finance but also for making informed, ethical and appropriate financial decisions in everyday life.

PROGRAM EXECUSION

The structure of the educational program to enhance an understanding of Islamic finance among secondary school students was done in such a way that it is very dynamic and interactive. This was because the key driving force behind the program was one of moving beyond a traditional, theory-based form of teaching to one in which students were fully engaged in a process in which emphasis was placed upon practical application of principles within the realm of Islamic finance. The approach was active in the program based on the principles of learning, engaging students in collaborative learning, and exposing them to practical application of the concepts in the various concepts in finance. The elements themselves have not only used to ensure that the students have a deeper understanding and appreciation for Islamic finance but also to be equipped with other skills of importance in their personal and professional life, such as team players, strategic ways of thinking, communicating, and making decisions concerning finance.

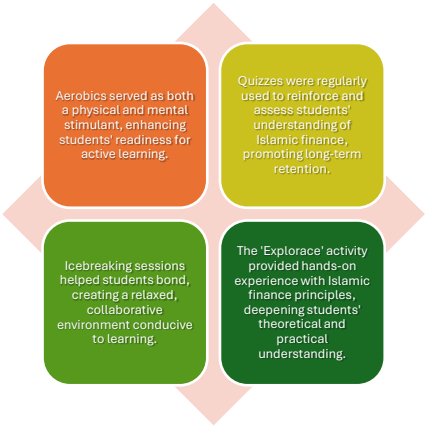
a) Collaborative Learning

One of the high-impact practices known to positively impact students is collaborative learning. Such practices have a profound impact on the outcomes for students, especially by creating spaces for deep engagement with peers, faculty, and members of the community. There are two key focuses of collaborative learning: building skills in group problem-solving and working together and gaining a more sophisticated understanding through encountering multiple perspectives (Love et al., 2024; Kuh, 2008). The whole program was founded on collaborative learning as one of the fundamental approaches, vouched from the philosophy that it is only through collaborative learning that the learners can derive meaningful learning. The students were then divided into groups of nearly five, with each group given a topic to engage in about Islamic finance and share introductory concepts. This group study approach was utilized to create a sense of a group wherein affected learners could share responsibility. More importantly, it enabled them to be actively involved in discussions, questioning, and expounding on concepts to each other, which are very effective strategies for learning material and ensuring that it is comprehended and assimilated, according to research. This collaborative learning then also gave the students an opportunity to draw a connection between the Islamic finance principles and the experiences and financial realities surrounding the lives that they or their families face, hence making the topics relevant and transformative to them.

b) Interactive Exercises

Several interactive exercises were uploaded as content in the course, all of them having their specific objectives in serving the knowledge consolidation purpose:

Figure 1 Interactive exercise implemented to students of Sekolah Menengah Kebangsaan Sungai Layar.



c) Content Emphasis

Content of the program has been chosen that a conscious emphasis would be adduced on the following matters. The course included key elements of profit-sharing (mudarabah), joint ventures (musharakah), and the prohibition of interest (riba). This was one of the high spots of the training program in its practical applications. This is easily meant to enable students to make financial decisions while observing Islamic ethical considerations. This strategy is consistent with the results of other research, for example, those by Khan, (2010) indicating that learners are significantly impacted by education that connects the demonstrated concepts with practical and real-world applications.

d) Evaluation

In a systematic way, the effectiveness of the whole program was assessed. For instance, questionnaires pre and post-program measured changes in knowledge regarding Islamic finance and appreciation for Islamic Shariah as well as the key skills acquired. In this case, skills ranged from teamwork and strategic thinking to effective communication and being confident about making financial decisions. It involved comparative analysis for student progress, which provided quantitative data supporting the impact of the program. It is not methodologically different from other similar educational interventions, as it includes both pre- and post-tests to evaluate the effectiveness of the instructional methods (Creswell & Creswell, 2017). Data emanated from the evaluations were used in deciding whether the program has achieved its objectives and in showing which areas need improvement and some modifications of the program in the future.

METHODOLOGY

This study's sampling frame is the student population from Sekolah Menengah Kebangsaan Sungai Layar, Sungai Petani, Kedah. The population of interest consists of students from Form 1 through Form 5 participating in the program. To obtain a representative sample, the researchers selected 100 students from this school to participate in the program and complete surveys both before and after the program. In this study, the unit of analysis is the individual student. Data was collected using a questionnaire administered to the participants at two points which are before and after the program. The questionnaires were distributed, collected, and subsequently analyzed. This approach allowed the researchers to assess the impact of the program on the students.

Table 1 Pre-Survey Questions

Q1	Islamic finance is important for my future.
Q2	I have a good understanding of basic Islamic finances concepts.
Q3	I feel confident in my ability to manage my finances according to the concept of Islamic finance.

Q4	I have my experience using Islamic financial banks.
Q5	I am knowledgeable about the various Islamic financial institutions operating in my country.
Q6	I believe that Islamic finance is a viable alternative to conventional finance.
Q7	I know the difference between Islamic financial bank and conventional financial bank.
Q8	I am aware the benefits of using Islamic financial services.
Q9	I find Islamic financial products and services easily available.
Q10	I know that Islamic finance promotes sustainable and environmentally friendly investments.

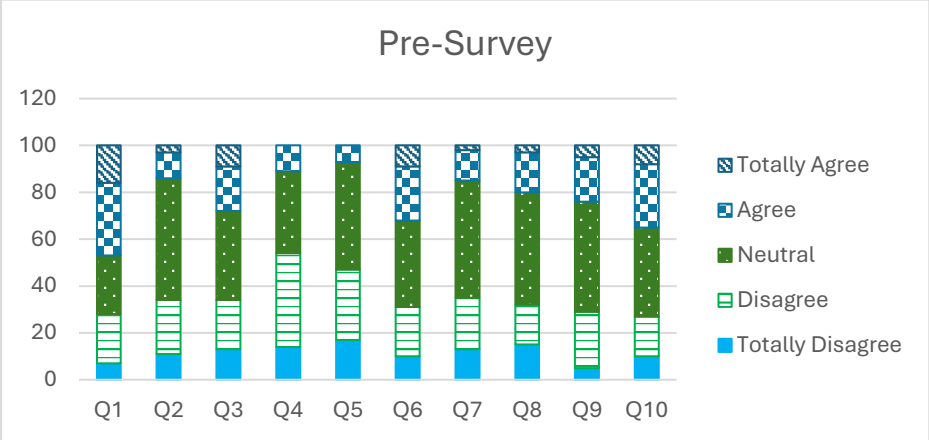
Table 2 Post-Survey Questions

Q1	The event improved my understanding of Islamic Finance.
Q2	The event inspired me to start managing my finances according to the concept of Islamic finance.
Q3	I can share my knowledge about Islamic finance to my closest contacts.
Q4	The event was engaging, fun and informative.
Q5	The event covered relevant topics that I can use in everyday life.
Q6	The content presented in a clear way and easy to understand.
Q7	The speakers were knowledgeable and helpful.
Q8	I am interested in attending events like this in the future.
Q9	The flow of the event was good and it was done according to the set time.
Q10	Overall, I am satisfied with the event.

RESULTS AND DISCUSSIONS

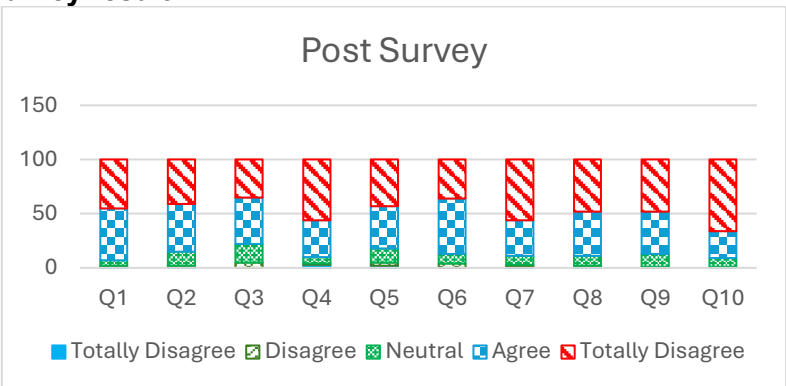
The analysis of the pre-survey indicates that the average level of awareness about Islamic finance among the respondents is moderate. It can also be observed that huge gaps still exist in their knowledge and experience. For example, while 47% of the respondents either agree or strongly agree with the statement that Islamic finance is important to them in their future, there is wide-ranging uncertainty, reflected in 25% of those being neutral and a combined 28% showing their disagreement. Specifically, knowledge of basic Islamic finance concepts is very low, only 14% agree or strongly agree that they have this type of knowledge while 52% are neutral and 34% show different degrees of disagreement. Confidence in being able to deal with the management of finances under the principles of Islamic finance is equally as low, since a significant proportion of the respondents remained neutral at 38%, while only 28% were confident. It means that only 11% of the respondents agreed, whereas 54% either disagreed or strongly disagreed regarding experience with Islamic financial banks. This knowledge concerning Islamic financial institutions is low, as only 7% agree and a whopping 47% remain neutral or disagree. However, in spite of this, 32% believe that Islamic finance actually presents a real alternative to conventional finance although there is a big part that remains indecisive which 37% remaining neutral. 50% were neutral and 35% disagreed that any difference between Islamic and conventional financial banks was known to them. The same was the case with the awareness about the benefits that Islamic financial services can offer. Responses were evenly split with 48% neutral and only 20% in agreement. Mixed views were found regarding the ease of accessibility of Islamic financial products where 24% agreed, 29% were in disagreement and 47% were neutral. Finally, the role of Islamic finance in promoting sustainability is a view with which only 35% agree while a significant 38% remain neutral. Taken as a whole, these findings clearly suggest that programs are needed that will equip these people with an education and greater understanding to develop confidence and familiarity with Islamic finance.

Figure 2 Pre-survey result



These results thus entail a very successful Islamic finance event, since nearly all respondents gave positive feedback in every area. In particular, 93% of them answered that the event had much improved their understanding of Islamic finance (Q1), thus showing the effectiveness of the educational input. Besides, 85% were motivated to manage their finances in an Islamic way (Q2), an indication of the motivational impact of the whole event. There was also the confidence to share this knowledge with others, 78% agreed or totally agreed with Q3. Again, the event was generally very much accepted for its engagement and content as shown by 90% who found the event engaging and informative according to Q4, while 82% of the respondents according to Q5 appreciated that the topics were relevant to everyday life. The clarity of the presentation was rated highly where 87% either agreed or strongly agreed that the content of the presentation was easy to understand. Q6, and the expertise of the speakers was recognized by 89% of participants as indicated in Q7. Interest in follow-up events was strong with 89% indicating a desire to attend similar events as indicated in Q8. High marks were given for organization with 87% satisfied with flow and adherence to the schedule as indicated in Q9. The satisfaction level overall was very high with 91% of the respondents being satisfied with the event (Q10). This overwhelmingly positive response to the effectiveness of the event in achieving its educational and motivational aims indicates that further events of a similar nature would be welcomed and valuable for participants.

Figure 3 Post-survey result



CONCLUSION

The results of this pre and post-survey data analysis show a highly positive effect of the Islamic finance awareness event on participants. To begin with, the pre-survey results showed a moderate degree of awareness, with visible gaps in knowledge and confidence about the principles of Islamic finance. Many participants were not sure about understanding it properly or how to apply those principles, although it felt it might be of potential importance. However, the post-survey shows that it has filled in the gaps. Majorities say their knowledge and

understanding of Islamic finance had increased significantly and they were more likely to practice it in their life and then teach others. Many appreciated that the event was engaging, informative, and clear, the speakers were knowledgeable, the participants were interested in attending their future events and added to their information regarding Islamic finance. These findings support further the practical effectiveness of interactive and practice-oriented educational programs in bridging theoretical knowledge with practical applicability within Islamic finance. With a dynamic learning environment concentrated on the application in real life and collaboration, this event served not only to enhance the understanding of participants but also to equip them with the skills and confidence necessary to apply Islamic finance principles in life and career. Research similarly highlights the crucial role of educational interventions and awareness-stimulating activities in promoting Islamic finance literacy and fostering industry growth, particularly for younger audiences and in regions where Islamic finance is less prevalent (Dewi & Ferdian, 2021; Iswandi, 2023; Ernawati et al., 2022; Batorshyna et al., 2021).The event proved to be rather successful in that respect, serving as a vehicle for modeling some future initiatives that would build awareness and understanding of Islamic finance—mostly at the formative stage of young audiences' financial education.

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