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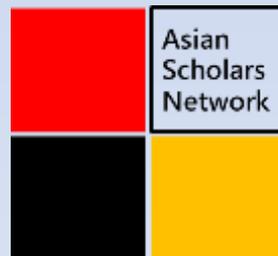
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ANALYSIS MEASUREMENT USABILITY FOR SUPPORTING HYBRID LEARNING MODEL USING USE QUESTIONAIRE WITH LEARNING MANAGEMENT SYSTEM BASED ON MOODLE

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Abstract:

The learning process with a hybrid learning model is a learning model that is performed as a process of acquiring knowledge and skills by integrating the system digitally, where students become the main part In the learning process, where lecturers only facilitate by providing all forms of learning materials and resources in order to support the activities of this learning model. The 4.0 industry revolution has brought people's lives to the mastery of technology, and the learning process has shifted according to its era, namely by combining a learning model between traditional methods of using the latest methods based Technology that demands students to think critically, creatively and independently, so that students have the ability to think at a high level and able to face the era of Revolution 4.0 in the future. In order to support the learning process of hybrid learning used LMS (Learning Management System) which is a system used to manage all learning activities online by distributing all the learning materials and can collaborate between lecturers and students is the most important part in the activities of hybrid learning. Measure the satisfaction of users, LMS and existing systems must be presented as best as possible, because the user satisfaction is part of the measuring instrument to determine the success of the existing system. Usability is the level of quality of a good systems created and used by users can access functionality effectively and efficiently. Results obtained to measure usability using the use questionnaire by measuring how easy the use of LMS that consist easy to learn, Efficient on use, easy Remember, low error rates and user satisfaction. Based on the results of the overall study (901 sample), the LMS used today, has an average rate of overall system 84.36%.

Keywords: Hybrid learning, LMS, Usability, Satisfaction

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Introduction

Human and computer interactions are disciplines that study the relationship between humans and computers that include the design, evaluation, and implementation of computer user interfaces for easy use by humans Human Computer Interaction System Study related design, implementation and evaluation of computer system, making it easier for human use. The design of a website interface should be simple but good, easy to learn, easy to use, and users feel comfortable interacting. The design of a good interface and provides convenience for its

users is related to the User interfaces. User Interface (UI) is a system that is the most important part of each program, because it determines how easily the program provides response or reciprocity from the user ordered, in addition to the User Interface things Note is Usability. Usability is essentially useful or usable. Usability in relation with Human Computer Interaction is a system that can work well when used to the fullest extent by users, so that all system capabilities can be beneficial to the fullest through existing functions on the designed system. The Usability in this regard relates to the user satisfaction of the system which includes 5 pieces of components namely: the Learnability component is related to the first time the user is in the system, the user feels the ease to use the existing system. Efficient is a component related to how fast and responsive the system can respond to any given input. The third component is no memorability, when the user is not long using the existing system, but the system is made easy to remember and run. The next component is the error, it relates to how many errors have emerged when the system is used. The last component is satisfaction, which is related to how flexible and has the comfort of each function and interface designed. The research related to usability and satisfaction is examined by (Fauziah, Norleeza ,2017). the result is expressed contentedly with all the components that exist on hybrid learning that expressed students expressing value mean the high interaction learning, which all find suggests that even students satisfied. Interaction between the user and the system as the user focuses primarily on the search process and finds useful information and interactions between users and system content. The results showed that users were initially impressed and satisfied with the website. In addition, they find satisfaction level with the hybrid course format were the relativity low. In addition, the researcher's experience shows that improve online teaching and student learning (Pinto, M. B., 2013). The purpose of this study is to test whether the usability of the existing applications and systems provides satisfaction and the digital-based application affects the satisfaction of online student courses. This suggests that developers need to consider themselves (such as ease of use, user friendliness) there by increasing effectiveness. E-Learning System designers are recommended to incorporate different analytical and/or stochastic methods in assessing the degree of customer expectations and their level of satisfaction. A holistic approach based on the user satisfaction level and appropriate measurement analysis should provide support to designers in improving system performance (Bauk, S. K, M. Scepanovic, S.2014). Propose an approach to evaluating the satisfaction level of a web-based system usability. The results achieved are satisfactory, because in the website are identified and the recommended solutions prove the accuracy well rated website (Nortvig, A., M. Petersen, A., K. & Balle, S., H. 2018).

Literature Review

Hybrid Learning
Hybrid Learning is a learning that is supported by an effective combination of teaching and learning styles and is found in open communication among all the parts involved with training, for benefit of the use of hybrid learning as a combination of directly teaching (face-to-face) and teaching online, but more than that as an element of social interaction is: Interaction between lecturer and students, lecturer can also be online or face-to-face, combining instructional modalities (or delivery media) and combining instructional methods. The benefit of using e-learning and also hybrid learning in the educational world today is e-learning provides flexibility in choosing the time and place to access the lessons. Students do

not need to travel to the subject where they are delivered, e-learning can be done from anywhere either with access to the Internet or not. In this figure1 are types of blended or hybrid learning
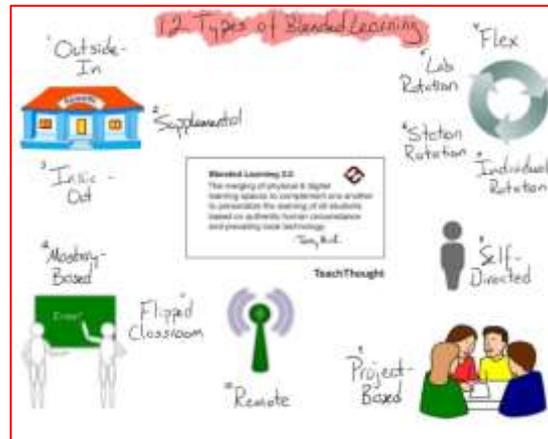
Figure1: 12 types of blended/hybrid learning
(Source: https://www.teachthought.com/learning/12-types-of-blended-learning)

From the figure1 explain 12 types of hybrid/blended learning that are station rotation, lab rotation, remote, project based learning, flipped classroom, inside-out, outside-in, individual rotation, self -directed, supplemented, flex and mastery based learning.

Usability
ISO 9241 – 11 (1998), Usability is the extent to which a product can be used by a specific user to achieve a specific goal effectively, efficiency and the user becomes satisfied in the context of use. In general the sense of Usability is the attribute of the quality used to evaluate how easy an interface is to be used. The usability is determined by users. Basically, if the user doesn't like it, they will not use it. Good usability leaves a good impression on the user, and gives the user a reason to want to come back again and again. Bad usability, on the other hand, will only give the user a headache trying to Looking for ways to use the application. In Usability there are several criteria that must be creates are:

▪ Effectiveness (Effective for use)
The system must be used to perform certain the tasks
▪ Efficiency (Efficiency for use)
Efficiency is attributed to how quickly a user can achieve a goal when using the system
▪ Safety (Safety for use)
The security includes preventing users from the danger and unexpected situations. So the user feels safe when using the system and also there is a user prevention of the danger.
▪ Utility (good utility)
The Utility in question relates to the extent to which the product can provide a good function the user can do or that it wants to do.
▪ Learnability (easy for learn)
Easy to learn a system before use and Users should not spend a lot of time studying the products that will be used.
▪ Memorability (easy to remember)
Once a user has learned a system, then it will remember how to use it.

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Usability is the extent to which a task is easy to work with a system and minimize to the stage that is done to achieve a specific goal through system, and how the user is working on a task with the system. There are a usability navigation: makes the site In the LMS be clear (easy to understand and can explain the purpose of the website), Understand and know what the user needs, Explaining the contents of website, and has a visual design that is easy to understand. To see the level of usability and user satisfaction of the hybrid learning web using questionnaires.

Questionnaire

To determine the usability level of the Web learning used in a hybrid learning model, a questionnaire is needed to help provide value to the level of satisfaction and learning model used. Data collection process is used to provide the value of certainty of a system designed, with the presence of data sets and then done processing so as to produce an information. Questionnaire is one part of the data collection process that results can be used as a source of information after processing and can produce a decision. (Abawi, K, 2013). There are characteristic of data collection instrument:

a. In research it takes an accurate and systematic data so that it can produce a suitable decision, in this case with regards to usability and user satisfaction of the Web hybrid learning in the process of learning in the revolutionary era Industry 4.0
b. With the collection of data can provide all objects and information relating to the research conducted
c. Data collection process depends on the type of research conducted, in this study used a questionnaire that can assist in the assessment process related to hybrid learning model.

User Satisfaction

An assessment of Web views, particularly Web e-learning, that can help the hybrid learning system, is one of the most interesting topics related to human and computer interactions. Views and interactions that occur within the Web system can also be used to view the user satisfaction of a hybrid learning-based learning system. Use of e learning is the most important part of the education process, many studies are conducted to examine matters relating to the effectiveness of e learning in the learning process Harrati, N. Imed, B. Tari, A. & Ladjailia, A., 2016). E-Learning is the most feasible way to conduct distance learning by providing learning materials Internet So that trends become popular in developed and developing countries (Shahid, S., Abbasi, M., S., 2014). Hybrid learning user satisfaction can be seen by the activation of students to access and use the learning model that is a combination of face-to-face methods and E learning method (Ahmad, Z & Ismail, I. Z. 2013). User satisfaction is a key to the success of a system, users feel comfortable and will continue to visit the system that is created and give the best input for the system.

Research Method

Stages of Research Method

The method of research done is to use the question model in the form of a questionnaire as a measuring instrument to determine the extent of the usefulness of the hybrid learning model used today and know how far the student satisfaction of Existing learning model. The stages shown in the following figure are:

4
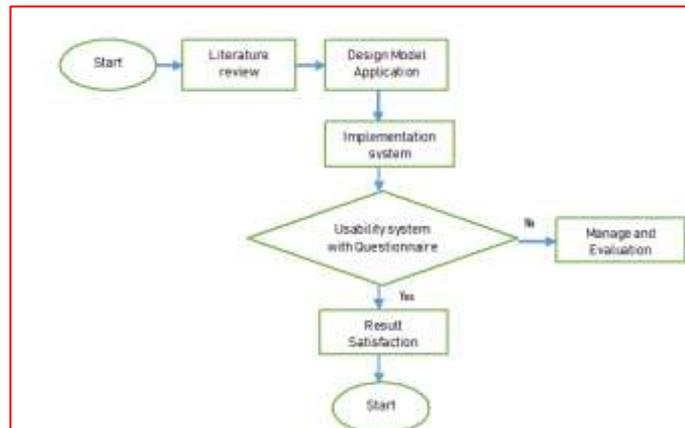
Figure2: stages of research method
(Source: research documentation)

From the figure2 explain the stages of research method from the literature review, design model application for hybrid learning model, and implementation the system for the students and the last stages measurement about the usability the system hybrid learning with questionnaire for the get result the satisfaction in hybrid learning model with the Learning Management System based on Moodle.

Respondents and Materials Questionnaire

The respondents used in this study were 901 respondents consisting of 634 male students and 267 female students who had used hybrid learning models (29.6% woman and 70.4% man). The questionnaire provided relates to the usability of a model-based hybrid learning system that has been presented in the form of learning media using Moodle-based Learning Management System and related to human interactions and computers with the aim of measuring the level of satisfaction of existing users of the system in hybrid learning.

List of questions relating to questionnaires arranged by several criteria include:
a. Connection with the services provided to the student as a Moodle based Learning Management System for user at the current lecture Web.
b. User Interface and User Experience on Moodle based Learning Management System
c. Operation and process of Moodle-based Learning Management System
d. Speed of response when accessing the Moodle-based Learning Management System
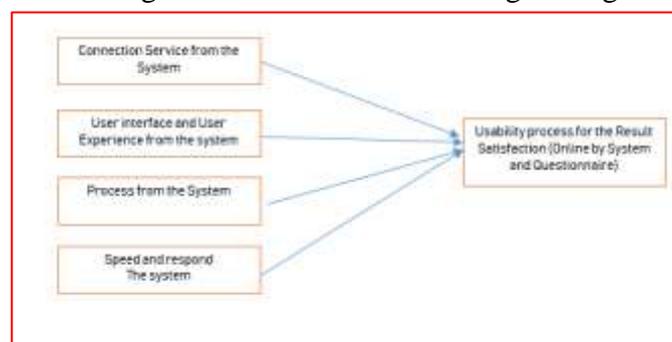
Figure3: Model Questionnaire (Source: research documentation)

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The figure 3 are the model questionnaire for the usability process and satisfaction from the Learning Management System. The questionnaire are:

a. Connection service from the system (the current Moodle based Learning Management System supporting a hybrid learning, Learning Management System based on Moodle easy to use, satisfied use the Learning Management System based on Moodle, flexible and no confuse the Learning Management System)

b. User Interface and User Experience From the system (text displayed on the LMS system is very easy to read, the group category in the Moodle based on Learning Management System appropriate, the layout structure in Learning Management System on Moodle good looking, understanding the language in the Learning Management System based on Moodle, the structure of navigation appropriate, view of the message already and existing category, design input and output, message error from the system)

c. Process From the system (process for the Learning Management system Easy to use, information feedback clear and quickly respond from the Learning Management System).

d. Speed and respond The System (quickly respond from the Learning Management System, performance the system, clear information and quickly access and good of use in the hybrid learning process).

Discussion and Conclusion

Collecting the information and opinions from users to measure the level of satisfaction with questionnaires and this technique can ask the user about their opinions using scale with a simple scale [Agree and disagree]. Respondents used as much as 901 consist of 29.6% woman and 70.4% man. From the system hybrid learning with Learning Management System based on Moodle Can be seen in the following table:

Connection and Services from The System
Questions on questionnaires relating to how well the services provided by the system in the form of Moodle-based Learning Management System are currently in hybrid learning media process.

Table 1: Connection and services from the system

No	Questionnaires	Agree	Disagree
1	Learning Management System Support for hybrid learning	86.7%	13.3%
2	Learning Management System Based on Moodle easy of used	90%	10%
3	Satisfaction with Learning Management System for Hybrid Learning based on Moodle as special connection	69.4%	30.6%
4	Boring and static for views Learning Management System based on Moodle for hybrid learning	60.5%	39.5%
5	Learning Management System Based on Moodle is flexible and not confusing for hybrid learning	88%	12%

From the table 1 related result to the service type of Moodle-based Learning Management System in order to support the Hybrid learning of the 5 average questions respondents provide good value by expressing a sense of satisfaction towards the services With an average value of 78.92%.

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User Interface and User Experience from The System

In this section relates to the user interface displayed from the Learning Management System based Moodle to support hybrid learning. The intended user interface is related to the display or layout of the text that is on the screen, the language used, the navigation structures that exist on the service Learning Management System based on Moodle, the order of the category of any material both for tasks, modules, quiz and services other related user interface views.

Table 2: User Interface and User Experience From the system

No	Questionnaires	Agree	Disagree
1	Layout from the text easy to read in Learning Management System Support for hybrid learning	91%	9%
2	Category of Learning Management System Based on Moodle is appropriate	85.7%	14.3%
3	Structure and Layout on Learning Management System for Hybrid Learning based on Moodle good looking and structure	82.7%	17.3%
4	Languages used in Moodle-based Learning Management System views are easy to understand for support hybrid learning	89%	11%
5	Structure navigation in the Learning Management System for hybrid learning appropriate	79%	21%
6	In the currently used Moodle-based Learning Management System, it provides a view of the messages that are accessible and already in line with the existing categories for support hybrid learning	89.5%	10.5%
7	Input and output design of the Moodle-based Learning Management System is compliant for the support hybrid learning	86.4%	13.6%
8	Error message from the Learning Management System clear for support hybrid learning	79.8%	20.2%

From the table 2 related result to the user interface and user experience type of Moodle-based Learning Management System in order to support the Hybrid learning of the 8 average questions respondents provide good value by expressing a sense of satisfaction towards the services With an average value of 85.39%.

Process from the Learning Management System Based On Moodle

In this section is related to the feedback process, response and fast information from the system. Related questions in this section are the types of questions relating to the convenience of accessing the system even in the amount of or that are dense and used simultaneously and at the same time, the speed of the information received when Concurrent access.

Table 3: Process from the Learning Management System Based On Moodle

No	Questionnaires	Agree	Disagree
1	Information feedback from Learning Management System good and appreciate for Support for hybrid learning	90.3%	9.7%
2	Process from Learning Management System for Hybrid Learning based on Moodle fast and easy	91.8%	8.2%

From the table 3 related result to the Process from Learning Management System based on Moodle in order to support the Hybrid learning of the 2 average questions respondents provide good value by expressing a sense of satisfaction towards the services With an average value of 91.05%.

Speed and Respond the Learning Management System Based On Moodle
Things related to the speed of response from the LMS-based Moodle to support Hybrid learning related to performance of the system used.

Table 4: Speed and Respond the Learning Management System Based On Moodle

No	Questionnaires	Agree	Disagree
1	Response from Learning Management System to access is very fast for Support for hybrid learning	79.5%	20.5%
2	Performance from Learning Management System for Hybrid Learning based on Moodle very good	81.3%	18.7%
3	Clear information and quick access from Learning Management System for Hybrid Learning based on Moodle	85.4%	14.6%

From the table 4 related result to the Speed and Response from Learning Management System based on Moodle in order to support the Hybrid learning of the 3 average questions respondents provide good value by expressing a sense of satisfaction towards the services With an average value of 82.07%.
From the table 1 until table 4 of all questions can be given the average satisfaction value is 84.36%.

Conclusion

The conclusion of this research are:
1. Hybrid learning models can help students and lecturers in a digital era for learning process and support the era of the 4.0 Industrial Revolution special for long life learning.
2. Results obtained from Learning Management System based on Moodle from various questions relating to user satisfaction especially students and lecturers who use this system to support hybrid learning to tighten the level of satisfaction Overall value of the average is 84.36%.
3. Results obtained comprehensively can be attributed quite satisfied, but in the Learning Management System based on Moodle need to make improvements from the network infrastructure in the form of Internet connection and display less attractive.

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Types of blended/hybrid learning Source: https://www.teachthought.com/learning/12-types-of-blended-learning

9

CONSTRUCTION OF ISLAMIC FINANCE-BASED INDEX OF FINANCIAL INCLUSION: AN EXPLORATORY STUDY IN MALAYSIA

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Abstract:

The aim of the study is to examine data availability for the computation of an integrated Islamic finance-based index of financial inclusion in Malaysia. It is clear that financial inclusion is a multidimensional phenomenon. In order to get an idea of how bad financial exclusion (or how good financial inclusion) is in a particular country, measurement of financial inclusion is introduced since 2007. While the importance of financial inclusion index is widely recognized, the literature lacks a constructive discussion on its measurement in the light of Islamic finance as it is believed that only through the integration of the Shariah-based instrument, the level of access to finance can be improved. This study employs self-administered questionnaire and secondary data to examine data availability for the measurement of integrated Islamic finance based financial inclusion index. The study is exploratory in nature, therefore, the data source for development of the index is identified by focusing on the wealth distribution dimension i.e., zakat and waqf. To a certain extent, the indicators of financial inclusion that could explain and track the incidence of financial inclusion based on Islamic finance approach are available but still limited and inconclusive. It is hoped that the findings would be useful for the development of financial inclusion index using Islamic finance approach.

Keywords: Financial inclusion, Islamic finance, index, wealth distribution, _zakat_, _waqf_

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Introduction

The aim of financial inclusion is not only to enhance a country's economic growth but also to eradicate poverty and reduce the gap between the rich and the poor within a country. According to the Malaysian Financial Sector Blue Print (FSBP) 2011-2020, pursuing the financial inclusion agenda means all members of society have the opportunity to participate in the formal financial system. This will continue to be a crucial component of Malaysia's inclusive growth strategy. Access to finance will enable all citizens, including the low-income and rural residents, to have the opportunity to undertake financial transactions, generate income, accumulate assets and protect themselves financially against unexpected adverse events, thus allowing them to benefit from economic progress. This will, in turn, contribute to balanced and sustainable economic growth and development (Bank Negara Malaysia, 2011). These become the underlying vision of financial inclusion framework in

Malaysia which is to create 'an inclusive financial system that best serves all members of society, including the underserved, to have access to and usage of quality, affordable essential financial services to satisfy their needs towards shared prosperity' (Bank Negara Malaysia, 2015).

As has been suggested by Iqbal & Mirakhor (2013), conventional finance is not entirely successful in addressing this issue as the existing conventional financial instruments do not really reach the poor. Although there is a microfinance mechanism that supposedly caters such group, its effectiveness is often limited by the profit motive and the refusal of the microfinance provider to take high risks (Elrahman & Saaid (2014).

As the effect of this, those who are extremely poor are usually left behind. However, to achieve the real objective of financial inclusion, not only the role be played by the conventional financial services providers, but also by the Islamic financial system through its various instruments which deemed to be more comprehensive. The concept of financial inclusion is not a strange concept to Islamic finance because Islam itself emphasizes inclusion, equality and justice (Iqbal & Mirakhor, 2013). It is believed that only through the integration of the Shariah-based instrument, the level of access to finance can be improved. It can be said that the Islamic financial system has a more comprehensive framework in addressing financial inclusion, especially involving those 'unbankable' individuals.

Except for Ben Naceur et al. (2015) and Zulkhibri (2016), it is worth noted that although the discussion on the role of Islamic finance in financial inclusion is largely mentioned in the previous studies, those discussions are rather normative than positive. These studies are very much lacking in terms of empirical evidence to support their arguments. In this regard, it could be suggested that the evidence on how Islamic finance deals with financial inclusion remains unclear.

The little empirical research on the impact of Islamic finance towards access to finance may be partially explained by the issue of financial inclusion measurement. Empirically examining the link between the two is particularly challenging given a uniform measure of financial inclusion using the Islamic finance approach does not exist.

The present study is timely in providing a picture of the need for Islamic finance based financial inclusion measurement through wealth distribution pillar i.e., *zakat* and *waqf*, and further proposing the development of the index.

The next section provides a review of literature on the subject matters. The methodology and results are presented in the following sections, respectively. The discussion and conclusion are presented in the last section.

Literature Review

Financial Inclusion: Malaysian Context
With approximately 2.5 billion people still excluded from financial services [Consultative Group to Assist the Poor (CGAP), 2009], this field of research has attracted many researchers around the world (see, for example, US- (Jacobson, 1995; Caskey, 1997; Hogarth & O'Donnell, 1999; Lee, 2002; Aizcorbe, Kennickell, & Moore, 2003). UK- (Budd & Campbell, 1998; Whyley, McCormick, & Kempson, 1998; Kempson & Whyley, 1998; Rowlingson, Whyley, & Warren, 1999; Kempson et al., 2000; Hayton, 2001; Devlin, 2005). Scandinavia- (Hohnen, 2007). Canada- (Buckland & Simpson, 2008). Australia- (Chant Link and Associates, 2004; Howell & Wilson, 2005). Despite that, Carbo, Gardener, & Molyneux

(2007) conclude that many areas of financial exclusion in the developed world have similarities to those in the developing world. The discussions on financial exclusion are now shifting to promote financial inclusion (see for example Beck, Demirguc-Kunt, & Martinez Peria, 2008; Beck, Demirguc-Kunt, et al., 2007; Sarma & Pais, 2011).

Malaysia particularly has taken this matter seriously as financial inclusion acts as an engine to contribute for balanced as well as sustainable economic growth and development. In 2009, in transforming Malaysia into a high-income economy, supported by sustainable growth, the New Economic Model (NEM) is introduced by the Malaysian Government. Inclusiveness, alongside high income and sustainability, is one of the important desired outcomes of this vision. The participation of the bottom 40% of the households based on income stratification in the overall economic and financial sector growth is seen as key in achieving economic prosperity as well as sustaining social cohesion (Bank Negara Malaysia, 2016).

The prime function of Bank Negara Malaysia in promoting a sound, progressive and inclusive financial sector is expressed in the Central Bank of Malaysia Act 2009 to further reinforced Bank Negara Malaysia's strategic focus on driving financial inclusion policies. In fulfilling the financial inclusion mandate, a holistic framework has been articulated within BNM's Financial Sector Blueprint (FSBP) 2011-2020 to improve the overall well-being of communities on the aspects of convenient accessibility, high take-up, responsible usage and high satisfaction of financial services (see Figure 1.0).

The vision of the financial inclusion framework is to create an inclusive financial system that best serves all members of society, particularly the underserved, to have access to and usage of quality, affordable essential financial services to satisfy their needs towards greater shared prosperity. The attainments of the vision are measured through the desired outcomes for customers, namely convenient accessibility, high take-up, responsible usage and high satisfaction of financial services.

The FSBP has acknowledged ten main action plans based on the strategic outcomes via innovative channels and products and services, empowerment of the disfavoured group with financial knowledge and strengthening the financial institutions and infrastructure. The implementation of these action plans is currently being carried out and are at various stages of completion.
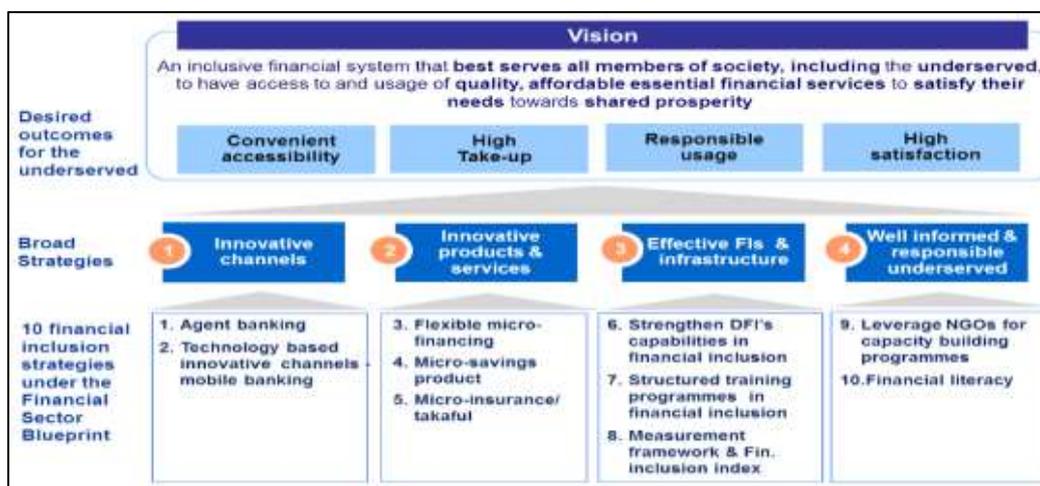
Source: Bank Negara Malaysia (BNM)
Figure 1: Holistic Financial Inclusion Framework for 2011-2020

At the international level, BNM has become a strong advocate for the financial inclusiveness agenda. This can be proved by the meaningful contributions and active participation in the Alliance for Financial Inclusion (AFI) and **ASEAN Working Committee on Financial Inclusion (WC-FINC). On top of that, BNM** has collaborated with the Irving Fisher Committee on Central Bank Statistics, AFI, Organisation for Economic Co-operation and Development (OECD) and World Bank for capacity building programmes, organised for global policymakers on financial inclusion. BNM also has partnered with Asian Banking School in developing leadership and technical training to micro finance practitioners in the region[1].

With regard to the measurement of financial inclusion, BNM has developed an index of financial inclusion (IFI) to measure the effectiveness of formal financial institutions in delivering financial products and services to all members of society. This is an essential mechanism to trace down the progress of initiatives and estimating the impact of policies to have greater access to the financial sector. A nationwide IFI also provides a comprehensive view of the development of an inclusive financial system, further enhancing the transformation efforts made by the government (Abd Rahman, 2013).

The index takes into account the experiences and methodologies developed for the computation of well-known development indexes such as the human development index, the multi-dimensional poverty index and the gender inequality index and work undertaken by the Alliance for Financial Inclusion (AFI), with several new elements. Using the 'core set' of indicators formulated by the AFI financial inclusion data working group (FIDWG), BNM constructed the financial inclusion key performance indicators by defining four dimensions of financial inclusion for Malaysia (see Table 1). The index rates the level of financial inclusion, measuring the extent to which the general population has access to financial services by examining access and usage of formal financial intermediaries as well as the quality of financial services. The strengths and weaknesses of each dimension could also be analysed through the sub-indexes underlying the overall IFI. As a result, they serve as a valuable guide for policy-makers and other stakeholders to identify the performance of the respective business environments and prioritise areas that need specific consideration (Abd Rahman, 2013).

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[1] For more details on the activities and achievements from these collaborations, refer http://www.bnm.gov.my/index.php?ch=fi&pg=fi_ovr&ac=471&lang=en

Table 1: Key performance indicators for measurement of Index of Financial Inclusion (IFI) in Malaysia

Dimension	Key Performance Indicators
Convenient Accessibility	% of sub-district with at least 2000 population with at least 1 access point
	% of population living in sub-district with at least one access point
Take-Up Rate	% of adult population with deposit accounts
	% of adult population with financing accounts
	% of adult population with life insurance/takaful policies
Responsible Usage	% of customers with active deposits
	% of customers with performing financing accounts
Satisfaction Level	% of customers who are satisfied − Overall financial services

Source: Bank Negara Malaysia

Depending on the values of IFI, the results are categorized into the four following categories:

i. $0.75 < \text{IFI} \leq 1$: high financial inclusion
ii. $0.5 \leq \text{IFI} < 0.75$: above average financial inclusion
iii. $0.25 \leq \text{IFI} < 0.5$: moderate financial inclusion
iv. $0 \leq \text{IFI} < 0.25$: low financial inclusion

Based on a study done in 2011 by Abd Rahman, Z. (2013), the score of financial inclusion for the general population in Malaysia as measured by the IFI is high, i.e., at 0.77. However, the sub-index of access points is lower as compared to the other dimension. Whereas the level of financial inclusion for the low-income group[2] is reported to have a lower score for IFI i.e., 0.68 compared with the general population in Malaysia. Take-up rate requires specific attention to tackle financial inclusion for this underserved group. In another study, the IFI score for the general population in Malaysia has improved significantly to 0.90 in 2015 from 0.77 in 2011 (Martinez, 2017). Factors contribute to these improvements are increased accessibility to financial access points across the country, more responsible usage of products and higher levels of satisfaction among financial consumers. However, there are still gaps in the utilisation of financial products and services, especially among low-income households (Martinez, 2017).

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[2] In this scenario, low income is defined as the segment of population that earns less than 1,000 ringgit ($330) per month.

The Role of Islamic Finance towards Financial Inclusion

The main weakness of the conventional perspective of financial inclusion measurement is its failure to acknowledge the concept of wealth redistribution as what had been recommended in Islam. There are also issues in relation to the microfinance industry which has restricted its effectiveness such as the issue of high-interest rates, lack of appropriate product design, diversion of the fund and lacking skills of the recipients (Iqbal & Mirakhor, 2012). These issues are coupled with the issue of voluntary self-exclusion by capable Muslims to engage with the financial system based on religious grounds (Ahmed, 2013). As a result, access to the financial system is not comprehensive and importantly, it does not reach those who are extremely poor. These are the issues ignored in discussing the country's financial inclusion and perhaps the reason that the financial inclusion index is low in most emerging markets that are predominantly with Muslim population (Demirgüç-Kunt, Beck, & Honohan, 2008)

Theoretically, the Islamic financial system plays an important role in promoting welfare in the society through its prohibition of *riba* (interest), speculation and gambling (Chapra, 1992). It places equal emphasis on the ethical, moral, social, and religious dimensions, to enhance equality and fairness for the good of society as a whole. With the application of the work ethic, wealth distribution, social and economic justice and the role of the state, the Islamic financial system considers being more welfare-based financial system as compared to its counterpart. In this regard, it can be suggested that an Islamic-based financial system is theoretically better in promoting financial inclusion.

According to Mohieldin, Iqbal, Rostom, & Fu (2012), financial inclusion from the Islamic perspective can be tackled in two ways: first, inclusion through risk-sharing, and second, through the instruments of redistribution. Risk sharing is claimed to be the objective of Islamic finance (Mirakhor, 2010) and as an alternative to conventional financing which targets both financial and social inclusion simultaneously. It involves the sharing-based contracts, where both lender and borrower are entitled to the realized profit or liable for the loss realized according to their shares specified in the contract (Erbas & Mirakhor, 2010).

However, Hasan (2015) argues that risk sharing is not basic to Islam. Islam approves profit-and-loss sharing; sharing of risk is a consequence of that, not its cause. On a different note, Rosly (2012) states that risk-sharing and risk-taking are basically two sides of the same coin; the former encompasses the financing of capital while the latter involves business operations that create cash flows. This has been the true meaning of *al-bay'* that the Quran intends to convey as opposed to *riba*. When economies under financial crisis are looking for an alternative to interest-based debt financing, embracing Islamic risk behaviour in both forms (i.e., risk-taking and sharing) is the pleasing alternative. This is very much consistent with what has been outlined by Halim (2001) who shed light on the type of contracts involved in Islamic finance. The term al-bay' comprises of both risk-sharing contracts (i.e., *al-mudharabah* and *al-musharakah*) as well as risk-taking contracts [i.e., *salam* sale (*bay' al-salam*), sale on order (*bay' al-istisna*), and leasing (*al-ijarah*)]. Thus, by practicing the true essence of risk sharing and risk-taking modes of commerce, it could promote better financial inclusiveness as the system emphasizes the widest distribution of risk and reward through the whole society (Kamali, 2002).

On top of that, the concept of redistribution of wealth is based on the concept of a balanced society in Islam that tried to avoid the occurrence of extreme wealth and poverty. Among the redistribution instruments that can be used are *zakat* and *waqf*. These two instruments are a

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form of wealth transfer and it reaches to the needy, parallel with the Islamic principles of property rights for all.

Zakat, as one of the pillars in Islam, is an ordained rule for wealth redistribution that targets the needy, which the results can improve their poverty line. It is not charity but an obligation for Muslims. It can be defined as a form of flat-rate social security tax earmarked for redistribution of wealth (Erbas & Mirakhor, 2010). Empirically speaking, the evidence on the impact of access to finance via *zakat* so far is substantial. Results revealed that effective zakat collection and distribution reduces poverty incidence, reduces the extent of poverty, lessens the severity of poverty, reduce income inequalities (Mohd Ali, Rashid, Johari, & Muhammad, 2015; Bashir, 2018), help both the poor and needy to meet their consumption of basic needs (Abdullah, 2018) as well as could improve educational equity among Muslim urban poor students (Mohd Radzi & Kenayathulla, 2017).

Another instrument, the *waqf*, also seeks to mobilize a large number of financial resources in a way which the contributors endow the stream of income accruing to a property for a charitable purpose in perpetuity (Iqbal & Mirakhor (2013). Access to this instrument is recognized to be a powerful tool for poverty alleviation (Abdul Rahman, R. Muhammad, Ahmed, & Amin, 2016; Shaikh, Ismail, & Mohd Shafiai, 2017). With regard to prior discussion and analysis concerning the impact of *waqf*, among others, Mikail, Ahmad, & Adekunle (2017) notes that apart from zakat and micro-takaful, *waqf* provides social securities and socio-economic support to low-income households in societies. Specifically, the strength of waqf in the economy has indeed impacted the development of the education system (Mahamood & Ab Rahman, 2015; Mujani et al., 2017; Huq & Khan, 2017) and have great potential to help the poor and needy in meeting their housing needs (Rashid, Mohd Fauzi, & Hasan, 2018) and also access to finance for enterprises (Sahiq et al., 2016).

Therefore, financial inclusion should go beyond conventional, by considering the potential of the Islamic financial instruments in the mission of poverty alleviation and community development. Especially for Muslim countries, where its redistributive instruments are already institutionalized, then the ability of these tools to enhance the access to finance should be considered to create an inclusive financial system. For example, according to a report by (MIFC, 2015), the collection of *zakat* and various Shariah-based microfinance programs offered in Malaysia, Indonesia and Bangladesh have managed to raise the living standards of low-income groups and increase the number of entrepreneurs in these countries, as they helped to increase the involvement of low-income groups in the financial sector. On top of that, it is suggested that *awqaf, qard-al-hassan, sadaqa, and zakah*, can play a role in bringing more than 40 million people, who are financially excluded for religious reasons, into the formal financial system (Zulkhibri, 2016).

Methodology

For data collection, this study uses a mixed-method approach, i.e., questionnaire and secondary data instrument. The survey instrument for data source identification for measurement of integrated Islamic finance based financial inclusion is modified based on survey developed for project by (European Commission, 2016) i.e., a project to create a database and develop a model to estimate the occupational exposure for a list of hazardous chemicals in the Member States of the European Union and in the EFTA/EEA countries. The questions are open-ended questions grouped under six sections as follows:

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A. Contact details
B. General information
C. Data on Waqf/Zakat covered in the data source
D. Obstacles to generate data and constraints for using data
E. Proposals for improvement
F. Additional information and comments

In the first stage, self-administered questionnaires are personally distributed to two staffs at Jabatan Waqaf, Zakat dan Haji (JAWHAR) and one staff at Yayasan Waqaf Malaysia (YWM). The respondents are the key person from the respective institutions who directly involved in the data sources. These institutions act as the data resource center for *waqf* and *zakat* in Malaysia. Prior to the distribution, a pilot test was conducted on five staffs from Islamic financial institutions which the result then translated into some minor changes to the original questionnaire. The results of this survey presented in the next section.

In the second stage, from the information gathered through the questionnaire, data on related indicators for the computation of integrated Islamic finance based financial inclusion index is collected. The data is derived from archival data downloaded from the institutions' websites. The findings of this data collection discussed in the following section.

Results

This section presents the results of the data collected from the questionnaire and secondary data. For the survey, the results are presented in Table 2 below.

Table 2: Data source identification for the development of integrated Islamic finance based financial inclusion index in Malaysia

Authority / Company / Organization	Jabatan Waqaf, Zakat dan Haji (JAWHAR)	Yayasan Wakaf Malaysia (YWM)
B. General information		
The name/title of the data source	Statistik Zakat	Laporan Tahunan YWM
The originator/owner of the data source (institution/authority etc.)	States' Islamic Religious Council	YWM
The owner of the data in the data source	States' Islamic Religious Council	YWM
Legal background of the data collection	-	-
Reason is the data collected	Regular compliance monitoring	Regular compliance monitoring
Time period of data collection	5 years (2014 to 2018)	7 years (2011 to 2017)
Language(s) is (are) covered in the data source	Malay	Malay
Geographical area(s) is (are) covered in the data source	Each 14 states	National/macro data
Fees for using the data source	No fee	No fee
Constraints (others than user fees) for using the data source?	No	No

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Authority / Company / Organization	Jabatan Waqaf, Zakat dan Haji (JAWHAR)	Yayasan Wakaf Malaysia (YWM)
C. Data on Waqf/Zakat covered in the data source		
Number of indicators/variables of zakat/waqf are covered in the data source	Two	Two
Indicator(s)/variable(s) is (are) used for zakat/waqf measurement	i. Collection of zakat ii. Distribution of zakat	i. Collection of cash waqf ii. Distribution of cash waqf
The (legal) criteria used for indicators/variables included in the data source.	No	No
D. Obstacles to generate data and constraints for using data		
Main obstacles to generate data at state and national level AND to make this data available to all stakeholders like employers, employees, academician, researchers or national and Malaysian authorities	Data is incomplete for several years because the data is from the state's Islamic Religious Council (SIRC), which has authority for not giving out the information to the institution.	-
Opinion on possible obstacles to overcome the obstacles.	-	-
Reasons for constraints using the data source.	The confidentiality of the data is at risk, and SIRC does not want any misinterpretation of the data reflect negatively towards them.	-
E. Proposals for improvement		
Data that is not collected but should be collected in Malaysia or worldwide.	-	-
Ideal data format (data structure) for information collection.	-	-
F. Additional information and comments		
Comments or information about the data source that is considered relevant and not yet covered in the questions.	-	-

In summary, the findings show that there are two main data available for both *zakat* and *waqf* to compute the suggested index. The variables are the collection and distribution of zakat and cash waqf. The data is reported on an annual basis which represents state-level data for *zakat* and national level data for *waqf*.

Next, general descriptive statistics of the variables are presented in Table 3 and Table 4 respectively. The data extracted from the data source provided by JAWHAR and YWM. In addition, the descriptive summary for zakat and cash waqf variables is also presented in bar charts for ease of comparison. Figure 2 and Figure 3 overleaf presents the zakat and cash waqf indicators for comparison purpose.

Overall, data for zakat is mostly incomplete for the year 2017 and 2018 while data on cash waqf is available in cumulative basis for each year from 2011 up to 2017.

Table 3 Statistic of zakat collection and distribution in Malaysia

Zakat Collection

State	2014 (RM)	2015 (RM)	2016 (RM)	2017 (RM)	2018 (RM)
Johor	212,809,088.64	239,931,006.61	250,436,479.20	260,671,607.01	N/A
Kedah	128,400,303.04	133,954,548.76	140,448,128.00	170,030,088.00	183,556,548
Kelantan	133,321,295.88	161,908,949.42	162,678,760.00	N/A	183,034,916
Melaka	58,280,964.15	65,968,448.90	70,537,675.73	85,598,531.92	N/A
Negeri Sembilan	88,200,428.43	95,247,317.97	104,760,388.36	N/A	N/A
Pahang	109,325,106.94	118,082,517.70	122,248,982.33	133,655,623.03	N/A
Pulau Pinang	87,935,987.80	92,844,818.96	96,781,464.11	101,454,432.72	N/A
Perak	114,588,531.29	132,584,966.22	151,181,069.12	N/A	176,246,175.19
Perlis	162,327,654.00	N/A	N/A	N/A	N/A
Selangor	582,120,473.00	627,225,101.00	673,736,282.00	757,112,779.00	793,679,701.00
Terengganu	120,116,379.60	126,639,148.45	133,360,064.38	N/A	160,371,554.62
Sabah	52,829,145.28	61,795,695.17	63,704,056.64	N/A	61,949,418.33
Sarawak	67,319,511.00	68,573,996.00	72,082,740.00	N/A	N/A
Wilayah Persekutuan	540,795,062.34	565,830,672.18	589,296,523.84	623,892,877.06	N/A
Total	2,458,369,931.39	2,490,587,187.34	2,631,252,613.71	2,132,415,938.74	1,558,838,313.12

Zakat Distribution

State	Year				
	2014 (RM)	2015 (RM)	2016 (RM)	2017 (RM)	2018 (RM)
Johor	191,443,569.34	244,238,743.65	296,999,713.65	293,178,449.62	N/A
Kedah	110,840,195.47	144,955,284.85	162,732,368.00	N/A	178,463,803.20
Kelantan	151,230,993.87	196,744,773.04	173,148,849.00	N/A	181,936,430.62

Zakat Distribution

State	Year				
	2014 (RM)	2015 (RM)	2016 (RM)	2017 (RM)	2018 (RM)
Melaka	57,200,588.16	71,964,251.44	75,367,964.80	N/A	87,073,849.00
Negeri Sembilan	97,785,893.00	96,935,984.93	102,867,136.92	N/A	N/A
Pahang	109,052,421.09	113,421,941.00	134,066,490.00	N/A	N/A
Pulau Pinang	80,098,947.00	101,329,498.13	100,962,507.09	N/A	N/A
Perak	130,316,694.70	164,264,513.67	143,832,214.00	N/A	171,489,516.00
Perlis	104,453,705.00	123,570,316.00	N/A	N/A	N/A
Selangor	595,114,122.00	676,251,478.00	697,494,013.00	N/A	829,878,020.00
Terengganu	79,195,981.72	122,041,037.35	165,894,689.77	N/A	163,138,683.29
Sabah	64,959,240.44	72,904,222.68	64,957,773.60	N/A	68,268,316.44
Sarawak	40,506,983.00	44,984,662.00	48,363,149.00	N/A	N/A
Wilayah Persekutuan	419,225,908.00	608,724,857.00	444,719,832.00	N/A	N/A
Total	2,231,425,242.79	2,782,331,563.74	2,611,406,700.83	293,178,449.62	1,680,248,618.55
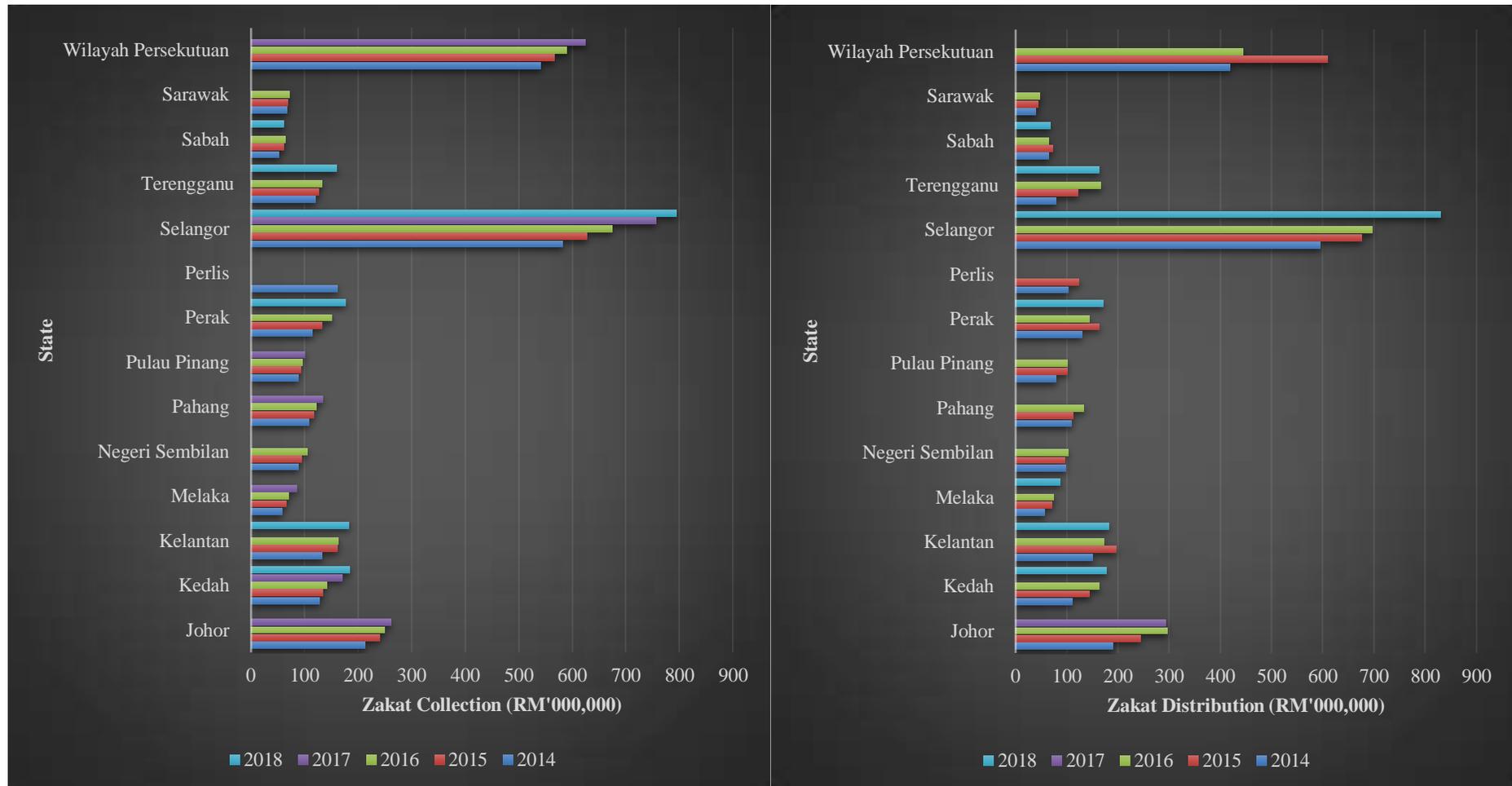
Figure 2 Zakat collection and distribution in Malaysia

Table 3

Statistic of collection				cash waqf and
	Year	Cash Waqf Collection (RM)	Cash Waqf Distribution (RM)	
	2011	396378.00	20,636	
	2012	455078.00	182,311	
	2013	988652.00	510,518	
	2014	2063157.72	1,058,224	
	2015	2,033,004.23	1,236,814	
	2016	2,146,460.00	1,218,078.00	
	2017	2,406,319.15	1,335,669.00	

distribution in Malaysia
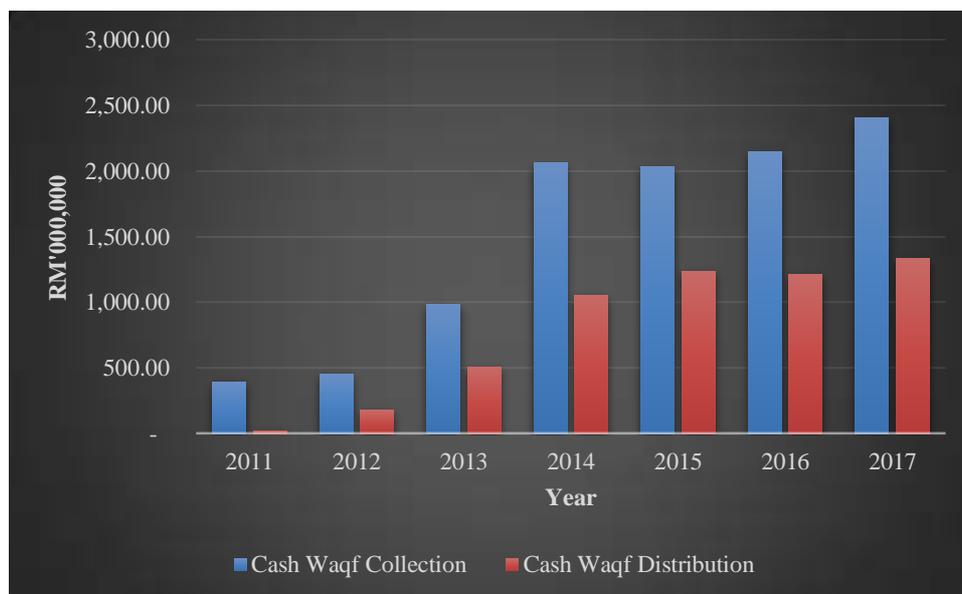
Figure 3 Cash waqf collection and distribution in Malaysia

Discussion and Conclusion

While still far from conclusive, a limited number of studies suggests that the measurement of financial inclusion needs to take into account as many dimensions as possible to represent financial inclusion. Sarma (2008, 2010) argues that one single indicator fails to adequately capture the extent of financial inclusion by giving statistical evidence.

Ideally, one should take into consideration all the dimensions to arrive at a comprehensive picture of the Islamic finance approach of financial inclusiveness across the countries. As evident from the tables and figures, there are four potentials variables which could be used for the development of integrated Islamic finance based index of financial inclusion focusing on the wealth distribution dimension i.e, the collection and distribution of both zakat and cash waqf. Overall, the amount of zakat and cash waqf collection and distribution is increasing from years to years. These would suggest that by incorporating these variables into the measurement of financial inclusion, it could provide a better understanding of the level of

financial inclusion in Malaysia. These channels are typically tailored to the low-income group which considered as an underserved market in the mainstream financial system. The increased amount of collection and distribution of zakat and cash waqf could give an indication of the greater access to finance.

However, as expected, some of the variables are incomplete to provide a better idea and understanding of the level of inclusion when the index is developed. This is due to some constraints on data availability. Since both zakat and waqf are under the authority of the Islamic Religious Council, the availability of data is limited to the information released by the institution. These findings support the study done by Claessen (2006) which states that there is limited data to measure financial inclusion. This would suggest that, to a certain extent, the indicators of financial inclusion that could explain and track the incidence of financial inclusion based on Islamic finance approach over the time are available but still limited and inconclusive.

The other Islamic finance indicators, for example, micro *takaful, qard al hasan, sadaqah*, etc are also areas of concern. These are among the instruments of Islamic finance which could complement the index construction hence allowing index comprehensiveness. Therefore, for each dimension of Islamic finance, it is important that the relevant data is available and included in setting up the parameters. In the next step, a systematic effort on index computation needs to be in place in order to efficiently measure the level of financial inclusion using Islamic finance approach.

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CONTEMPORARY ROLES OF MUSLIM WOMEN: THE SIGNIFICANCE OF ISLAMIC IDENTITY AMONG BANGSAMORO WOMEN IN THE PHILIPPINES

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Abstract:

This study explores the contemporary roles of Muslim Women in the Southern Philippines. Undeniably, the roles of Muslim women have changed tremendously and thru their Islamic identity, Bangsamoro women is making its greatest impact in the Philippine society today. By recognizing the interplay of the religion, gender and culture in the everyday lives of this Bangsamoro women, it is possible to reveal how religious or spiritual identity positions have re-constructed the responsibilities and provided Muslim women in the Philippines with a platform from which to attain contemporary roles. This research is essentially structured in three parts. The first introduces the methodological and conceptual issues in forming the research, specifically on the significance of Islamic identity among the Bangsamoro women. The second section scrutinizes the reasons on how the roles of Bangsamoro women changed from traditional to contemporary that intersects with Islamic identity. The third examines the findings, in details, the different contemporary roles of Bangsamoro women in the whole Philippines.This study is based upon primary and secondary sources such as books, articles, journals, newspapers, government reports, non-government organization's reports, policy statements, and press releases. The researcher also carried out interviews. The findings of this study identify that various contemporary roles—like participation on civic activities, establishing different Islamic organizations, and political participation—provide an in-depth understanding on the Islamic identity of the Bangsamoro women. Furthermore, the Islamic identity of the Bangsamoro women offer them greater opportunities to extend their fields of activity and take their place alongside men in reforming society.

Keywords: Muslim Women, Bangsamoro Women, Philippines, Contemporary Roles, Islamic Identity

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Introduction

The role of Muslim women in non-Muslim majority area is one that is prone to much discussion. Undeniably, Islam is known as the second largest religion in the world and the number of Muslims is even rapidly increasing. With that increase comes the issue of Muslim identity. Identities in principle are socio-cultural and or socio-psychological structure. Traditionally speaking, the primary function of women is her home, however, today, in a fast growing world where woman is contributing in professional fields, they have an opportunity to expand their intellect and capabilities without disregarding their Islamic identity. This Islamic identity is constructed from major components which formulate the Muslim/s mind-set and shape his views towards himself, his Lord, humanity, animals, plants and the universe

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at large. The element enable him to answer the most fundamental existential questions which boggle the human mind since the dawn of history. (Vrajoli, 2017)

The twentieth century witnessed an unprecented Islamic resurgence that was felt in different parts of the world. As a phenomenon expected to occur in response to the politico-economic and socio-cultural dominance, impositions, and influence of the West, Islamic resurgence took various forms such as: the extremist, the conservative, and the liberal or modernist.[3] This includes the changes on women's position in Muslim society.

Social developments and changes that are taking place worldwide could affect, in one way or other, even the remotest and most isolated society anywhere in the world. This is particularly true with the Philippines. The history of the Philippines is divided into four phases: the pre-Spanish period, the Spanish period, the American period and the years since independence.[4] These periods also provide a convenient framework in which to consider the changing roles and status of women in the archipelago.

The Muslims in the Philippines, often referred to as *Moros* or known as the Bangsamoro people, are divided into thirteen ethno-linguistic groups.[5] Because of this isolation or geographical location, they were the last to be Islamized, the last to surrender to the American authorities and the least affected by modernization and western values and ideas. Despite their isolation for centuries, the Bangsamoro women were affected or influenced by external forces or elements and then again they still manage to keep their Islamic identity all through out. with the growing resurgence and Islamic awakening of Muslims worldwide. The Bangsamoro women of today, to be exact, engaged in socio-political and socio-economic positions. They have for too long been told they are worthless and not capable of expressing themselves on a political platform, the tide however is changing more and more women in Muslim areas who are expressing their views and concerns in a public arena; accounting rulers, having an opinion on educational and health matters. Understanding their identity as a Muslim women creates a real significance to their personality and development.

Literature Review

Statement of The Problem
It is obvious that most part of the world today have seen revolutionary changes especially to the role and rise of women within their respective societies. This subject matter has eventually aroused widespread interest among scholars and students of history, sociology, philosophy, and other related disciplines who have been studying the pace of social changes in the newly developing areas. The researcher deals on the significance of Islamic identity among the Bangsamoro women particularly on the contemporary roles they are holding in the society. It is a fact that the Bangsamoro society, although many of its secure area are isolated, they have been subjected to modernization in terms on being participative in a socio-political structure. As such, the following questions need to be answered:

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[3] Norma A. Maruhom and Fatima Pir T. Allian, "Religious Etremism and Its Impact: The Case of the Southern Philippines" in Muslim Women and the Challenge of Islamic Extremism, edited by Norani Othman (Malaysia: Sisters in Islam, 2005), 134.

[4] Leonard Davis, *Revolutionary Struggles in the Philippines*, (London: The Macmillan Press, 1989), 119.

[5] Norani Othman, *Muslim Women and the Challenge of Islamic Extremism*, (Kuala Lumpur: Sisters in Islam, 2005), 135.

1. What are the reasons on how the roles of Bangsamoro women changed from traditional to contemporary that meets with Islamic identity?
2. What are the contemporary roles of Bangsamoro women in the Philippines that signifies the Bangsamoro women's Islamic identity?
3. Is Islamic identity among Bangsamoro women in the Philippines significant?

In this way, this paper provides insights and had a thorough study, that in some ways, because of Islamic identity among the Bangsamoro people have impact on the roles they have today.

Research Objectives
The objectives of the research are as follows:

1. To know what are the contemporary roles of Bangsamoro women in the Philippines;
2. To identify and gain insights on the reasons on how the roles of Bangsamoro women changed from traditional to contemporary that intersects with Islamic identity;
3. Finally, to examines the findings, in details, the different contemporary roles of Bangsamoro women in the whole Philippine

Scope and Setting of the Study
This research was conducted in Mindanao, the Southern part of the Philippines also known as the Bangsamoro territory. Under the law, Bangsamoro region comprises three cities with 116 municipalities.

Research Methodology

Study Design
This research is a case-study base, thus a combination of qualitative and quantitative approach is considered as the most appropriate method to be used. The research design has employed qualitative approach to allow room for the researcher to explore the total reality and of the contemporary roles of Bangsamoro women.

Data-gathering
The data-gathering for this study was a combination of primary and secondary sources. It was done mainly through participant-observation specifically on Bangsamoro women gatherings that were participated by the women who are involved in socio-political and socio-economic positions. Other sources were from the written books and articles on the roles of Muslim women, the Islamic identity, and library researches that is done to accumulate baseline data on the study and to enrich the materials that will be used. A few available secondary sources such as books, articles, journals, newspapers, etc., are also collected and examined.

Literature Review
Considering the scarcity of materials written on *Bangsamoro* women, this research is justified primarily because of the very fact that this kind of topic has not been touched thoroughly by any writer, both locally and internationally. Admittedly, there have been some writings, both published and unpublished, that have been done by local writers and international one, but these are not sufficient to understand *the contemporary rules of Bangsamoro women upon the significance of Islamic identity among them.*

Few writings that the researcher would like to mention here in which we see as the most comprehensive and balanced compare to the others. Included among the few related studies

done by *Saira Umpa* on the factors related to the participation of *Maranao Women in family decision-making*. Her study shows that the higher the education of the Maranao wives, the more participation they have in the family-decision-making. Umpa mentioned some of the strength where very much important in studying this research. Indeed, education is one of the influential factors on the changing roles of Muslim women in the Philippines. Through education, women able to learn how to deal and mingled with others. Yet, this is just one of the factors. In this research, studying the impact on the society must also be examined.

Another one is collection studies on Asian women, edited by *Barbara Ward*, discloses the great changes in the role of ASEAN women and attributes it to the 20th century inventions and process such as modern medical measures, improved communication, increasing urbanization, new openings for paid employment, education, political emancipation and legal change. This study entails the socio-economic developments of Asian women. Though this study shows women's attributes in internal and external factors of each countries, the researcher's first focus is more on the premises of Bangsamoro Autonomous Region in Muslim Mindanao and not in the whole context of ASEAN. Second, there are instances that inventions and process are not taking place on a certain area of each country. Other country can be seen as developed than the others.

The book of Norani Othman, *Islam and Extremism*, entails the different challenges of Muslim Women in a Muslim society. On chapter six, an article made by Norma Maruhom and Fatima Allan expound the Muslim extremists impact in the Philippines society. Same with the article of Hamid Barra entitled, Islamic Movement in the Philippines and its impact to the Muslims, where he give some strategies to cope up with the problems brought up by different Muslim extremists. Both books provide the historical background of each Islamic Movements in the Philippines, which actually very much related to the new government among the Muslim Filipinos which is the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM).

The two articles are significant on this research for they conform the changes brought about the Islamic groups or movements in the Philippines specifically to the Muslim areas. Both give the society an appropriate reason on the impact of the Islamic movements through using different strategies to attract the masses. Thus, it includes how the secular-oriented Muslim women influenced by the said strategies.

Yet, this research study will not tackle the concluded strategies, rather it will analyse how the religious groups changed women in many aspects. It will provide us a vivid view on the similarities and differences of the said religious groups and lastly it will be an analysis on which group is more and who is the least influential on the changing roles of women.

Furthermore, the two articles have not able to address the significance of Islamic identity and the contemporary roles of Muslim women in the Philippines.

The relevant and related literature reviewed above shows that there is no work done purportedly on contemporary roles of Muslim women in the Philippines particularly on the significance of their Islamic identity. Thus, this study will serve as the first piece of work about the significance of Islamic identity among Bangsamoro women and will contribute to the general body of knowledge.

Bangsamoro Women's General Roles: Reasons of Changes from Tradition to Contemporary

Undeniably, women today played vital roles in our society. These roles changed the views of many women because of some effect from outside forces. In reviewing the most important

traditional roles played by the Bangsamoro women up to the contemporary roles it gives the readers an illustration that because of the influences of the western thought and the Islamic resurgence among the Muslim countries, it enables the women's position, in any aspect, to change their roles in a society.

1. *Impact of the West*

Prior to the coming of the conquerors of Philippine island, like Americans, the women's educational and economic activities were primarily confined at home. Since their parents already embraced Islam, it was here where there were taught how to read, write, and memorize chapters from the Qur'an.

The following gainful activities assumed by the Bangsamoro people even before the colonization of the Philippines and during the Islamization of the Southern part of the Philippines may further show an immemorial importance in Bangsamoro society. This was even the time when some Muslim Filipino men, including the different ethnic Bangsamoro groups, were still on the process of organizing the Islamic resurgence in the region and convincing each other to join the undertakings.

Traditionally, women have played an important part in their homes, particularly in the training of their children. This is also true to the Bangsamoro women where the management of the household and domestic chores has been the their responsibilities. The daily routine includes: cooking, washing dishes and utensils, cleaning the house, fetching water from the river, servicing food at home, gathering firewood, washing clothes, negotiating for foodstuffs with neighbours and entertaining visitors, mainly females. It is a belief to the culture of Filipinos as a whole that a misbehaviour or misconduct of a child is judged by others as a reflection of his/her parents' personality. It is, therefore, the duty of every parent, especially mothers, to teach their daughters the value of good manners, to teach their daughters the value of good manners, refinement, and chastity, because a smear of her character would injure the reputation of her parents and lower the prestige of her family.

Aside from house rearing, Bangsamoro women before were not equipped with education. Although they were known as the first teachers of their children, they are not given an equal right on education. The idea of formal education was brought, like the ethnic group *Meranaos,* in 1903 by the Americans.[6] During the early American colonial period, the conservative attitude of the people towards education slowed down the process of extending education to everyone, including the female members of the community. In the early American campaign for formal education, Professor Bula says that parents kept the girls away from schools. Only few were persuaded to send their sons to school at the instance of the Americans. This was so because education was earlier associated with Christianity. The Muslims, specially those who are in a high rank, like sultans or from a Royal blood, suspected the Americans of using education as instrument to hasten the spread of Christianity.

From traditional roles of Bangsamoro women, some of the common contemporary roles they portray nowadays are women as educator, as entrepreneurs, as political participative, and as organizers of community activities.

The Muslims early opposition to the impact of the Western education as further exemplified in this statement:

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[6] Quoted in H.F. Funtecha, Fourth Annual Report of the Philippine Commission, Part II, *American Military Occupation of the Lake Lanao Region, 1901-1913,* (Marawi City: MSU Research Center, 1979), 63.

> *"The Muslim resistance of the establishment of the schools in their aread resulted in their educational development being delayed by at least fifty years. Even when schools were finally established by the Americans, they had to resort to certain incentives and, often, even force to persuade the Muslim parents to send their children to school. In the Lanao areas, the Americans at first used forced through the Philippine Constabulary to ferret out Muslim children of school, age and have them go to school. It was not unusual for Muslim datus to hide their children in big wooden trunks whenever PC soldiers arrived. Instead, they sent their slaves to school, presenting them as their children. Later this policy was changed to one of attraction in which Muslim children were bribed with all kinds of gifts as well as scholarships to the normal schools in hopes of getting the Muslims trained as teachers. Thus, this last policy made hundreds of Muslim children finally went to school."*[7]

It took a number of years to overcome their suspicions and doubts and thus appreciate the value of education for their daughters. This awakening in some way enhanced progress within Moro society. An educated Muslim woman is no longer cloistered within home. Girls now are seeking education in public co-educational schools.[8] Thus the protective seclusion of women appears to be dying out.[9]

2. Rise of Islamic Resurgence
From the history of the Philippines, most of Mindanao have been a separate territory which enable it to develop its own culture and identity. Since most of them are Muslim Filipinos, the region had a history of resistance against the colonizers Spanish, Americans, and the Japanese. Because of the Moro resistance, women were able to help their Moro people to fight for their rights because they know that their society suffered in light of the threat to their economic and social well being. (Wurfel, 1988)

The Significance of Islamic Identity Among the Bangsamoro Women

The significance of the highly regarded role in the developing Bangsamoro society, this study intends to correct the impressionists' adverse picture of the women that are not given an opportunity in a socio-political or socio-economic positions because of her identity as a Muslim.

Following are the findings of the significance of the Islamic identity among Bangsamoro women while performing and fulfilling their contemporary roles:

1. Donning of Hijab and Practicing their Faith (like providing Surau/ prayer room in a Christian-majority places)
Definitely, there are thirteen ethnic groups that comprise the Bangsamoro society. Known as the Muslim-majority ethnic groups that form a non-Christian majority population in the country of the Philippines, Bangsamoro people has been subjected to adopt modernization in terms on way of clothing. Undeniably, donning of hijab and having Islamic facilities—like Surau—are reasons that can be said why Bangsamoro women can still held their identity as a

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[7] Nagamura Madale, "The Philippines Educational System and the Muslim Child," *The Muslim Filipinos*, (MSU: University Research Center, 1979), 290.
[8] Aminah P. Usodan-Sumagayan, "The Changing Role of Maranao Women in a Maranao Rural Society", *Dansalan Quarterly*, volume IX, no. 4, (1987): 205.
[9] Ibid.

Muslim. You can see Bangsamoro women who are wearing scarfs in a majority-Christian communities or institutions. Wearing of niqab is also being practiced by some Bangsamoro women. All the Bangsamoro women who are also part of the Bangsamoro Transition Authority[10] of Bangsamoro Autonomous Region in Muslim Mindanao are all wearing hijab or a scarf. Just recently, the Commission on Human Rights[11] has called on government agencies to allow Muslim women to wear headscarves in schools and other learning institutions.[12] In the CHR Advisory number 2013-002 issued on August 8, 2013, the Gender Ombudsman recognized the human rights of Muslim women to wear *"hijab," "burka,"* and *"niqabs"* as part of their freedom of expression and freedom of religion.[13]

Since Philippines is a Catholic-Christian majority, Muslim, especially Muslim women are discriminated. Thus, the Commission of the Human Rights advisory was issued following complaints received by the National Commission on Muslim Filipinos,[14] stating several colleges and universities are preventing their students to wear headscarves inside school premises.

2. Islamic lectures and Islamic Activities

Because of the impact of the Islamic resurgence that can be seen among the Bangsamoro people, getting an education has been a stepping-stone to know more about Islam. Thus, Bangsamoro women's education and work in different fields have developed their personality, self-confidence and initiatives. An awareness of their Islamic rights and responsibilities has inspired many of them to be committed to the Islamic message of justice, peace, and prosperity. These concrete developments have provided a support for Muslim woman, stronger than any philosophical or legal arguments.[15] Their search for Islamic teachings made them more knowledge-seeker that they create series of talks or activities that pertain about Islam.

3. Halal Industry

Again, with the growing resurgence and Islamic awakening of Muslims worldwide. Bangsamoro women engaged in socio-political and socio-economic positions. They have for too long been told they are worthless and not capable of expressing themselves on a political platform, the tide however is changing more and more women in Muslim areas who are expressing their views and concerns in a public arena; accounting rulers, having an opinion on educational and health matters. Like the Halal Industry in the Philippines, Muslim women

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[10] Carolyn O. Arguillas, "Women in the Bangsamoro Transition Authority", Minda News, April 8, 2019. http://www.mindanews.com/peace-process/2019/04/women-in-bangsamoro-transition-authority-only-16-out-of-98-but-a-powefful-cast/ accessed July 23, 2019.

[11] The Philippine Constitution, Section 17 that provides appropriate legal measures for the protection of human rights of all persons within the Philippines, as well as Filipinos residing abroad, and provide for preventive measure and legal aid services to the underprivileged whose human rights have been violated or need protection.

[12] Denis Carcamo, "CHR to Government Agencies: Allow Muslim Women to Wear Headscarves", The Philippine Star, September 16, 2013. http://www.philstar.com/headlines/2013/09/16/1217101/chr-govt-agencies-allow-muslim-women-wear-headscarves accessed July 21, 2019.

[13] De los Santos, Muslim Women are Now Free to Wear 'Hijabs' in Schools, Government Institutions, *Philippine Commission on Women: National Machinery for Gender Equality and Wome's Empowerment.* September 18, 2013. http://pcw.gov.ph/article/muslim-women-are-now-free-wear-'hijabs'-schools-gov't-institutions-chr accessed July 21, 2019.

[14] Pursuant to Republic Act No. 9997 under the Office of the President that is mandated to cater to the needs of the Muslim Filipinos.

are part of developing this in a Christian majority society; hence they are a key role to play development towards a truly Islamic society and beyond. In Islam women is seen as an honour.

Conclusion

Muslim women can perform task whatever profession they are in. the contemporary Muslim woman can become successful at the provision that they have the necessary Islamic education and creates in herself the true characteristics of the personality of a Muslim woman. Islam has entrusted the responsibility of the home to woman, who is in charge of the household work and looks after the nourishing, education and training of the children. The Prophet is reported to have said, "*Woman is the guardian of her husband's household and his children and she will be questioned concerning them.*" (Bukhari and Abu Dawud).[16] It is her duty to look after their rights and interests and keep them on the Right Way and check them from error. She could guard their welfare and not let them come to harm, and deal with benefit and loss just as a shepherd guards his sheep. But this is not the end of her obligations. She is also responsible for the wealth and goods which her husband has entrusted to her as a trustee.[17] Furthermore, the Islamic identity of the Bangsamoro women offer them greater opportunities to extend their fields of activity and take their place alongside men in reforming society. Even they are being influenced by some western way of life, specifically on the educational system, they still maintain the value of family and their faith. Indeed, there is a mutual understanding and cooperation between the religious groups and women that helped outline the responsibilities of each, and influenced the roles of women not just only to the family members but also as part of the society.

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[16] Afzular Rahman, *Role of Muslim Woman in Society*, (London: Seerah Foundation, 1986), 284.

[17] A. Rahman, 285

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CONTENT ANALYSIS OF ACADEMIC HEALTH SCIENCES LIBRARIES WEB SITES IN SRI LANKA

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Abstract:

Library websites are essential elements of academic libraries which used to disseminate information among the library users to support their teaching, learning and research activities. It can be identified in different ways as gateway for virtual users, main hub for electronic information and marketing tool of the library. This study analysed the contents of library websites of academic health sciences libraries in Sri Lanka. Websites of Sixteen academic health sciences libraries from universities in Sri Lanka had been examined. Library services, resources and other items available in web content were also studied here. Furthermore, this study attempts to make suggestions on library web contents based on the library websites of prominent health universities in the world by special focused on availability of subject guide, user guide and instructional materials in particular websites. According to the study, Websites of academic health Sciences libraries in Sri Lanka mainly provide services of photocopying services, Inter Library Loan service, Online Public Access Catalogue, reference services while indicating printed, non-printed resources and special collections such as Ola leaf collection, theses and dissertations. Three academic health libraries which do not have a separate website or a web page are depending on their main library website even though they have separate libraries physically. In Sri Lanka, websites of Academic Health Sciences libraries do not provide instructional materials, tutorials, subject guide as user guide when compared with library websites internationally in respective field. Based on the findings, the study suggested to including such important items into web content. It is essential to revisit on academic health science libraries websites in Sri Lanka and should convert the current web in to more millennial-friendly websites which can be fulfil information needs of health professionals and scholars with comprehensive content.

Keywords: Academic health sciences libraries, websites, content analysis

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Introduction

Health sciences librarianship has been dramatically alternated beyond the traditional role of information professionals with the influence of different factor such as information explosion, information and communication technology, digital libraries, non-printed materials and remote access to information. Skills in critical thinking, information retrieval, and technology are essentials for health science librarianship since it is a multifaceted field (Raszewski, 2008). User expectations are not limited to access books or journal articles in health sciences libraries. Specially, academic health sciences library users expect proper guidance to retrieve best evidence in existing literature which can be utilize for patient care process. Important practices of Evidence Based Practice (EBP) and Evidence Based Medicine (EBM) are being more popularized among the health science field and guide health professionals to find best scientific evidence for decision making. They should have provision of quick and remote access for the

library resources to provide better health care services. Patrons in web generation are also demanding more easy and quick ways to access library resources. In that scenario, librarians must have skills and knowledge to work with non-printed materials, different information needs of the users and keep on par with latest trends of the field. Nature of the information sources and modern requirements of academic health science libraries have directed librarians to find better solutions to overcome these challenges by making new initiations. Library websites are essential elements in such environment and can be used in multipurpose such as to provide remote access for electronic resources, make user community aware on library resources on time as well as marketing tool of the library. It should be more informative, authentic, reliable and attractive library websites which are capable of providing easy access for databases and other electronic resources than the general internet. Specially, in websites of academic health sciences libraries, instructional materials, tutorials, subject guide and citation guide should be provided for users.

Previous content analysis of library websites have considered number of factors related to general library information, resources and services, library collections, library catalogue access, digital resources, databases, user awareness materials, other interactive services, web navigation and some other technical aspects. Web content analysis provides many beneficial such as identification of strengths and weaknesses of websites, understanding the way of improving navigations, keeping continuous customer satisfaction (Qutab & Mahmood, 2009). This study has attempted to evaluate content of academic health Sciences libraries websites in Sri Lanka. Specially, this study is trying to find whether the above said websites provide research guide, citation guide, tutorials and other instructional resources. Further the study aims to make suggestions on enhancements of web content of local academic health care sciences libraries based on the findings of the study and observation of websites of standard health care university libraries in the world. Main objectives of the study could be indicated as follows.

1. To find out which library services and resources are provided by the academic health sciences Libraries' websites?
2. To identify whether the academic health sciences libraries websites in Sri Lanka provide research guide, citation guide, subject guide, tutorials and other instructional materials.
3. To evaluate the other general items appeared on websites.
4. To make suggestions on enhancement of websites of the academic health sciences libraries in Sri Lanka based on the websites of standard academic libraries around the world in the same field.

Methodology

The data has been collected based on information published on sixteen selected websites of academic health sciences libraries in Sri Lanka. The matrix that used for this study is based on pilot examination of existing literature on the topic. Websites of Medical, Allied Health Sciences, Dental, Veterinary Medicine and Indigenous Medicine libraries which are functioned under the state universities were considered for this study. Check list was developed for data collection and evaluation purposes. General information, Library services, resources, subject guide, tutorials, instructional materials, nature of links, collection, membership details and some other interactive items were included into the check list. Based on the libraries websites of world's top ten Health Sciences Universities ranked by Times Higher Education (THE), the study makes suggestions on enhancements of the academic

health sciences libraries websites in Sri Lanka. All the selected websites were examined during the month of May 2019. Data were presented by tables and figures appropriate.

Literature Review

Libraries have always supported teaching, learning and research process as continuing education objective of the respective universities. Health Science libraries in academic environment also play vital role as a hub of dissemination of information and key players in continuing education process. There are many definitions, arguments and views about the health sciences librarianship and its multifaceted role in available literature. Four different areas of library support in continuing education can be identified as resource support, content support, information management support and educational support (Messerle, 1990). Role of the health librarians has been embedded in research and teaching in respected academic bodies with the new trends of the field and they work as informationists. There are many titles for health sciences librarians such as bioinformationist, clinical informationist, clinical librarian, public health informationist which used in particular field (Henderson, 2014). Supporting for systematic reviews, helping for faculty members in scholarly publication process, making aware of library patrons on process of evidence based practice were also identified as some main responsibilities of the new role of the academic health science librarians (Cooper & Crum, 2013).

As many organizations, libraries also try to go beyond user expectation since the consumer loyalty is essential to overcome challenges in present competitive environment. Users demand for more remote access rather than visiting to physical space. In this scenario, library websites are important elements which can be utilized to provide library resources and services in findable and useable way. According to the existing literature, some studies focused on web content while some examine on web navigations. There are no substantial variations among university library websites when it is compared to design and construction aspects. There were some noticeable patterns in content with remarkable similarities too (Still, 2001). According to the study on state university library websites in Maharashtra, most of sites have provided information on library rules, contact details, available resources, services and library policies by websites (Kumbhar, 2017). Brower analysed forty one health sciences library websites navigations by focusing on home page and the persistent navigation tool (PNT). The study suggested list of obligatory home page and PNT links that can be considered by other health sciences libraries to add into their websites (Brower, 2004). McConnaughy and Wilson studied both content and design features of 135 web pages of academic health sciences libraries. Eighteen questions related to the content of home page and designs were produced to collect data. Commonly used elements and features in websites of academic health sciences libraries were identified in this study as, contact details, Ask a librarian feature, link to give feedbacks, search box, link to social media and subject guide (McConnaughy & Wilson, 2018). Krishnakumar and Nirmala also found that the most of academic libraries has indicated library services, resources and login provision for available digital resources in their websites (Krishnakumar & Nirmala, 2014).

Both qualitative and quantitative analysis was done by Kiriliva during his study on content analysis of academic library websites in Bulgaria. It was found that there is a common core of content in academic libraries websites and it should be more enriched as high quality virtual expression (Kirilova, 2010) It was not found any individual studies which mainly focused on provision of subject guide or user awareness materials in web sites of academic

health sciences libraries throughout the available literature. Thus this investigation might be important in making suggestions on enriching library websites which can improve user satisfaction, loyalty and retention through providing quality experience.

Discussion and Conclusion

This study has evaluated sixteen websites of academic health science libraries in Sri Lanka. Data were gathered from the websites according to the check list constructed for this study. Based on the analysed data and objectives of the study, discussion has been developed in this section.

Table 1: Investigated Academic Health Sciences Libraries Websites

S/N	University	Library	Web Address
1	University of Colombo	Medical Library	https://med.cmb.ac.lk/library/
2	University of Colombo	Postgraduate institute of Medicine Library	https://pgim.cmb.ac.lk/library/
3	University of Colombo	Institute of indegenous Medicine Library	https://iim.cmb.ac.lk/library/
4	University of Peradeniya	Medical Library	http://www.lib.pdn.ac.lk/libraries/medical/index.php?home#
5	University of Peradeniya	Allied Health Sciences Library	http://www.lib.pdn.ac.lk/libraries/ahs/
6	University of Peradeniya	Dental Sciences Library	http://www.lib.pdn.ac.lk/libraries/dental/index.php?home
7	University of Peradeniya	Veterinanry Medicine & Animal Science Library	http://www.lib.pdn.ac.lk/libraries/vet/#
8	University of Sri Jayawardenepura	Library (Main Library)	http://lib.sjp.ac.lk/
9	University of Kelaniya	Medical Library	http://web.medicine.kln.ac.lk/units/library/
10	University of Jaffna	The Library Faculty of Medicine	http://www.med.jfn.ac.lk/index.php/library/
11	University of Ruhuna	Medical Faculty Library	http://www.lib.ruh.ac.lk/Medi/index.htm
12	Open University of Sri Lanka	Library (Main Library)	http://lib.ou.ac.lk
13	Eastern University of Sri Lanka	Health Care Library	http://www.fhcs.esn.ac.lk/library/
14	Rajarata University of Sri Lanka	Faculty of Medicine & Allied Health Sciences	http://www.rjt.ac.lk/med/index.php/library
15	General Sir John Kotelawala Defence University	The Library (Main Library)	http://www.kdu.ac.lk/library/
16	Gampaha Wickramarachchim Ayurveda Institute, University of Kelaniya	Pansith G.P. Wickramarachchi Memorial Library	http://gwai.kln.ac.lk/index.php/component/sppagebuilder/56-Main-Library

Table 1 shows the investigated academic health sciences libraries in this study as its population. According to the above data, sixteen academic libraries related to the health sciences are functioned under the state universities were examined. Out of sixteen library websites, there are three library websites from affiliated Institution of state universities. Websites of the libraries related to Medicine, Allied Health Sciences, Dental Sciences, Veterinary Medicine and indigenous Medicine were taken into consideration for this study. The study shows that three universities do not have separate websites for branch libraries and they have only one web site for main library even though they have Medical and Allied Health Sciences faculty libraries separately. User community of branch libraries have to find required information through the main library web site and it can be identified as inappropriate way of meeting user expectations. Users might feel more comfortable if they have separate library web site for branch libraries and it would help to promote and market library services and resources too.

Table 2: Information on Library Services in academic health sciences libraries websites

Library Services	Frequency	Percentage
Photocopying service	13	81%
Inter Library Loan	12	75%
Online Public Access Catalogue	12	75%
Reference service	11	69%
cloakroom facilities	8	50%
New Acquisition	8	50%
Current Content page service	6	38%
Document Delivery Service	5	31%
Ask Librarian	4	25%
Wi-Fi	3	19%
Plagiarism check	2	13%
Printing/ Scanning	1	6%
Laptop lending	1	6%
HeLLIS Network Service	1	6%

The library services related information which appears on library websites are indicated by above Table 2. According to the findings, photocopying services, Inter Library Loan service, Online Public Access Catalogue (OPAC) and Reference service were the library services which appeared on websites of academic health sciences libraries in Sri Lanka. Availability of some important services such as Current Content Service, Document Delivery Service and Plagiarism check in library websites are not in satisfactory level. In additionally very few libraries have been promoting their special services by the websites such as British Library Document Supply Service, Access for Indexes, Preservation service and so on. This finding emphasis that the academic health sciences libraries should be enriched with more service related content which will support users to fulfil their information needs easily.

The study has moreover investigated the information on library resources published in the academic health sciences libraries websites Sri Lanka. Findings reveal that the majority of websites show details of books, journals, electronic resources, digital repository, theses collection and special collections such as Ola leaf collection and WHO Collection. Few libraries has not payed any attention on publishing their resources in the web site and it may lead users keep away from the resources. According to the Ranganathan's five laws, books are for use. Thus, libraries should promote their resources through websites since users in new generation seem to prefer remote access rather than physical visit to the library. Most of the libraries have promoted the subscribed databases and other e-resources through their websites providing opportunity to access updated quality information easily by academics and other users.`

Table 3: Information and tutorials/ Instructional materials on subject guide, user education, etc. appeared on library websites

Fields of User Education/ User Guide		Frequency	
		Published as just information	**Availability of Tutorials/ Instructional Materials/Guide**
Orientation Programs		11	1
User Awareness Program		8	0
Information Literacy Lectures		5	0
Literature Searching		5	0
Student Seminars	Searching techniques for retrieving medical information	5	0
	Effective reading	2	0
	Evaluation of information sources	2	0
	Referencing and plagiarism	3	0
OPAC Guide		4	4
Statistical Package		1	0
Citation Guide		0	0
Subject Guide	Systematic Reviews	0	0
	Evidence Based Medicine	0	0
	Evidence based practice	0	0
	Grey Literature in health	0	0
Research Impact Factors		0	0

Study has specially tried to understand whether the websites of academic health sciences libraries in Sri Lanka provide research guide, citation guide, subject guide, tutorials and other instructional materials. Table 3 shows data collected about the presence of aforementioned research guide, citation guide and so on. Out of sixteen, 11 library websites indicate that they conduct user orientation programmes and only one library uploaded power point presentation

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related to that subject. User awareness programmes, information literacy lectures, literature searching based on request and student seminars on searching techniques and others seems to be appeared on some other library websites but they have only included them as introductory mode. Four university library websites has provided tutorial as a guide of Online Public Access Catalogue (OPAC). The study found that the websites of academic health sciences libraries in Sri Lanka have not provided tutorials, instructional materials or guide on systematic reviews, Evidence Based Medicine, Evidence Based Practice, Grey Literature in health, citation guide or research impact factor. That guidance must be provided by these library websites to keep continuous user interest with the library and its services on par with the practice of websites of world ranked best health sciences university libraries.
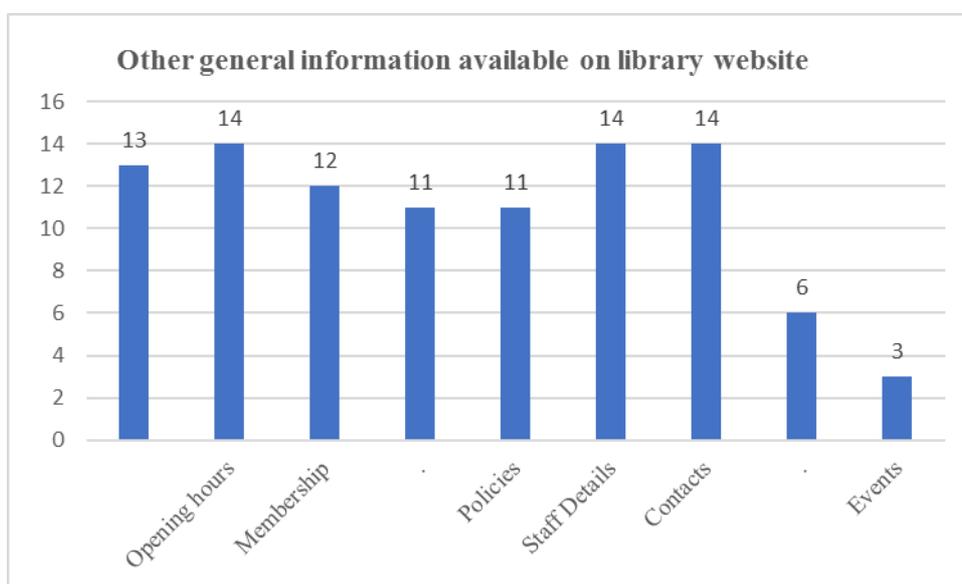

Figure 1: Other general information available on library websites

This paper has investigated the other items indicated by academic health sciences libraries. According to the figure 1, it was observed that the items of opening hours, staff details and contact information were given on most of the websites, although two libraries have not included the same factors. Introduction on library services are also provided by most of the websites as general information. Very few library websites has indicated their events and links to other libraries even though they are very important items to promote and market library services among the users.

The websites of world top ten health university libraries were observed in order to make suggestions for the enhancements of library web contents of academic health sciences libraries in Sri Lanka. Specially, the study has focused its attention on availability of user guide/ subject guide and instructional materials related information on library websites. Library websites of University of Oxford, Harvard University, University of Cambridge, Stanford University, etc. were examined in this study. According to the findings, it was revealed that most of the world standard universities provide subject guide and citation guide as tutorials, instructional materials and links for internal and external resources which are related to the health sciences. That information is available under the library guide or subject guide menu of the web content. In Sri Lanka, it is unable to see such content in academic health sciences libraries and it may indicate we are in far behind of user expectations. None

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of academic health science libraries websites provide such guidance in health literature even though they conduct several user education programmes and research support workshops for library users. Accordingly this study recommends including important instructional materials indicated as below into the academic health sciences libraries websites Sri Lanka.

- Database search guide for PubMed, Medline, Cochrane Library, etc.
- Introduction and guide on Evidence Based Medicine (EBM)
- Introduction and guide on Evidence Based Practice (EBP)
- Information and research skills
- Managing references and citations
- Avoiding plagiarism

Inclusion of aforementioned items in to library websites will increase its usage and user interest on libraries and its services may also steady continuously. According to the study, academic health science library websites should be improved more on par with world university websites in respective field. They should provide current, reliable and relevance information in support of teaching, learning and research activities of the University.

Findings show that there is no any uniformity of the web content and its navigation among the academic health libraries websites in Sri Lanka. Some websites should be re- developed since they are not in the standard levels and less attraction and provide very few information for users. It was noticed that some websites are not being updated frequently and it will make bad impression on libraries among user community. Library web site should be capable of providing remote access for updated information and it should work as a representative of library services and resources in any time. Branch libraries which do not have separate websites are recommended to develop separate websites to full fill their user needs effectively and provide comprehensive coverage on their services and resources. It was found that very few academic health science libraries have designed their websites with ample information of web content and attractive way. In some websites, it is very difficult to find required information since there is no proper order of sub menus. Thus based on the study it is recommended to revisit on the websites of academic health sciences libraries in Sri Lanka and re-design the floor of content as well as its appearance and it will be an ever popular electronic entrance to the library.

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FORMATION OF THE VILLAGE OF MANAGEMENT FUND REGULATION OF VILLAGE AS MINISTER OF STATE IMPLEMENTATION 114/2014

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Abstract:

Development of Rural to Urban-induced central government, demanding development initiatives aimed directly and by the village itself. It was the notion that the village community itself to be more aware and understanding of what is required for the construction of settlements, in line with it. The government then launched a village fund program in the form of incentives in the form of money to be used in the construction of the village. In line with the government issued Regulation of the Minister of Home Affairs (Regulation) Number. 114 of 2014 on Guidelines for Rural Development is a set of rules which contain technical instructions RPJM RKP villages and village. However, the implementation of the Regulation should be more effective if it is followed by the formation of village regulations.

Keywords: Rural Development, Development Plan, Implementation Regulation

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Introduction

Development is the process of changing from the planned system are oriented towards improving the modernist economic development and social progress (Yuswar Zainul, Basri & Subri Mulyadi (2006: 15))Development is essentially aimed at building self-reliance, including rural development. The term village is often synonymous with poor communities, traditional, and conservative (Anwar Misbahul 2012). However, the actual village has grandeur and exceptional local knowledge. The village is the pioneer of the democratic system of autonomous and sovereign. Pursuant to Article 78 paragraph (1) of the Law of the Republic of Indonesia Number 6 of 2014 concerning Villages (Law Des) that rural development is aimed to improve the welfare of rural communities, reduce poverty through the fulfillment of basic needs, rural infrastructure development, local economic development potential, as well as the use of natural resources and environmentally sustainable manner. With the development goals, is expected to provide opportunities for rural and regional capabilities as the backbone of the regional and national economy.

Planning the next Rural Development organized by Ministry of Home Affairs (Regulation) No. 114 of 2014 on Guidelines for Rural Development is a set of rules which contain technical instructions RPJM RKP villages and village, and also related to the implementation and monitoring of rural development. According to the rules explained that rural

development covering several areas such as (1) Implementation of the Village Government Affairs, (2) Field of Implementation of Rural Development, (3) of Development of Society and (4) Field of Community Empowerment.

Based on these conditions to achieve the ideal of rural development, the stages that need to be overcome is from the planning stage of implementation, and supervision. Described in the Act and the regulations that the village development plan based on the development planning at the district/city. In the framework of the national development planning, the village government must pay attention to the authority granted by the central government and governance structures.

Therefore the goals and objectives should help address the scope of the village as well as the development tasks given by the local government (district/city). There are two documents of the village plan, the Medium Term Development Plan Rural (Rural Development Plan) for six years and Rural Development Work Plan (RKP Village) yearly.
Rural Development Plan document set out in the form of Village Regulations (Perdes) and RKP defined by Regulation village Village Head. RKP village becomes a reference document preparation Village Budget (APB village) as a result (output) of the annual musrenbang. The Central Government has launched a development program with the start of the stage of the policy directions of the village. One way is by providing the village fund allocation submitted by the management of the local village officials.

Identification of Problems

Regulation No. 114 of 2014 on Guidelines for Rural Development is one of the Ministry of Home Affairs issued in conjunction with other regulations by the Minister of the Interior of the Republic of Indonesia on December 31, 2014. In addition, the Government also issued Regulation No. 113 on the financial management of the village. Indeed, rural development must be in line with the financial management of the village so it is not confusing when where needed transparency and accountability manage village funds to be carried out based on need.

But in practice, in every village budget use, there was no guidance or guidelines for the preparation made by the device/village officials concerned that its implementation depends on the capabilities of each village. While there is no doubt, with the total number of villages across Indonesia, which reached more than 83 184 Village (BPS.2017)

The factors that affect the village not an optimal distribution of funds among other things:
1. No / lack of guidelines for rural development/use of village funds rural development policy initiative is only sourced from village officials (partial)
2. The lack of qualified human resources and limited
3. Lack of regulatory support/umbrella policies for managing the funds the village so as to minimize leakage
4. Location / geographic location of the village quite far apart the city making it difficult to control Implementation and dissemination of development and use of village fund

In addition to a distribution that is not optimal presence of not transpransi and not accountable in disbursement of funds village it is supported by Selamet Joko Utomo (2015) which states that the Government is not open to the public in the financial management of

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villages where people do not have access to know the size of budgets managed by the village government. In terms of accountability, the village government accountable financial management is limited to formal qualification only, and not be accountable to the village where the authorities responsible for the implementation of the development to the people they lead. Transparency is the openness of the APBDesa allowing the public to know and get access to information as possible about the finances of the village (Riyanto 2015).

The allocation of funds for each village administration village is also a case / new breakthroughs implemented by the government. The intent main purpose is for the optimization of the construction can be started from the governance structure smallest Village/wards. It is also against the backdrop that the government and the village community better understand the development of the village. Planning is a village fund business or activity conducted by the village administration with villagers in the village of the financial planning for the implementation of rural development (Firmansyah 2012)

On the other hand, in the early stages of transition implementation of rural development and the provision of village funds, there are a number of constraints, as described previously. So that in many places the use of village funds are still not optimal even misplaced. Thus it requires a form of village regulations that guide the development and management of the village fund.

Goals and Objectives Research

The purpose of this research is:
1. To know the implementation of Regulation No. 114 of 2014 in rural development planning in North Sumatra;
2. To determine the suitability of the role of village officials in implementing Permedagri 114 2014 About the use of village funds
3. To know the shapes of regulations issued by the head of the village in terms of implementing these permedagri

The research goal is to provide input in the form of recommendations related to activities that can be done to optimation role of village officials as well as the preparation of village regulations on fund management in the village of North Sumatra.

In addition, to determine the types and forms of village regulation of what should be issued in terms of supporting and implementing the rural development and the use of funds of the village.

This study also took samples of some of the villages / urban villages located in North Sumatra Province. To determine the uptake also the village fund and the maximum contribution to the development of the village.

Literature review

The village is the legal community unit which has the authority to manage their own household, based on rights origins and customs that recognized in the National Government and is in the District. According to Widjaja (2003) provides a definition of the village is a community unit that has the original order based on rights origins that are special. The

rationale in the Village Administration is diversity, participation, genuine autonomy, democratization and empowerment.

According to Law No. 6 of 2014 About the village, is the village is the unity of the legal community who have boundaries that are authorized to regulate and manage the affairs of government, the interests of the local community by community initiatives, the right of origin, and/or traditional rights recognized and respected in the governance system of the Republic of Indonesia.

Act No. 25/2004 on the National Planning System, Government Regulation No. 72/2005 (Article 64) of the village, and Permendagri 66/2007 of Rural Development Planning gave a mandate to the village government to formulate development programs. Planning forum known as Village Development Planning Meeting (Musrenbang Village) is a vehicle for engagement community in planning and budgeting process of rural development, is expected to become an important instrument of decision making in improving the welfare of the community equally and more equitable can be achieved.

Medium Term Development Plan Rural (Rural Development Plan) is a village development strategic planning document is the reference for stakeholders in establishing policies, objectives, strategies, and priorities for rural development programs in the span of five (5) years. Aside from being a planning document, the Rural Development Plan includes the vision, mission, and programs of the village chief, the formulation based on the results of village meetings (musrenbangdes).

But in practice, the implementation of these regulations in every village very probably not uniformly implemented. This is because the implementation of these regulations as well as the village fund management relies heavily on the ability of each village or village officials in implementing them. For rural / village near large urban areas are certainly easier for support of technology and information, but not so for remote villages with minimal human resources.

Research result
With Law 6 of 2014 About the village administration. Certainly expected all the interests and needs of rural communities can be accommodated better. The provision of greater opportunities to the village to take care of its own governance system and equal development implementation is expected to improve the welfare and quality of life of rural communities so that issues such as inter-regional disparities, poverty and other socio-cultural problems can be minimized. The Law of the village in addition to the strengthening of government status as a village community, while also making the village as a base to promote community and rural community empowerment.

To be able to play its role effectively and efficiently, the village government should be developed in accordance with the progress of the development of rural communities and the surrounding environment. In other words, the social changes occurring in rural communities because of the movement of rural development needs to be offset by the development of the capacity of the village government. Thus, the village and its people are not merely as objects of development, but it can position itself as one of the actors of development.

Based Attachment Minister Regulation Number 137 Year 2017 on the Code and Data Administration Area, North Sumatra Province, there are 25 (twenty five) district, eight (8) City, 444 (four hundred and forty-four) districts, 693 (six hundred ninety three) Sub-District, and 5,420 (five thousand four hundred twenty) Village

Of the 33 (thirty-three) Regency / City, the location of research is in the 8 (eight) District, which Mandailing Natal, Central Tapanuli, Labuhan Batu, Langkat, Serdang Bedagai, South Tapanuli, Simalungun, Toba Samosir, and is in the 24 (twenty-four) districts, located in 31 (thirty-one) Village

Village in North Sumatra province in communication patterns related to the implementation of this Regulation has been good. This can be seen from the success of communication and coordination/cooperation between the village head and village secretary socialize related article 5, paragraph 1, which is about RPJM DES in a period of 3 months (94%). While the communication between local government (district / sub-district) and village in terms of providing guidance for the preparation of these respective December RPJM less ie only 25% of villages that the research sample who receive guidance / technical guidance document in the form of the District Development Plan (Article 89).

The ability of the village chief whose job is to direct and provide information related to the Rural Development Plan has also been intense and regular down to the village to communicate all matters related to RPJM December to the public in accordance with Article 7, paragraph 1 (94%). Results RPJM Village designation is in conformity with the applicable rules and in accordance with the needs of rural communities, namely 96% for the construction of infrastructure for economic empowerment.

Overall a village in North Sumatra, only 42% were able and prepared for the implementation of policies on the implementation of article 5, paragraph 2 of the completion of the document RPJM December for 3 months since the inauguration of the head of the village do. elements of village administration (the village authorities and BPD) is inadequate because it is filled by people who are well educated and knowledgeable. The village government who have an education level of high school for the village chief (59%) village secretary (74%) and BPD (48%), while education equivalent Diploma / S1 for the village chief (31%) village secretary (26%) and BPD (30 %).

Related to the concept of disposition or attitude implementers in the implementation of a policy, the results of this study indicate that factors disposition (attitude executing) in the implementation of the Regulation in the village is good, full of commitment and willingness to enforce any provision of, for example, in Article 56 and Article 57 on the determination of the activities RPJM Des, 71% of the village provides the formations, provide feedback, conduct participatory audit and 65% of the village provide input regarding changes to the Village Development Plan.

RPJM December supported by all elements of village government (village officials, BPD, LPM, Youth, PKK, community leaders, and the general public) because they feel the impact and the positive benefit to rural development for the sake of a better direction. Thus, this attitude becomes the capital village in preparing him if he would be getting ADD and DD. The village has a good show seriousness in realizing each rural development program with a

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budget of ADD during this time, despite the support of citizens is not the maximum (33% of the people who understand the implementation RPJMDes).

The results show that whole villages in North Sumatra Province which are the object of this study was to implement the provisions of Regulation 114/2014 which has a document RPJM Des and RKP Des. The willingness and commitment of the organizers of the village government can be seen as follows: First, the readiness of the village government in performing the task that is to run the administration, development, and coaching of community and rural community empowerment must be accompanied by honesty, prudence or thoroughness and responsibility administratively against all things done with regards to governance of the village. Village officials are well aware that the level of village government is implementing the mandate of the law so that they should be ready for implementation. In performing these duties, the village government has an obligation to provide a report on governance in writing to the Village Consultative Body (BPD) at the end of each year (78%). Secondly, the readiness of BPD as a village government watchdog. Starting from manufacture to implementation of village regulations, BPD always participates to agree on every decision taken. In terms of supervision by the BPD, village officials admitted that between BPD and Village Government always there is coordination, reporting and monitoring, as well as give each other advice and guidance. While people who are the target of programs Village, always participate in overseeing the implementation of the program, although not yet to the fullest. The village government has a duty to provide a report on governance in writing to the Village Consultative Body (BPD) at the end of each year (78%). Secondly, the readiness of BPD as a village government watchdog. Starting from manufacture to implementation of village regulations, BPD always participates to agree on every decision taken. In terms of supervision by the BPD, village officials admitted that between BPD and Village Government always there is coordination, reporting and monitoring, as well as give each other advice and guidance. While people who are the target of programs Village, always participate in overseeing the implementation of the program, although not yet to the fullest. The village government has a duty to provide a report on governance in writing to the Village Consultative Body (BPD) at the end of each year (78%). Secondly, the readiness of BPD as a village government watchdog. Starting from manufacture to implementation of village regulations, BPD always participates to agree on every decision taken. In terms of supervision by the BPD, village officials admitted that between BPD and Village Government always there is coordination, reporting and monitoring, as well as give each other advice and guidance. While people who are the target of programs Village, always participate in overseeing the implementation of the program, although not yet to the fullest. BPD readiness as the supervisor of the village administration. Starting from manufacture to implementation of village regulations, BPD always participates to agree on every decision taken. In terms of supervision by the BPD, village officials admitted that between BPD and Village Government always there is coordination, reporting and monitoring, as well as give each other advice and guidance. While people who are the target of programs Village, always participate in overseeing the implementation of the program, although not yet to the fullest. BPD readiness as the supervisor of the village administration. Starting from manufacture to implementation of village regulations, BPD always participates to agree on every decision taken. In terms of supervision by the BPD, village officials admitted that between BPD and Village Government always there is coordination, reporting and monitoring, as well as give each other advice and guidance. While people who are the target of programs Village, always participate in overseeing the

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The village government in North Sumatra province has been qualified to run effective policy bureaucracy. It can be seen from: First, complete the preparation RPJMDes bureaucratic structure which is in conformity with Article 7, paragraph 2 and 3 ie a team of 7-11 people as much as 63%. Empowerment of women in the preparation of the team structure RPJMDes as much as 90%. Second, the Village Consultative Body (BPD) as a representative of the villagers who qualified in the hope of village administration can be held effectively

Conclusion

The role of the secretary of the village in performing basic tasks and functions to implement Regulation No. 114 of 2014 can be inferred from (a) the category of village development planning by 52% (no role) (b) category Preparation RPJM village of 86% (instrumental) (c) category RKP preparation Village 65% (less instrumental) (d) category of the Implementation of Rural Development by 73% (quite instrumental) (e) the category of Monitoring and Supervision on Rural Development by 75% (quite a role).

Village Regulations which will be issued as the implementation of Regulation 114 of 2014 in rural development planning in North Sumatra could be concluded must contain at least four aspects: (a) Communication village officials and the public in RPJM village, there are communications that have not been synchronized between village officials with district government in discussing and preparing RPJMDesa. (B) Human Resource village officials are already compliant and are the choice is considered to have good ability and have an influence on society but there are limitations in terms of the unavailability of documents has become a supporter of RPJMDes. (C) Disposition, which is related to attitudes and responsibilities of village officials are already well proven every village has had a village and RKP Rural Development Plan, and (d) Bureaucratic Structure,

But in practice, the implementation has not run as expected. This is due to the lack of appropriate on a variety of factors in the formation of village regulations. There are at least four technical elements in the establishment of village regulations that must be known and consolidated whole village officials, namely:
• making
• plan
• Implementation
• Supervision

As for other forms of village regulations which should be formed for the implementation of the Regulation include:

- Village Regulations Regarding Budget and Expenditure Village (for example, 2 Village Regulations 2018 Panggungharjo Rural District of Sewon Bantul)
- Village regulations concerning rural income sources (as for example Wanadadi Village Regulation No. 3 of 2017)

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GET IT 'WRITE' TOGETHER- THE IMPACT OF COOPERATIVE LANGUAGE LEARNING ON PRIMARY ESL LEARNERS' WRITING SKILL

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Abstract:

One of the challenges faced by English as a Second Language (ESL) learners is mastering writing skills. Various methods have been used by the teachers to overcome writing apprehension among their students and one of the methods deemed suitable is cooperative language learning. This paper presents and discusses part of a case study on the use of cooperative language learning in teaching writing to primary ESL learners. The focus of this paper is to report on the result of the intervention carried out on pupils' writing skills in the aspects of content, grammar and vocabulary. Eight Year 5 pupils from an urban National-type Chinese School (SJKC) in Ampang, Selangor were selected through purposive sampling. This qualitative case study involved a pre-test, the intervention and post-test. The guided essays collected during the pre-test and post-test were analysed through document analysis. Based on the data obtained, there was an improvement in pupils' writing skills in the aspects of content, grammar and vocabulary. The findings of the study showed that teachers should integrate cooperative language learning method in teaching writing to ESL learners. However, it is recommended that the teachers understand the level of learners' writing skills before planning activities for cooperative learning in the classroom.

Keywords: cooperative learning, writing skills, ESL learners

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Introduction

In today's world, the importance of English is becoming more prominent to prepare an individual to be globally competent to overcome the challenges in various areas. To be a competent user of the language, one of the most important skills in which a learner must master is writing skill. This is because the English language learners can express themselves effectively if they possess the ability and competency in writing (Saadiyah Darus and Khor, 2009). They added that learners with competency in writing have more privileges when they apply for any job compared to others, especially in private sectors and international level companies.

Realising this, the Ministry of Education (MOE) of Malaysia introduced the new Education Blueprint which reaffirms the implementation of the New Standard Curriculum in the primary and secondary school in 2011. Additional time for the English subject has been allocated to produce pupils who are proficient in the language. In the aspect of writing, the objective of English language curriculum for the primary level is to enable learners to write a range of texts using appropriate language, style and form through a variety of media as well

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as to use correct and appropriate rules of grammar in speech and writing. However, a majority of ESL learners in Malaysia are still struggling to learn basic writing skill and far from being able to master it. This can be seen from the result analysis of 2016 Primary School Evaluation Test (UPSR) which indicated that the primary school learners are in dire need to improve their English language, specifically their writing skill. Starting from 2016, the English Language has been split into two grades, one for each comprehension and writing papers which add more weight of marks for both papers. Malay Mail Online (2016) reported that only 6.8% of candidates from national schools and 11.7% of candidates from vernacular schools obtained A for the English writing paper in UPSR 2016. It was also reported in the Star Online (2016) that at least 23% failed to achieve the minimum D in their English Language Writing paper while about 16% did not achieve minimum D for the comprehension paper. The educational director at that time, Tan Sri Dr Khair Mohammad Yusof said that the candidates have yet to achieve a desired level for the English Language Writing paper. He also added that the result revealed the candidates' weaknesses in writing accurate and grammatically correct answers. This showed that a majority of UPSR candidates have yet to master the foundation of English Language at the primary level. This may lead to more challenges in learners' progression towards language proficiency in the secondary school level.

Over the years, various researchers have found that ESL learners in Malaysia have the least proficiency in writing skill. Based on a study conducted by Marlyna et. al. (2007) cited in Normazidah et. al (2012, the analysis of errors detected in the students' essay concluded that the learners faced difficulties in using correct grammar in their writings. Learners' writings were also found to have a relatively weak vocabulary and sometimes incomprehensible sentences because of the common errors in the structure of the sentence (Saadiyah and Kaladevi, 2009). Besides, a research conducted by Melor and Siti (2014) discover that although the primary pupils in FELDA are aware of the importance of English language and agreed that writing is an important skill, they were only motivated extrinsically to learn the language. Pupils' low motivation towards the language was possibly caused by the conventional teaching methods which are still being widely used in the classroom in Malaysia. This is supported by a study which found that writing is probably a challenging task for ESL students who easily got bored with the conventional approach (Zakaria, Yunus, Nazri and Shah, 2016). In addition, Mustapha (1998) as cited in Lim et. al. (2017), also found that many students in Malaysia are passive learners. They rely heavily on the teacher for the input of knowledge and only minimal interaction among peers is allowed. This is the result of the conventional approaches which was practised by the teacher in a day-to-day class. According to McCarthy and Anderson (2000), conventional teaching is a teaching method which involved the teachers and the learners who interact in a face-to-face manner in the classroom. They further elaborated that the teachers start discussions in the classroom and concentrate on knowing the content in the textbook and notes exclusively. The information was received passively by learners who then reiterate the memorized information in the examination (McCarthy and Anderson, 2000).

Therefore, it is important to re-examine the limitation and relevancy of the conventional teaching approach and make the necessary change to suit the 21st-century classroom. To move towards a more learner-centred learning, cooperative learning approach seems to promise a lot of potentials. Previous studies have constantly shown that cooperative learning is a very effective intervention used in the classroom, superior to nearly all traditional forms of instruction pertaining the production of learning gains and learners' achievement, higher-

order thinking, positive attitude towards learning, elevated motivation, improved teacher-student and student-student relationships following by more developed interpersonal skills and higher self-esteem on the part of the students. Thus, this paper intends to explore the impact of Cooperative language learning on primary ESL learners' writing skills. The data collected were purported to answer the following research question:

What are the impacts of cooperative language learning on primary ESL learners' writing skills in the aspects of content, vocabulary and grammar?

The next section will discuss the past studies and literature review about cooperative learning and writing skills in the Malaysian classroom.

Literature Review

Social Development Theory and writing
The Social development Theory by Vygotsky (1977) cited in Tudge and Rogoff (1999) claimed that social interaction precedes development. There are three major themes which are asserted regarding social interaction, the more knowledgeable other (MKO) and the zone of Proximal Development. Vygotsky believes that learning takes place within the Zone of Proximal Development (ZPD) of a learner. Vygotsky defined ZPD as the distance between the learner's level of independent performance and the child's level of maximal assisted performance (Bodrova & Leong, 1996; Vygotsky, 1978) cited in (Leong, 1998). More Knowledgable Other refers to someone who has a higher ability or better understanding of the task. The MKO can be the teacher, peers or even the technologies.

In the context of writing, the MKO plays an important part in helping the ESL learners to identify their ZPD and guiding them to reach the next level of potential development. Learners often face difficulty in writing tasks; therefore, they need help and support from time to time to complete the task and improve. By having multiple MKOs, learners will have more support to help them improve within their ZPD. This can be achieved through the implementation of cooperative learning in an ESL classroom, where learners' peers will act as MKO to help each other learn. In this research, when learners are given instructions and a writing task to work on, they will interact with their peers in a cooperative learning setting. The social interaction is ongoing while they understand, divide and work on the task. Their peers and teacher will act as the more knowledgeable other (MKO) during the process of learning. Through this process, learners will be able to complete the task with the help of MKO or in other words, reach the zone of proximal development (ZPD1). Learners can now complete the task independently from that they have learnt through the interaction. This process is repeated so that learners can complete tasks with a higher level of difficulty until they can become a competent writer.

Cooperative Language Learning
Cooperative learning is a learning model that requires students to learn by applying learning activities and work in a heterogeneous group (Slavin, 2005). In cooperative learning, the teachers' role, although passive, is very important as a facilitator to provoke learners to learn the language, to motivate learners to help each other and to instil togetherness in learning. Cooperative learning potentially provides many benefits for both teachers and learners when planned and structured carefully.

Several impacts, as well as benefits of cooperative learning, were discovered, compared to traditional teaching style. In the academic context, cooperative learning was effective in promoting and enhancing academic achievement. According to Liu et. al. (2010), students are used to independent learning and competitive working in a traditional learning setting, Therefore, less attention was paid to their friend's failure while their friend's improvement was seen as an obstacle to their success. In contrast, students learn to cooperate and collaborate with their group members as learning takes place in groups in a cooperative learning setting. In this setting, students have their shared learning goals and their success and failure are determined by the group's learning outcome. This motivates them to work together in order to achieve their goals. In the end, their academic achievements are enhanced. This is supported by a study conducted by Yusfaiza and Mohd (2012) which showed that there has been an increase in the mastery of writing an essay in the Malay language among students with the cooperative learning strategies.

Cooperative learning has also found to be beneficial for language learning. Kessler (1992) cited in Daloğu and Duzan (2010) stated that there are close relations between cooperative learning and language development. He further elaborated that learners who learnt through cooperative learning are exposed to a higher amount of active communication (both comprehension and production) and the use of the language for academic and social purposes. Consequently, this has given the learner a lot of opportunities to practise the language. Besides, the learner did not experience a high affective filter through cooperative learning (Krashen, 1985 cited in Muhammad, 2012). Learners became less nervous because they could ask questions to their classmates instead of the teacher. Thus, they could acquire the language more effectively.

Apart from that, cooperative learning also helps to increase motivation while developing social and personal development. Khaghaninejad and Kaashef (2014) stated that a supportive environment can be created by a cooperative language learning, and it helps students to succeed their course successfully, to improve their oral communicative skills, to advance their motivations toward English learning context as well as to progress their interpersonal relationships. Additionally, students also can learn the importance of cooperation in acquiring knowledge and language, such by tolerating with the opposite views and discussing many tasks (Gillies, 2007) such the contents to be put in the essay or skills how to complete the essay writing. Then, the cooperative language learning like working together in a group also can develop an awareness of sharing and helping each other is a noble character in healthy interaction among students.

Writing Skills and cooperative learning

Writing has been generally regarded as a critically important skill in the teaching and learning of English as Second Language (ESL) as it is a comprehensive skill which aids in strengthening vocabulary, grammar, thinking, planning, editing, revising and other elements (Lim, Melor & Mohamed, 2017). Writing consists of five component which include components, content, organization, vocabulary, language and mechanics (Salikin and Tahis, 2017). In this study, the researcher focuses on three components to evaluate the guided writing written by the participants which are content, vocabulary and language use (grammar).

There were some previous researches which shown that cooperative learning is effective in improving the writing skills of the learners. A study was conducted by Ismail and Maasum (2009) to investigate the effects of cooperative learning in enhancing the writing performance

of form one students in an urban school. The study had found that the Kagan Structures and Learning together cooperative learning model and Co-op Jigsaw II learning design had yielded positive outcome in the learners' performance in the writing lessons. Besides the improvement in the composite score, essays of better quality were produced in terms of content, organization, vocabulary, grammar and mechanics by the students.

An exploratory study was conducted by Rahmat (2017) to explore the use of Jigsaw writing among ESL writers from Diploma in Business Studies. The study has found that jigsaw classroom benefits writing skill in ESL writers. Learners were reported to obtain ideas from peers besides being able to improve their content skills and communicative strategies because of the interaction.

A research was done by Fujiwara and Sato (2015) on the effects of cooperative learning on writing activity of English for special purposes in Japanese university students. The findings of the research indicated that the respondents were generally positive toward the idea of cooperative learning. The students enjoyed the writing activity with their peers. Besides, the respondents also attain higher self confidence in writing from cooperative learning as compared to pre-tasking.

Similarly, a research was done by Yusuf, Jusoh and Yusuf (2019) to investigate the effect of cooperative learning to improve the writing skills of Form Three students in a secondary school in Kuala Lumpur. Students' narrative essays were graded on five writing components namely, content, vocabulary, organization, grammatical accuracy and mechanics. The result of the study revealed that students' writing score was improved from the pre-test to the post-test after the implementation of cooperative learning in the classroom.

The literature review has shown many positive effects of cooperative learning on learners of different background and age groups. However, many studies conducted to improve the writing skill in English language learning have largely focused on the learners in secondary or tertiary education. Research on the use of cooperative learning to improve primary ESL learners' writing skills was little or none as to the researcher's knowledge. Hence, the researcher hoped to fill the gap on the effect of cooperative learning on primary school ESL learners writing skills. This research is significant as it provides insights into the impacts of cooperative language learning on primary ESL learners in a National Chinese-type primary school. This study is believed to bring benefits to three main stakeholders namely the learners, educators and future researchers.

Methodology

Setting and Participants
This case study employed purposeful sampling in selecting participants. The researcher implemented the cooperative learning method in a class of Year 5 class learners consisting of 44. Among the pupils in the class, eight participants were chosen based on the result of the pre-test which was given to the class before the intervention. The eight participants were divided into two different groups consisting of pupils with different levels of proficiency and ability. Thus, some pupils will be able to provide support and help for their peers who have lower proficiency than them.

Data Collection tools
The research instrument used in this study for qualitative data collection consists of pre-test and post-test. A pre-test and post-test were carried out on a class of pupils focusing on two small groups of pupils to compare the results before and after the implementation of

cooperative language learning strategies in teaching writing skills. The guided essay used in the pre-test and post-test was adapted from the questions in section C(ii) in the Primary School Evaluation Test (UPSR). Pupils were familiar with the exam as the had written the guided essays before in the monthly examinations in Year 4. The topic given to the pupils is 'Camping' which is a popular topic for essay writing for Year 5.

Intervention

The intervention was carried out in 8 weeks with approximately 12 hours of engagement in using cooperative learning method in the lessons. During the first week, the researcher briefed learners about the study and conducted pre-test. During the second week, the researcher familiarized the participants with the cooperative learning method. In week 3-7, the cooperative learning method was conducted in the classroom. The final week was used to carry out the post-test. The procedure is further elaborated in the following sub-sections.

Essay writing (Pre-test and post-test)

During the first week, the researcher had briefed learners about the study. The researcher taught a lesson on the topic "Camping" and conduct pre-test in the next lesson. In the final week, the participants were given the same writing task as the pre-test as a material for the cooperative language learning activity. Participants were to work in their groups to complete the tasks. In the next lesson of the same week, a post-test was carried out. The researcher gave an individual test to each participant on the same writing tasks which they have encountered earlier.

Cooperative Learning Intervention

During the second week, the class was divided into groups of 4 and the participants learned to work together in groups Each member of the group was assigned different roles to play for the organisation of the group and the writing task. For the organisation of the group, learners were assigned as the leader, secretary, collector and timekeeper while for writing activity, learners act as the 'Grammar Nazi', 'Vocab Master', 'Tenses Officer' and 'Organiser'. The tasks were equally distributed, and all the group members must contribute equally to complete the task.

In week 3-7, the researcher planned writing lesson which incorporates cooperative language learning and adapted several writing tasks exercises for classroom activities. Participants worked in a group to complete the tasks according to the roles assigned in week 2.

Data Analysis

The guided essays from the pre-test and post-test were analysed through document analysis. These data were compared to show the difference in participants writing in term of content, grammar and vocabulary before and after the intervention.

Discussion and Conclusion

To discuss the impacts of cooperative language learning on primary ESL learners' writing skills, this section is divided into three parts which consist of content, grammar and vocabulary.

Content

Since the participants were required to write a guided essay, pictures and a few words as content to follow. Due to this, participants were evaluated in their ability to convey information successfully to the reader. Participants must also provide enough detailed information necessary for the reader to make sense of the sentence. The comparison of the essays showed that five participants showed improvement in the sentences in the aspect of content. Table 1 shows the result of pre and post-test for the aspect of content.

Table 1: Result of Pre and Post-test in the Aspect of Content

Participant	Pre-test	Post-test
A	They prepared cooked some food	They prepared the things they need and cooked some food.
E	After ate food, they decided to explored with group	After having lunch, they explored the forest in groups.
C	They collected branches and firewood for cook.	They collected some twigs and branches as firewood to start a fire.
F	After they finished, they helped other groups work.	After they had finished their work, they helped other groups with their tasks.
G	They pitched the tents to sleep at night.	They pitched the tents as their shelter for the night.

From the pre-test, the sentence written by Participant A and E failed to express the meaning of the sentences clearly because of the missing details and wrong tenses used in the sentences. Participant A used a past tense verb 'cooked' after a past tense verb 'prepared' while Participant E used past tense verb 'explored' after infinitive 'to'. While both sentences would have made sense if being translated in their mother tongue, which is Mandarin, they were unable to convey clear messages because of the wrong tenses and missing words in English. In the post-test, the participants had shown progress by adding necessary words to complete the sentences like 'prepared the things they need' instead of just 'prepared' and 'explored the forest' instead of just 'explored'. They were also able to use the past tense verbs correctly.

Similarly, Participant F has written an incomplete sentence by leaving out some details. In the sentences written in the pre-test, there was no object to complement the verbs 'finished' and 'work' which left the sentence hanging. However, improvement can be observed in the post-test when he added the verb 'had' and the phrase 'their work' which acted as the object to complete the sentence.

In the pre-test, the sentence written by Participant C showed that he did not understand the meaning of firewood which is 'wood that is burnt as fuel'. Thus, he wrote in the sentence that 'They collected branches and firewood…' which was wrong as branches act as the example of firewood. In the post-test, improvement can be seen when the sentence was enhanced with the examples given to the word 'firewood'. Besides, the purpose of collecting firewood, which is to start a fire, was made clear.

In the pre-test, the sentence constructed by Participant G was not wrong but has an ambiguous meaning. The sentences could mean that the scouts pitched the tent as a place to

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sleep for the night or the scouts pitched the tents at night for the purpose of sleeping. Although both meanings were correct but, considering that the sentence was used in the first paragraph, the second meaning would make more sense according to the guided picture given as the scouts pitched the tents once they arrived at the campsite. In the post-test, this Participant G was able to make the meaning clear by using the accurate phrase which was '…as their shelter for the night'.

From the classroom observation, it was noticed that participants with a high and intermediate level of proficiency showed enthusiasm when explaining the task and expressing their idea during group activities. They also showed more tolerance towards the other group members with lower proficiency level as they explained the correct way to put the ideas into correct sentences. This is supported by Gillies (2007) which said that learners can learn the importance of cooperation in acquiring knowledge and language, such as tolerating views from others and discussing tasks like contents to be put in the essay or skills on how to complete the essay writing. In this positive environment, the participants with lower proficiency felt more confident when they have the opportunity to contribute to their group. As a result, participants were able to not only understand and respect the idea of the peer but learn to express their own ideas in a clearer manner. This had helped learners to improve their writing skill in the aspect of content because they learned to convey the information clearly in their writing.

Besides, learners also need to think critically and creatively in order to express themselves in a clear manner. This can be difficult to achieve in a traditional classroom where learners act passively. Norma et. al. (2017) explained that passive act caused learners to think less and just copying lecture notes while listening to the teachers, and the creative and critical thinking target cannot be achieved. In contrast, cooperative learning engages learners to involve actively in the activities. This is supported by Zamri and Bhavani (2017) who believed that cooperative learning strategies are not only interesting but motivate students to be active in learning the language in the classroom session. Similar to the research done by Umi and Ahmad (2014), the active involvement of the students can be noticed during the discussion in the group while the role of the teacher at that time is as an effective facilitator for them. Through cooperative learning, learners engage actively in discussing, debating and conveying an idea which helps them to develop their critical and creative thinking. Besides, using English during interaction also helped the learners to think and write in English. As a result, they were able to express themselves better when writing sentences.

Learners' improvement in the aspects of content also attributed to the shared goal in cooperative learning. Learners rely on each other to achieve a mutual goal, so each member needs to contribute their expertise in order to achieve the goal. Since composing sentences requires the combination of good ideas, tenses, grammar and vocabulary, among other things, the learners in the group must share their knowledge and skills to construct the sentence. In each group, each learner was assigned a role according to their expertise such as 'grammar nazi', vocab master', 'tenses officer' and 'organiser'. Thus, they played their own role in order to write the sentences and organised them in paragraphs to form a comprehensible essay. Learners were also free to give feedback or constructive criticism on each other's work to produce the best essay as the final product for their group. Through these elements in cooperative learning, learners were able to improve their writing in the aspect of content.

Grammar

In terms of grammar, participants were evaluated for their ability to produce grammatically coherent sentences. In this aspect, most of the mistakes made were due to L1 interference where participants tended to think of the idea in their mother tongue and translated the words into English when writing sentences. Other prominent mistakes made were associated with tenses, articles and pronouns. The comparison of the essays showed that five participants showed improvement in the sentences in the aspect of grammar. Table 2 shows the result of pre and post-test of the participants in the aspect of grammar.

Table 2: Result of Pre and Post-test in the Aspect of Grammar

Participant	Pre-test	Post-test
D	They sang a songs.	They sang some songs.
F	It was a unforgetable experience.	It was an unforgettable experience.
E	Me and my teammates explored the forest together.	My teammates and I explored the forest together.
B	Last Saturday, my school is organising camping trip.	Last Saturday, my school organised a camping trip.
C	They very enjoyed the camping trip.	They enjoyed the camping trip very much.

In the pre-test, Participant D was unable to use the correct quantifier for the countable noun 'song' when the participant use 'a' although the noun was in plural form. In the post-test, the participant was able to use the correct quantifier 'some' for the noun 'songs'.

Participant F was unable to use the article 'a' and 'an' correctly in the pre-test. In this sentence, the choice between the two indefinite articles 'a' and 'an' is determined by the sound of the adjective or nouns succeeding the article. Participant F was unaware of the adjective 'unforgettable' which starts with a consonant sound which should be preceded by the article 'an' instead of 'a'. Besides, the participant also spelt the adjective with a missing 't'. The participant was able to correct both mistakes made later in the post-test.

In the pre-test, Participant E made a common mistake of using the accusative (objective) pronoun 'me', when nominative (subjective) pronoun 'I' should be used at the beginning of the sentence. This grammar rule could be confusing to L2 learners in Malaysia because, unlike English, pronouns do not exist in many forms like subject pronouns, object pronouns and possessive pronouns in their L1. Besides, the courtesy of putting 'myself' last to sound more polite does not exist in Mandarin. In post-test, this participant was able to use the correct accusative pronoun and put in last to sound more polite.

Participant B used the wrong tense in the sentence during the pre-test. The beginning of the sentence 'Last Saturday' clearly indicated that the activity had already happened and therefore past tense should be used. The participant, however, got confused and used the present continuous tense later in the same sentence. This showed that the participant did not know the different usage and function of the tenses they did not exist in their first language. There was also no article 'a' to precede the noun 'camping trip' in the sentence. In the post-test, the participant was able to use past tense correctly while adding an article to the sentence.

In the pre-test, it is observed that Participant C constructed the sentence through direct translation from Mandarin to English. It is because, in Mandarin, the adverb of degree 'very' is usually placed after the pronoun in the sentence to indicate the intensity of the action. In contrast, the natural position of 'very much' is after the verb phrase that it modifies. Therefore, in this sentence, the correct position for 'very much' would be at the end of the sentence. Participant C was able to construct a grammatically correct sentence without translating it from the mother tongue during post-test.

The post-test has shown that the participants had improved by applying correct grammatical rules in their sentences. They did not by learning the grammar rules on their own or out of context but through interaction with peers. This study is consistent with a study carried out by Abdolvahed and Azimeh (2016) which found that the cooperative learning method deemed to be more effective than the traditional learners in acquiring grammatical knowledge. Learners learn better through cooperative learning method because of the active involvement of the participants. Learners participated in the activities actively through making inquiries, making predictions, analysing, discussing and interacting with their group members. The result of this study is also in line with a study done by Tekeli (2013) on the effects of cooperative learning in developing students' writing performance and their ability to produce grammatically coherent work. The result of this study indicated students' general writing performance and grammar skills were effectively enhanced through cooperative learning.

In addition, weaker learners were also improving at their own pace when learning through cooperative learning. This is because the learners did not experience a high affective filter through cooperative learning (Krashen, 1985 cited in Muhammad Reza Ghorbanu, 2012). Learners became less nervous because they could ask questions to their classmates instead of the teacher. Thus, the affective filter was low enough for them to acquire the grammatical rules.

Although learning grammar rules is a challenging task for L2 learners to acquire, it was observed that the participants were willing to learn and explore from their peers during the cooperative classroom activity. They appeared to be more engaged in the activity and motivated to finish the task when they were able to construct grammatically correct sentences. This is supported by Sari (2016) who found that the implementation of cooperative learning not only increase the motivation of the learners during learning by also increase active involvement of learners as it involved more movement in the group. This is also in line with the study done by Kenzuoi (2012) which found that learners have increased motivation to work together as they are exposed to a learning environment which encourages and supports personal, academic and social growth. Besides, this study also found that learners have developed a positive attitude towards learning English, particularly, its grammar. This is because social interaction occurs within a group provides an enjoyable environment for them to learn, where they are free to explore and make a mistake.

Vocabulary

In the aspect of vocabulary, participants were evaluated in their ability to use the correct and appropriate vocabulary. The improvement of better vocabulary was also observed in the post-test. The comparison of the essays revealed that seven participants showed improvement in the sentences in the aspect of vocabulary. Table 3 shows the result of pre and post-test for the aspect of vocabulary.

Table 3: Result of Pre and Post-test in the Aspect of Vocabulary

Participant	Pre-test	Post-test
A	They got some water from the river.	They fetched some water from the river.
H	They jumped into the river and saw a swam.	They jumped into the river and swam happily.
B	Ali and his friends were excited when they ready in school.	Ali and his friends were excited when they gathered in school.
D	They saw many interesting insects and plants.	They saw many interesting flora and fauna.
C	They circle the campfire at night and sang songs.	They sat around the campfire at night and sang some songs
G	Ali and Daniel pitched the tents on spot.	Ali and Daniel found a shady spot under a tree and pitched their tents there.
E	The teacher divided them into groups.	The scoutmaster divided them into groups.

From the post-test, improvement can be seen in the sentences written by Participant A and E. In both sentences, the participants were able to use precise words to describe the event like 'fetched' instead of 'got' and 'scoutmaster' instead of a teacher. Similarly, Participant D was able to use more sophisticated words which are 'flora and fauna' in the post-test compared to 'insects and plants' in the pre-test to describe the things that the scouts saw in the forest. As a result, these sentences ware enhanced by the precise vocabularies used.

In the pre-test, we can see that Participant H misunderstood the meaning of swam as a 'swan'. This is probably weak learners depends on the sound of the words because they are unsure of the spelling of the word. Since both words sound almost similar to the participant, he used it wrongly in the sentence. This participant was able to correct the mistake made earlier in the post-test.

It can be observed from the pre-test that Participant B and C either did not know or were unsure of the appropriate words to be used in the sentence. Improvement can be seen in the post-test when Participant B replaced 'ready' with 'gathered' which indicate that the scouts assembled in schools before going to the camping site. Similarly, Participant C also improved by replacing 'circle' with 'sat around' which precisely describe the situation where the scouts sat around the campfire in a circle.

In the pre-test, Participant G did not write any complement to the word 'spot' and left out the article 'a'. However, in the post-test, this participant was able to improve the sentence by adding adjective 'shady' to the word 'spot' while further explain that the shady spot was under a tree.

The progress made by the participants in the aspect of vocabulary was associated with social interaction with peers in the group. Through classroom observation, the researcher noticed that the participants with high and intermediate proficiency in the language often suggest better words to be used in the sentences. The learners teach and learn from each other the suitable vocabulary and how to use them appropriately in sentences. This is parallel with the study done by Mimi et al. (2008) which proved that cooperative learning encourages learners to teach and learn among themselves in a group. As a result, the weaker learners benefited greatly as they get to learn better vocabulary to be used in sentences from their peers. Besides, the high achieving and intermediate learners also benefited from the interaction. As

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they teach their peers new vocabulary, they were provided with more opportunities for sophisticated explanation or cognitive elaboration work. Consequently, they will be able to remember the words used better.

In addition, learners could learn more new vocabularies because learners were given more responsibility in their own learning. Each group were responsible to bring a dictionary for the lesson. Besides that, learners have more opportunities to share their knowledge with each other in a cooperative learning environment compared to the traditional teaching method where teachers act as a sole source of knowledge. Each member of the group has an equal opportunity to suggest suitable vocabulary for the sentence in order to complete the task given. This interaction has allowed learners to ask, discuss and explain to each other about the task which resulted in more articulated sentences with better use of vocabulary which is difficult to achieve without interaction. This can be related to a study done by Shokouh, A., & Pishkar, K. (2015) on the collaborative method and vocabulary retention of teenage EFL learners. The result of this study showed that collaborative group portrayed a significantly higher amount of increment in vocabulary knowledge compared to the individual group.

Learners not only learnt new vocabulary but were able to remember the vocabulary learnt better and used it in their sentences during the post-test. The vocabulary learnt during the group discussion has been retained effectively by the learners. This result supports the study done by Daloğu and Duzan (2010) which aimed to investigate the vocabulary retention among Turkish students in beginner level classes when cooperative learning activities and STAD were used. The result of the study indicated cooperative learning lessons enhanced vocabulary retention more effectively than the lessons implemented by group work technique. This highlight the fact that cooperative learning helps learners to engage constantly in the elaboration of new concepts and interaction with their group members. As a result, the increased amount of quality attention paid by learners to various aspects of words had resulted in longer retention periods.

Conclusion and Recommendation

This small-scale case study intended to explore the impact of cooperative language learning on primary ESL learners' writing skills in the aspects of content, grammar and vocabulary. Based on the analysis of the participants writing tasks through pre-test and post-test, it could be concluded that cooperative language learning has helped to improve learners' overall writing skills. This is parallel with the study conducted by Yusuf, Jusoh and Yusuf (2019) which showed that there has been an increase in the mastery of narrative essays writing among students with the implementation of cooperative learning strategies. Similarly, this study is also parallel with the findings of the research done by Lou et al. (1996) which indicated that learners achieved higher outcomes in their academic performance when they worked in a small cooperative in rather than when they were not in a group such as a traditional whole class setting.

It is hoped that the findings of this study could encourage educators to use cooperative language learning in the classroom. Nevertheless, teachers should be aware of learners' proficiency level before grouping learners and assigning suitable roles in groups. As this study was conducted in a small scale specifically among the Year 5 ESL learners in a Chinese school, it cannot be generalized in a larger context. Thus, for the future studies, it is recommended that the researcher could replicate and extend this study in the other setting such as the national primary school which has larger and more diverse sample in order to

provide more heterogeneous members in a group. Additionally, more contact hours of intervention should also be conducted to increase the validity and reliability of the findings.

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PERCUSSION MUSIC EDUCATION IN SRI LANKA: SPECIAL REFERENCE TO TRADITIONAL DRUMMING EDUCATION

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Abstract:

Sri Lanka is a country having unique cultural heritage in traditional dance, drumming, folk drama and different intangible knowledge. This study attempts to identify the current status of formal percussion music education in Sri Lanka based on the degree programmes of Fine Arts/ Performing Arts in Universities functioning under the University Grant Commission, Sri Lanka. The study is limited to examine Sri Lankan traditional drumming individual degree programmes and modules conducted by above academic bodies. Six Universities were mainly identified as the academic bodies which conduct Fine Arts/ Performing Arts degree programmes. The study reveals that University of the Visual and Performing Arts is the only one university offering four years honours degree program in traditional drumming in Sri Lanka individually. It mainly covers Kandyan, Low Country and Sabaragamuwa drumming, other local percussion, western and Indian percussion. Among the degree programmes of remaining five Universities there are some modules on traditional drumming in different levels except one university. Lack of appropriate lecture halls , inadequacy of required instruments, issues in repairing drums on time, insufficiency of time allocation and lack of human resources were found as common issues faced by investigated universities. Undergraduates seem to show very less interest in selecting Percussion Music Education degree program in University of the Visual & Performing Arts even though it is the only university which conducts individual degree in respected field. Though a majority of universities seems to provide few modules on traditional drumming it may not be adequate to produce graduates with sound skills and knowledge in the field. It might be affected to school education system negatively since most of the graduates in this field will select teaching as their profession. Formal percussion education in Sri Lanka should be developed more by revision of the curriculum on par with identification of actual requirement of the education system and the culture of the country.

Keywords: Percussion Music Education, Traditional drumming, Performing Arts

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Introduction

Percussion music has been defined as "music involving drums and other instruments such as gongs, bells, cymbals, rattles, and tambourines. The instruments themselves are also called percussion." (Percussion,n.d.). The word of percussion originated from Latin word "percussionem". History of percussion was traced by modern world based on the substantial sources as archaeological evidence, pictorial representations and literary references. Even in Sri Lankan context, has long history for percussion instruments and its usage. Cultural values

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of the country reflect a good combination with Buddhism and many religious events. Music, dance and visual arts had been added a value to rich artistic tradition of the country. There are different objectives to engage in traditional dance, rituals and related events by Sri Lankan people as healing rites, sacrificing events and entertainment purposes. Utilization of percussion musical instruments can also be seen in different events in usual life of Sinhalese people as its regularly part. Playing percussion musical instruments is essential part of the religious festivals related to Buddhism. *Poya hevisi* as offering of sound at *poya* days, Almsgiving, funerals, monastic ceremonies, *Pirith* ceremonies can be identified as some other specific events which are interconnected with percussion music in Sri Lanka. At the *pirith* ceremony, ceremonial drumming (*Magul bera*) is played as an offering of sound (*Shabda Puja*) and can be recognized as a ritualistic preamble for the event (Kariyawasam, 1996). Dance and Music of Sri Lanka go back far distant epoch. As prince Vijaya landed (543 B.C.), he heard sounds of music which came from a wedding at *Sirasavattupura* (Sumangala Thero, 1946). There are many historical references regarding local percussion in the pages of the *Mahavansa, the Jathaka Stories, Thupavansa, Pujavaliya, Saddarmalankaraya and Sandesha Kavya* and most of the other Sinhalese literary works. Percussion music instruments have been mostly utilized to assist dance and to serve rituals and magic.

Sri Lanka has witnessed a slow and steady growth of Percussion Music Education. In early Sinhalese society, traditional knowledge in percussion music has been transformed by generation to generation in different ways. The ancient education system of Sri Lanka has been recognized as *Gurukula* education system which was revolved around the teacher. It was popular in some other Asian countries too. Students live under the supervision of teacher in *Gurukula* education system. When the ancient education system was transformed to the new concepts rapidly, percussion music as well as performing arts education was also formatted accordingly. In school education system, percussion music education is functioned as an allied subject of the traditional dance. During the period of 1943-1944, traditional dance subject was introduced to the school education system (Dissanayake, 2010). Higher education in Percussion music in Sri Lanka does not have a long history as separate programmes. It can be identified as modules or part of the local dancing programmes from initial stage. Formal higher education in traditional dance in Sri Lanka had been started in 1953 by the Government college of Fine Arts which was re-established later as Institute of Aesthetic Studies, University of Kelaniya (Dissanayake, 2010). It was converted as the Visual and Performing Arts University which is unique to Dance, Music, Visual arts and Drama of Sri Lanka in 2005.

However there are ten thousand, one hundred and ninety four (10194) schools including national and provincial level are functioning under the Ministry of Education, Sri Lanka except private schools (*School Census Report*, 2017). Dance, Music, Visual arts and drama subjects are included in school curriculums and majority of schools teach respective subjects. In that situation, there is a major requirement in teachers those who produced by national universities and educational colleges of the country for same subject areas. It was observed that based on available evidence, the most of the schools are teaching percussion music as supportive instrument of the traditional dance subject. Teachers, artists who are well talented in playing percussion instruments, are essential since the percussion music is always combine as allied subject with traditional dance in Sri Lanka. Accordingly, identification of current status of higher education in percussion music education can be mentioned as an essential

requirement to make suggestions for the enhancement of the subject as well as to identify shortcomings of existing programmes.

This study attempts to identify the current status of formal percussion music education in higher education sector in Sri Lanka based on the academic programmes of National Universities functioning under the University Grant Commission, Sri Lanka. The study is limited to examine only the traditional drumming/ Oriental drumming degree programmes and modules conducted by national universities under their Fine Arts/ Performing Arts degree programmes since the area of percussion music education is vast. The objectives of thispaper are to identify the current status of traditional drumming education in higher education segment, to determine the levels of present traditional drumming programmes conducted by national universities, to study the subject coverage by curriculums and to investigate the issues and challenges faced by respective departments when they conducting traditional drumming programmes. This study may provide an opportunity to make some suggestions on enhancements of the subject area.

Methodology

The study has investigated degree programmes in percussion music, fine arts, and performing arts in order to find the current status of percussion music education in higher education sector in Sri Lanka by limiting to the traditional drumming programmes. Both individual degree programmes and modules included in fine arts degree programmes related to traditional drumming were examined in the study. Six Universities were identified as academic bodies which conduct Fine Arts / Performing Arts Degree programmes. University of the Visual & Performing Arts, University of Kelaniya, University of Peradeniya, University of Sri Jayawardenepura and University of Colombo-Sripalee Campus were identified as universities by this study to collect data. Structured interviews and observation of official web pages were data collection tools applied in here. Spreadsheet software was used to analyse the data and results had been presented by tables as needed. Some of the data had been gathered from available relevant written evidences.

Literature Review

The sense of first instrument was came out unconsciously by different actions of early man and he was able to produce contrasting sounds by stamped upon the ground, beating to his throat, clapped out by himself and slapping to body. Earliest instruments were made by using naturally sonorous materials found as percussion idiophones which have different types such as shaken idiophones, stamping idiophones, scrapping idiophones and struck idiophones (Blades, 2005). There are number of publications in existing literature related to the percussion, percussion music, percussion music education. Most of the studies have focused on explaining specific percussion instrument and provision of tutorial or guidance to play it. Some studies have carried out by describing usage of percussion instruments in healing rituals at different parts of the world. Traditional drums have been utilized in *Ashanti* traditional healing ceremony of Ashanti region in Ghana. Shrine drumming of the ceremony is played to communicate with god as well as with people (Wilson, 2006). In Sri Lanka, Low Country drum which has a special characteristic, have been played at rituals such as *Riddi Yagaya, Suniyam Yagaya* and some others to offer sound for god and Devils (Kottegoda, 2003). Studies on percussion instruments and their usage in early Sri Lankan context can also be found in available literature. In early centuries, traditional dancers and drummers who performed in front of the king were come from specific families in Sri Lanka. But in

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twentieth century, new generation didn't consider concept of low caste and emerged new artists (Jayaweera, 2004).

Many studies which carried out on Sri Lankan traditional drumming by different aspects were found in available literature. There are three main traditional Sri Lankan drums which are utilized for main traditional dance streams of the country. Upcountry drum (*Getaberaya*), Low country drum (*yakberaya*) and *Daula* have been utilized for Upcountry dance, low country dance and sabaragamuwa dance respectively. These three traditional drums are accompanied as instruments in rituals of main traditional dance streams (Bandara, 2005). In additionally, there are some other traditional percussion instruments in Sri Lanka namely *Thammattama, Udekki, Maddalaya, Mridangam, Ath Rabana, Banku rabana* and *Thavil* (Rajapaksha, 2002). The term of *Pancha-Thurya which* means five-fold music, is regularly accompanied in annual festivals such as *Esala* festival and in rituals connected with temples and *Devalas* (Raghavan, 1967). Local traditional drums have been mostly interconnected with rituals for a long time. According to the tradition of the country, drums are played in different rituals such as *Kohomba Kankariya, Devol Maduwa, Pahan maduwa*, etc. Traditional drumming lessons, patterns and techniques are taught in formal percussion education programmes by following their traditional way (Suraweera, 2009).

Discussion and Conclusion

This study has attempted to investigate the current status of traditional drumming programmes conducted by Fine Arts/ Performing Arts degrees at the national Universities in Sri Lanka.

Table 1: Selected Universities examined by the Study

University	Degree Programme
University of the Visual and Performing Arts	Bachelor of Performing Arts Special Degree
University of Kelaniya	Bachelor of Arts Honors Degree in Performing Arts
	Master of Arts degree in Dance
University of Sri Jayewardenepura	Bachelor of Arts special Degree in Dancing
University of Peradeniya	Bachelor of Arts special Degree in Fine Arts
University of Colombo- Sripalee Campus	Bachelor of Arts special Degree in Performing Arts
Eastern University of Sri Lanka	Degree of Bachelor of Arts Special in Fine Arts

According to the Table 1, six universities which conduct degree programmes in Fine Arts/ Performing Arts were identified. Traditional drumming programmes examined in this study are covered by Fine Arts or Performing Arts degrees. The study has attempted to understand the status of traditional drumming programs as percussion education content by investigating above degree programs.

The study reveals that the Traditional Drumming programs have been provided by four universities as an individual program or module in different levels. Out of remaining two universities, one provides only theory module and Peradeniya University does not have traditional drums module in their Fine Arts Degree Programme currently. They plan to

initiate such a module in their curriculum in future and that will provide an opportunity for undergraduates to improve their skills in traditional drums.

Findings show that the University of the Visual and Performing Arts is the only university providing individual degree in Percussion Music which covers Sri Lankan Drumming. The degree offered by the Department of Percussion Music, Faculty of Dance and Drama of the University. Remaining universities have traditional drums related modules in their curriculum except University of Peradeniya. Even Fine Arts degree of Eastern University in Sri Lanka conducts a module on Usage of musical instrument system in western and eastern but it is a theory module which does not cover practical aspect of traditional drumming.

Table 2: Traditional Drumming modules covered by degree programs

University	Title of Module	Core/Elective	Levels	No of Modules
Bachelor of Performing Arts Special Degree- University of the Visual and Performing Arts	Sri Lankan Drumming	Core	Level I	1
	Kandyan Drumming	Core	Level II,III,IV	3
	Study of Creative Vocal & Instrumental Music	Core	Level III, IV	5
	Low Country Drumming	Core	Level II,III,IV	3
	Sabaragamuwa Drumming	Core	Level II,III,IV	3
	Sri Lankan traditional dance and drumming	Core	Level II,III,IV	3
Bachelor of Arts Honors Degree in Performing Arts University of Kelaniya	Practical Traditional Drumming	Core	Level II,III,IV	3
Bachelor of Arts Degree in Dancing University of Jayewardenepura	Theoretical and practical aspects of local precussion instruments	Core	Level II	1
	Techniques and crativity of local percussion instruments	Core	Level III	1
Barchelor of Arts special Degree in Fine Arts University of	NotAvailable			

Peradeniya				
Barchelor of Arts Special Degree in Performing Arts University of Colombo-Sripalee Campus	Art of drum	Core	Level III	1
	Applied Drumming	Elective	Level IV	1
Degree of Bachelor of Arts Special in Fine Arts Eaastern University of Sri Lanka	Usage of Musical Instrument system in western and eastern- Only theory			
Total Number of Modules				25

Traditional drumming related modules covered by different universities are demonstrated in Table 2. University of the Visual & Performing Arts provides total eighteen modules under the degree programmes offered by different departments apart from their individual degree of Sri Lankan drumming. In additionally, some other departments cover the traditional drumming lessons in their dancing modules as accompanying instruments. University of Kelaniya, University of Sri Jayawardenepura and Sripalee Campus, University of Colombo have separate modules which focus on teaching traditional drums under their Bachelor of Fine Arts/ Performing Arts degrees. These all modules are core modules which allocated in different levels. Furthermore the study found that the University of Kelaniya has included a module on Practical Traditional Drumming as an elective module in their Master of Arts degree in Dance.

According to the findings, three main types of traditional drums such as Kandyan drum, Low Country drum and Sabaragamuwa drum were included in the curriculums of four universities which conduct percussion music related modules. It was found that the Sri Lankan Drumming degree program offered by the Department of Percussion Music in University of the Visual and Performing Arts covers broaden area in all types of Sri Lankan traditional drums as Kandyan drum, Low Country drum, Sabaragamuwa drum, *Thammattama, Udekki* and *Maddala*. In additionally being the only University which offers individual degree program in Percussion Music, it has included Indian Percussion of *Thabla, Mridangam, Pakhawaj* , Western and Latin percussion of Drum kit, Bongo, Conga and Djembe in their curriculum. Accordingly Sri Lankan drumming degree program of the Department of Percussion Music in University of the Visual and Performing Arts may be able to produce graduates who are talented in all aspects of percussion instruments in local and international level.

The study has investigated issues faced by respective departments when they conduct degree programs or modules in Traditional Drumming. Lack of appropriate space to conduct lectures, inadequacy of required instruments, issues in repairing drums on time, insufficiency of time allocation and lack of human resources to cover lessons were found as common issues faced by investigated universities. It is required proper space with sound proof to conduct traditional drums lesson and it could have been utilized for number of

students. That may be the reason to mention the issue related to lack of space by the each department. Department of Percussion Music in University of the Visual and Performing Arts has mentioned some other special issues faced by them when they conducting individual four years degree program. Difficulties in finding minimum number of students that required for the degree program in Sri Lankan Drumming is a major issue faced by them and that may occur due to different reasons. Most of the students enlisted to the university are female and they did not have enough experience in playing traditional drums in their school level. As female students they may not prefer to follow the Sri Lankan Drumming degree program due to its hardness and need of more energy to play instruments. Out of remaining male undergraduates many students show a least possibility in selecting this programme after dividing among other degree programs in the university. But there might be a possibility to select this degree program by students those who have a real interest and talent in traditional drums since it is a four years separate degree program in respective field.

Apart from the examined universities, National Educational Colleges also are conducts few modules on traditional drumming in their Diploma courses. And also there is a demand in teachers and artist talented in both traditional dance and drumming to the schools as well as cultural centres of the country. This situation has also emphasised the requirement in enhancing of formal traditional drumming programmes by higher education sector.

As majority of universities provides few modules on traditional drumming, it may not be adequate to produce graduates with sound skill and knowledge in the said field. It might be affected to school education system negatively since most of the graduates in this field will select teaching as their future profession. It is required to add more modules into the curriculum by redefining objectives of learning percussion musical instruments and that can enhance student's practical knowledge in the field intensively and extensively. Policy makers and decision makers should re-look on Percussion Music education by preserving perspective apart from mere understanding its cultural and learning value. It should be protected as a national value in order to transform it from generation to generation. Thus there must be new argument on revision of curriculum as well as initiation of new courses in different levels as Postgraduate, Postgraduate Diploma, Diploma, Certificate so that it would be beneficial for professionals in the same field to enhance and refresh their skills and knowledge. Identification of actual requirement of the education system and cultural value of the country is important when it comes to revision of the curriculums in formal percussion education in Sri Lanka. Recommendation could be made to enlist students directly to the Department of Percussion Music for the Sri Lankan drumming degree program as a solution for insufficiency of students for the above said degree program. Being a member of the aptitude test in the university, author has observed that many students who are well talented in the subject are not selected to the university since they are behind the margin of minimum marks which is required to of university entrance. Thus, if the university can introduce appropriate admission criteria to enlist students who are talented in percussion music and much closed to margin in the required marks to Department of Percussion Music in University of the Visual and Performing Arts, it will be a good solution for the matter discussed above.

Furthermore, teaching percussion music for the students who follow traditional dance for their Advanced Level should be enhanced. Education in traditional Percussion instruments should be developed and more streamline since it has an immense value as cultural heritage and intangible knowledge rather than economical outcome to a country.

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PORTRAIT OF PERSONALITY PROFESSIONALISM OF FEMALE TEACHERS IN PALM OIL PLANTATION IN PANGKALAN BUN AND RIU INDONESIA

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Abstract:

The aim of the study was to look at personality portraits, professionalism of female teachers who are working in oil palm plantations at PT. Astra Agro Lestari in the Pangkalan Bun and Riau region in Indonesia. The population is 106 female teachers. Data were carried out by filling out questionnaires related to personality, professionalism and conducting focus group discuss. The research findings show that 85% of female teachers have families, and have school-age children. The female teacher's personality associated with: self-confidence, building relationships/ relationships and fond of togetherness, building values, having the freedom to express emotions and calmness which were done in a balanced manner indicating that they have a personality that supports the task as a teacher. Female teacher professionalism related to: code of ethics, systematic thinking, commitment to assignments, master the teaching material, develop themselves which are needed to be done in order to be a professional teacher. Educational and mentoring backgrounds in schools strengthen the commitment in carrying out the duties. Regulations issued by the government said that teachers must have professional certification cannot be fulfilled yet. Additional findings from this study revealed that female teachers also participated with the company in doing social activities such as educating and giving their families with healthy living, utilizing the environment (Mesta, limbong, 2019).

Keywords: Personality, professionalism, female teacher

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Introduction

Indonesia has a regulations related with professionalism in teacher and lecturer laws of 2005 number 14, in Article 1 of Chapter 1 said "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, giving score, and evaluating students in formal education of early childhood education, primary and secondary education. In article 10 paragraph 1, said the teacher has pedagogical competence, personality competence, social competence. The applicable regulations have provided indicators that must be fulfilled by teachers in carrying out their duties as professional educators with personality. The truth is, there are still many teachers who cannot implementing it in the education process as their responsibility optimally. Maybe they don't fully understand what must be done, or they just do their profession without any responsibility. Meanwhile, Indonesia needs human resources who are competent in doing their jobs to fill the gaps. For this reason, professional educators with

personalities which can support their duties and responsibilities according to the national standards to educate the next generation are needed.

For this reason, the questions about female teachers who work in an oil palm plantation environment, which is isolated, dependable and the expectations of parents are very high, while carrying out assistance to their children who attend school, came up. It means, female teachers who teach in oil palm plantations are unique. Not only they have to be able to do their jobs professionally, but also they must be loyal to the company's environment.

Referring to the background which has been described, the question arises related to how is the portrait of the personality of female teachers on oil palm plantations in Pangkalan Bun and Riau in Indonesia? What efforts have been made by female teachers to develop their personalities in Pangkalan Bun da Riau in Indonesia? What efforts have been made by female teachers to develop their professionalism in Pangkalan Bun and Riau in Indonesia?

Literature Review

Personality based on Fred Luthans (2011): conscientiousness characterizes people who are careful, dependable, and disciplined, warmth, gregariousness, responsible, thorough, behave ethically, self-disciplined, dutiful; b. Neuroticism, few characters of beeing anxious, self pitying, worrying, impulsiveness, depression; c. Openness to experience, this dimension is the most complex and the least agreements among scholars. ; d Agreeableness, this dimention includes traits of being courteous good natured, friendly, helpful, honest; e Ectroversion, characterizes people who are outgoing, talkative, flexible, and assertive, energetic, enthusiastic, outgoing, warm, gregariousness, positive emotions and excitement seeking. Other opinions expressed by Sandra Buela and Mamman Joseph (2015), Personality, are organized, developing and being expressed in a person´s action. The components are motives, emotion, mental models, and the self. It´s an individual´s pattern of character to be thought, emotions, and behavior, together with the psyhological mechanisms that are hoddent or not hidden behind. Robbins and Coulter (2012) personality is a unique combination of emotional, thought, and behavioral characteristics that effects how a person to situations and interacts with others. personality is often described in terms of measurable that a person exhibit.

Based on the Ministry of National Education's National Education Standards (2005) which becomes a reference for teachers in Indonesia are steady, stable, mature, wise, authoritative personality and a role model for students and morality. Means that they can be emulated, acted, acted and behaved according to the social norms that run in the community, as well as being able to actualize themselves in social life that displayed behaviors and characteristics that could be imitated as an educator who have commitment and responsibility for his work as teacher.

It can be concluded, that personality is a reflection of individuals which is displayed in the form of: behavior as well as having confidence, and relationships that build by paying attention to cultural values, expressed in the form of the ability to express emotions according to the corridor in life.

Professionalism

In Indonesia teacher's professionalism contained in Law of Teacher and Lecturer of 2005 number 14, article 1 paragraph 1 is explained that professional educators with the main task of educating, teaching, guiding, directing, training, scoring and evaluating students in early education, basic education, and secondary education. In chapter II, Article 7, said that profession is a special field of work which is carried out based on principles such as: talent, interest, soul calling, idealism, commitment, quality of education, academic qualifications, competencies that are appropriate to the field of duty, and also have responsibility for the implementation of professionalism. And in article 10, said that teacher also has pedagogical competencies, personality competencies, social competencies, and professional competencies that is obtained through professional education. This study only focus on the personality and professionalism stated in the law above which requires a process, so that every teacher in Indonesia can apply it in teaching process. What about teachers who live in the hinterland, which is difficult to access various information that support learning activities?

Mesta limbong (2019), There are problems which are faced by teachers in palm oil plantations such as, the opportunity to participate in training activities conducted by the government is very limited, because of the number of participants is limited. Even though the teachers have fulfilled the national standards with their educational background, they still require an upgrade for their knowledge. If the five-year work period does not get the opportunity to be upgraded, the knowledge will be obsolete and will not in the same path with the recent development of the teachers' knowledge without a doubt.

Evan Linda (2008) 'Professionalism means different things to different people. Without a languagepolice, however, it is unlikely that the term professional(ism) will be used in only one "concrete way'. Englund (1996, p. 75) similarly refers to the lack of conceptual clarityand consensus relating to 'teaching as a profession'.

So, professionalism has close related to: attitude, ability, skill, behavior, life activities related to responsibility to professionalism.

Research Method

Oil palm plantations in Indonesia is located in areas far from community settlements, schools are built to facilitate children's workers on plantations and surround it. The duration to reach the school is from eight to twelve hours by road. The researcher took about one week to collect data in two different islands. Because of the plantation is very large, and it is not possible to do it in limited funds, it is decided to choose a location that can be occupied by 5-8 hours. This can be done with the help of the company.

The study was conducted in the Pangkalan Bun area in West Kalimantan and Riau in Sumatra. The aim of this study is to find out the personality of female teachers in oil palm plantations in Pangkalan Bun and Riau in the area of oil palm plantations of PT. AAL, Tbk.

The study was conducted from mid November 2018 until early December 2018. The total population was 106 female teachers.

This research was conducted with a descriptive quantitative approach. Data was obtained by filling out questionnaires related to personality and professionalism, and completing the data in question form from the focus group discussion (FGD).

Discussion and Conclusion

Women Teacher in Palm Oil

Population in the study was 106 female teachers from oil palm plantations in Pangkalan Bun (West Kalimantan) and Riau. the teachers work in schools that run by . Astra Agro Lestari Places and respondents have the same characteristics, such as: Bachelor teacher education, have worked as teachers between 2-8 years, 90% have families and children in a school-age.

Female teachers on oil palm plantations cannot be consider the same with teachers in general. Because the task as a teacher there is not only educating, but they are given the responsibility to help the company in providing / assisting the community in terms of: how to live healthy, take care of babies and make optimal use of breast milk (mesta, limbong, 2019).

Portrait of Female Teacher Personality
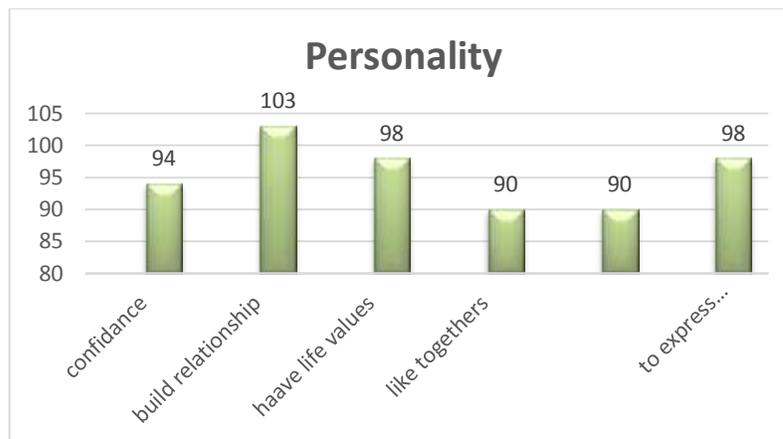
Graph 1, reflects the personality of female teachers.

94 respondents (88%) have a confidence, 103 respondents build relationships (have relationships with other people and build communication), 98 respondents (92%), have life values, 90 respondents (84%), have the ability in making decisions , 90 respondents (84%) like togetherness, and 98 respondents (92%) are able to express emotions in a good way according with life values. From these six indicators, the portrait of female teachers reflected a positive personality.

Female teachers are able to provide assistance to students, parents and the surrounding community (especially mothers), by controling their emotional as female educators. They are able to establish relationships with the community that has different level of knowledge and educational background with them. Love, soft, freedom to express emotions, love to mingle, give attention to emotional success, friendly, give praise properly, examples of teacher's behavior, solve student's problems, and also not arrogant because they have better education and knowledge and also open-minded.

For that, expressing the emotions in carrying out the duties require a strategy so that it can be acceptable by the community. The role of personality determines the pace of the female teachers in the process of educating students, as well as the surrounding community. Although

not all female teachers show good personalities. About 1-2% of all teachers have a different personalities compare with the aspects of concern in this study.

Portrait of Female Teacher Professionalism

Graph 2. Female Teacher Professionalism

Portrait of professionalism as a teacher is measured from: professional ethics, commitment to the task, master the subject / material in teaching, responsible, systematic thinking, and develop themselves.

From graph 2, 95 respondents (89%) female teachers realized that professional ethics was important to understand and apply in carrying out their duties as teachers / educators. Professional ethics is closely related to liking the job, maintaining the good name of the profession, carrying out duties by paying attention to the ethics that apply while carrying out teaching tasks, maintaining work ethic and discipline.

104 Respondents (98%) were committed to the task. Such as working concentration, focusing on the work, committing to the task, mastering the subject matter and willing to develop it.

90 Respondents (84%) are committed to carrying out tasks while developing themselves, such as training themselves to take part in training skills, reading books / journals that are relevant to the task, looking for new information and having the desire to attend professional education or further study.

100 respondents (94%) mastered learning material. This means that from an educational background of 95.5% having a bachelor's degree, they have strongly supported using it for their position in carrying out their duties as teachers.

Respondents pay attention to the problem at hand. They focus on the problem, each problem is resolved thoroughly, solve problems with discussion, if they act they also pay attention to the policies, analyze the action, know the cause and effect and also the solution, pay attention to universal values. The solution to the actions or decisions is made without sacrificing the others. For this reason, the teacher is conditioned to have a strategy in dealing with students and parents. Problems that often occur in school; students are late, do not do assignments, school equipment is not available, lazy to learn (no motivation), students change schools before the school year ends and lack of communication with parents.

Other activities outside the school that is done by them such as providing assistance to mothers regarding breastfeeding , healthy living and eating nutritious food and utilizing the environment, for beneficial plants, making garbage bins, providing assistance to surrounding communities , especially "mother" in the surrounding environment. So the "Mother" knows how to live healthy and the benefits for family life. Portraits of female teachers in Riau can be said professional. the teachers have made and prepared themselves to work professionally, such

as: discipline, finding solutions to problems at school, discussing and developing themselves with various internal and external activities program, making reports, paying attention to ethical signs and universal values and developing themselves by reading. (Mesta, Limbong, 2019). The findings that were made from female teachers working in Pangkalan Bun are also the same.

From the results of the study it can be concluded:

1. Personality portraits of female teachers in oil palm plantations, such as having confidence, building relationships / relationships, having values in life, having the ability to face various problems, liking togetherness and expressing emotions in a good way, such as: caring for the surrounding community with structured activities

2. Portrait of professionalism of female teachers in oil palm plantations. They have: professional ethics, thinking systematically, mastering learning material, and developing themselves

3. Do other activities, such as assisting the community. This shows that the teacher is able to collaborate with the company and the community.

4. In general, teachers have not yet obtained certification determined by the government.

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TERRA-RETE-THE UTILITY OF COIR NETS WITH SEAWEED FERTILIZER FOR A PREEMPTIVE EFFORT IN SOIL EROSION AND DEGRADATION

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Abstract:

With six million hectares lost to soil erosion and degradation annually, the severity of the circumstance cannot be overstated. This research aims for a cheap and eco-friendly solution for this issue. Coir nets are affordable and as it is made from coconut husks environmental-friendly. This also goes for the liquid seaweed fertilizer as it can be made from beach-cast seaweeds, LSF is also proven to be effective. As such, their combination may be the ideal solution. The researchers previously sought to prove this through an experimental-descriptive research. From a setup of seaweeds fermented in water and coir nets, with usage of a prototypical wooden incline for simulation and monggo seeds for growth test, the researchers have gotten promising preliminary results. The researchers utilized a MANOVA (multivariate ANOVA) and T-test on which the following variables are tested: durability and waterflow. These variables are considered the basis of the product's effectivity. For durability, with the f-value of 6.392 and a margin of error of 5%, the experimentation resulted coir nets can withstand greater force, suitable for eroding soil. For the T-test, waterflow is comparatively experimented; with an average t-value of 2.6815, it has been proven that mountain surface installed with coir nets can impede waterflow. Another growth test has also produced the same benefits. In conclusion, the product was proven to have both a pre-emptive benefit in erosion and a nurturing effect in agriculture which could serve the purposes for both farms and mountainsides.

Keywords: environmental, innovation, prevention

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Introduction

Soil is the earth's fragile skin that anchors all life on Earth. But due to the changes in the environment especially to the climate, the anchor of earth's life is slowly degrading and becoming less fertile due to soil erosion and degradation. About six (6) million hectares of agricultural land worldwide become unproductive every year due to the various soil degradation processes (Asio V. , 2010). The problem is much more serious in tropical than in temperate areas since tropical soils are generally more prone to degradation and erosion

because of the nature of their properties and the prevalent climatic conditions. Countries in Asia and Africa that depend upon agriculture as the engine of economic growth are believed to suffer the greatest impact of soil degradation (Asio V. , 2010).

In the Philippines, soil erosion and degradation are two of the most serious ecological problems today. The National Action Plan (NAP) for 2004 to 2010 identified soil degradation as a major threat to food security in the country. NAP reported that about 5.2 million hectares are seriously degraded resulting to 30 to 50% reduction in soil productivity. Base on analysis made by the Department of Environment and Natural Resources (DENR) on the state of the Philippine environment showed that, overall, 75 percent of total croplands is vulnerable to erosion of various degrees. Thirteen provinces have 50 to 90 percent of their areas eroded. (Asio V. B., 2009)

Both of these problems are aggravated by heavy rainfall, improper land use and management, excessive and improper logging, shifting cultivation and road construction.

Beyond all the economic impact of soil erosion and degradation in the Philippines, a number of damages in infrastructure and incidents that led to injuries and even the loss of lives is related to soil erosion especially on the landslide prone areas in the country.

As early as the 1930's the problem of soil erosion has been recognized when it served as a precursor to the reforestation program of the then Bureau of Forest Development. Sometime in the 1950s, the Bureau of Soil Conservation was created to promote better management of the country's soil resources. Efforts to combat soil erosion continued in the 1970s with the creation of the National Environment Protection Council (NEPC) and in the 1980s when Soil Erosion Prevention was considered as a national thrust. The seriousness of the soil erosion problem today attests to the lack of success of these programs. (Food and Agriculture Organization, 2017)

Since the country is one of the largest coconut producers in the world, with a production of 15,353,200 tons of coconut products (Burton, 2018). The research proposes an eco-friendly solution to these two ecological problems. Through the use of nets made out of coir, which could prevent the soil from eroding and most especially form degrading. Coir has a lot of benefit both for the plant and the soil given that it does not fully decompose it could be re used many times, and it is free of bacteria and most fungal spore that could greatly help the growth of plants and prevent the topsoil from degrading.

Added to that the proposed nets will be coated with Liquid Seaweed Fertilizer which is made out of dissolved kelp in water that is rich in magnesium, potassium, zinc, iron and nitrogen all of which are beneficial to the plants. According to an experiment on the effects of liquid seaweed fertilizer the results said: "The growth and yield of the plants was greatly influenced by the application of the Liquid Seaweed Fertilizer. Compared to control, plants with LSF showed a significant increase per net plot in fruit yield (20.47%), in length (31.77%) and diameter (18.26%) and number of fruits (37.47%) per net plot." (Zodape, Kawarkhe, Patolia, & Warade, 2008). With these results and the known minerals that is present in Liquid Seaweed Fertilizers, coating the coir nets with it does not only prevent the soil from eroding but as well form degrading.

Literature Review

The problem of soil erosion and degradation is a detrimental and urgent worldwide issue. It has been reported that up to one third of the China's area or 3.57 million km² of land is affected by soil erosion and water loss. Another grim datum also adds more fuel to the fire that is soil erosion and water loss, the datum states that the loss from soil erosion and water loss could amount to over 2.25% of the country's GDP (China Daily, 2010). These phenomena, soil erosion and degradation, has been happening all over the world, not just China. It has been recorded that, internationally, land area is losing 30 billion tons of topsoil each year (Lean, 2015). While it has also been reported that 10 million hectares of agricultural land are lost annually with soil being lost 10 to 40 times faster than the rate its formation (Pimentel & Burgess, 2013). This is, without a doubt, an unwelcoming numbers to apprehend, this just further proves the magnitude of the situation regarding the soil erosion and degradation rate. The soil degradation rate in the Philippines is also greatly undesirable and as stated by the Bureau of Soils and Water Management or BSWM, "the most common type of land degradation in the country is soil erosion" which means it is also the most in need of solution. The widespread rate of erosion in the land is in a detrimental state. As reported in a National Action Plan or NAP of BSWM, spanning for 2010 to 2020, the spread of degradation in the country has already reached the extent of having 13,559,492 hectares of lands destroyed by moderate to severe erosion (Bureau of Soils and Water Management, 2010).

The Philippine Statistics Authority or PSA has also recorded that, in the past, a given area of 10 million hectares, had eroded soil that amounted to 339 million metric tons in 1988 and had climbed to 342 million in 1993. They have concluded, based on this data that as much as 600,000 metric ton of soil is eroded each year (Philippine statistics Authority, 1998). It is not just agricultural and environmental aspects that are affected by erosion, the effects of erosion are also downsides to the country's economy. It has been estimated by the Food and Agriculture Organization or FAO in 1998, that an undiscounted cost of ₱ 5.94 billion was lost as potential value of nutrients that was taken away by soil erosion, potentially representing 4.27% of the GVA in agriculture of the Philippines at the time. (Asio, Jahn, Perez, Navarrete, & Abit Jr, 2009). These data are surely off-putting but, in judgement, it should just further motivate in solving the problem. It could clearly be seen in these data that the magnitude and effects of soil erosion and degradation are both unpleasant and enormous. Hence, the researchers' effort for utility of the coir nets.

The use of coir nets and LSF have been widely tested and reported internationally. One of these researches that were done in Czech Republic was the paper on coir nets titled "The effectiveness of jute and coir blankets for erosion control in different field and laboratory conditions". The study included laboratory results as well as field results. It tested on three types of geotextiles for water erosion, two of which are coir nets, C400 (400 g/m²) and C700 (700 g/m²). The results showed that the C400 coir net has reduced the runoff ratio by 91% and C700 coir net has by 83% in the laboratory. While in the field experiment, it yielded results of 79% and 31% reductions of runoff for C400 and C700, respectively. The difference in the numbers suggested that the field experiment posed more unpredictable factors that affected the efficiency of the products (Kalibová, Jacka, & Petr˚u, 2016). A similar study done by the University of the Philippines tested on three types of coco mats, the Stitched Fiber Cocomat (SFC) and two woven S400 (400 g/m²) and S700 (700 g/m²), against water erosion simulated in a laboratory. This research recorded that the soil on a 40° slope treated with the S400, S700 and

SFC had 9.9 g/L, 1.94 g/L, and 0.23 g/L within 50 minutes, respectively. These results greatly overshadowed the result on an untreated soil that was recorded to have a 24.8 g/L of sediment yield within 50 minutes (Candelaria, Tanchuling, Carrascal, & Bergado II, n.d.). These studies showed that even though different types of coir nets may give varying results, each design still greatly reduces the magnitude of soil erosion that affects the soil.

Studies regarding seaweed fertilizers are also promising. It has been studied that the product has had beneficial effects on *Ziziphus mauritiana* — a plant also known as Chinese date (Invasive Species Compendium, 2017) — when applied through foliar spray. It stated that the effect on the fruit, compared to the control groups, was 11.23% on length, 9.2% on width and 25.36% on weight (Zodape, 2001). Another data gathered from a study entitled "Seaweed liquid fertilizer (SLF) and its role in agriculture productivity", says that the use of 3 months old hypnea, a type of seaweed, and cow manure on okra crop gave 73% higher yield than that of control (Mohanty, Adhikary, & Chattopadhyay, 2013).

Seaweed fertilizers is especially useful for it is a change from inorganic fertilizers which may costs more and benefits less. It has been said that inorganic fertilizer usage contributes as a large part of conventional farm expenses, energy consumption, and carbon emissions (Lal, 2004). The utilization of seaweed liquid fertilizer also known as LSF is not only cheap but also quite beneficial. As according to an article entitled "Seaweeds – Promising Organic Fertilizers", Seaweeds have been reported to have more than 70 minerals, vitamins and enzymes (Pati, 2016). From that composition of seaweed, LSF has been reported to have a number of various benefits. As stated in the paper, "Studies on the Effect of Seaweed Liquid Fertilizer on the Flowering Plant Tagetes erecta in Field Trial", the seaweed extracts have not only presented beneficial effects on seed germination and plant growth but also induces resistance to frost, fungal and insects attachments (Sridhar & Rengasamy, 2010). Another benefit of LSF that is noteworthy is that, according to the article, "Seaweed ― a resource for organic farming" made in 2014, the use of seaweed as compost have also shown improvements on soil moisture retention in all type of soils, it also said that the usage of seaweed can also prevent soil loss by runoff (Rebours, Pedersen, Øvsthus, & Roleda, 2013).

Discussion and Conclusion

To fully actualize the needs of the researchers in handling the experimentation there were several tests conducted in order to assure the quality and the effectivity of the product. This is very important because it will ascertain how the product will be marketable (if ever there will be interested market) and how the product will affect certain locales which are experiencing typhoons and erosions.

The tests that will be measured are the following: durability test, and waterflow prevention.

For the durability test, three processes with 14 trials were conducted. This test will foresee how much force can the coir nets accumulate to withstand mother nature's power. The experimentation setup is very simple: a coir net will be tied to posts that will form like a hammock. 14 bundled soil would be placed on the center to determine how much force can the coir net handle. Through the usage of measuring devices, the mass of the bundled soil, the force it applied, and the force applied by the coir net were exacted.

Table 1. Durability Test of Coir Nets (1m x 1m)

No. of Trials	Mass of the Soil (in kg)	Force exerted by the Soil (N)	Force exerted by Coir nets (N)
1	0.457	4.9	1.56
2	0.943	9.244	4.10
3	1.519	14.8762	5.51
4	2.022	19.8156	6.22
5	2.502	24.5196	7.31
6	3.044	29.8312	8.68
7	3.492	34.2266	9.70
8	3.965	35.77	11.5
9	4.464	43.7472	13.0
10	5.036	49.3528	14.6
11	5.424	53.1552	16.56
12	6.047	59.2606	20.27
13	6.444	63.1512	21.00
14	7.017	68.7666	22.3

This table indicates the progress of how the force was applied against the coir nets and the mass of the soil.

Table 2. Durability Test of Coir Nets (1m x 1m) Soaked in Water

No. of Trials	Mass of the Soil (in kg)	Force exerted by the Soil (N)	Force exerted by Coir nets (N)
1	0.457	4.9	2.2
2	0.943	9.244	3.7
3	1.519	14.8762	5.8
4	2.022	19.8156	7.9
5	2.502	24.5196	10.8
6	3.044	29.8312	12.9
7	3.492	34.2266	13.8
8	3.965	35.77	16.0
9	4.464	43.7472	16.9
10	5.036	49.3528	19.4
11	5.424	53.1552	20.24
12	6.047	59.2606	22.7
13	6.444	63.1512	24.08

| 14 | 7.017 | 68.7666 | 26.04 |

For table no. 2, the researchers soaked the coir net in water for 30 minutes to simulate how coir nets could be affected by rainy weathers. Same goes with the first experiment, bundled soil were thrown on the coir net to determine the force it applies.

Moreover, table no. 3 is a coir net soaked in liquid seaweed fertilizer. This is to help the plants to grow faster as the seaweeds provide elements needed for growth. This innovation enabled the researchers to not just provide solution on the erosion but more so, on the health of the plants.

Table 3. Durability Test of Coir Nets (1m x 1m) Soaked in Seaweed Fertilizer

No. of Trials	Mass of the Soil (in kg)	Force exerted by the Soil (N)	Force exerted by Coir nets (N)
1	0.457	4.9	1.9
2	0.943	9.244	3.2
3	1.519	14.8762	5.0
4	2.022	19.8156	7.8
5	2.502	24.5196	10.0
6	3.044	29.8312	12.7
7	3.492	34.2266	14.5
8	3.965	35.77	16.3
9	4.464	43.7472	17.2
10	5.036	49.3528	18.4
11	5.424	53.1552	20.01
12	6.047	59.2606	22.9
13	6.444	63.1512	23.0
14	7.017	68.7666	24.05

From here, Multivariate Analysis of Variance was utilized as there are one categorical variable (coir net) and three dependent variables (mass, soil force, and coir net force). With the formula of the total mean vector:

$$\bar{x}_p = \frac{1}{n} \sum_{j=1}^{m} \sum_{i=1}^{n_j} x_{ijp}$$

And the sample group mean vector:

$$\bar{x}_{jp} = \frac{1}{n_j} \sum_{i=1}^{n_j} x_{ijp}$$

The following result has been found out in the premise of descriptive statistics and ANOVA:

Table 4. Descriptive statistics of the Coir Nets

	Coir_Nets	Mean	Std. Deviation	N
Force_Soil	NET 1	36.4726	20.46701	14
	NET 2	36.4726	20.46701	14
	NET 3	36.4726	20.46701	14
	Total	36.4726	19.96157	42
Mass_Soil	NET 1	3.7411	2.09444	14
	NET 2	3.7411	2.09444	14
	NET 3	3.7411	2.09444	14
	Total	3.7411	2.04272	42
Force_Net	NET 1	11.5721	6.56842	14
	NET 2	14.4614	7.65132	14
	NET 3	14.0686	7.50685	14
	Total	13.3674	7.19633	42

Table 5. Durability of the MANOVA of the Coir Nets

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.790	46.318[b]	3.000	37.000	.000
	Wilks' Lambda	.210	46.318[b]	3.000	37.000	.000
	Hotelling's Trace	3.756	46.318[b]	3.000	37.000	.000
	Roy's Largest Root	3.756	46.318[b]	3.000	37.000	.000
Coir_Nets	Pillai's Trace	.671	6.392	6.000	76.000	.000
	Wilks' Lambda	.329	9.162[b]	6.000	74.000	.000
	Hotelling's Trace	2.037	12.225	6.000	72.000	.000
	Roy's Largest Root	2.037	25.808[c]	3.000	38.000	.000

On Table 4, it can be observed that Force Net has become varied. This reflects that Net 1 (plain coir net) is most durable than the three. Still, the coir net soaked in water (Net 2) and seaweed fertilizer (Net 3) has just a three-point difference. This is still beneficial as they can withstand forces from the mass of the soil.

Hence, reflectively on the MANOVA, with an F-value of 6.392, it can be seen that the three has no significance difference. This underscores that all three coir nets are effective in sustaining as a solution of prevention of soil erosion.

For the second test, the product is applied on a simulation-based experiment. The researchers created two 24x36in plant boxes. Plant Box A has no coir net installed while Plant Box B has.

From here, waterflow is identified by pouring 5 liters directly on the soil and then, measuring how much amount of soil will be removed.

Table 6. Amount of Eroded Soil with Different Flow Rate (without Coir Nets)

Volume of Water (L)	Time of Flowing (s)	Flow Rate (L/s)	Amount of Eroded Soil (g)
5.0	12.33	0.4055	82
5.0	28.04	0.1783	21
5.0	2.96	1.6891	92

Table 7. Amount of Eroded Soil with Different Flow Rate (with Coir Nets)

Volume of Water (L)	Time of Flowing (s)	Flow Rate (L/s)	Amount of Eroded Soil (g)
5.0	15.29	0.32	6
5.0	46.56	0.1074	3
5.0	3.85	1.2987	8

Table 6 and 7 are the reflection of the experiment. The researchers identified the flow rate to distinguish the progress of water in regard to how torrential flow is happening. From here, the researchers used T-test to see if there is a difference through the formula:

$$t = \frac{\bar{X}_D}{\frac{S_D}{\sqrt{n}}}$$

If to be applied, the following result has come up:

Table 8. T-test Value

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
GRAMS_OF_SOIL_WITHOUT_COIR_NET	2.839	2	.105	63.00000	-32.4698	158.4698
GRAMS_OF_SOIL_WITH_COIR_NET	2.524	2	.128	3.66667	-2.5849	9.9183

Table 8 distinguishes how effective coir nets are in prevention. On the first row, it is seen as the plant box without coir net with the t-value of 2.839, the mean difference is huge. This indicated how lumps of soil continuously were removed from the surface of the plant box. On the second

row considered as the plant box with infused coir net and has a t-value of 2.524, manifested greater result as the mean difference is very minimal. This indicated that the coir net surely can blockade slow and continuous to rapid and fast waterflow.

Additionally, the coir net infused with seaweed fertilizer showed more promising result in plant growth as seen on the table below:

Table 9. Growth Rate

Simulated Surface	Average Length of The Sprout	Observed Time	Growth Rate
PLANT BOX A (without coir net)	28.8 cm	24 hrs.	1.2 cm/hr
PLANT BOX B (with coir net)	32.8 cm	24 hrs.	1.37 cm/hr

Through this presentation, it can be seen that the monggo seed used had a minimal difference in terms of the speed of growth. But still, if this minimal growth rate is something that will help, then that is something celebratory.

Combining both data, the researchers concluded:

- Coir nets do not easily absorbed water. This is effective in rainy weather such as in tropical countries like Philippines that will withstand the deterioration of the quality.
- Coir nets effectively helped in reducing the erosion due to a flowing water in three levels: normal, slow, and rapid.
- Coir nets have the ability to make the land more intact.
- Coir nets are durable as the force they applied is enough to counteract the given nature.
- Coir net and coir nets soaked in water and liquid seaweed fertilizer have very minimal difference in terms of withholding force.
- Liquid seaweed fertilizer enabled fast growth of plants once used on soils. This will be beneficial for deforested areas that need trees to grow.
- Liquid seaweed fertilizer is effective in improving the health of the plants.

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THE IMPLICATION OF MIHNAH KHULQ AL-QURAN ON THE STATUS OF HADITHS ASSESSED BY THE HADITH SCHOLARS.

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Abstract:

The Mihnah Khulq al-Quran that went on for a span of 15 years during the Abbasid Caliphate undeniably had had a tremendous effect on the assessment done by some Hadith narrators when they were forced to express their stance on whether or not the recitation or utterance of al-Quran is a creation, resulting in polemics from among themselves. Hence this writing aims to present an overview upon the aforementioned unfortunate occurrence apart from analyzing the criticism amongst the hadith scholars that impacted the rijal al-hadith as well as studying the standing of hadith scholars involved in the event. In order to achieve the above goals, this research applies qualitative study method by analyzing relevant documents and thereafter analyzing the data based on inductive and deductive methods. The findings of the research show that the dispute between the hadith scholars stems from their misunderstanding of the intended purpose of the hadith. This research therefore is of significance as it lays out the foundations and principles of the scholars at the material time. Apart from the academic points, this research also offers a glimpse to understand the fragmentation of the dark history that prevailed during the Abbasid Empire rulership.

Keywords: implication, mihnah khulq al-quran, assessment, hadith narration, rijal al-hadith.

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Introduction

The Abbasid Empire was founded in 132 Hijrah after the fall of the Umayyad Empire. During the reign of the Abbasid dynasty, the empire had produced a multiple number of renowned Muslim scholars whose names are mentioned as reference to date. Among them are Muhammad bin Idris al-Shafie, Muhammad bin Ismail al-Bukhari, Ahmad bin Hanbal, Abu Hatim and so on. Although the Abbasid dynasty was credited as a golden era for given birth to a lot of scholars and the development of knowledge, however, the empire had once ruled by the Muktazilah sect. As a result, there had been a time in particular during the reign of Caliph al-Makmum, a new idea on faith was spawned which claimed that the al-Quran was a creature (Abu Zahrah, 1996). The said event was known by the term *Mihnah Khulq al-Quran* which means stating the utterance of al-Quran a creature or otherwise.

As such, the *Mihnah Khulq al-Quran* was a dark episode that haunted the great scholars during a fraction of the Abbasid era. Although the dark era subsisted for only 15 years from the whole

reigning period, (Muhamad Aidil Zali, et.al 2018) but it was enough to stir chaos in the field of hadith sciences, in particular the evaluation of hadith and the assigning of hadith status thereof. In other words, there were clashes among the hadith scholars to the extent some even concealed the name of certain teachers off the chain of narrators in the hadith sanad causing some hadith figures to be valued as dhaif. This indirectly gives a big affected the narration of hadith (Abu al-Ghudah, 1972).

In short, the Muktazilah rulers were successful in steering quite a number of scholars to engage in the *Mihnah Khulq al-Quran* ordeal. There were in fact scholars that were tortured and incarcerated in order to coerce confessions out of them pertaining to their stands to be in line with that of the ruling authority. Nevertheless, out of devotion and strong faith that stand in the right principles, some were unwavering in defending the truth for which they paid a high price.

The Historical Emergence Of The *Mihnah Khulq Al-Quran*

The Muktazilah is the culprit behind the emergence of the *Mihnah Khulq al-Quran* pioneered by Caliph al-Makmum al-Rashid. He ascended the throne in 198H as the 7th caliph to replace his brother Muhammad Ibn Harun al-Amin (Khalad A'zam, 2009). Throughout his reign, he had done much good for the development of the government he led. However his openness advocated Muktazilah sect as the national religion of the nation coupled with the campaign that the al-Quran was a creature had somewhat tarnished his ruling.

Caliph al-Makmun's tendency towards this can be traced from his educational background. He was a ruler who had deep interests in knowledge and was a master in the fiqh and hadith sciences. As he grew older he was more inclined to the Greek philosophy. During his reign he declared the Muktazilah sect as the official religion of the nation and henceforth commenced the intimidation towards the scholars in relation to concurring the al-Quran a creature, in particular during the month of *rabi' al-Awal,* 218 Hijrah that was four months before his demise. (Ahmad Lahmi, 2015). To further push his agenda, the caliph had written to the state leaders in his empire to run inspection on each officials as well as the judges to ensure everyone was in line with the official decree of al-Quran being a creature. In the event of non-compliance, the party so in defiance faced dismissal of respective positions. (al-Tabari, 2009).

Therefore in order to safeguard the purity of faith, Ahmad bin Hanbal was tortured and imprisoned for 28 months during the reign of al-Mu'tasim (Abu al-Ghudah, 1972) for having resisted the ruler. Along with that, there were also several other scholars at the time of this incident, such as Muhammad bin Yahya al-Dhuhli, al-Bukhari, Yahya bin Ma'in and others who prior to the dark era had had massive contributions in the narration, compilation as well as in depth knowledge in the sciences of Hadith. The consequence of the rift among the scholars saw that they no longer collaborated in narrating hadiths to a magnitude that al-Dhuhli's real name was concealed by al-Bukhari resulting in that narration being labelled as *majhul* which literally means unknown (al-Suyuti, 2010).

Implications Towards *Rijal Al-Hadith*

The writer shall elaborate about the disputes among a few scholars for which they were divided into two groups; whereby one defended their faiths and the other concealed their stance for fear of persecution. The sad thing was they, prior to the dark event were friends.

1. The digression between al-Bukhari and Muhammad bin Yahya al-Dhuhli

As had been aforementioned, the *Mihnah Khulq al-Quran* had dragged some of the hadith figures to a realm where they nullified the efforts of each other by way of conferring a *dhaif* status against the hadith narrated by the party whom they were dissatisfied with with. This unfortunate outcome did not spare al-Bukhari which involves his own teacher, Muhammad bin Yahya al-Dhuhli. In fact not only did al-Dhuhli blame him, but his other teachers such as Abu Zurah, Abu Hatim and Ibn Abi Hatim also criticized al-Bukhari due to the *Mihnah Khulq al-Quran* (Mujib Abd Rahman, 2013).

The history has it, that there were a few grounds that triggered the clash between al-Bukhari and al-Dhuhli. According to al-Hakim Abu Abdullah, when al-Bukhari arrived at Nisaibur, in 250H, the latter's teacher encouraged the students in his lectures to meet al-Bukhari and listen to the latter's lectures but in so doing, it drained al-Dhuhli's lectures off his own students. Thus envy and jealousy arose against al-Bukhari (al-Dhahabi, 2006).

But according to Hatim bin Ahmad, when al-Bukhari arrived at Naisabur, al-Dhuhli suggested to his students to meet al-Bukhari but cautioned his students to not ask about the problem of whether or not the expression of al-Quran was a creature. However on the third day of al-Bukhari's lecture, one student posed that very question which al-Dhuhli so prohibited from asking; to which al-Bukhari answered " our words are creatures and our utterance are from our actions". This answer had caused him to be defamed by an allegation that al-Bukhari claims that al-Quran is a creature (Abu Ghudah, 1972).

Abu Ahmad bin Addi on the other hand was of the view that the religious scholars in Naisabur felt jealous of the acceptance and welcome accorded to al-Bukhari when he arrived there. Therefore a plan was plotted to let a student ask al-Bukhari the debatable and sensitive question much so he could be framed by his own answer. Hence the question was asked repeatedly three times and relatively al-Bukhari answered the same question saying "al-Quran is the words of Allah and not a creature and the deeds of the servants are creatures" (Ibn Hajar, 2008).

From the answer given, the students had formed an opinion that al-Bukhari claimed that the al-Quran is a creature. As such his studies lectures were abandoned because he was accused of being a bid'ah. His answer reached his teacher al-Dhuhli who responded with the following comments:

> *"al-Quran is the word of Allah not a creature from all angles. Whomsoever believes that the utterance of the al-Quran is a creature therefore he is a disbeliever and he is expelled from faith and his marriage is annulled with the option of ba'in reconciliation. If he does not repent, I will strike his neck and his property will be made fal' property for Muslims, and he shall not be buried in the Muslim cemetery. And whoever is manquf, verily he is akin to a disbeliever. Anyone claiming the recitation of al-Quran is*

*a creature then he is a mubtadi'. Do not sit down and talk to him. Whoever goes to see
Muhammad bin Ismail then disgrace him. Do not go to his council unless he is also of
the same sect".* (al-Dhahabi, 2006).

This harsh comment by al-Dhuhli instigated al-Bukhari to be denounced. Thus, becoming
aware of this condition, al-Bukhari decided to alienate himself and took his leave from
Naisabur (Abu Ghudah, 1972). This whole incident proves that there was a dispute between al-
Bukhari and his teacher, al-Dhuhli.

2. Rift between Ahmad bin Hanbal And al-Husain Bin Ali Al-Karabishi
History shows that initially Ahmad bin Hanbal and al-Husain Bin Ali Al-Karabishi were close
friends in their pursuit for knowledge. Al-Shafi'e was even the teacher for both of them. (Ibn
Shaibah, 2008). Nevertheless, with the advent of this dark period, they had strayed apart to a
degree that they even *tarjih* each other.

In the context of *Mihnah Khulq al-Quran* issues, al-Karabisi commented that the expressions of
the al-Quran is creature because those utterance are pronounced by humans (Ibn Hajar, 2008).
Ahmad bin Hanbal responded to al-Karabisi's commentary as *bid'ah* (Ibn Hajar, 2008). The
tajrih by al-Karabisi upon Ahmad bin Hanbal had no effect on the latter because of his high
stature in knowledge. Hence from the exchange of accusation between the two, it is clear in the
fold of history that there had been a dispute that resulted in the isolation and denouncement of
al-Karabisi by Ahmad bin Hanbal and his other disciples (Ibn 'Abd al-Bar, 2010).

3. Disputes between Yahya bin Ma'in and Ahmad bin Hanbal
With the notorious popularity of the dark event there were not many scholars who were willing
to defend their beliefs to confirm that al-Quran is not a creature as opposed to what was
advocated by the ruling authority. There were some others who were coerced to admit and
concur with the ruling power due to threats that could befall them. Among them was Yahya bin
Ma'in.

Yahya bin Ma'in expressly supported the decree passed by the ruler for fear of the sword, as a
consequence for recalcitrant. (al-Suyuti, 2013). Upon knowing of Yahya bin Ma'in's
admission, Ahmad bin Hanbal criticized him and commented that he was among the earliest to
have lost his conscience over the issue. (Ahmad bin Amin, 1996).

Granted that he held the opposing view than what he had expressed as gathered from the
expressions stated by al-Asam that he heard Yahya bin Ma'in stated that al-Quran is not a
creature. (Ahmad bin Amin, 1996). The departure from his original stance was understandably
due to the pressing circumstances that compelled him to conceal his belief in light of greater
harms threatened by the powers that be for going against their rulings. Hence it is no surprise
when he pledged something against his belief.

4. Disputes between Ahmad bin Hanbal and 'Ali al-Madini

The writer unfortunately only found one reference describing the dispute between Ahmad bin Hanbal and 'Ali al-Madani. The dispute became apparent when Ahmad bin Hanbal decided to dismiss and abandon the narrations by 'Ali al-Madani; no explaination or reasons offered though. This observation was made by Abu Hatim al-Razi. Corroborated by al-Dhuhli as follows:

> *"Ibn al-Madini is a figure in the knowledge of Hadith, but Ahmad bin Hanbal had never mentioned about him. He (al-Madani) was said to be a prominent figure in the field of Hadith but I have never heard Ahmad bin Hanbal mentions about him"* (al-Dhahabi, 2006).

The writer is of the view that this transpired due to the polemic of the expressions of the al-Quran. It is evidenced in *Tahdhib al-Tahdhib* with the acknowledgment of Abdullah ibn Ahmad bin Hanbal that his father had narrated a hadith from 'Ali al-Madani before the *mihnah* that which is available in Musnad Talaq bin 'Ali. However, subsequent to the *mihnah* Ahmad bin Hanbal no longer narrated hadiths from 'Ali al-Madani on account of the latter submitting himself to the *mihnah* Ibn Hajar, 2008).

5. Enmity between Yahya bin Ma'in and 'Ali al-Madani'

Ali al-Madani and Yahya bin Ma'in were two scholars who contributed greatly to the knowledge and sciences of Hadith. However the camaraderie between the two of them did not last long in light of the *mihnah* which consequence caused them to *tarjih* one another.

As such, Ibrahim bin Abdullah recorded the rifts between the two by quoting the sayings of Yahya bin Ma'in:

"Nothing remains as long as he is with a human except apostasy and some asked: Is he an apostate while he is still in Islam? Yahya bin Ma'in said: A cowardly man" (al-Dhahabi, 2006).

It is clear that the expression which Yahya bin Ma'in made was harsh and extremely rude. Again this showcase how damaging the *mihnah* had impacted the *rijal al-Hadith* and the ensuing tribulations that they had been through where conscience had never been so compromised before. Apart from the threats from the government authorities, the narrators also had to deal with the *tarjih* excercize from their own brethren in faith. However, the expletives of Yahya bin Ma'in had backfired when he had to taste his own medicine by succumbing to the ruler's orders pertaining to the creature issue of utterance of the al-Quran for fear of the sword.

Implications on the *Rijal al-Hadith*

Basically, from the point of disputes amongst the members of the Hadith fraternity, it was already apparent to the researchers that there had been indirectly *tarjih* practices among themselves. As a consequence, this sorry state of affairs had directly and negatively impacted the sciences of hadith narrations.

The feud between al-Bukhari and al-Dhuhli had resulted in the narrations by al-Bukhari dismissing his teacher's name in full from the chain of narrators when narrating the hadith. He however restyled his narration by mentioning *haddathana Muhammad* or *haddathana bin*

Khalid instead (the name of the grandfather of his teacher; Muhammad bin Yahya bin Abdullah bin Khalid al-Dhuhli) as mentioned by Ibn Khalilikan in the biodata of Imam Muslim (al-Dhahabi, 2006).

In the *Sahih Bukhari*, he had recorded 30 hadiths narrated by al-Dhuhli despite what transpired between them. As a result, al-Dhahabi had positioned al-Bukhari in his work entitled *al-Dhua'fa w al-matrukin* (al-Dhahabi, 2009). Al-Dhuhli consequently sent letters to Abu Zur'ah and Abu Hatim in a smear campaign causing them both to refuse the narrations by al-Bukhari (Abu Ghudah, 1972).

The same was the case with al-'Uqaili who had made a *tarjih* against 'Ali al-Madini and placed his name in the book *al-Dhu'afa al-Kabir* owing to the rifts between him and the scholar (al-'Uqaili, 2016). However, in other aspects, al-Dhuhli too had erred in his hadith evaluation by placing al-Bukhari in his book *al-Dhua'fa al-Matrukin* (al-Dhahabi, 2009). Apart from the above, the researcher also was able to discover that Sufyan bin Waki' who died in 246H had defended the argument of Ahmad bin Hanbal during the ongoing dispute between the latter and several other figures in the field of Hadith as elaborated earlier. To him, whoever scorns Ahmad bin Hanbal, he is a *fasik* (Ibn 'Asakir, 1996).

Conclusion

The ill-fated period of *Mihnah Khulq al-Quran* although survived in a span of 15 years only, during the reign of the Abbasid empire, it however had directly impaired the narration exercises of hadith as a whole that saw several prominent hadith scholars were defamed and unjustifiably placed among the lesser of narrators or *dhaif* narrators and concurrently their narrated hadiths were also valued as *dhaif*. This was attributable to the *tarjih* levelled at each other quite haphazardly notwithstanding the reputation one might have be it height in integrity or breadth in knowledge in the sciences of hadith. All these prominence became immaterial because of the malevolent dark period. As such the researchers conclude that despite the vindictive *tarjih* practices amongst themselves it was by no means annihilating the great contributions that these scholars perfected in the sciences of hadith narrations.

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THE RELATIONSHIP BETWEEN TALENT MANAGEMENT AND MULTIPLE INTELLIGENCE: A CONCEPTUAL FRAMEWORK

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Abstract:

Research works on talent management have been done for decades. Nowadays, organizations are not only concerns on employee competencies and abilities among talent. The organisation also realize to perceive employee multiple intelligence in talent management. This paper to discuss relationship between Talent Management and Multiple Intelligence. The fundamental premise of the research work done is to propose awareness on the importance of Multiple Intelligence (MI) in Talent Management (TM) practise. At the end of this paper, a conceptual framework is proposed to explain these two variables). It is hoped that this framework will be a catalyst in future development of more theories and research works.

Keywords: Talent Management, Multiple Intelligence

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Introduction

Talent plays the most important role in the development of an economy that is led by innovation and knowledge. Malaysia has a great number of talents, hence it needs to be engaged in the global competition for its own talent. Since Malaysia lacks skilled talents, there is a need for effective measures to overcome this. Nowadays, in the global competitive market many firms and organizations are facing the challenge of holding their talents (Schuler et al., 2011; Scullion et al., 2010, Tarique and Schuler, 2010). In the "war for talent", organizations need to struggle to decrease turnover rate and retain their talented employees (McDonnell, 2010). This retention mainly refers to the act of not allowing competent employees to leave the company due to its adverse impacts on both productivity and delivery of service (Ng'ethe et al., 2012).

Literatures confirm that the more efforts a company takes to manage its talent, the higher quality of services it delivers (Al Ariss et al. 2014). In human resource, identifying and developing employees who have high potential capabilities is referred to as Talent Management (TM) (Nyanjom, 2013). TM can be referred to the measures taken by an organization in order to attract, choose, develop, and retain the best employees according to their key roles (Scullion and Collings, 2011). It is mainly aimed at putting the right people at the right job at the right time and ensure the right environment for them to provide their best

commitment to the organization (Uren and Jackson 2012). Chartered Institute of Professional Development (CIPD, 2007) states that talent is an individual who is capable of making a noticeable change to organizational performances through either immediate contribution (in short time) or showing the highest level of the organization's capability in having the right individuals, in the right place, at the right time.

By implementing TM, organizations will have the right people with the most fitted skills, who are located at the best place in order to properly access the business strategies (Devine and Powell, 2008; Ballesterous, 2010; Mohammed, 2015). Therefore, in such condition, employees will be maximizing their talent to achieve optimal organizational success. TM consists of mechanisms for attracting, retaining, and developing talented employees. Employers undertake major challenges to attract, motivate, and retain their talented employees, and it has been proven that talent shortage can lead to fierce competitions (Nyanjom, 2013). In this lieu, TM has become an emerging issue in both private and public sectors though in most organizations such management has been focused to ensure the attainment of staff (Kagwiria, 2014). The reason for this is that it has been attributed to attraction, retention, and development of employees in a successful way (Baheshtiffar, 2011).

To retain and attract talents, we need to refresh our focus on employees' value propositions and be more flexible in attracting more varied talents (Cheese, 2010). Furthermore, developing the TM system for the industry is not merely the responsibility of human resource (HR); rather, it needs to be recognized and supported by all sections or divisions in an organization. Therefore organizations need to rethink their approaches to talent management and how it affects employee engagement.

Each individual has different intelligences. This is because the way we think and our ability to receive information are not same. According to American Psychological Association, "individuals differ from one another in their ability to understand complex ideas, to adapt effectively to environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacle by taking thought". With intelligence, some people can control and remember information than others. Howard Gardner claims that intelligence is a single entity. This means, it results from a single factor, and that it can be measured simply via IQ tests. So that the theory of Multiple Intelligence (MI) that has been introduced by Howard Gardner suggests that individuals draw on Multiple Intelligence abilities to create products and solve problem that are relevant to the societies in which they live in order to generate more critical thinking to apply the best practice of talent management in organizations.

In working environment, most of the employees have their own intelligences but they do not really know how to develop and manage their potentials. The new talent management process focuses more on pools of talent than on specific individuals. It takes a broad view of satisfying the need for the right mix of talent to implement today's and tomorrow's strategies. It is no longer about hiring the best person for a position now, but about hiring people who may qualify for key positions in the future.

The specific problem statement for this research study focuses on identifying, engaging and developing talent in organizations. Mitigating overlooked talent, eliminating unfilled or poorly filled niches present within organizations and in our society, and guiding the leaders with the

right skill sets for the right role are challenges addressed by the theory of multiple intelligences (Gardner, 1993).

Literature Review

Talent

The term 'talent' has been defined by numerous scholars from various perspectives. Every organization adopts a definite definition depending on its nature, strategies, the environment in which it competes, and so on (CIPD, 2007). According to Tansely (2011), talent has not been defined universally in a way to be acceptable in all languages. Its meaning is dependent on the language used throughout the organization. Numerous corporations have no idea about what talent means; thus, it is clear that they fail to manage it (The Economist Intelligence Unit, 2006). As argued by Morton (2004), talent refers to an individual who can make a key transformation to an organization's function. Goffee and Jones (2007) confirmed the way Morton defined talent as an employee's skill, knowledge, and philosophy that is able to add unusual values to the organization using available resources. Talent was defined by Pruis (2011) as an intrinsic attribute that reinforces itself without any need for appreciation of other people.

Talent can be seen as an organization's unique attribute, and it can be affected by factors such as individuals, industry and its nature, and its implication at a group level; as a result, this can be varied over time (CIPD, 2007). According to Ready and Conger (2007), talent refers to a group of employees with above-average skills and knowledge; they have the potential to get executive positions; they are actually the best people working within an organization. As defined by Smart (2005), talent is "A player that is the top 10% of talent available in all salary levels, best of class". CIPD also maintains that talents are able to make the greatest differences to a company; they do this though applying their innate potentials in present and future performances of the company (CIPD, 2007). Based on all definitions presented above, talent introduces the best individuals for positions within a company and contributes to achievement of the company's most strategic objectives.

Having talented employees and/or managers is of a high importance for an organization to achieve competitive advantages in the modern (Ford, Harding, & Stoyanova Russell, 2010; Swailes, Downs, & Orr, 2014). Therefore, to hire talents capable of updating with current time is much more important than ever before. Cheese (2010) believes that the major challenge the American companies are facing with is how to hire "right people with right skills"

Numerous studies have confirmed that to attract employees in an effective way, a company should promote proactively the unique culture, values, and opportunities of the company (Iles, Chuai, & Preece, 2010). This is a key issue that should be taken into consideration to retain employees; which will be further explained in the next section. Such strategies must be well reflexed during communications with the prospective employees. Rowland (2011) argued that 'top performers' of a recruitment company are attracted to a company that is capable of demonstrating values similar to their personal values, provides opportunity for both professional and personal development, and has a robust brand and an outstanding reputation within the related market. To make these factors clear, a number of researchers have

highlighted the changing capability of human resource professionals, the significance of organizational culture and values, the ability to improve performance quality.

The important and changing role of human resource experts in the attraction of employees has been emphasized in literature. To make employees and employers well matched from the beginning is a critical issue in long-term retention. The recruitment process determines how to achieve the best match. It maintains that recruitment should not be considered as a game of human numbers; to experts of human resource field, it refers to working closely with managers of an organization in a way to shape its culture. In 1998, McKinsey and Company started the "war for talent" announcing "better talent is worth fighting for" (Chambers *et al*., 1998).

Talent Management

Talent Management (TM) has been differently defined by different researchers since everyone has their own perspective. TM refers to a series of activities aiming at the achievement and enhancement of organizational success (Scullion and Collings, 2011) and support corporate strategy (Bethke-Langenegger *et al*., 2011), and also it is aimed to be survived in current competitive worldwide markets (Harris *et al*., 2011). Comparable to talent itself, TM is generally described variously, and it does not have a consistent definition in literature (see Collings and Mellahi, 2009; Tarique and Shuler, 2010; Bethke-Langenegger *et al*., 2011; Iles *et al*., 2010 and 2013). As argued by Iles et al. (2010) and Capelli (2008), TM and human resource management show a correlated theoretical base with a different analysis. In addition, they introduced three opinions in terms of TM definition as follow:

1) There is not any fundamental difference between TM and human resource management: TM involves all activities corresponding to the human resource management; thus, we can say that TM is actually a newly-rebranded concept of human resource management. TM is mainly centered on the ways talents can be managed in a strategic way.

2) TM applies instruments similar to those of the human resource management and organizational development; though, TM is focused only on talented individuals; therefore, the central point is "talent pool", both in and out of the organization.

3) TM's focus is on developing the employees' proficiency by management of the talents' progression in the organization.. The theory has been made using logical and operational theories. TM programs are aimed to make available talent pools in a way to supply certain job categories and be centered on developing certain individuals who are capable of creating success in the organization.

Therefore, TM involves an extensive set of activities, e.g., succession planning, employees' trust, employees' loyalty, management of employees' performance, human resource planning, and so on. According to Hartley (2004), TM is a dynamic and systematic process during which talents are discovered, developed, and sustained.

Talent Management Model/Theory

The Philips and Ropper's TM model was primarily formed to be applied to real estate industry; it comprised five factors: recruitment, selection, engagement, development, and retention. The organization's original values were in the center of the model. The above-mentioned factors were connected to each other by a continuous process, strategy, implementation, and evaluation. An organization with a strong background and culture has a high performance quality. In culture; behaviors values, features, operations, and members of the organization are involved (Philips, 2009). The Philips and Ropper's model shows all activities connected to TM.
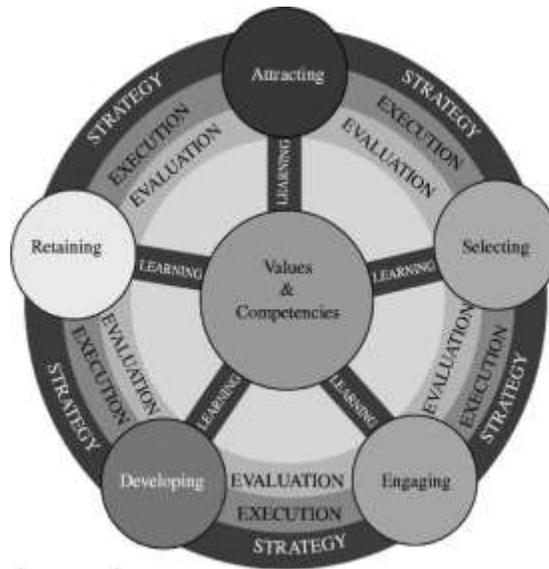

Figure 1: Talent Management Model of Philips & Ropper

Talent Attraction and Selection

To attract as many talented employees as possible, an organization needs to adopt a variety of methods and techniques of recruitment and selection of the right talents (Armstrong, 2006). Sources of recruitment are two: internal and external. The former deals with employees already working in the organization. The internal recruitment is supported by Davis (2007) since in this condition, the employees are familiar with the organization's culture and with how to work there; in addition, this may enhance the employees' morale if their position is promoted. On the other hand, making use of the external sources is the best strategy to find right talents at times the organization is to make a change to culture and add innovation (Ballesteros and Inmaculada, 2010).

Employee Engagement

Employee engagement refers to the involvement and commitment level an employee holds in relation to his/her organization. This is a key to retaining successfully the talents and a prevailing source of competitive advantages. In addition, employee engagement is capable of solving the challenges an organization is faced with, e.g., improvement of productivity level and reduction of turnover rate. As indicated by Kular *et al.* (2008), those organizations that have a high level of employee engagement will achieve positive organizational outcomes.

Talent Development
Through the talent development process, the employees' attitudes and skills will be upgraded. Rabbi et al., (2015) believes that development and learning are two important backbones of success; if no continuous learning occurs, it is not possible to gain and maintain a high level of performance. As a result, organizations need to be focused on developing their employees' skills in a way to ensure that their talented workers and employees can make a change to jobs and careers from inside the organization, rather than to the outside.

Employee Retention
Retention is referred to as those voluntary movements that are done by the organization in order to make an environment where employees can be engaged for a long term. Employee retention actually incorporates TM that applies an integrated set of actions in order to make sure that the organization is capable of attracting, retaining, motivating, and developing the talents it requires for both the present time and future (Waithiegeni Kibui, A. 2015). Retention is mainly aimed to prevent the loss of skilled workers and employees, which could adversely affect the service delivery and productivity level of the organization.

Multiple Intelligence
Every person has an intelligence level different from that of others since we think differently and have different abilities in receiving information. American Psychological Association reports that people are different regarding their competency in understanding the complicated issues, effactually adapting to their environment, engaging in different forms of reasoning, learning from what they have experienced, and overcoming existing obstacles through thinking. Intelligence helps individuals remember and control the information received from other people. Howard Gardner found intelligence a single entity resulting from a single factor; this entity can be evaluated by IQ tests. Howard Gardner suggested the Multiple Intelligence (MI) theory indicating that people draw on Multiple Intelligence capabilities in order to make some products and find solutions to the problems related to the society where they are living in a way to create higher critical thinking abilities to manage the talents in the organizational context well (Gardner, 1983)

The majority of employees within their working context, have their own level of intelligence; however, they have no clear idea for the way they can manage and develop their intelligence. The talent management processes proposed recently have been focused on pools of talent rather than individuals one by one. There is a requirement for a good mix of talents for the implementation of present and future strategies. Today, it is no longer regard to the selection of the best people for available positions; rather, this is about how to hire persons who can qualify for the most important positions in the future.

For the purpose of the present study, the particular problem statements are focused on identification, engagement, and development of talents in a company. The mitigation of ignored talents, elimination of unfilled or poorly-filled niches that exist in organizations and society, and guiding the leaders who have the right skill for the right position are the present challenges that have been addressed by the multiple intelligences theory (Gardner, 1993).

Definition & Theories of Multiple Intelligence

The most popular theory has been introduced in 1983 to literature by Howard Gardner, professor at the Harvard University, titled as 'multiple intelligence' theory. The term was defined as a set of capabilities, mental skills, or talents possessed by all people to a lesser or greater extent. Individuals, Gardner maintains, are different from each other only in the level of their skills and in the way their intelligences are combined.

Introducing the theory of Multiple Intelligences by Howard Gardner (1983) to literature attracted other scholars' attentions to carry out studies on this issue. Different researchers have defined the Multiple Intelligences in different ways. Multiple Intelligences is known as a general capability that individuals have in varying extents (Book teaching and learning in the secondary school with edited by Bob Moon and Ann).

Robert Sternberg talks about three types of intelligence: 1) Componential Intelligence (analytical thinking), which involves individuals' academic capabilities of comparing, evaluating, and solving the problems; 2) Experiential Intelligence (creativity and insight), which refers to individuals' capability of inventing, discovering, and theorizing; 3) Practical Intelligence (street smarts), which is the contextual capabilities of people in being well adapted to environment (Brown, 2000; Chastain, 1988).

According to Green *et al*. (2005), we are able to apply the Multiple Intelligence theory to organizational teams, e.g., the use of people's multiple intelligence in improving their contribution to the team and productivity of the company.

Roscoe (2001) published his book titled "*self-development*" regarding the multiple intelligences. His book attracted the attention of those managers who are to review their intelligences in working contexts and then applying their intelligence to their employees and workers.

Gardner (1993) maintains that intelligence is actually a bio-psychological potential. We are not able to see or count intelligences; rather intelligence can help us process information and it can be put into action in cultural contexts in a way to find efficient solutions to existing problems or generate some products valuable to culture. The activation of such potentials is dependent on values of a certain culture, the chances obtainable within that certain culture, and individual decisions made by people and/or by their family members, teachers, etc.

Howard Gardner (1983, 1993, 1999a) took into consideration studies conducted on different people in different occupations and circumstances; then he succeeded to develop his Multiple Intelligences Theory. He interviewed with numerous individuals with different background or even ailments such as stroke victims, so-called "idiot savants", and prodigies with autistic problems (Lunenburg & Lunenburg, 2014).

Gardner at first defined the intelligence focusing the aspects such as creativity and problem solving. Intelligence is capability of solving a problem or producing products valued to culture (Gardner 1983 p. xiv).

Gardner, who is a neuropsychologist and development expert, reviewed the conventional approaches to intelligence and for the first time introduced seven various universal capacities in a book titled *Frames of Mind* published in 1983 (Lash, 2004).

Gardner, in 1983, stated that every person holds various degrees of intelligence (e.g., verbal-linguistic, mathematical-logical, bodily-kinesthetic, musical-rhythmic, visual-spatial, social, intrapersonal, and nature). This led to the formation of the Multiple Intelligence theory describing the individuals' learning styles, tendencies, abilities, and interests (Işık, 2007).

At first, Gardner provided a list containing seven types of intelligence, among which the first two are verbal and mathematical intelligences that are of a high significance to students; the following three intelligences, i.e., musical-rhythmic, bodily-kinaesthetic and visual-spatial, correspond normally with artistic skills; the next two, i.e., internal and social intelligences, are known as personal intelligence (Gardner, 1999); and the last one is nature intelligence.

Gardner (1999) recognized nine intelligences, namely linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, naturalist, and existential. The first seven intelligences were described in his book titled *Frames of Mind* (1983), the last two items were added in *Intelligence Reframed* (1999).

The Gardner's comprehensive list of multiple intelligences comprises Logical-mathematical that in regard to logic and numbers; Verbal/Linguistic in regard to words; Bodily-kinesthetic that is about movements of body and the handling of objects; Musical that is about melodies and rhythms; Visual/Spatial that is in regard to images and pictures; Interpersonal in regard to understanding others and being able to work with them; Intrapersonal regarding the inner self of individuals and their feelings; and finally Naturalist that is about how to classify and understand natural phenomena. Gardner recently has been to add the ninth intelligence, i.e., the Existentialist or Spiritual intelligence dealing with big questions of life and harmonizing.

Gardner (1999a) believes that intelligence is (a) the capability of producing an effective product or offering services valued to individuals of a certain culture, (b) skills helping people find solution to real-life problems, and (c) the potential of exploring or forming particular solutions to their problems, which requires individuals to gain new knowledge.

Figure 2: Types of Intelligence

Gardner's Nine Intelligences

In this section, the definitions presented in case of the nine types of intelligence are discusses in detail as follow:

a) Naturalist Intelligence

This type of intelligence helps individuals distinguish among living things (animals and plants) and makes them sensitive to other characteristics of the nature, including clouds and rock. Naturalist intelligence also enables us to understand the natural world around us and work effectively with this nature (Young, 2003). In addition, it helps individuals be capable of recognizing, categorizing, and drawing on particular characteristics of environment. In an indirect way, this intelligence integrates a description of the core competence with a feature of the role valued to numerous cultures (Gardner, 1999). In view of majority of people, forest rangers and veterinary surgeons are associated with naturalist intelligence. Though, as argued by Martin (2018) within a working context, the individuals who are capable of understanding and getting adapted to local climate and geography, respecting the potential and strength of nature, and using their understanding of nature in order to solve their problem enjoy naturalist intelligence.

Table 1: Naturalist Intelligence

Type of Works	Skilled
Geologist, Scientist, Plan care, Medical researchers, Biologist and Rangers	• Understanding animal behaviour, needs and characteristics • Knowledge of natural living energy forces • Ability to work with plants such as gardening and farming

b) Musical Intelligence /Auditory

This intelligence reflects the competency of detecting rhythm, pitch, tone, and timbre. Music accounts for a key part of culture, especially language and communication; therefore, music can strongly help human beings to learn new experiences (Salcedo, 2010). Moreover, music, as highlighted by Moreno (2009), affects human brain at both structure and functional levels, hence influencing a number of areas, principally the language. We cannot consider only singing, conducting, or playing a musical instrument as culturally-valued reflections of auditory intelligence. Those individuals who hear minor changes and get alerted to social or mechanical problems also enjoy this type of intelligence (Martin, 2018).

Table 2: Musical Intelligence

Types of Works	Skilled
Audio effect designers, Songwriters, Advertiser, Facilitators, Politician and Public speakers	• Creating sound for commercial videos and other media marketing • Understands musical notation • Creates music through technology, song writing and composing • Can creates sounds from listening

c) *Logical – Mathematical Intelligence*

Using this type of intelligence, we are capable of calculating, quantifying, considering hypotheses and propositions, and conducting mathematical operations. To apply and appreciate the numerical, logical, abstract, and causal relationships is closely dependent on the logical–mathematical intelligence. This intelligence is reflected strongly in mathematics, engineering, and science (Young, 2003). This helps us recognize the connections and relationships; employ the symbolic, abstract thought; understand deductive and inductive thinking patterns; and obtain sequential reasoning skills. As maintained by Gardner and Hatch (1989), through the use of logical skills, a number of individuals are capable of learning. They can do calculation and explore the connections existing among items and also like facing mental challenges, for instance finding out a proper solution for abstract, logical, and mathematical problems, hence showing an acceptable deductive reasoning skill, which involves the capability of doing mathematical operations appropriately and making logical decisions, learning about and understanding the values linked to the application of technical equipment, and employing scientific thinking for solving the problems. In a working context, those employees and workers who are well organized or capable of logically tracing a fault in a program or machine or deciding properly on the basis of scientific thinking, all show this type of intelligence (Martin, 2018).

Table 3: Mathematical Intelligence

Types of Works	Skilled
Computer Programmers, Bankers, Mathematician, Economists & Engineers	• Using symbols, data, statistic and numbers in a meaningful way • Understands long chains for reasoning • Comprehends abstract symbols, formulas, and codes • Solves complex computations and abstract problems • Uses methods and reasoning to explain the world's causes and functions • Enjoys thinking about abstracts problems, even if those problems are not practical

d) *Interpersonal Intelligence*

Interpersonal intelligence refers to the capability of understanding and making effective interactions with other people. This encompasses effectual verbal and nonverbal

communications, the capability of distinguishing others, being sensitive to others' temperaments, and entertaining numerous perspectives. This intelligence is the capability of understanding and having an efficient working model of oneself; understanding one's own desires, capacities, fears, and the use of this consciousness in decision-making processes throughout the life (Gardner, 1983). The most important factor to be successful in this domain is holding a crystal clear understanding of self. Those who have a high interpersonal intelligence are entirely attentive of both what they know and do not know. This is because such intelligence is, in general, connected with metacognition and, more specifically, the capability of monitoring oneself (Smith and Mark, 2008). This intelligence can be abundantly found in teachers, social workers, nurses, and salespersons. Though, this is an essential need for anyone whose responsibility is working with or communicating with other people to deliver services and/or goods (Martin,2018).

Types of Works	Skilled
Counsellors, Customer Service Representative, Teacher, Salesmen, Psychologist & Social workers.	• Skilled in communicating verbally and nonverbally • Keen sensitivity to the feelings, moods, and intentions of another human • Interacts meaningful with strangers • Navigate conflict, calms aggressive behaviour, and resolves questions and issues • Strong ability to lead, especially among those whose voices are often suppressed • Good at seeing in multiple perspectives

Table 4: Interpersonal Intelligence

e) Bodily Kinesthetic Intelligence

This type of intelligence is referred to as the capability of manipulating objects and applying various physical skills. Additionally, it comprises a sense of timing and perfecting one's skills by means of mind-body union. Bodily Kinesthetic refers to having a good control on all parts of body in a way to find a solution to problems and communicate or fashion product (Young, 2003). Such intelligence is expressed well through performing dance and sport or doing gymnastics. More broadly, complex interactions or smooth coordination with machines or other people are other instances of this intelligence (Martin, 2018).

Table 5: Bodily Kinesthetic Intelligence

Types of Works	Skilled
Atheletes, Carpenter, Contractors, Fitness trainers & Retailer of Equipment	• Using body for expressive ends, such as dancing, acting and typing • Keen sensitivity to the way one's body interacts with the outside world • Remembers better by acting and doing, rather than reading, writing and thinking • Solves problems that involve the timing, reposing, and directing of the body • Uses tools to manufacture, transform, and repair things.

f) Linguistic Intellligence

This is in regard to our capability of thinking in words and using language for expressing and appreciating complicated meanings. This intelligence explains also the ability to understand or produce written and/or spoken language (Young, 2003). Furthermore, according to Gardner (1983), those who have a high level of this intelligence are sensitive to both meaning and order of words in addition to their sound, inflection, and rhythm, which is reflected in the use of language during everyday life. Talking about this intelligence, we are not confined with only novels or poetry, rather it involves a broad range of products from telling stories for kids and humor to reporting critical analysis on a given text. Employing language for persuading, convincing, or pacifying is a clear reflection of this intelligence within the working context (Martin, 2018).

Types of Works	Skilled
Poets, Bloggers, Public Speakers, Teachers, Trainers, Facilitators & Salespeople	• Using right words well • Explains ideas through metaphors, stories, poetry and prose • Good at persuading others to follow a course of action • Comprehend written or spoken information very well • Reiterates main points after a first or second reading of a text

Table 6: Linguistic Intelligence

g) Intra-personal Intelligence

With this intelligence, we are capable of understanding ourselves and our thoughts and feelings and we can apply this knowledge to planning our life. This also involves awareness of our own fears, capabilities, and desires and the use of them in making life-related decisions (Gardner, 1983). Moreover, the people who have a high extent of such intelligence have often obtained it through taking an active interest in their capability of controlling their own destiny (Smith and Mark, 2008). Understanding oneself and self-awareness are not confined with only the

individuals who have the mainstream of their life and seek these goals. Rather, within a working context, the employees with the best awareness of themselves, their strengths and weaknesses are capable of delivering the highest degree of productivity (Martin,2018).

Table 7: Intra-personal Intelligence

Types of Works	Skilled
Philosophers, Spiritual Leaders, Strategist & Entrepreneurs.	• Understanding one's own thought and feelings • Keen sensitivity to one's strengths and weaknesses • Solves deep questions, doubts, and fears • Good at analysing theories, ideas and strategies • Strong ability to direction, plan, and motivate one's life

h) Spatial Intelligence /Visual

This intelligence refers to the capability of thinking in three dimensions. The most important capacities encompassed by this intelligence are spatial reasoning, mental imagery, active and graphic imagination, and image manipulation. According to Gardner (1983), an individual with spatial intelligence perceives spatial or visual information; then transforms and modifies this information in order to reproduce visual images. This intelligence helps individuals are commonly good at crafts and arts, e.g., design work. Corporation for Public Broadcasting (2004) maintains that people with spatial intelligence are capability of thinking in pictures and accurately perceiving the visual world around them. In addition, they can think in three dimensions and transform their perceptions and reproduce aspects of their visual experiences through imaginations. This intelligence is highly reflected in artists and sculptors, and also in those employees in the working context who can make an aesthetically striking environment for customers, the employees who appreciate space and the way items are arranged there, and those whose responsibility is the interpretation or presentation of visual materials; all of them generate culturally-valuable products (Martin, 2018)

Table 8: Spatial Intelligence

Types of Works	Skilled
Philosophers, Spiritual Leaders, Strategist & Entrepreneurs.	• Noticing fine details in shapes, images, and videos • Keen sensitivity to location, environment, and geography • Comprehend patterns and solves puzzles very well • Solves visual problems such as 1) Navigation 2) Recreating an object from different angles and 3) creating that object from memory alone • Good at thinking in 3 dimensions.

i) *Spiritual Intelligence /Philosophical*

Using spiritual intelligence, we are able to capture and contemplate the essential question of existence. With respect to Gardner's (1983) studies, Emmons (2000) describes this type of intelligence and suggests five key capabilities of spiritual intelligence: the ability for transcendent awareness, entering spiritual states of consciousness, sanctifying daily experiences, applying spirituality to solving the existing problems, and finally engaging in good behaviours. Based on this description, just spending time to think about what is important and what is not is not important; rather, the cultural value of events is also important, which determines whether the intelligence appropriately expressed or not. Such expression may be in the form of both written or verbal messages. Within an organizational setting, preparing or revising a mission statement is an instance of a culturally-valuable product.

Table 9: Spiritual Intelligence

Types of Works	Skilled
Judges, Union Organizers, Psychologist & Facilitators	• Ability to construct personal meaning and purpose in all physical and mental experience • Capacity to critically contemplate meaning, purpose and other existential or metaphysical.

Discussion and Conclusion

Proposed Conceptual Framework

The Theoretical Framework

The fundamental premise of this paper to determine the relationship between Talent Management practice and Multiple Intelligence. Multiple intelligence is crucial in today's competitive job market is because each individual possesses all intelligences. What matters is how employers are able to tap their employees' intelligences so that each employee is able to harness his or her potentials to the maximum and eventually benefit their employers. To gain this, organisation needs to raise its benchmark for human capital management to secure the required talents through utilising multiple intelligences in talent management practices. Figure 3 shows the framework that conceptually explain the relationship between Talent Management and Multiple Intelligence.
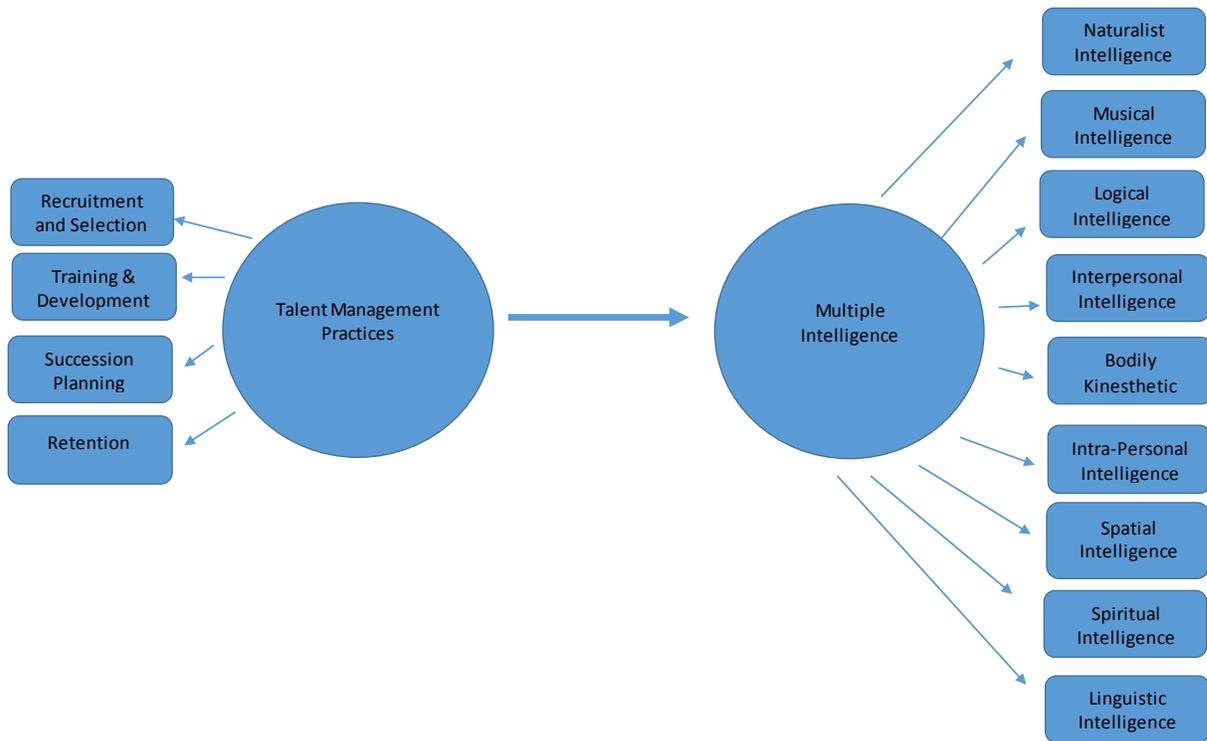
Figure 3: Proposed conceptual framework for this study

Conclusion

This study constructed a conceptual framework that can be applied to the development of a new concept of the relationships between Talent Management (TM) and Multiple Intelligence.

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THE WORK CULTURE OF COURT INSTITUTIONS: EFFORTS TO MAINTAIN THE INTEGRITY AND INDEPENDENCE OF THE CONSTITUTIONAL COURT OF THE REPUBLIC OF INDONESIA.

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Abstract:

After the amendment to the Indonesian constitution, The Constitutional Court of Republic Indonesia as an institution of judicial power in Indonesia which was established since 2003 become an excellent example of the institution and seeks to be an example of state institutions that have a work culture that is different from other state institutions. To maintain court integrity and independence, which is the soul of the judicial authority. The work culture is not only carried out by nine constitutional justices but also by all 300 Constitutional Court employees. Although in its implementation since the Constitutional Court was established, there were at least four constitutional justices who had been dismissed for corruption. Moreover, also violated the position ethics as constitutional judges, causing the Constitutional Court to lose public confidence, but none of the employees who were civil servants has ensnared corruption or violating office oaths as did four constitutional justices. The efforts of the Constitutional Court to maintain the integrity and independence of the Constitutional Court continue to be carried out by building a work culture that is professional, independent and has integrity. In this study, the author attempts to provide an overview of the efforts of the Constitutional Court to maintain the integrity and independence of the Constitutional Court by building a work culture for constitutional justices and for constitutional court employees to be able to be professional, independent and with integrity. In this study, the author will also tell about various cases experienced by constitutional judges, which caused a loss of public trust in the Constitutional Court. This study uses qualitative research methods where primary and secondary data comes from data originating from the Constitutional Court. The results of this study are expected and provide input to the Constitutional Court and other institutions in Indonesia to have professional, independent and integrity personnel.

Keywords: Integrity, Independence, Constitutional Court, Constitutional Judges, Work Culture.

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Introduction

Post-Indonesia experienced a period of reform marked by the resignation of the Second President, Suharto after 32 years in power, then Vice President BJ Habibie took control and sought to implement the demands of reform desired by all Indonesians. The reform demands include: implementing amendments to the Constitution, eradicating collusion, corruption and nepotism, revoking dual functions of the Indonesian National Army, law enforcement, upholding human rights and democracy, enforcing press freedom, and granting autonomy rights to regions.

To realise the demands of the reform, President BJ Habibie subsequently held a General Election in 1999 which was joined by 48 political parties.(Kompas.com, 2018) The results of the 1999 General Election finally elected 500 members of the People's Legislative Assembly, Regional Representatives as many as 135 people and Group Representatives as many as 65 people who later joined the People's Consultative Assembly (MPR). (Sekretariat Negara RI, 1999)

The People's Consultative Assembly (MPR) from the 1999 General Election then implemented one of the vital reform agenda, namely amending the constitution (1945 Constitution). This constitutional amendment was implemented in stages, starting in 1999, 2000, 2001 and 2002. (Rizieq, n.d., p. 144) One of the results of constitutional amendments, which also became part of the reform agenda was law enforcement, enforcement of human rights and democracy to produce a new judicial power institution named Constitutional Court finally. (Asshiddiqie, 2006)

In the discussion of constitutional amendments made by the People's Consultative Assembly, one of the essential points desired by members of the People's Consultative Assembly is to make the Constitutional Court a judicial institution that has a culture that is different from the Supreme Court that has long been formed. The People's Consultative Assembly later confirmed this in the discussion of the Indonesian Constitution (the 1945 Constitution) which was then approved in Article 24 and Article 24C paragraph (5) of the Indonesian Constitution as follows:(Konstitusi & Indonesia, 2010)

Article 24 of the Indonesian Constitution

(1) Judicial Power is an independent power to conduct justice to uphold law and justice.

Article 24C of the Indonesian Constitution

(5) Constitutional judges must have integrity and personality that is not dishonourable, fair, statesmen who control the constitution and constitution and do not double as state officials.

The affirmation of independent judicial power and the conditions of constitutional judges who have disgraceful, fair integrity and personality of statesmen ultimately make the Constitutional Court must have a culture of justice that is different from the Supreme Court.

In the history of the judiciary in Indonesia, the Supreme Court as an institution of the judicial power state seems to be inseparable from the intervention of executive power, causing the Supreme Court institution not to have independence and not have integrity. This is due to the existence of many corruption cases involving the judges and substitutes clerks, which resulted in the community, not trusting the Supreme Court as a clean judicial institution. (Mahkamah Agung, 2016)

The establishment of the post-reform Constitutional Court with the affirmation of independent judicial power and the confirmation of the integrity of constitutional justices provide new hope for the law enforcement process in Indonesia. (Nasution, 2009)

Literature review

Authority of the Constitutional Court

The Constitutional Court as a state institution established in the reform era and ratified in the constitutional amendment (UUD 1945) in 2001 has 4 (four) authorities and 1 (one) obligation as stated in Article 24C of the Indonesian Constitution as follows:(Keempat, Negara, & Indonesia, 2002)

Article 24C

(1) The Constitutional Court has the authority to adjudicate at the first and last level, whose decisions are final in order to test the law against the Basic Law, decide on the authority dispute of state institutions whose authority is granted by the Constitution, decide upon the dissolution of political parties and decide disputes about results general election.
(2) The Constitutional Court is obliged to give a decision on the opinion of the People's Representative Council regarding the alleged violation by the President and Vice President according to the Constitution. ***)
   a. Also, Article 24C of the Indonesian Constitution regulates constitutional justices related to composition, and the requirements to become constitutional judges, namely:(Keempat et al., 2002)
(3) The Constitutional Court has nine members of the constitutional justices determined by the President, each of which is submitted by the Supreme Court, three by the House of Representatives, and three by the President.
(4) The Chairperson and Deputy Chairperson of the Constitutional Court are elected from and by constitutional justices.
(5) Constitutional judges must have integrity and personality that is not dishonourable, fair, statesmen who control the constitution and constitution and do not double as state officials.
(6) Appointment and dismissal of constitutional justices, procedural law and other provisions concerning the Constitutional Court are regulated by law

If further examined, the formation of the Constitutional Court is encouraged and influenced by the factual conditions that occurred at that time. First, as a consequence of the realisation of a democratic legal state and a democratic state based on law. The fact shows that a decision achieved by democracy is not always by the provisions of the Constitution (the 1945 Constitution) which are the highest law. Therefore, an institution which is authorised to test the constitutionality of the law is needed. Second, after the Second Amendment and Third Amendment, the Constitution (UUD 1945) has changed the power relations by adhering to a system of separation of powers based on the principle of checks and balances. The number of state institutions and all the provisions that make the excellent potential for disputes between state institutions.

Meanwhile, the paradigm shift in the supremacy of the People's Consultative Assembly (MPR) to constitutional supremacy has made it no longer the highest state institution authorised to resolve disputes between state institutions. Therefore, a separate institution is needed to resolve

the dispute. Third, the impeachment of President Abdurrahman Wahid by the People's Consultative Assembly at the Special Session of the People's Consultative Assembly in 2001, inspired the idea of seeking legal mechanisms used in the dismissal of the President and Vice President so that they were not solely based on political reasons. To that end, it was agreed that the need for a legal institution that is obliged first to assess the violations of the law carried out by the President and Vice President could cause the President and Vice President to be terminated during his term of office. (Mahkamah Konstitusi, n.d.)

After going through in-depth discussion, by reviewing constitutional testing institutions in various countries, and listening to the input of various parties, especially experts in constitutional law, the formulation of the Constitutional Court institution was ratified at the 2001 MPR Annual Session. The results of the Third Amendment formulated provisions concerning the institution named the Constitutional Court in Article 24 Paragraph (2) and Article 24C of the 1945 Constitution. (Mahkamah Konstitusi, n.d.)

To further regulate the Constitutional Court, then the People's Legislative Assembly as a state institution that has the authority to form a law formulates the Constitutional Court Law which was finally ratified by the President on August 13, 2003, and then recorded in the state sheet Number 24 of 2003 about the Constitutional Court. (hukumonline, 2003a)

Two days after the ratification of the Constitutional Court Law, then on August 15, 2003, nine judges of the Constitutional Court were elected representing the President, the House of Representatives and the Supreme Court. The names of the first judges of the Constitutional Court are as follows:(hukumonline, 2003b)

No	Name of Judges	Profession	Institution Delegation
1	Prof. Jimly Asshiddiqie	Lecture Universitas Indonesia	House of Representative
2	Achmad Roestandi	Member of Parliament	House of Representative
3	I Dewa Gede Palguna	Member of Parliament	House of Representative
4	Prof. Laica Marzuki	Supreme Court Judge	Supreme Court
5	Soedarsono	Hight Court Judge	Supreme Court
6	Maruarar Siahaan	Hight Court Judge	Supreme Court
7	Prof. H.A.S. Natabaya	Lecture	President
8	Prof. Muktie Fadjar	Lecture	President
9	Dr Harjono	Member of Parliament	President

Exactly three days after the inauguration of nine constitutional justices, held at the Supreme Court Building on August 19, 2003, then the election of Chairperson and Deputy Chairperson of the Constitutional Court was carried out by nine constitutional justices. As stipulated in the

Law of the Constitutional Court that the election of Chair and Deputy Chairperson of the Constitutional Court is led by the oldest judge so that during the election of the Chairperson and Deputy Chairperson of the Constitutional Court then the Chairperson of the Constitutional Court is Letjend Achmad Roestandi. In the election, Jimly Asshidiqie was elected as Chair and Laica Marzuki as Deputy Chairperson. The two elected judges were then sworn in before 7 (seven) constitutional justices and made the oath of office as Chairperson and Deputy Chairperson of the first Constitutional Court. (Sekretariat Jenderal dan Kepaniteraan Mahkamah Konstitusi RI, 2003)

After being elected Chairman and Deputy Chairperson of the Constitutional Court, then on October 15, 2003 at the Supreme Court Building, the Chair of the Supreme Court at that time, Prof. Bagir Manan handed over the case of law testing from the Supreme Court to the Constitutional Court which was received by the Chief Justice of the Constitutional Court Prof. Jimly Asshiddiqie. (Sekretariat Jenderal dan Kepaniteraan Mahkamah Konstitusi RI, 2003)

Maintaining Independence and Integrity of The Court

As a new state institution as a result of reforms, the Constitutional Court seeks to provide examples to other state institutions by promoting its independent spirit. When the Constitutional Court was formed, according to Jimly Asshiddiqie, at that time the Chair of the Constitutional Court only had three documents. First, the Constitution (UUD 1945), second, the law on the Constitutional Court, and thirdly, the president's decree concerning the appointment of Constitutional Justices issued on August 15, 2003. According to Jimly, at that time, the Constitutional Court had no office, no money, no employees, and not yet paid. The Constitutional Court at that time rented a room at the Santika Hotel Jakarta with a system of paying behind as its first office. That is because six out of the nine judges who were held lived outside the city. (tirto.id, 2019). According to Jimly, even though the Constitutional Court could borrow a room from the State Secretariat, but by considering psychological factors, and to maintain the independence and integrity of the Constitutional Court, it was finally damaged to rent a room at Santika Hotel which then rented an Office Building in Plaza Centris, Kuningan, South Jakarta .

Also, to maintain the independence and integrity of the institution, the Constitutional Court openly recruits to fill its employees. Until finally the results of the recruitment were assigned temporary officials General Secretary namely Janedjri M. Gaffar who previously served as the Head of the People's Consultative Assembly (MPR) Bureau as the general administration in charge while Marcel Buchori and Ahmad Fadlil Sumadi assigned the responsible judicial administration as Registrar and Deputy Registrar of the Supreme Court. To help the performance of the Constitutional Court, then the secretary general recruits staff of the Constitutional Court openly until finally elected by the Constitutional Court staff as a result of the selection of 82 people. The number of staff of the Constitutional Court consists of expert staff, staff secretary-general and court staff. (Sekretariat Jenderal dan Kepaniteraan Mahkamah Konstitusi RI, 2003)

In addition to employees who are part of the superstructure, the Constitutional Court also needs infrastructure to support its performance, especially office buildings and buildings for assembly. For office buildings, at the initial stage, the Constitutional Court had its office at the Santika Hotel Jakarta, which then rented an office building in the South Jakarta area called

Gedung Centris. The judge and all staff of the Constitutional Court have their offices in the Centris Building, and at that time the Constitutional Court only rented two floors of buildings, namely the floor for the judge's workspace and the floor for staff work. While for the court building room, the Constitutional Court then borrowed the IV Nusantara Building of the Permusywaratan Rakyat Assembly (MPR) which was made a temporary courtroom. (Sekretariat Jenderal dan Kepaniteraan Mahkamah Konstitusi RI, 2003)

Realizing a Modern and Reliable Constitutional Court

The Constitutional Court as a new institution as a result of constitutional amendments since its establishment on August 13, 2003, in its development has not been well known by the Indonesian people so that efforts are needed to disseminate the Constitutional Court to all regions of Indonesia. With the population of Indonesia reaching 260 million and with a total of 17,000 islands, socialising the Constitutional Court to all Indonesians cannot be done manually. Although since the Constitutional Court has been established almost every month the Constitutional Court Judges and also the employees of the Constitutional Court have visited all provinces in Indonesia to socialize the Constitutional Court, but this is still not enough so that other efforts are needed to socialize the Constitutional Court to all Indonesian citizens who are in 34 provinces.(unair.ac.id, 2003)

The Chief Justice of the Constitutional Court at the time, Jimly Asshidiqie, assisted by Secretary General Janedjri M. Gaffar, tried to find a way out so that the Indonesian people could immediately recognise the Constitutional Court. Of course, one indicator of the recognition of the Constitutional Court by the community is that as more cases go to the Constitutional Court, the public knows and understands the authority of the Constitutional Court and the Constitutional Court's decision can be easily accessed by the public and obeyed by the entire community and state apparatus. One effort to make it easier for people to get to know the Constitutional Court is to build a justice system that is easy to access and transparent.

The first Chairperson of the Constitutional Court, Jimly Asshidiqie, tried to make this happen by implementing the e-court system at the Constitutional Court so that all people could easily access the Constitutional Court and also the people who filed cases with the Constitutional Court to monitor their cases online through the Constitutional Court website. This is part of an effort to realise the mission of the Constitutional Court as a modern and reliable judicial institution.

Work Culture of the Constitutional Court Judges

In addition to building a modern and reliable vision of the judiciary, the Constitutional Court also strives to build a work culture that is different from another state civil apparatus. With the benchmark of the terms of constitutional justices that must be independent and have integrity, it is also transmitted to the employees of the Constitutional Court, especially to close the existence of judicial corruption that often attempts to overthrow the judiciary.

To maintain the independence and integrity of the constitutional justices, in 2003, 2005 and 2006 a Constitutional Court made a regulation governing the code of ethics of constitutional justices named "Sapta Karsa Hutama" which is a reference for constitutional justices in

behaving. The Sapta Karsa Hutama emphasises the preparation of the Code of Ethics and Behavior of Constitutional Judges which refers to "The Bangalore Principles of Judicial Conduct 2002".(koran.tempo.co, 2005) Which has been accepted by countries that adhere to the "Civil Law" and "Common Law" systems. Also adapted to the system Indonesian law and justice and the ethics of public life as contained in the Decree of the People's Consultative Assembly Number VI / MPR / 2001 concerning the Ethics of National Life which still applies.

In addition, in the code of ethics there are also various fundamental principles with reference to "The Bangalore Principles",("Bangalore Principles of Judicial Conduct," 2001) namely the principles of independence, impartiality, integrity, propriety, equality, skills and competence and diligence, as well as the values that live in Indonesian society, namely the principles of wisdom and wisdom as a code of ethics for constitutional justices and their application, used as references and benchmarks in assessing the behavior of constitutional justices, to promote honesty, trust, exemplary, knighthood, sportsmanship, discipline, hard work, independence, shame, responsibility, honor, and dignity as a constitutional judge.

With the existence of rules governing the behaviour of constitutional justices, in the end, it made the constitutional justices a figure of judges who indeed had integrity above the average of other state officials. Although in its implementation since the Indonesian Constitutional Court was established in 2003, there have been at least four constitutional justices violating the code of ethics. (Fitri, 2018) This did not undermine the overall trust of the public in the Constitutional Court because the nature of the cases of the four judges was very casually and personally without involving the institution as a whole. Also, the regulation of the constitutional judge's code of ethics has caused a different working culture from the judges. Constitutional Justices realise that the profession of constitutional justices is a profession that is different from the profession of other state officials. This makes constitutional judges aware that constitutional justices can interact with books, be lonely and away from the political crowds.

Also, to safeguard the integrity of constitutional justices, constitutional justices are closely monitored by the Constitutional Court Ethics Council established by the Constitutional Court through the regulation of the Constitutional Court. Members of the Ethics Board of Constitutional Justices consist of three people, namely representatives of former constitutional justices, community leaders and academics. The members of the Ethics Council were selected after going through a rigorous selection process by the Secretary General of the Constitutional Court by forming a special team to choose the ethics counsel for constitutional justices. (kompas.com, 2013)

Work Culture of Constitutional Court Employees

This ultimately affected the work culture of the employees of the Constitutional Court, which currently numbered 265 people. Based on Sapta Karsa Hutama, in 2007, a constitutional secretary general secretary regulation was made regarding the code of ethics for employees of the Constitutional Court, which also regulated the behaviour of the Constitutional Court officials. The existence of these rules also led to the birth of different work culture among the employees of the Constitutional Court based on the independence and integrity of the Constitutional Justices. Also, to minimise the existence of judicial corruption, various rules were made. Namely, guidelines for handling conflicts of interest, implementing complaints of

violations, drafting teams for handling complaints (Whistleblowing), assigning role models and agents of change, guidance handling Whistleblowing complaints (Whistleblowing) , instructions for handling conflicts of interest and the implementation of awards and sanctions for employees in the Registrar's Office and the Secretariat General of the Constitutional Court. (mkri.id, n.d.)

In the era of Secretary General M. Guntur Hamzah and the Registrar of Muhidin efforts to safeguard the honour of the Constitutional Court were also carried out with the commitment to provide the best service to the public and justice seekers. This is evidenced by the commitment of the integrity pact made by all employees and also the announcement of public servants made by Secretary-General M. Guntur Hamzah on the Constitutional Court's website to the public in a professional, transparent, accountable, free of charge and willing to give sanction when not giving servants according to standards.(mkri.id, 2017) This commitment is a benchmark for the court of the Constitutional Court to maintain independence, impartiality and integrity of the institution of the Constitutional Court.

Also, the Constitutional Court cooperates with the Corruption Eradication Commission (KPK) to make efforts to strengthen integrity by requiring all employees and constitutional judges to participate in the integrity training held by the Corruption Eradication Commission. (kompas.com, 2014). To support the program, the Chairperson of the Constitutional Court and the Secretary-General also require constitutional judges and employees of the Constitutional Court to send wealth reports to the Corruption Eradication Commission every year.

Discussion and Conclusion

To realise a perfect court; there are at least seven areas that must be met by the court. The seven areas are Court Leadership and Management, Court Planning and Policies, Court Resources (Human, Material and Financial), Court Proceedings & Processes, Client Needs and Satisfaction, Affordable and Accessible Court Services, Public Trust and Confidence. The court, as a state servant institution of society certainly not only must be able to adjust to technological developments but also must build a work culture that is different from other public servant institutions. In addition to the use of technology in the world of justice, it is imperative that the public as justice seekers experience ease in accessing the courts, further building commitment and a professional, transparent, accountable work culture by promoting independence and integrity as well as an essential part in the effort to bring a court excellence.

The Indonesian Constitutional Court as one of the constitutional courts that was only established in 2003 and had a vision and mission to realise a modern and trustworthy court. Not only succeeded in creating a digital court that can be accessed by all Indonesian people totalling 260 million but has succeeded in further building a work culture that is by the culture of the court. The serious efforts made by the Indonesian Constitutional Court by creating a digital court system and building a culture of court work that is of high independence and integrity are extraordinary things that should also be copied by all court institutions in the World. Commitment to a professional, transparent, accountable, independent and integrity work culture should be carried out thoroughly including being an inseparable part of the court institution in an effort to create a court that is not only friendly to the community but also fair, transparent and accountable so that it is automatically will increase public trust in court

institutions. Hopefully, the Indonesian Constitutional Court can continue to maintain this achievement so that it remains one of the constitutional court's excellence.

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UTILIZING DE BONO'S RED, YELLOW AND GREEN THINKING HATS TECHNIQUE IN ANSWERING HOTS BASED COMPREHENSION QUESTIONS

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Abstract:

Fostering Higher Order Thinking skills (HOTs) among students is an important educational goal, as emphasized in the Malaysian Education Blueprint 2013-2025. Realizing this, teachers must provide opportunities to develop HOTs among pupils and also enable pupils to master English language through specific teaching technique. This study explored how the researcher cum teacher utilizes the three out of six Thinking Hats technique by De Bono namely Red, Yellow and Green Thinking Hats to enhance the pupils in answering HOTs based comprehension questions. It involved six Year 6 pupils from a rural school situated in Pahang. Classroom observation was carried out on a few sessions of English Language lessons. Document analysis was done based on the pre-test and post-test conducted. Thus, triangulation was via observation and document analysis. Four sub-sections were introduced in stages and the findings indicated that pupils were able to utilize the technique to answer HOTs based comprehension questions. Based on the data obtained, the majority of them were able to show improvements in answering all three questions involving HOTs. Thus, it is recommended that teachers should consider practicing this Thinking Hats technique as this would help them in creating a different learning environment throughout their teaching and learning session.

Keywords: Higher Order Thinking skills, Thinking Hats technique, reading comprehension, reading skills, ESL classroom.

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Introduction

Fostering Higher Order Thinking skills (HOTs) among students is an important educational goal, as emphasized in the Malaysian Education Blueprint 2013-2025. It is recorded that Malaysia performed in the bottom third for Reading compared to 74 other countries. Almost 44% of Malaysian students do not meet the minimum proficiency level in Reading. Below proficiency level as defined by PISA means, students are less able to apply knowledge and think critically outside of familiar academic context. Thus HOTs was integrated in the Standard-based Curriculum for Primary School (DSKP being its acronym in Malay Language). It can be applied in the classroom through teaching and learning activities in the form of reasoning, inquiry learning, problem solving and project work. On top of that, the implementation of thinking technique, taking De Bono's Six Thinking Hats technique as an

example, manage to encourage pupils to think beyond the average level. In doing so, pupils are given responsibility towards their own learning.

According to Antonia et.al (2016), most of the Malaysian English language teachers come across similar challenges in teaching English language where the pupils have not mastered the reading skill. He added that, with HOTs being put into practice in the public examination a few years back, most pupils fail to perform well in the public examinations. Realizing the importance of HOTs and the unfulfilled responses from pupils in answering the questions during examinations, this study is meant to enhance pupils' reading comprehension skills in order to help them in answering HOTs questions in a reading comprehension text. Kakos (2004) suggested that the use of role playing is effective in drawing pupils' attention and encouraging them to think out of the box. Hence, by utilizing the Red, Yellow and Green Thinking Hats, adapting from De Bono's Six Thinking Hats Technique will be able to aid the Malaysian Year 6 pupils in answering HOTs questions while reading a comprehension text. De Bono (1992) suggested that this technique allows comprehensive thinking among students by creating a role playing process which involve real life situation. By wearing different colour of hats provide different perspectives for the students to think critically according to the respective role of the hats. Kivunja (2015) mentioned that six different cognitive approaches were introduced in De Bono's Six Thinking Hats Technique to trigger an appropriate solution for the students to overcome an issue or a problem occurred. Thus, this study is significant to provide a proper technique to the Year 6 pupils in enhancing their reading comprehension skills and their ability in answering HOTs questions, using specifically the three out of six Thinking Hats technique by De Bono namely Red (emotion), Yellow (critical) and Green (creative) Thinking Hats. Ultimately, their thinking skills should improve in terms of ideas and maturity after utilizing this technique.

De Bono (1985) argued that humans do not have simple language as a control system for thinking. Thus, he developed a metaphor of six thinking hats to emphasize different kinds of thinking. This process has been widely used in secondary and tertiary institutes to encourage students to consider different perspectives on a topic. Hence, this study is conducted to provide the primary school pupils a platform in helping them to answer HOTs questions based on the reading comprehension texts given by utilizing De Bono's Red, Yellow and Green Thinking Hats technique. On top of that, it is also to investigate the effectiveness of De Bono's Red, Yellow and Green Thinking Hats technique in enhancing the pupils' ability to answer HOTs questions in a reading classroom. Based on the aforementioned literature review on the students' perceptions on the use of De Bono's Six Thinking Hats technique, all the studies reviewed only revolved around the setting of tertiary and secondary contexts and so far, there has not been any study conducted for primary school context on the use of De Bono's Red, Yellow and Green Thinking Hats technique in the teaching of reading. Therefore, this paper attempted to seek findings on the utilization of De Bono's Red, Yellow and Green Thinking Hats technique in answering HOTs questions to the primary school Year 6 pupils. Data were gathered qualitatively to answer the following research question;

1. How can a teacher utilize De Bono's Red, Yellow and Green Thinking Hats technique to enhance the pupils in answering HOTs based comprehension questions?

Literature Review

High order thinking skills (HOTs)

Our country has witnessed a number of changes in the education system for the past three decades which provide sufficient amount of importance to HOTs. In reality, HOTs is an extremely needed skill for every individual in any educational setting (Tan & Siti, 2015). Generally, it acts as a key stimulator among the pupils as it is seen to be able to generate the pupils' thinking skill. The process of memorizing textbooks are no longer applicable as pupils are expected to explore and to develop their critical thinking based on the tasks given of which they can relate to the real world situation (Krishnan & Yassin, 2009). Besides, the use of HOTs in classrooms will boost students' creativity and lead them to be more critical, motivated and positive thinking in expressing and generating their ideas. Implied in the study by Mahyuddin et. al (2004), he stated that ESL learners with critical thinking ability are capable of thinking critically and creatively in order to achieve the goals of the curriculum. Shirkhani and Fahim (2011) explained that language development and thinking are closely related and the teaching of HOTs should be an integral part of an L2 curriculum.

The concept of higher-order thinking is derived from the Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, also known as Bloom's Taxonomy (Bloom, 1984). This taxonomy identifies hierarchical development of skills that pupils are expected to learn, which are from easy to difficult level. Bloom has defined six levels of cognitive domain which are knowledge, comprehension, application, analysis, synthesis, and evaluation. The first two levels, which are knowledge and comprehension level, are the lowest concepts whereby pupils are only require recalling previous lesson and demonstrating understanding of the lesson by responding to some close-ended questions. Adams (2015) stated that knowledge is the foundational cognitive skill and it can be assessed by straightforward means, which is not the focus of this study. Adams added that the comprehension level occurs when pupils are able to show understanding of the meaning of the information that they encounter by paraphrasing it in their own words, classifying items in groups, comparing and contrasting items with other similar entities, or explaining a principle to others. This scenario can be seen during the utilization of the Thinking Hats technique where pupils were able to paraphrase their answers using their own words in answering HOTs based comprehension questions. It requires more cognitive processing than simply remembering information. It helps pupils to incorporate knowledge into their existing cognitive schemas and allows them to use knowledge, skills, or techniques in new situations through application, which happens to be the third level of Bloom's taxonomy. Hence, both of these levels are also consider the most important concept because without the basic ability for the pupils to achieve the lowest level of thinking skill, they will be facing difficulties to proceed to the following levels which require them to apply HOTs during the teaching and learning process.

Based on this taxonomy, Bloom's highest three cognitive learning levels: analysis, synthesis and evaluation acted as the foundation for higher-order thinking (Siti Noridah, 2012). According to McLoughlin and Luca (2000), despite the difference in terms of the definitions made by various scholars and researchers, generally they agree that higher-order thinking or learning refers to the ability to go beyond one's prior knowledge, to instil a critical attitude, to process metacognitive intelligence, as well as problem solving skills. Hence, moving on to the higher levels of the taxonomy where learning process is related to analysis. Adams (2015)

stated that analysis is where the skills of critical thinking enter. Distinguishing between fact and opinion and identifying the claims upon which an argument is built require analysis. By utilizing the Thinking Hats technique in answering HOTs based comprehension questions; pupils were at the level of analysis as they were able to provide personal opinions based on the given comprehension questions. Following analysis is the level of synthesis, which entails creating a novel product in a specific situation and putting components together to create a pattern of structure (Rajendran, 2008). This study also requires the pupils to state the benefits of their suggestions after proposing their opinions. Their agreements and disagreements can also be accepted by looking into the logical reasons provided. These two levels explain the critical thinking skills that they were able to apply in answering HOTs based comprehension questions. Finally, the pinnacle of Bloom's taxonomy is evaluation, which is also important to critical thinking. The instructors engage in evaluation when they reflect on a teaching session and use learners' feedback and assessment results to judge the value of the session (Adams, 2015). Hence, it is important to recognize that higher-level skills in the taxonomy incorporate many lower-level skills as well. To critically consider the level of evaluation, one must have knowledge and comprehension of various study designs, apply that knowledge to a specific published study to recognize the study design that has been used, and then analyse it to isolate the various components of the study.

As Brown (2004) asserted in an ideal academic language program, the objectives of the curriculum should go beyond linguistic factors to develop critical thinking among learners. In order to measure the pupils' understanding on a topic, the current education system requires teachers to implement various questions types to assess the pupils. Kerry (2002) agreed that suitable type of questions needed to be constructed by the teachers as it plays a vital role in determining the pupils' achievement. Therefore, the researcher believes that effective comprehension questioning with the incorporation of HOTs; pupils will be able to develop their level of critical thinking. Tanujaya (2016) agreed that it is necessary to utilize an instrument or technique that can be used for measuring the pupils' HOTs. For that reason, the utilization of De Bono's Red, Yellow and Green Thinking Hats technique needs to be implemented in order to provide more focus on introducing HOTs based comprehension questions among ESL learners. By applying De Bono's Red, Yellow and Green Thinking Hats technique, pupils not only will have the capability of making decisions and solving problems, they will also learn to treat thinking skills as lifelong learning. The use of this technique encourages pupils to develop their thinking skills when answering comprehension questions. The roles played by each pupils act as a solution provider which inculcates HOTs to solve every problem faced by them according to the situation given.

De Bono's Six Thinking Hats

This Thinking Hats technique provides emphasis on raising awareness of multiple points of view and considering context in order to deepen and broaden thinking (Halx & Reybold, 2006). In this study, the researcher utilizes an approach to foster critical thinking developed by Edward de Bono called Six Thinking Hats technique. As this study deals with primary ESL learners, the researcher decided to decrease the scope by focusing only three out of the six thinking hats which are Red Hat, Yellow Hat and Green Hat. These three hats represent three distinct cognitive modes that guide learners individually, or in groups. Thus, this study will be

focusing more on group discussions to provide a platform for the pupils to observe how each cognitive mode takes place. Kinvunja (2015) viewed De Bono's Thinking Hats as a metaphor where each hat represents a different logical and philosophical approach to thinking about a problem and trying to solve it. Tzortzakis and Vlachokyriakou (2015) viewed this as strategic thinking where pupils are advised to accept any possible ideas and consider the advantage and disadvantage of each idea together. By doing so, they will have a rational decision to reject a particular idea based on their logical reasoning and proposed the best idea as their conclusion by stating the benefits. De Bono (1999) explained that there is no single correct sequence in using this technique, as long as it can bring satisfactory learning outcomes in a teaching and learning process, it can be accepted. Therefore, the researcher will be focusing on the process of resolving problems as it happens to be the most common type of HOTs questions asked in the UPSR examination. De Bono (1999) also added that by applying his Thinking Hats technique in a classroom, teachers are spontaneously promoting parallel thinking. This type of thinking requires every member in the group to wear the same hat and view the situation together by considering the pros and the cons at the same time. Payette and Barnes (2017) agreed with De Bono's thinking where each pupil should stand on the same side and view the situation together, considering all angles and opinions "in parallel" to provide a better understanding towards the particular situation.

Cerovic (2018) stated that this technique is a tool that can empower teachers to motivate students to use critical thinking and problem solving skills, while expressing inner creativity. Thompson (2011) suggested that a good combination of teacher centred and student centred approach need to be balanced in order to provide an equal opportunity for both teachers and pupils to participate actively in the teaching and learning process. Teachers need to provide more focus on process rather than output, thinking rather than learning, what is needed rather than what is convenient and examine what happened in the past, how it affects what is occurring now as a basis for predicting what will be needed in the future. By emphasizing more on these types of learning process in the current education system, pupils will be open to accept the knowledge willingly as it offers them the chances of learning in a fun and unthreatening environment. Moreover, they will tend to appreciate more on the process of learning as it requires them to contribute their own thinking during the lesson. Some studies are concern that the components of thinking which is implemented in De Bono's Thinking Hats technique are separated for the sake of different focus. However, the researcher believes that pupils will realize the importance of each hat as they need to consider putting on suitable thinking skills when answering different components of HOTs questions. By practicing this technique in the classroom, it helps pupils to understand more deeply, the multi-dimensional approach that good thinking requires. Additionally, as this technique requires the pupils to put on each of their thinking hat, it provides an understanding for them to realize that each action that they will be taking in any situation, regardless in a reading text or in their real life, requires them to implement critical thinking before making any decision.

By focusing on Red, Yellow and Green Thinking Hats, it provides a clear concept for the pupils in answering HOTs based comprehension questions. These three thinking hats clearly show how this technique is related to Bloom's Taxonomy. The first comprehension question aims to focus on the pupils' understanding of the text and thus providing logical reasons based on their understanding. This falls straight into the comprehension and application level of the Bloom's Taxonomy whereby pupils need to understand the meaning of that particular

information gained and use the information in relevant situation provided. The second comprehension question requires pupils to provide their personal opinions regarding the problem occurred in the text. This can prove how pupils are able to analyse the problem, propose an opinion and identify their claims in supporting their opinion, which is parallel to the analysis level of Bloom Taxonomy. The last comprehension question involves pupils to combine their opinions together and create a new product. By stating the benefits from their previous opinion, pupils provide critical thoughts on how to put their ideas together and integrate it with their real life experience. This relates to the synthesis level mentioned in Bloom's Taxonomy where pupils need to combine the components together to create a new pattern of structure. The conceptual framework adapted in this study is based on the CIPP model (Context, Input, Process, Product) by L. Stufflebeam (1971). This model is chosen as it is able to assess the effectiveness of the technique implemented in a reading classroom. Stufflebeam et.al (1971) specified that action can be taken using the four components from the model, for instance the overall concept (context), the learning technique (input), the implementation of the technique (process) and the results of the implementation (product). Adapted from the CIPP model L. Stufflebeam (1971), the conceptual framework of this study revolved around the understanding among the pupils towards HOTs as the context; followed by the knowledge that they have about HOTs as the input; the utilization of the Thinking Hats technique as the process, and ended with the perception of the pupils towards HOTs as the product of the study.

Methodology

Setting and Participants

This study is a Case Study conducted in one primary school in Jengka, Pahang. The researcher implements the technique as a whole in a class that consists of 22 Year 6 pupils. The participants were selected based on the document analysis of the results from the pre-test and post-test. As a result, six participants consisted of three who showed great improvement and the other three who did not show much improvement on the answering technique were selected to undergo a semi-structured interview. In terms of English proficiency level, the marks of the latest English comprehension examination indicated that one of the pupils are considered as high proficient, two are at average level and another three are low proficient.

Data collection tools

The intervention phase was conducted for 4 weeks with approximately 12-hours of total engagement in utilizing De Bono's Red, Yellow and Green Thinking Hats during the teaching and learning session. Three data collection tools were used; document analysis (DA), classroom observations (CO) and semi-structured interviews (SSI). The pre-test and post-test were analysed focusing on the participants' engagement during the intervention of De Bono's Thinking Hats technique with the help from the recordings of the classroom observations. After the intervention phase, semi-structured interviews were conducted to explore the pupils' perceptions. The data collected were then transcribed and analysed.

Intervention of the Thinking Hats technique

The utilization of De Bono's Red, Yellow and Green Thinking Hats technique was adopted from the "Six Thinking Hats technique" by Edward de Bono (1992). This technique outlines

four stages where the pupils need to be clear of the role of each hat and the process of parallel thinking by the end of the intervention and will be able to explore the learning process on their own.

Stage 1: Stating the emotions and intuitions
The focus of this stage is on the logical reasoning that will be given by the pupils in order to support the emotions presented by them based on the situation from the comprehension text by utilizing the Red Hat. The intervention began by asking the pupils to express their feelings after comprehending the text and shared it among their group members. Then, they started to categorize the same feelings they shared and list out the reasons that caused them to feel that way. Any logical reasons were accepted.

Stage 2: Proposing creative ideas
This stage aims to build up pupils' understanding of the purpose of overcoming the problem faced in the comprehension text by utilizing the Green Hat. The intervention was continued by allowing pupils to provide their own possible solutions in solving the problem. This stage is also teacher-guided in which teacher prompted some questions related to the text in order for the pupils to get some idea beyond their level.

Stage 3: Providing benefits
This stage allows pupils to utilize their Yellow Hats by stating the benefits and positive outcomes of the ideas that they had proposed in the previous stage. During the process, the pupils were given a chance to ask questions among their group members in order for them to engage in an interactive group discussion. By doing so, each member was able to view the ideas in a positive and optimist manner.

Stage 4: Finalising the conclusion
This is the final stage of the cycle where pupils finalized their discussion and came out with an individual conclusion. The role of the Red Hat was taken place again, however this time individually, by providing the final likes or dislikes towards each idea. Hence, a conclusion was made individually based on the reasons, ideas and benefits that had been discussed previously and handed in to the teacher by the end of the teaching and learning session.

The discussion and conclusions section should answer your research questions and explain what your results mean. In other words, the majority of the discussion and conclusions section should be an interpretation of your results.

Findings and Discussion

In addressing the research question of this study, the responses of the participants during their pre-test and post-test was tabulated:

Q1.   How do you think Vimala will react during her birthday? Why?

Participants	Pre-test Answers	Post-test Answers
A	I think Vimala will react during her birthday becos she is hapy.	Vimala felt happy about the situation because she is glad.
E	I think Vimala will be happy.	Vimala felt thankful about the situation because her sister buy a cake for her
C	Vimala is happy. It is because her birthday.	I felt excited because it was Vimala birthday.
F	Vimala happy sebab Vimala have cake.	I felt happy about the situation because Vimala felt happy.
L	Vimala happy as lark.	Vimala felt happy as she is pleased about the situation.

For the first HOTs based comprehension question, the participants utilized their red hats and responded accordingly. De Bono's Red Hat focused on expressing suitable emotions towards the given situation (De Bono, 1999) which relates to the comprehension level of Bloom Taxonomy whereby pupils need to comprehend the text, interpret the question and provide suitable response based on their prior learning. In the pre-test, the participants managed to answer the first half of the question as it involved expressing the feelings of the character which is familiar to them. However, they failed to express themselves during the second half of the question by explaining the reason behind those feelings. Most of them only managed to receive a maximum of 1 mark. In order to express better in the second half of the question, pupils need to proceed to the level of Bloom's Taxonomy which involve application. A significant improvement was then observed in the post-test when most of them were using different adjectives to express the happiness felt by the character. Besides, they succeed in stating the reason behind the feelings. Most of them managed to search for evidence from the comprehension text to support the feelings provided. Focusing on the answers given by Participant A and L, they made full use of the list of adjectives given during the implementation by emphasizing on the feelings on the second half of the question. Overall, the majority of the participants managed to receive a maximum of 2 marks for their logical answers and their correct sentence structure. They were able to merge their thinking process and answering technique with the help of the implementation of the thinking hats technique that had been utilized by the researcher during their teaching and learning process in the classroom. By collaborating with their group members, the participants learned how to exchange opinion and accept others' opinion.

In relation to the comprehension and application level of Bloom's Taxonomy, the utilization of De Bono's Red Hat explains how pupils managed to understand the context as a whole and provide suitable reasons to clarify their emotions towards the given comprehension text b answering HOTs based comprehension questions. As stated by Adesoji (2018), the comprehension level involves understanding the meaning in context by providing interpretation of instructions and problems, whereas application level involves the use of concepts in a new situation and application of what was learned into a novel situation. In other words, when a pupil is able to apply what is learnt in the classroom into novel situation in their real life, comprehension and application is applied. Hence, the utilization of De Bono's Red Hat technique was proved to be a success as it managed to provide a significant improvement in

this study. However, these two levels of Bloom's Taxonomy were regarded as being belong to the lower order of thinking as stated by Rajendran (2008). Thus, the following second and third HOTs based comprehension questions were constructed to provide insights towards the higher order of thinking.

Q2.   If you were Vimala, how would you like to celebrate your next birthday?

Participants	Pre-test Answers	Post-test Answers
B	If I Vimala, I like stoberi cake.	In my opinion, I would like strawberry cake to celebrate my next birthday.
D	If I were Vimala, I like teddy bear to celebrate my next birthday.	In my opinion, I would like a teddy bear as a present.
I	If I were Vimala, I like surprise.	In my opinion, I would like a surprise party to celebrate my next birthday.
M	If I were Vimala, I would like to celebrate my next birthday is a party.	In my opinion, I would like to celebrate my next birthday by having a party.

The second HOTs based comprehension question focused more on the utilization of their green hats. De Bono's Green Hats aims to provide pupils' the opportunity to express creative ideas and generate out-of-the-box thinking in order to overcome the given problems (De Bono, 1999). This is where their ideas and opinions were being viewed. As stated in the pre-test, the participants were able to express their personal opinion based on their real life experience by answering the question given. However, they were yet to achieve a total of 2 marks based on their answers. Most of them were not able to put their answers in a correct sentence structure. This explains the fact that they were yet to reach the analysis level of Bloom's Taxonomy before the implementation of the technique. A significant improve was then observed in the post-test when they managed to apply the correct sentence structure accordingly. They were able to detect the key words from the question given and provide their own opinion using the correct sentence structure. By utilizing the green hats and provide their personal ideas according to the sentence structure that they have been practicing during the implementation, some of them had successfully grasped the technique of providing the complete answers structure. Examples were given by Participant B and I in the above table whereby both of them were able to provide a huge improvement after the implementation of the technique.

From the second comprehension question, it is clearly seen that pupils were able to achieve the analysis level of Boom's Taxonomy. Based on the above findings, pupils were seem to be able to relate their personal experience to the situation given from the comprehension text by providing acceptable answers which logical reasoning. McKay (1956) explained that the analysis level of Bloom's Taxonomy requires pupils to go beyond knowledge and application and actually see patterns that they can use to analyse a problem. In relation to this, the researcher proposed a HOTs based comprehension question which involves the pupils to provide ideas which is beyond their thinking level. It requires the pupils to relate what was explained from the comprehension text to their personal experience. Majority of them managed to relate their personal interest to the question given. Their responses were mainly revolving around their personal experience. By sharing their personal thoughts in the answers, it managed

to provide a platform for the researcher to have a better understanding towards the pupils' personal interest. Having the ability to answer this second comprehension question simply shows that pupils have mastered the ability to think critically about the information, ideas and opinions (Rajendran, 2008). This proved that the utilization of De Bono's Green Hat managed to capture the pupils understanding in expressing their personal opinion by taking their personal interest into account.

Q3.   What are the benefits of decorating the cake with fruits?

Participants	Pre-test Answers	Post-test Answers
G	Benefits is yummy.	The benefits are yummy and delicious.
H	I like fruits.	The benefits are yummy and tasty.
K	The benefits is every people like.	The benefits are yummy and satisfied.
J	The benefits of decorating the cake with fruits is healthy.	The benefits of decorating the cake with fruits are healthy and delicious.

The utilization of the yellow hats continued by targeting the third HOTs based comprehension question. This question focused on stating the benefits of the current situation, which requires pupils to provide a new kind of thinking based on their real life experience. This explains how the pupils were able to grasp the synthesis level of Bloom's Taxonomy. In the pre-test, the participants paid less attention to the requirement portrayed in the question. Most of them only managed to provide one benefit which was not adhering to the prerequisite of the question. Participant H did not even understand the question. However, a significant improvement was then observed in the post-test when the participants succeed in comprehending the question and were able to provide answers that were applicable to it. They were more aware of the questions and the sentence structure used in answering the questions. By mastering the synthesis level of the Bloom's Taxonomy, pupils are required to use the given facts to create new theories or make predictions. They might have to pull in knowledge from multiple subjects and synthesize this information before coming to a conclusion. Hence, the utilization of De Bono's Yellow Hat acts as a platform to enhance the pupils in reconstructing their opinions and thus come out with a new structure of idea by providing the benefits based on the given comprehension questions as stated in the table above.

After realizing the technique in scoring maximum marks for each questions, most of the pupils agreed that it was easy to comprehend the question and to provide reasonable answers. However, they also agreed to the fact that they need to pay more attention into the key words, sentence structure and words usage. Besides, more practices need to be done by them throughout the teaching and learning session, in order for them to master the skills of answering HOTs based comprehension questions from time to time.

Conclusion and Recommendation

This small-scale case study explored the perception of Year 6 pupils towards the utilization of De Bono's Red, Yellow and Green Thinking Hats technique to enhance reading comprehension in a primary ESL classroom. The findings revealed that all the participants perceived the Thinking Hats technique as engaging and helpful, served as language support, provided peer feedback and support and increased confidence in English. The challenges that they encountered were the different learning styles of group members that they had to deal with. As all the participants perceived De Bono's Red, Yellow and Green Thinking Hats technique positively, it could be used as one of the learning technique to engage pupils in the comprehension answering technique. The findings of this study could also shed some lights for the educators on how they can manipulate the use of De Bono's Six Thinking Hats technique to engage pupils in a meaningful 21st century language lesson. Nevertheless, educators should be aware on the challenges that the pupils or the educators themselves would encounter in implementing the use of the technique in the teaching and learning in order to ensure the objectives of the lesson could be delivered well and create a meaningful classroom environment.

Finally, this study only focused on the use of three roles of the six thinking hats, Red, Yellow and Green thinking hats in teaching one language skill, reading comprehension. Therefore, for future research, educators could experiment with other language skills using other roles among the Six Thinking Hats technique which are available such as White Hat (facts), Black Hat (difficulties and problems) and Blue Hat (monitoring the thinking process). Future research could also focus on other thinking skill technique which involved the 21st century learning in the teaching of other language skills and involve larger samples. A longer duration of study may also be needed to ensure reliability.

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PEMELIHARAAN DAN PEMULIHARAAN BUDAYA KOMUNITI ORANG ASLI MELALUI PELANCONGAN LESTARI

(Preservation and Conservation of Orang Asli Communities Culture through Sustainable Tourism)

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Abstrak:

Pembangunan pelancongan lestari merupakan satu bentuk pelancongan yang mampu memelihara dan memulihara budaya serta persekitaran komuniti Orang Asli. Aktiviti Pelancongan yang berasaskan komuniti dan alam sekitar semakin mendapat tempat di hati pelancong sama ada dari dalam dan luar negara. Melalui kajian kes yang dilaksanakan dalam suku kaum Jahai yang berada dalam Taman Negeri Royal Belum, Perak menunjukkan bahawa melalui pakej pelancongan telah membawa impak positif yang mencetus idea mereka dalam mengekalkan dan membuat aktiviti berkaitan amalan mereka sebagai sumber pendapatan sampingan. Selain itu, daripada kedatangan pelancong juga, menjadikan mereka lebih memikirkan masa depan dan merancang pembangunan komuniti dan persekitarannya. Implikasi daripada aktiviti pelancongan telah memberikan impak positif kepada peningkatan sosioekonomi dan secara tidak langsung dapat melestarikan budaya hidup dan persekitaran mereka bagi generasi akan datang. Kajian ini diharapkan dapat menjadi panduan kepada komuniti orang asli lain dalam menjadikan pelancongan sebagai satu aktiviti dalam memelihara dan memulihara budaya suku kaum mereka.

Kata kunci: pemeliharaan dan pemuliharaan, komuniti Orang Asli, pelancongan lestari

Abstract:

Sustainable tourism development is a form of tourism that is able to preserve and conserve the culture and the environment of the Orang Asli communities. Community and environmental-based tourism activities are starting attracted the hearts of tourists both locally and internationally. Through a case study conducted among the Jahai tribe located in Royal Belum State Park, Perak, showed that through tourism packages have brought a positive impact that sparked their idea of retaining and conducting activities related to their practice as a side income source. Moreover, from the tourists activities as well, making them to think more about the future and planning the development of the community and its surroundings. The

implications of tourism activities have had a positive impact on socioeconomic and indirectly preserve their living culture and environment for future generations. It is hoped that this research could serve as a guidance to others Orang Asli in exploring tourism as one of the activities that could preserve and conserve their cultures.

Keywords: preservation and conservation, Orang Asli community, sustainable tourism

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Pengenalan

Konsep pembangunan lestari amat diperlukan dalam setiap pembangunan atau perubahan terutama jika dikaitkan dengan sektor pelancongan. Dengan adanya penerapan amalan ini, maka sebarang perubahan yang berlaku akan terus memberikan kesan positif kepada komuniti. Justeru, dalam setiap perancangan dan pembangunan elemen lestari perlu diterapkan. Perkataan mapan atau lestari dalam Bahasa Inggeris *"sustain"* (kekal) berasal daripada bahasa Latin *"sustinere"*, sus- bermakna daripada bawah dan *'tenere'* bererti tahan. Kemapanan atau kelestarian adalah keupayaan untuk mengekalkan sesuatu; memastikan kewujudan; atau memanjangkan. Kamapanan adalah satu kapasiti. Ia adalah satu cara untuk mendekati dunia yang berasaskan kepada praktis. Manakala pembangunan mapan merupakan satu agenda untuk memenuhi keperluan masa kini tanpa berkompromi dengan keupayaan generasi masa depan memenuhi keperluan mereka. Pembangunan mapan merangkumi lima prinsip iaitu; masa depan, keadilan sosial, tanggungjawab antarabangsa, keadilan dan kepelbagaian bio (Nik Fuad dan Noraien, 2007).

Pembangunan pelancongan lestari merupakan sebahagian daripada strategi yang bermatlamatkan "memenuhi keperluan generasi masa kini tanpa menidakkan keupayaan generasi masa depan untuk memenuhi keperluan-keperluan mereka". (World Commision on Environment and Development, 1987). Pembangunan pelancongan lestari mewujudkan pengurusan segala sumber yang dapat memenuhi keperluan ekonomi, sosial dan estetika di samping mengekalkan keunggulan budaya, proses ekologi, kepelbagaian biologi dan sistem sokongan hidup (Inskeep, 1996). United Nations Environment Programme (UNEP) dan World Tourism Organization (WTO) telah mentakrifkan pembangunan pelancongan lestari sebagai:

> *"Tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities"*

> *(UNEP dan WTO, 2005: 12)*

Pengertian ini menunjukkan bahawa pelancongan lestari menjurus kepada pembangunan pelancongan yang dapat meminimumkan impak dari perspektif sosial, ekonomi dan alam sekitar. Pelancongan merupakan satu strategi yang digunakan untuk memulihara sumber yang dimiliki. Justeru melalui penyertaan komuniti setempat memberi kekuatan dalam menawarkan program-program pelancongan bagi mencapai pembangunan pelancongan lestari (Kalsom dan Nor Ashikin, 2009). Melalui pelancongan lestari secara tidak langsung dapat memelihara dan memulihara aset dan sumberjaya Orang Asli sebagai satu tarikan dalam pelancongan. Justeru, kajian ini dilaksanakan bertujuan meneroka penglibatan suku kaum Jahai di Taman Negeri Royal Belum dalam aktiviti berkaitan Pelancongan Lestari dan bagaimana ia berupaya memelihara dan memulihara budaya suku kaum mereka.

Pemeliharaan dan Pemuliharaan Budaya

Pemeliharaan bermaksud sebagai 'bertujuan untuk selamat daripada kecederaan, kemudaratan atau kemusnahan'. Istilah ini berasal dari perkataan Latin iaitu *prae– + servare*. Pra- adalah varian kuno dari awalan *pre-* yang bermaksud sebelum, lebih awal atau sebelum. *Servare* adalah berasal dari *servo* yang bermaksud 'mengawasi, memelihara, melindungi, mengekalkan, menjaga, menyelamat atau menyimpan'. Berdasarkan takrifan ini, pemeliharaan merangkumi perlindungan ke atas sumber semula jadi untuk hari ini dan juga generasi akan datang. Manakala pemuliharaan pula bermaksud 'menggunakan (sesuatu) dengan berhati-hati untuk mencegah kerugian atau pembaziran'. Dengan kata lain, pemuliharaan bukan sahaja bertujuan untuk memelihara sumber asli daripada rosak atau dieksploitasi tetapi untuk 'menggunakannya secara optimum. Ia juga dimaksudkan sebagai 'penggunaan bijak' dalam pendekatan pengurusan sumber semula jadi agar ia masih boleh didapati di masa depan. Selain itu, pemuliharaan adalah 'merancang pengurusan sumber semula jadi untuk mencegah eksploitasi, pemusnahan, atau pengabaian'. Definisi ini menunjukkan bahawa pemuliharaan adalah konsep yang lebih luas berbanding pemeliharaan. Oleh itu, pemuliharaan boleh ditakrifkan sebagai pendekatan pengurusan sumber semula jadi yang bertujuan untuk mencapai sumber alam semula jadi yang berkekalan atau berpanjangan dengan impak alam sekitar yang minimum. Walaupun mungkin terdapat perbezaan dari segi pendekatan, tetapi tujuan utamanya adalah untuk mencapai kesenangan dan manfaat yang berterusan (Regoniel, 2013).

Apabila dikaitkan dengan Pelancongan Lestari atau Pelancongan Eko ia merupakan satu pendekatan dalam usaha memelihara dan memulihara budaya komuniti Orang Asli kerana ia menjadi satu tarikan atau paparan menarik kepada pelancong yang harus dikekalkan. Justeru, melalui bentuk pelancongan ini ia mampu mengekal budaya hidup orang asli yang boleh diwarisi sebagai satu tarikan pelancongan yang memberi impak positif kepada komuniti Orang Asli.

Kebudayaan Orang Asli boleh menjadi salah satu tarikan kepada pelancong. Keadaan ini turut menarik perhatian dari agensi pelancongan, kerajaan dan juga ahli akademik. Pelancongan memberi peluang kepada komuniti Orang Asli untuk lebih berdikari dalam meningkatkan tahap ekonomi mereka di samping memelihara kebudayaan kaum. Orang Asli bermotivasi untuk terlibat dalam pelancongan adalah atas alasan ekonomi kerana ianya dapat menjanakan pendapatan kepada komuniti Orang Asli (Hinch dan Butler, 2007). Selain itu, pelancongan luar bandar ataupun kampung adalah contoh baik yang dapat memaksimumkan penglibatan penduduk. Penglibatan mereka telah lama menjadi keutamaan dalam proses pembangunan pelancongan di negara-negara maju (Shaw dan Williams, 1994). Penglibatan penduduk tempatan dalam industri pelancongan kampung secara tidak langsung dapat mengawal migrasi penduduk kampung ke bandar, selain daripada menarik minat penduduk bandar ke kampung untuk mencuba pengalaman melancong di kawasan luar bandar. Pelancongan luar bandar sering dibangunkan pada skala yang kecil, dimiliki oleh penduduk setempat dan menawarkan produk tempatan atau aktiviti yang berasaskan kepada komponen-komponen pemuliharaan yang kukuh (Badaruddin, 2008).

Budaya sesebuah komuniti merupakan salah satu aset penting yang boleh menarik kedatangan pelancong. Oleh itu, aspek budaya dan aktiviti pelancongan sememangnya sukar untuk

dipisahkan. Ini kerana kedua-dua elemen ini saling bertimbal balik. Para pelancong menganggap aktiviti pelancongan sebagai suatu pengalaman budaya yang ingin mereka terokai. Tujuan melancong bukan sahaja untuk menikmati pemandangan serta keadaan semulajadi di sesuatu kawasan, tetapi untuk melihat serta menikmati sesuatu budaya yang berbeza dengan budaya mereka. Oleh itu, faktor budaya memainkan peranan penting dalam menjana aktiviti pelancongan. Di Malaysia, terdapat pelbagai jenis tarian. Sesetengah komuniti mempunyai jenis tarian yang tersendiri yang diwarisi sejak turun-temurun (Yahaya, 2008a). Ini juga dapat dilihat dalam komuniti Orang Asli di Malaysia yang mempunyai pelbagai bentuk tarian mengikut kepercayaan dan amalan setiap suku kaum. Justeru melalui pelancongan, komuniti dapat mengekalkan budaya dan dalam masa yang sama memperkenalkan keunikan budaya Malaysia ke serata dunia.

Komuniti Orang Asli

Orang Asli adalah penduduk terawal tinggal di Semenanjung Malaysia sejak kira-kira 5,000 tahun yang lalu. Asal usul mereka dikatakan dari Negeri China dan Tibet yang menyusul laluan penghijrahan melalui tanah besar Asia Tenggara sebelum bertapak di Semenanjung Tanah Melayu dan kepulauan Indonesia. Kini, Orang Asli merupakan kelompok minoriti masyarakat peribumi di Semenanjung Malaysia (Nicholas, 2000). Istilah Orang Asli mula diperkenalkan dalam bahasa Melayu pada tahun 1950an yang bertujuan untuk merujuk kepada beberapa kelompok kecil manusia khususnya yang mendiami kawasan pendalaman dan kawasan-kawasan pinggirannya di Semenanjung Malaysia. Sebelum Malaysia mencapai kemerdekaan pada tahun 1957, masyarakat Orang Asli lebih dikenali sebagai Sakai, Semang dan Jakun. Perkataan 'sakai' diertikan sebagai 'hamba'. Dalam bahasa Temiar 'sakai; diertikan sebagai orang yang bekerja dengan orang lain. Maka amatlah tidak wajar jika menamakan Orang Asli sebegitu. Bagi menggantikan istilah-istilah tersebut, istilah-istilah lain seperti Orang Darat, Orang Dalam, Orang Dusun, Orang Hutan dan sebagainya digunapakai. Namun sejak tertubuhnya Jabatan Hal Ehwal Orang Asli pada tahun 1950, istilah-istilah tersebut telah dimansuhkan dan digantikan dengan 'Orang Asli' (Muzium Pribumi, 2007).

Akta 134 merupakan akta khusus bagi Orang Asli yang hanya diterimapakai di Semenanjung Malaysia sahaja. Berdasarkan Seksyen 3 dalam Akta Orang Asli 1954 (Akta 134), Orang Asli ditakrifkan seperti berikut:

(i) Mana-mana yang bapanya ialah ahli daripada kumpulan etnik Orang Asli, yang bercakap bahasa Orang Asli dan lazimnya mengikut cara hidup Orang Asli dan adat kepercayaan Orang Asli, dan termasuklah seorang keturunan melalui lelaki itu;

(ii) Mana-mana orang daripada mana-mana kaum yang diambil sebagai anak angkat semasa budak oleh Orang Asli dan yang telah dibesarkan sebagai seorang Orang Asli, lazimnya bercakap bahasa Orang Asli, mengikut cara hidup Orang Asli dan adat kepercayaan Orang Asli, dan menjadi ahli daripada suatu masyarakat Orang Asli; atau

(iii) Anak daripada mana-mana penyatuan antara seorang perempuan Orang Asli dengan seorang lelaki daripada suatu kaum lain, dengan syarat anak itu lazimnya bercakap bahasa Orang Asli dan kepercayaan Orang Asli dan masih lagi menjadi ahli daripada suatu masyarakat Orang Asli.

(JAKOA, 2015)

Daripada definisi di atas jelas menunjukkan bahawa istilah Orang Asli membawa maksud penduduk asal (peribumi) di Semenanjung Malaysia manakala lain-lain kaum seperti orang Melayu, penduduk asal di Sabah dan Sarawak diistilahkan sebagai bumiputera. Ini kerana peruntukan di dalam akta telah jelas menyatakan bahawa istilah Orang Asli hanya digunakan bagi menjelaskan status penduduk asal di Semenanjung Malaysia. Namun begitu penggunaan istilah peribumi di negara luar adalah sama dengan penggunaan istilah Orang Asli di Malaysia.

Mengikut bancian tahun 2010 bilangan Orang Asli ialah 178,197 orang. Kedudukan sosioekonomi sebahagian besar masyarakat Orang Asli masih tertinggal dalam pelbagai bidang berbanding dengan kaum-kaum lain di Malaysia. Dari segi taburan penempatan masyarakat Orang Asli 38 peratus di kawasan pendalaman, 61 peratus di kawasan pinggir dan 1 peratus di kawasan bandar. Mereka terdiri daripada tiga Suku Bangsa iaitu Negrito, Senoi dan Melayu-Proto. Tiap-tiap tiga Suku Bangsa ini pula dipecahkan kepada enam Suku Kaum yang mana mereka bertutur dalam pelbagai bahasa selain daripada dialek Melayu tempatan (JAKOA, 2011a).

Pelancongan Lestari dalam Komuniti Orang Asli

Konsep lestari selalunya dikaitkan dengan kualiti kehidupan yang merangkumi sistem ekonomi, sosial dan persekitaran bagi menjamin keselesaan hidup dan persekitaran yang sihat dan produktif. Matlamat ini bukan sahaja untuk keperluan generasi masa kini tetapi juga untuk generasi akan datang. Justeru, istilah ini sentiasa diguna pakai seperti pembangunan lestari, komuniti lestari, pertanian lestari, pendidikan lestari dan sebagainya. Pembangunan lestari merupakan satu konsep pembangunan yang menekankan kesepaduan dan keseimbangan antara pembangunan ekonomi dengan keperluan sosial dan alam sekitar bagi memenuhi keperluan semasa tanpa menjejas keupayaan memenuhi keperluan pada masa depan. Pelbagai pengertian konsep pembangunan lestari telah wujud dan kesemuanya adalah sesuai untuk situasi dan tujuan yang berbeza. Walau bagaimanapun kesemua pengertian pembangunan lestari yang telah diterima pakai memuatkan tema sejagat yang utama iaitu merangkumi aspek persekitaran, masa depan dan kesaksamaan (Fatimah dan Fauziah, 2007).

Pelancongan lestari merupakan jenis pelancongan mengintegrasikan semua sumber jaya yang wujud yang berupaya dibentuk sebagai produk pelancongan menarik iaitu; sumber jaya semulajadi (pantai, sungai, gunung, tasik, bukit, gua, laut, bakau); sumber jaya warisan (monumen, bangunan, kebudayaan, cara hidup); sumber jaya pertanian (sawah, dusun, tanaman, ternakan, perikanan) dan sumber jaya buatan manusia (taman tema, pentas, stadium). Prinsip asas yang perlu diikuti ialah memaksimumkan sumber persekitaran sambil mengawal proses ekologi dan memelihara biodiversiti dan khazanah semula jadi; menghormati ciri-ciri autentik atau unik komuniti asal, memelihara warisan kebudayaan dan nilai traditional serta menerapkan toleransi dan fahaman antara budaya; memastikan pelaksanaan jangka panjang dalam operasi pelancongan yang memberikan peluang pekerjaan, menghapus kemiskinan dan mengurang ketaksamaan sosial serta meningkatkan perkhidmatan sosial kepada komuniti asal (Fatimah dan Fauziah, 2007).

Kumpulan peribumi lebih dekat kepada unsur alam sekitar. Sehubungan itu, Warren (1989) dalam Khairul Hisyam dan Ibrahim (2007) menyifatkan komuniti peribumi sebagai contoh terbaik kerana berupaya menonjolkan bagaimana sekumpulan manusia berjaya

mengaplikasikan prinsip pembangunan lestari terhadap kehidupan sebenar mereka menerusi sistem ilmu tradisional. Menurut Verner (2009), pelancongan boleh memberi manfaat kepada masyarakat peribumi apabila ia diurus dengan baik dan mengikut garis panduan berikut; projek skala kecil di mana masyarakat harus kekal dalam kawalan; melaksanakan jenis projek Eko Pelancongan akan menarik lebih ramai pelancong yang mempunyai ciri "pelancong bertanggungjawab"; pasaran pelancongan perlu kepada usaha-usaha pemuliharaan biodiversiti mapan; membangunkan pelancongan sebagai sebahagian daripada strategi kehidupan untuk individu dan masyarakat; membangunkan pelancongan dengan mengambil kira sudut budaya peribumi; memastikan pengurusan dan kawalan pelancongan di seluruh rantau dilaksanakan oleh organisasi peribumi; menyatukan tuntutan wilayah, identiti dan autonomi peribumi dalam mana-mana dan semua projek pelancongan.

Pembangunan dasar berkaitan kelestarian komuniti peribumi juga adalah penting supaya dapat meminimumkan kesan negatif ekoran daripada pembangunan pelancongan. Jorge Nahual dalam Verner (2009) telah menyatakan tujuh prinsip yang disyorkan oleh pertubuhan-pertubuhan peribumi bagi program dan dasar kerajaan untuk memastikan kelestarian masyarakat peribumi dan meminimumkan kesan negatif kepada mereka antaranya ialah; mengiktiraf kedaulatan tanah wilayah peribumi; operasi pelancongan perlu memberi manfaat kepada masyarakat peribumi; perancangan yang komprehensif dengan membangunkan pelancongan di bawah pengurusan peribumi; kumpulan peribumi perlu mengambil kira penilaian pemantauan impak pelancongan alam sekitar dan budaya; penggunaan mana-mana sumber semula jadi, biologi atau genetik dari wilayah peribumi harus tertakluk kepada perjanjian yang ditandatangani menandakan persetujuan kumpulan peribumi; kerajaan seharusnya menyediakan sokongan seperti yang diminta oleh kumpulan peribumi untuk perancangan, pertukaran maklumat dan pembinaan keupayaan; kerajaan harus membantu untuk membangunkan keupayaan peribumi dalam mengambil peranan membuat keputusan utama mengenai pengetahuan budaya dan amalan serta biodiversiti di wilayah mereka.

Pelancongan lestari seringkali dikaitkan dengan eko pelancongan. Eko pelancongan merupakan satu bentuk pelancongan semula jadi yang terkawal. Pelancong melibatkan diri dalam aktiviti mendaki gunung dan berkhemah di kawasan semula jadi. Aktiviti ini turut disertai pemandu pelancong tempatan sebagai pemandu pelancong yang memberi penerangan berkaitan ekologi, flora dan fauna. Eko pelancongan menjadi tumpuan ramai kerana menekankan konsep pemeliharaan, pemuliharaan dan pendidikan alam sekitar (Johan dan Mohamad Zaki, 2012).

Melalui strategi yang terkandung dalam Pelan Strategik Kemajuan Orang Asli 2011-2015, kerajaan mengambil inisiatif dalam mewujudkan program eko pelancongan di perkampungan Orang Asli. Di Semenanjung Malaysia, penglibatan masyarakat Orang Asli dalam eko pelancongan bukan merupakan perkara baru. Satu kajian yang dijalankan oleh Kamaruddin (2008), berdasarkan pemerhatian terhadap penglibatan Orang Asli dalam industri eko pelancongan. Kajian ini melibatkan Orang Asli Kampung Peta dari suku kaum Jakun yang tinggal berdekatan dengan pintu masuk Taman Negara Endau Rompin. Perkembangan pelancongan alam semulajadi menjadi satu faktor yang memperkasakan kedudukan Orang Asli. Kebanyakan mereka terlibat sebagai pemandu pelancong dan pembawa bot atas dasar pengetahuan mereka yang mendalam tentang rahsia hutan tropika. Mereka mampu memperoleh pendapatan RM1,500 hingga RM2,000 sebulan. Kerana peluang kerja yang menggalakkan, hampir semua golongan belia dan dewasa di Kampung Peta mempunyai pekerjaan yang

menjamin pendapatan yang tinggi dan telah dapat membebaskan mereka daripada cengkaman kemiskinan. Selain itu, terdapat juga usahawan Orang Asli menjual *kercang* iaitu sejenis mainan penguji kepintaran yang menarik perhatian pelancong untuk memilikinya. Kedaan ini menunjukkan bahawa kesan daripada aktiviti eko pelancongan telah memberikan pulangan ekonomi yang positif kepada masyarakat Orang Asli setempat.

Pelancongan eko dan juga pelancongan budaya boleh digabungkan sebagai satu tarikan pelancongan dalam komuniti Orang Asli. Daripada kajian Khairul Hisyam (2008) terhadap masyarakat Jahai di Sungai Rual Tengah, Kelantan menyatakan bahawa untuk menjayakan pembangunan Pelancongan Ekobudaya yang mapan perlukan kepada tiga faktor utama iaitu seperti berikut:

(i)   Penglibatan aktif komuniti
      Penglibatan penduduk biasanya berjaya diurus dengan baik apabila dibuat pada skala kecil dan disertai oleh penduduk setempat dengan cara menjimatkan kos dalam menyediakan kemudahan infrastruktur yang asas seperti bekalan air, elektrik, telekomunikasi dan jalan raya. Selain itu, ia perlu mengelak bebanan hutang dengan melakukan pembangunan pada skala kecil. Dalam pada itu, membantu pemasaran produk dan kemahiran tempatan tanpa pergantungan kepada orang luar.
(ii) Sensitiviti terhadap alam sekitar
      Penggunaan tema eko-budaya itu sendiri membawa makna yang besar apabila ekologi dan memainkan tanggungjawab bagi membina aktiviti pelancongan yang mapan.
(iii) Peranan dan sikap pelancong
      Jumlah kehadiran pelancong merupakan indikator penting yang memastikan survival industri Pelancongan Ekobudaya. Kehadiran yang tinggi akan menjana perolehan pendapatan yang baik kepada pengusaha. Namun begitu ianya boleh memberi kesan terhadap alam sekitar serta ancaman terhadap nilai-nilai budaya komuniti terbabit dalam masa panjang.

Daripada penulisan Khairul Hisyam (2008), bolehlah dirumuskan bahawa pembentukan Pelancongan Eko Budaya yang mapan perlu dilaksanakan secara berskala kecil sesuai dengan ruang dan persekitaran yang ada supaya ianya mampu mengelakkan kesan alam sekitar dan nilai budaya Orang Asli daripada terhakis.

Pemeliharaan dan Pemuliharaan Budaya Komuniti Orang Asli Jahai

Orang Asli suku kaum Jahai merupakan dari suku bangsa Negrito. Suku bangsa Jahai merupakan satu daripada Suku Kaum Negrito iaitu suku kaum yang terkecil berbanding dengan kaum Senoi dan Proto-Malay (Melayu Asli). Mereka tinggal di Perak, terutama di kawasan Hulu Perak iaitu Banun, Sungai Tiang dan Persisiran Empangan Temenggor. Pada amnya rupa paras orang Jahai seakan-akan Orang Habsyi atau Negro di Afrika, Kaum Andaman dan Aeta di Filipina. Kebanyakannya tinggal di kuala sungai dan persisiran tasik. Rumah mereka berbentuk pisang sesikat yang dibina daripada buluh dan beratapkan daun bertam dan tepus. Suku bangsa Jahai suka membuat rumah yang ringkas kerana mereka mengamalkan cara hidup berpindah-randah. Mereka berpindah dari satu tempat ke satu tempat apabila berlaku kematian, penyakit ganjil, perbalahan kecil, kerana keperluan makanan dan pertambahan penduduk. Kini, amalan berpindah-randah semakin kurang diamalkan kerana mereka telah menerima bantuan daripada agensi kerajaan (JAKOA, 2018).

Hasil dari temu bual dan pemerhatian yang dilakukan dalam masyarakat Jahai di Kampung Aman Damai, Tasik Temenggor, Royal Belum, Gerik, Perak menunjukkan bahawa komuniti Orang Asli ini dilibatkan dalam aktiviti pelancongan. Tarikan pelancongan yang diusahakan oleh komuniti ini seperti Tarian Sewang, Aktiviti Menyumpit, penghasilan herba ubatan, Kraf tangan, cara hidup dan suasana persekitaran menjadi pakej menarik Pelancongan Lestari. Sumber jaya dan kemahiran yang terdapat dalam komuniti ini mampu menjadi tarikan unik yang dinginkan oleh pelancong. Melalui aktiviti pelancongan ini secara tidak langsung dapat memelihara dan memulihara budaya mereka sebagai satu tarikan pelancongan yang perlu dikekalkan.

Daripada kedatangan pelancong, bukan sahaja dapat memberikan sumber pendapatan kepada mereka malahan mereka mula mengekalkan kemahiran dan budaya hidup mereka sebagai pakej pelengkap dalam tarikan pelancongan di Gerik, Perak. Selain itu, mereka mula merancang untuk membangunkan kemudahan sokongan termasuk membina balai persembahan untuk mereka membuat persembahan kepada pelancong. Budaya hidup mereka seperti tarian Sewang, kemahiran menyumpit, menghasilkan ubatan, kraf tangan mampu menjadi tarikan utama kepada pelancong. Kebanyakan pelancong yang datang membuat bayaran dan pembelian terhadap aktiviti yang diwujudkan termasuk jualan kraf tangan dan herba ubatan. Melalui aktiviti pelancongan, membolehkan sumber jaya dan kemahiran mereka dikekalkan dan diwariskan kepada generasi baru sebagai daya tarikan pelancong.

Rajah 1 menunjukkan gambar aktiviti dan suasana kampung di penempatan Orang Asli suku kaum Jahai di Kampung Aman Damai. Mereka juga menyediakan buku pelawat di mana kebanyakan pelancong yang memberi komen dalam buku ini terdiri dari pelancong dalam dan luar negara. Setiap komen daripada pelancong dapat dijadikan sebagai satu panduan kepada penambahbaikan berkaitan aktiviti pelancongan komuniti ini. Selain itu, ia juga dapat memberi rangsangan positif dalam menggalakkan mereka untuk mengembangkan idea dalam mencipta aktiviti baru bagi menarik kedatangan pelancong. Setiap pelancong yang datang ke kampung ini dikenakan yuran masuk RM1. Bayaran turut dikenakan bagi mereka yang ingin mencuba aktiviti menyumpit dan melihat aktiviti kebudayaan yang lain. Hasil dapatan yang diperoleh dari aktiviti pelancongan akan diagihkan sama rata antara penduduk. Justeru ia menggalakkan penglibatan komuniti secara maksimum dalam melengkapkan aktiviti tarikan pelancongan. Dapat diperhatikan bahawa melalui pelancongan lestari mampu memelihara dan memulihara tarikan mereka sebagai satu pakej pelancongan yang menarik dan membentuk identiti suku kaum mereka sendiri untuk lebih dikenali kepada masyarakat luar.

Rajah 1: Suasana dan Aktiviti Pelancongan di Kampung Aman Damai

Rumusan

Hasil penyelidikan yang dilakukan ke atas komuniti Jahai menunjukkan bahawa melalui aktiviti pelancongan lestari menunjukkan bahawa suku kaum ini dapat meneruskan budaya mereka seperti tarian, cara hidup, penghasilan kraf tangan dan herba ubatan sebagai satu sumber pendapatan ekoran adanya permintaan pelancong. Justeru peranan yang dimainkan oleh agensi pelancongan, kerajaan dan badan bukan kerajaan (NGO) adalah perlu bagi memberi peluang kepada komuniti ini dalam merancang dan mengekalkan sumber jaya mereka. Diharapkan melalui aktiviti pelancongan secara tidak langsung dapat menggalakkan penerapan amalan lestari dalam komuniti ini dari aspek pengekalan gaya hidup, sumber jaya persekitaran dan kemahiran mereka. Selain itu, kajian ini juga diharapkan dapat menjadi panduan kepada komuniti Orang Asli lain dalam menjadikan pelancongan sebagai satu aktiviti dalam memelihara dan memulihara budaya suku kaum mereka.

Penghargaan

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PENTADBIRAN DAN PENGSKORAN PROVOCATION INVENTORI BERDASARKAN NOVACO ANGER INVENTORI (NAS-PI)

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Abstrak :

Novaco Anger Scale and Provocation Inventory (NAS-PI) merupakan salah satu alat ukur yang digunakan bagi mengukur tahap kemarahan seseorang individu. Merujuk kepada (NAS-PI) terdapat dua bahagian inventori yang mengukur aspek kemarahan dan dalam kajian ini, hanya inventori Provocation Inventori (PI) digunakan kepada responden. Terdapat 25 item yang terdapat dalam (PI) dan inventori ini diedarkan kepada 110 orang responden yang berumur 12 tahun hingga 49 tahun yang terdiri daripada pelajar dan juga pekerja dalam sektor awam dan swasta. Alat ini akan digunakan bagi melihat beberapa aspek khususnya hubungan antara faktor jantina, pekerjaan, peringkat umur yang mana adakah ianya mampu menyumbang kepada emosi marah kerpada seseorang individu berdasarkan kepada situasi yang berlaku kepada individu. Selain itu tahap ujian reliabiliti penggunaan alat ini dalam kajian ini menujukan pada tahap yang kukuh iaitu pada 0.83 dan ini menunjukan alat ini sesuai digunakan bagi mengukur tahap kemarahan individu berdasarkan situasi yng berlaku.

Kata Kunci: *Provocation Inventory* (PI), jantina, peringkat umur & pekerjaan

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Pengenalan

Kemarahan merupakan salah satu daripada bentuk emosi yang terdapat dalam diri seseorang individu. Kemarahan yang tidak dapat dikawal biasanya akan mengundang pelbagai situasi negatif yang boleh membawa kesan buruk kepada seseorang individu. Oleh itu, emosi marah harus dikawal serta diurus dengan baik. Dalam konteks ini juga, marah dan juga emosi boleh dikaitkan secara khusus dengan melihat bagaimana seseorang individu bertindakbalas. Menurut Mental Health Foundation (2008) menyatakan bahawa kemarahan merupakan satu emosi asas yang mana ianya melibatkan tindakbalas aspek fizikal dan juga mental kesan daripada situasi yang berlaku dalam diri.

Walau bagaimanapun dalam kebanyakan masa yang berlaku kepada seseorang individu, kombinasi antara fizikal, emosi dan sosial adalah faktor yang mempengaruhi emosi marah dalam kebanyakan keadaan. Namun, emosi merupakan satu aspek yang dipengaruhi oleh bagaimana seseorang melihat sesuatu keadaan yang berlaku. Menurut kajian yang dilakukan oleh *American Association For Marriage & Family Therapy* (2010) menyatakan bahawa kemarahan yang tidak terkawal adalah satu faktor negatif yang boleh mempengaruhi hubungan

dengan seseorang individu dan dalam konsep keluarga, emosi marah yang tidak terkawal boleh menyebakan virus yang boleh memberi impak negatif kepada keluarga.

Dalam kajian yang dilakukan oleh Andrew (2008) menyatakan bahawa ekspresi kemarahan dalam kehidupan yang moden adalah sesuatu yang telah menjadi kebiasaan dan menurut beliau melalui tinjauan, 45% akan hilang kesabaran dan menyebabkan marah di tempat kerja yang mana sebilangan daripadanya akan merosakan komputer atau menjerit pada PC komputer.Selain itu, 80% daripada pemandu yang mengalami emosi marah kemungkinan akan terlibat dengan kemalangan di jalan raya. Dalam aspek kajian yang dinyatakan oleh Mental Health Foundation (2008) kajian yang sistematik yang ditunjukan oleh simpan data kajian menunjukan dua penyelidik telah mendedahkan 1,267 artikel dalam bidang diagnosis kemurungan dan 410 artikel melibatkan kebimbingan dan hanya 7 artikel melibatkan kemarahan. Maka berdasarkan daripada penerangan tersebut masih kurang perhatian yang melibatkan kesan emosi marah yang boleh memberi kesan kepada kesihatan mental seseorang individu.

Pengenalan Novaco Anger Inventori (Nas-Pi)

Salah satu inventori yang boleh digunakan bagi mengukur emosi marah adalah *Novaco Anger Scale and Provocation* Inventory (NAS-PI). Alat ukur NAS-PI ini adalah salah satu alat ukur yang digunakan secara meluas bagi menentukan tahap kemarahan individu serta situasi-situasi yang boleh menumbang kepada emosi yang boleh menimbulkan kemarahan seseorang. Alat ukur ini telah dibangunkan oleh Raymon W. Novaco pada tahun 2003. Bagi pengenalan alat ukur ini, ianya mempunyai 2 bahagian khusus iaitu pertama adalah *Novaco Anger Scale* (NAS) yang mana kesluruhan item adalah 60 yang boleh dijawab dalam lingkungan masa 15 minit. Dalam bahagian ini, ianya mengfokuskan kepada bagaimana individu mengalami kemarahan tersebut dan secara keseluruhannya terdapat 5 bahagian penting meliputi aspek tersebut iaitu

a) Kognitif (COG) iaitu melibatkan aspek seperti justifikasi, sangsi dan ada sikap permusuhan kepada individu lain.
b) Arousal (ARO) iaitu melibatkan perasaan marah, tertekan dan intensiti
c) Tingkahlaku (BEH) iaitu tindakbalas atau perlakuan, konrantasi yang melibatkan aspek fizikal dan ungkapan secara langsung atau tidak.
d) *Anger Regulation* (REG) iaitu melibatkan rangsangan untuk bertenang dan kawalan tingkahlaku.

 Namun dalam bahagian *Provocation Inventory* (PI) hanya terdapat 25 item sahaja yang digunakan yang boleh dijawab oleh individu hanya dalam tempoh masa kurang atau 10 minit sahaja. Bagi konteks (PI), ianya hanya mengfokuskan kepada situasi yang boleh menumbang kepada situasi yang boleh membawa kemarahan dalam lima aspek iaitu layanan yang tidak baik, ketidakadilan, kecewa, layanan yang mengjengkelkan dan juga *irritation*. Oleh itu, format penggunaan alat ujian ini adalah lebih bersifat "*self-report*" dan sesuai digunakan kepada mereka yang berumur lingkungan 9 tahun hingga 84 tahun.

Secara keseluruhannya, alat ujian ini telah diuji kepada 1,546 individu dan diasingkan mengikut kumpulan umur iaitu pada peringkat 9 tahun hingga 18 tahun dan 19 tahun hinggalah 84 tahun. Untuk mengendalikan alat ujian ini maka dalam manual penggunaan alat ujian psikologi telah menerangkan bahawa kelayakan untuk mentadbir dan menganalisis alat ini seharusnya mereka yang mempunyai kelayakan dalam Sarjana Psikologi (MA, MS, MSW, CAGS) dalam psikologi, pendidikan kaunseling, ahli terapi, kerja sosial atau bidang-bidang yang berkaitan.

Isu yang Dikaji

Dalam kajian ringkas ini, ianya hanya kan mengukur beberapa perkara yang dilihat sesuai dengan penggunaan item ini. Oleh kerana alat ujian yang digunakan hanya melibatkan satu bahagian di dalam *Novaco Anger Inventory* iaitu melibatkan bahagian *Provocation* Inventory (PI) yang hanya melihat aspek-aspek persekitaran yang boleh menyumbang kepada emosi marah seseorang individu maka analisis akan melihat kepada beberapa perkara iaitu:

a) Hubungan antara tindakbalas persekitaran yang boleh menyumbang kemarahan mengikut faktor jantina lelaki dan perempuan.
b) Hubungan di antara situasi persekitaran yang boleh menyumbang kemarahan dengan peringkat umur individu.
c) Hubungan di antara situasi persekitaran yang boleh menyumbang kemarahan dengan jenis pekerjaan.
d) Apakah item yang terdapat dalam (PI) yang mempunyai paling banyak respons yang menyebabkan kemarahan pada seseorang individu.
e) Apakah tahap *reliability* alat ujian (PI) dalam kajian ini.
f) Adakah terdapat taburan normal data yang dikutip dalam kajian ini.

Kelima-lima perkara tersebut digunakan bagi menganalisis secara ringkas tentang alat ujian psikologi ini. Oleh itu, analisis akan dilakukan sesuai dengan penggunaan (PI) yang mengfokuskan kepada perkara-perkara yang boleh menyumbang kepada emosi marah seseorang individu.

Kaedah

Subjek
Dalam kajian ini seramai 110 responden terlibat (39 orang lelaki dan 71 orang perempuan) yang terdiri daripada 24 orang pelajar sekolah menengah dan 86 orang penjawat awam kerajaan (M = 2.672, SD= 0.939) yang mana peringkat umur pertama iaitu 12 hingga 19 tahun seramai 14 orang mewakili 12.7%, peringkat kedua iaitu 20 hingga 29 tahun seramai 30 orang mewakili 27.3%, peringkat ketiga iaitu 30 hingga 39 tahun seramai 44 orang mewakili 40% dan peringkat terakhir iaitu 40 hingga 49 tahun seramai 22 orang mewakili 20%.

Pengiraan
Konsep Novaco Anger Scale & Provocation Inventori (NAS-PI) mempunyai 2 bahagian iaitu bahagian pertama iaitu Novaco Anger Scale (NAS) yang meliputi 60 item manakala bahagian

kedua pula meliputi Provocation Inventori (PI) yang mewakili 25 item sahaja. Dalam kajian ini, hanya bahagian PI sahaja digunakan dan responden akan ditanya berdasarkan kepada 4 skala utama (*0= sangat kurang marah, 1= kurang marah, 2= sederhana marah, 3=Banyak marah, 4=sangat banyak marah*) yang mana berdasarkan kepada soalan yang ditanya dalam NAS-PI tersebut. Terdapat 25 item yang terdapat dalam PI yang mana mewakili situasi dan juga keadaan yang boleh menyumbang kepada emosi marah seseorang individu.

Dalam kajian NAS-PI yang diselaraskan oleh Novaco, sampel yang digunakan adalah seramai 1,546 orang yang berumur 9 hingga 84 tahun dan NAS-PI menunjukan data yang konsisten dalam aspek reabiliti dalam pelbagai sampel yang digunakan. Dalam aspek internal reliability estimate yang telah digunakan, nilai r= 0.94 bagi NAS dan r-r=0.95 bagi PI. Bagi NAS *subscale reliability* pula adalah dalam lingkungan 0.76 hingga 0.89 dengan nilai medium adalah 0.83 dilihat mempunyai nilai yang sangat kukuh dan stabil.

Oleh itu, dalam bahagian ini, ianya akan memfokuskan kepada cara pengiraan *Provacion Inventori* (PI) sahaja. Pengiraan bagi skor PI adalah mewakili 4 peringkat utama. Interpretasi skor adalah meliputi 4 peringkat iaitu, skor 1 hingga 25 adalah = *kurang marah*, skor hingga 50 adalah= *sederhana marah*, skor 51 hingga 75 adalah= *banyak marah* dan 76 hingga 100 adalah= *sangat banyak marah*. Pengiraan bagi PI adalah mudah dan ringkas kerana dalam bahagian ini, individu akan dikenalpasti tahap kemarahannya berdasarkan kepada situasi yang dialami oleh seseorang individu.

Oleh kerana kajian ini hanya meliputi aspek iaitu PI sahaja dan tidak keseluruhan maka cara pengiraan skornya adalah lebih ringkas dan mudah untuk di interpretasikan. Dengan mendapatkan jumlah PI skor maka terdapat beberapa aspek yang akan diambil kira iaitu melibatkan tindak balas 5 bahagian iaitu *Disrespectful Treatment, Unfairness, Frustration, Annoying traits & Irritation*.

Prosedur

Data dikutip daripada kalangan remaja dan juga pekerja di sektor kerajaan. Soalan diedarkan secara rawak kepada penduduk di sekitar Seberang Perai Utara. Hanya individu yang sukarela sahaja yang ingin menjawab soalan tersebut akan terlibat dengan proses analisis ini. Sebelum diberikan soalan inventori ini kepada responden, penerangan mengenai (PI) ini diberikan terlebih dahulu supaya responden memahami isi kandungan dan proses menjawab soalan yang telah diberikan. Pemilihan peserta juga dilakukan dengan hanya memilih peserta yang berumur daripada 12 tahun hingga 50 tahun sahaja sesuai dengan penggunaan alat inventori ini.

Analisis Statistik

Penggunaan analisis bagi menganalisis hasil kajian ringkas yang dibuat adalah melalui penggunaan *Statistical Package for the Social Sciences* (SPSS) versi 22.0 yang mana akan menganalisis bahagian (PI) sebanyak 25 item tersebut. Dalam bahagian ini, terdapat beberapa analisis yang akan dibuat iaitu meliputi analsisi deskriptif, *independent t-test, ANOVA satu hala* dan ujian-ujian ringkas lain yang boleh membantu untuk analisis dilakukan dalam kajian ini.

Berdasarkan kepada Jadual 1.0 dibawah menunjukan analisis mengenai perbezaan tindakbalas persekitaran yang boleh menyumbang kemarahan mengikut faktor jantina seseorang individu. Berdasarkan jadual di bawah, nilai $t = 0.906$ dan nilai signifikan adalah 0.367 iaitu lebih besar

daripada 0.05 maka boleh dibuat kesimpulan bahawa tidak terdapat hubungan yang signifikan antara jantina dengan situasi yang menyebabkan seseorang individu tersebut marah. Maka dalam analisis ini, faktor jantina tidak mempengaruhi perbezaan tindakbalas situasi marah yang dinyatakan dalam item (PI) yang boleh menyumbang kepada kemarahan mengikut situasi keadaan yang dinyatakan.

Jadual 1.0 : Perbezaan Persekitaran Yang Boleh Menyumbang Kemarahan Mengikut Faktor Jantina

Demografi	Faktor	N	Min	Sisihan Piawai	Darjah Kebebasan	Nilai t	*Sig.*
Jantina	Lelaki	39	1.9641	0.531	108	-0.906	0.367
	perempuan	71	2.066	0.585			

Selain itu, analisis menggunakan analisis diskriptif digunakan dalam setiap item iaitu merujuk kepada jadual 2.0 yang mana melihat kepada nilai min, mod dan juga nilai sisihan piawai setiap item dalam soalan tersebut. Pada peringkat ini hanya analisis secara ringkas dibuat bagi mengenalpasti serta menganalisa secara ringkas mengenai hasil kajian. Berdasarkan jadual dibawah iaitu melalui analisis diskriptif berdasarkan mengikut item soalan daripada (PI) item solan yang paling tinggi diskor dalam kesemua 25 item adalah item "ada seseorang membuat kesilapan dan menuduh saya". Nilai *Min = 2.96, Mod= 3* dan *Std. Deviation= 2.1125*, dikuti dengan item " orang yang membaiki kereta memaksa saya bayar lebih" iaitu dengan nilai *min= 2.59909, mod=3.00 , Std. Deviation= 0.89130* manakala item yang paling kurang menunjukan responssituasi marah adalah "saya baru sahaja masuk ke kedai dan ditanya-tanya oleh jurujual". Nilai item bagi *min=1.2182, mod= 1.00,* dan *Std. Deviation= 0.9097*.

Jadual 2.0 : Analisis Diskriptif Mengikut Pembahagian Item Soalan (PI)

Item	Min	Mod	Std. Devian
saya mengeluarkan barang yang baru saya beli dan mendapati ia tidak dapat berfungsi	2.5455	2.00	.85280
Orang yang membaiki kereta memaksa saya bayar lebih	2.5909	3.00	.89130
Kesilapan saya dikenalpasti dan dibetulkan manakala tindakan salah orang lain dilepaskan	2.2727	2.00	1.00375
Kereta saya tidak dapat bergerak di kawasan lumpur	1.7000	2.00	.99125
Saya bercakap dengan seseorang dan dia tidak menjawab saya	1.9364	1.00	1.119
Seseorang berpura-pura sudah tahu sesuatu	1.6818	2.00	0.96671
Semasa di kafetaria, saya berhati-hati membawa empat cawan kopi ke meja saya, tiba-tiba seseorang melanggar saya dan kopi itu tumpah	1.8273	2.00	1.14025

Saya telah menyangkut jaket saya, dan ada orang yang menjatuhkannya ke lantai dan tidak mengambil peduli	1.8455	2.00	0.95961
Saya baru sahaja masuk ke kedai dan ditanya-tanya oleh jurujual	1.2182	1.00	0.9097
Saya telah merancang pergi ke suatu tempat dengan seseorang tetapi orang itu tarik diri pada saat akhir	1.9364	2.00	0.96048
Terdapat cemuhan atau ejekan	2.2364	2.00	0.93776
Enjin kereta saya berhenti semasa saya di kawasan lampu isyarat dan pemandu di belakang sering membunyikan hon	2.1000	2.00	0.99494
Saya dengan tidak sengaja membuat silap semasa memasuki tempat letak kereta. Sebaik sahaja keluar dari kereta, ada orang pekik kepada saya "Dimana anda belajar memandu?"	2.2364	2.00	0.98547
Ada seseoang membuat kesilapan dan menuduh saya	2.9636	3.00	2.1125
Saya cuba beri tumpuan, tetapi orang sebelah saya menghentak-hentak kakinya	2.05454	2.00	0.89685
Saya meminjamkan buku yang bernilai kepada kawan dan si peminjam gagal memulangkannya	2.2091	2.00	0.93941
Pada suatu hari, saya sangat sibuk dan ahli keluarga saya mengadu saya lupa membuat sesuatu yang telah bersetuju melakukannya	1.4545	1.00	0.900499
Saya cuma membincangkan sesuatu yang penting dengan pasangan saya, tetapi dia tidak memberi peluang kepada saya untuk menyatakannya.	2.1727	2.00	1.98091
Dalam perbincangan, ada ahli yang tidak mahu bertoak ansur pada hal mereka hanya tahu sedikit sahaja tentang topik	1.8273	2.00	0.79976
Seseorang hendak masuk campur dalam pertengkaran antara saya dengan orang lain	2.1364	2.00	0.94313
Saya hendak pergi ke suatu tempat dengan cepat tetapi kereta hadapan saya memandu dengan had kelajuan 40km/j dan pada masa itu saya pula tidak berpeluang memotongnya	2.1636	2.00	0.97234
Saya terpijak chewing gum	1.7818	2.00	1.15244
Saya dihina oleh sekumpulan kecil semasa saya melalui hadapan mereka	2.0545	2.00	0.96580
Semasa saya tergesa-gesa hendak ke suatu tempat, seluar jenama saya terkena benda tajam dan terkoyak	1.7636	2.00	1.09985
Saya menggunakan duit syiling terakhir di tangan saya untuk menelefon, tetapi saya tidak dapat menghubungi orang berkenaan. Sebelum terus mendail, saya dapati syiling tersebut tertelan	2.0455	2.00	1.04387

Merujuk kepada jadulal 3.0 iaitu hubungan di antara situasi persekitaran yang boleh menyumbang kemarahan berdasarkan peringkat umur individu. Berdasarkan Jadual 3.0 nilai *Sig = 0.771* iaitu lebih besar daripada 0.05 bermakna sampel mempunyai varians yang homogen. Dengan ini, andaian kehomogenan telah dipenuhi. Berdasarkan kepada *F= 5.646* , *df=3* dan *Sig= 0.001* maka terdapat perbezaan antara situasi persekitaran yang boleh menyumbang kemarahan berdasarkan peringkat umur dalam kajian ini.
Jadual 3.0: Hubungan Di antara Situasi Persekitaran Yang Boleh Menyumbang Kemarahan berdasarkan Peringkat Umur

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
12-19 tahun	14	2.5743	.62494	.16702	2.2135	2.9351	1.04	3.20
20-29 tahun	30	1.9653	.52635	.09610	1.7688	2.1619	1.08	3.40
30-39 tahun	44	1.9655	.53912	.08128	1.8015	2.1294	.68	3.08
40-49 tahun	22	1.9018	.46496	.09913	1.6957	2.1080	.84	2.76
Total	110	2.0302	.56639	.05400	1.9231	2.1372	.68	3.40

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.818	3	1.606	5.646	.001
Within Groups	30.149	106	.284		
Total	34.967	109			

Berdasarkan kepada jadual 4.0 ianya pula menunjukkan tahap reliabiliti ujian *Provocation Inventory* (PI) berdasarkan *Novaco Anger Inventory* yang telah dilakukan dalam kajian tersebut. Berdasarkan kepada analisis Cronbach's Alpha menunjukan bahawa nilainya adalah **0.883** iaitu nilai yang tinggi iaitu meliputi item sebanyak 25 item soalan yang meliputi respondent sebanyak (N= 110).

Jadual 4.0: Tahap Reliabiliti

Cronbach's Alpha	Keseluruhan Item
.883	25

Berdasarkan kepada jadual 5.0 ianya menerangkan tentang perbezaan tindakbalas persekitaran yang boleh menyumbang kemarahan mengikut faktor pekerjaan. Berdasarkan jadial tersebut, nilai Sig=0.916, t= 4.404, SD= 108 maka berdasarkan nilai tersebut, nilai Sig=0.915 > 0.05 maka tidak terdapat hubungan yang signifikan antara jenis pekerjaan dengan situasi atau keadaan yang boleh menyebabkan individu tersebut boleh merasa marah.

Jadual 5.0 : Perbezaan Tindakbalas Persekitaran yang Boleh Menyumbang Kemarahan Mengikut Faktor Pekerjaan

Demografi	Faktor	N	Min	Sisihan Piawai	Darjah Kebebasan	Nilai T	Sig.
Pekerjaan	Pelajar	24	2.4467	0.53349	108	4.405	0.916
	Pejawat Awam	86	1.9140	0.52127			

Gambarajah dibawah menunjukan graf taburan data yang telah dilakukan. Proses pengumpulan data menggunakan pengsampelan secara rawak dalam kajian ringkas ini. Berdasarkan analisis menggunakan SPSS versi 22.0 menunjukan bahawa taburan data adalah normal. Namun berdsarkan jadual 6.0 iaitu *Test of Normality* menunjukan nilai sig. Bagi *Kolmogorov-Smirnov & Shapiro* menunjukan nilai .0.05 iaitu 0.185 dan 0.537 dan ini membuktikn bahawa data bertabur secara normal

Jadual 6.0 : Ujian Taburan Normal

	Kolmogorov-Smirnov[a]			*Shapiro-Wilk*		
	statistik	Darjah Kebebasan	Sig.	Statistik	Darjah Kebebasan	Sig.
Keseluruhan	.074	110	.184	.989	110	.537
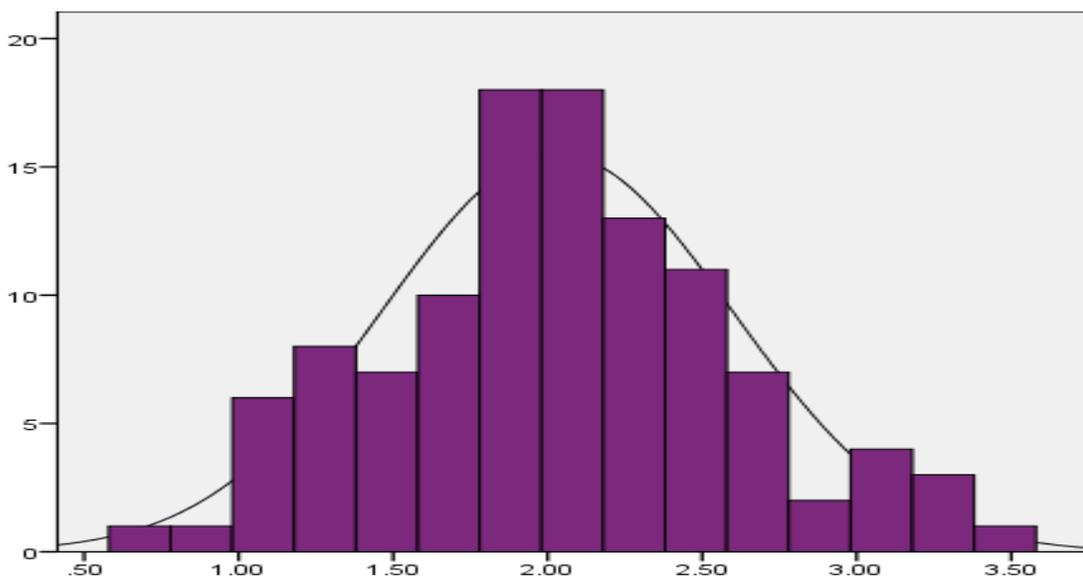
Gambarajah 1.0 Taburan Data Bagi Keseluruhan

Berdasarkan jadual 7.0 dibawah, ianya merupakan analisis ringkas mengenai jumlah skor keseluruhan responden dalam kajian ini. Terdapat 4 bahagian interpretasi skor dalam ujian PI ini iaitu skor 1- 25 adalah skor yang menunjukan responden kurang marah, skor 26 – 50 menunjukan sederhana marah, skor 51 – 75 adalah banyak marah dan skor 76 hingga 100 adalah sangat banyak marah. Berdasarkan interpretasi tersebut maka analisis diskriptif dibuat bagi mengenalpasti kekerapan yang paling tinggi di kalangan responden. Berdasarkan 110 orang responden yang terlibat, kekerapan skor yang paling tinggi adalah pada tahap sederhana iaitu 64 orang responden, di ikuti dengan skor keseluruhan banyak marah iaitu 35 orang responden , skor kurang marah sebanyak 8 orang dan sangat banyak marah hnya 3 orang responden sahaja.

Jadual 7.0: Jumlah Skor Keseluruhan Berdasarkan Interpritasi Skor

		Kekerapan	Peratusan
Valid	Sangat Banyak Marah	3	2.7
	kurang marah	8	7.3
	Banyak Marah	35	31.8
	Sederhana	64	58.2
	Total	110	100.0

Perbincangan

Daripada hasil analisis yang dilakukan secara ringkas kepada 110 orang responden boleh dilihat bahawa terdapat beberapa aspek boleh dikenalpasti iaitu dari segi faktor jantina iaitu adakah emosi marah yang disebabkan persekitaran dipengaruhi oleh persekitaran dan daripada analisis yang dilakukan bahawa tidak terdapat hubungan antra faktor jantina dalam perkara tersebut dan boleh dirumuskan bahawa item yang terdapat dalam inventori ini tidak bias terhadap jantina kerana ianya meliputi aspek yang menyeluruh dan umum untuk kedua-dua jantina. Untuk ujian seterusnya merujuk kepada ujian deskriptif yang meliputi analisis asas iaitu min, medium dan mod.

Tujuan analisis ini dilakukan bagi melihat apakah item yang paling banyak menyumbang kepada situasi marah seseorang individu dan apakah item yang kurang membawa kepada situasi marah seseorang individu. Berdasarkan daripada analisis tersebut, maka didapai item yang melibatkan pertuduhan yang mendatangkan rasa tidak puas hati ke atas diri individu boleh membawa kepada wujudnya emosi marah. Namun analisis tersebut hanyalah berdasarkan kepada keseluruhan item sahaja dan merujuk kepada keseluruhan responden yang terlibat.

Analisis yang seterusnya adalah melibatkan ANOVA satu hala yang mana menganalisis mengenai hubungan di antara situasi persekitaran yang boleh menyumbang kemarahan berdasarkan peringkat umur. Berdasarkan kepada keputusan tersebut, maka dapat disimpulkan bahawa terdapat perbezaan situasi kemarahan yang boleh berlaku berdasarkan peringkat umur. Maka perbezaan peringkat umur juga mempengaruhi emosi marah yang berlaku kepada seseorang individu berdasarkan persekitaran yang berlaku. Selain itu, analisis bagi Cronbach's Alpha juga dilakukan dan hasilnya ianya menunjukan bahawa nilainya adalah reliability alat ujian tersebut adalah 0.883 iaitu nilai yang dalam lingkungan nilai yang tinggi dan kukuh untuk digunakan sebagai alat untuk menguji tahap situasi kemarahan seseorang individu. Ujian seterusnya dilakukan iaitu T-Test iaitu untuk melihat adakah faktor

pekerjaan mempengaruhi emosi marah seseorang individu berdasarkan situasi yang berlaku. Dalam kajian ini hanya dua item sahaya yang diujur dalam jenis pekerjaan iaitu pelajar dan penjawat awam. Maka data yang di dapati tidak pelbagai jadi hasilnya tidak dapat menunjukan bahawa jenis pekerjaan mampu mempengaruhi tahap emosi marah berdasarkan keadaan yang berlaku. Ujian akhir sekali adalah ujin taburan yang melihat adakah data bertabu secara normal. Maka ujian ini penting bagi memastikan bahawa data bertabur secara normal kerana persampelan digunakan adalah secara rawak dan hasilnya adalah data bertabur secara normal berdasarkan gambarajah 1.0 tersebut.

Kesimpulan

Kesimpulannya bahawa penggunaan inventori PI dalam Inventori Novaco Anger (NAS) ini adalah sesuai digunakan kerana mempunyai nilai relliabiliti yang kukuh dan stabil iaitu 0.8 dan alat ini mampu mengukur apa yang patut diukur dan secara keseluruhannya alat ini sangat membantu dalam mengenalpasti persekitan dan situasi yang berisiko tinggi untuk seseorang individu untuk berada dalam keadaan emosi marah. Selain daripada itu juga, alat ukur ini adalah mudah untuk dilakukan namun harus mempunyai pengetahuan pada setia item soalan yang berada dalam (PI) tersebut. Walaupun PI adalah salah satu invenoti yang terdapat dalam Inventori Anger Novaco Scale namun yang mempunyai pecahan yang khusus dalam menilai aspek yang tertentu namun Novaco (2003) turut mencadangkan agar PI dilaksanakn bersekali dengan (NAS).

Walaupun begitu, ujian ini boleh dilakukan berasingan kerana ianya melihat kepada aspek yang berbeza dalam konsep marah yang dinyatakan. Namun alat ini sesuai digunakan kepada peringkat umur yang di nyatakan dan sesuai untuk langkah intervansi dalam usaha menangani emosi marah pada seseorang individu.

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PERLINDUNGAN HARTA INTELEK TERHADAP TRADISI LISAN MASYARAKAT IBAN: LEKA TIMANG.

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Abstrak

Perlindungan harta intelek dalam bidang kesenian dan budaya warisan bukan isu baru wujud pada masa kini. Semenjak menyedari akan kelebihan dan kebaikan yang diperolehi selepas melakukanperlindungan harta intelek. Ramai pemilik karya kesenian dan budaya warisan telah mendaftarkan karya mereka dibawah undang-undang yang berkaitan di Perbadanan Harta Intelek Malaysia. Tradisi lisan leka timang merupakan salah satu warisan budaya yang semakin dilupakan dalam kalangan masyarakat Iban. Ia semakin dilupakan dalam kalangan masyarakat disebabkan revolusi budaya yang terjadi pada masa kini. Tradisi lisan leka timang masyarakat Iban merupakan salah satu warisan budaya yang mempunyai nilai estetika yang tinggi dari aspek kesenian. Untuk melindungi tradisi lisan ini daripada kehilangan identiti asal dan hilang dibawa arus permodenan sejagat, perlindungan harta intelek merupakan kaedah yang tepat untuk digunakan bagi melindungi produk tersebut. Dalam kajian ini, penyelidik akan fokus kepada perlindungan harta intelek dan tradisi lisan leka timang masyarakat Iban. Hal ini bertujuan untuk menyampaikan maklumat kepada pembaca dan penyelidik masa depan mengenai kepentingan perlindungan harta intelek terhadap tradisi lisan leka timang masyarakat Iban. Penyelidikan ini telah memperoleh data terus daripada informan yang pakar dalam bidang pengurusan harta intelek dan bidang tradisi lisan leka timang masyarakat Iban.

Kata Kunci: harta intelek, revolusi budaya, tradisi lisan

Abstract

The protection of intellectual property in the arts and cultural heritage industries is not a new issue exists today. Ever since the realization of the advantages and benefits gained after the protection of intellectual property. Owners of artistic and cultural heritage works have registered their works under the relevant laws of the Malaysian Intellectual Property Corperation. An indefinite oral tradition is one of the most widely forgotten cultural heritage of the Iban community. It is increasingly forgotten in society because of the cultural revolution that has taken place today. The oral tradition of Iban society is one of the heritage cultures that has a high aesthetic value from the aspect of art. In order to protect this oral tradition from losing its original identity and disappearance of universal modernization, intellectual property protection is the right method for the protection. In this study, researchers will focus on the protection of intellectual property and oral tradition of the Iban community. It aims to convey

information to future readers and researchers on the importance of protecting intellectual property on the Iban community's oral tradition. This research has obtained direct data from informants specializing in intellectual property management and oral tradition of Iban society.

Keywords: Cultural revolution, intellectual property, oral tradition

Pengenalan

Perbadanan Harta Intelek mula diperkenalkan pada tahun 1983 di bawah Pejabat Cap Dagangan dan Jaminhak dan berada dibawah Kementerian Perdagangan dan Industri. Manakala pada tahun 2003, Perbadanan Harta Intelek telah dikorporatkan sebagai badan berkanun. Perbadanan Harta Intelek Malaysia (MyIPO) yang merupakan agensi di bawah Kementerian Perdagangan Dalam Negeri, Koperasi dan Kepenggunaan (KPDNKK) meletakkan fokus utama iaitu meningkatkan kesedaran masyarakat mengenai peranannya sebagai organisasi yang bertanggungjawab melindungi ciptaan harta intelek di Malaysia.

Di Malaysia, terdapat beberapa harta intelek yang dapat dilindungi di bawah undang-undang ialah paten, hakcipta, reka bentuk perindustrian, cap dagangan, petunjuk georgrafi dan reka bentuk susun atur litar bersepadu. Individu yang telah mendaftarkan produk mereka dibawah Perbadanan Harta Intelek akan mendapat hak ekslusif terutamanya bagi aset yang tidak nyata seperti muzik, penulisan, karya seni, jumpaan dan ciptaan, perkataan, simbol dan reka bentuk. Dengan itu, masyarakat Iban berpotensi besar dapat melindungi tradisi lisan *leka timang* mereka dari segi perundangan.

Masyarakat Iban merupakan masyarakat yang kaya dengan budaya dan warisan sejak turun temurun antaranya tradisi lisan. Masyarakat Iban mempunyai pelbagai tradisi lisan antaranya cerita rakyat, bahasa rakyat, sajak dan puisi rakyat, peribahasa rakyat, teka teki rakyat dan nyanyian rakyat. Sajak dan puisi rakyat dalam masyarakat Iban dikenali sebagai *leka main*. *Leka main* masyarakat Iban terbahagi kepada 3 kategori iaitu *leka main Invokasyen, leka main Adat basa* dan *leka main Pemerindang*.

Leka timang merupakan salah satu *leka main Invokasyen*. Leka main *Invokasyen* dikenali sebagai lagu puisi dalam sastera Iban hanya dilagukan oleh individu tertentu yang dikenali sebagai *lemambang*. Menurut Jimmy Donald (2014), *Leka main Invokasyen* merupakan *leka main* yang berkait rapat dengan kepercayaan masyarakat Iban terutamanya dalam perlaksanaan gawai seperti *leka timang, sugi,* dan *pelandai ara*. Gawai tersebut selalunya gawai yang berkaitan dengan huma, perubatan tradisional dan keberanian kaum lelaki Iban. Ia digunakan sebagai mantera untuk memanggil petara atau tuhan yang dikehendaki bagi memberkati gawai dan mengubati individu yang mengalami masalah kesihatan. Setiap leka main yang dipersembahkan oleh lemambang hendaklah disertakan dengan *'piring ading'*.

Kajian Lepas

Perlindungan harta intelek merupakan bidang undang-undang yang masih tidak jelas fungsinya dalam industri perundangan dunia. Sifatnya yang melindungi aset tidak ketara seperti terjemahan idea, objek warisan yang abstrak serta tidak mudah untuk diklasfikasikan berbanding dengan undang-undang berkaitan hartanah dan sebagainya menjadikannya bidang undang-undang yang mencabar untuk diuruskan. Namun, pada hari ini peranan harta intelek

menjadi tonggak utama para pengiat seni, pengusaha produk dan individu yang berkepentingan untuk melindungi hak asasi mereka daripada diciplak keasliannya. Tujuan utama perlindungan harta intelek adalah untuk melindungi hak-hak mereka sebagai empunya mutlak hasil ciptaan kreatif mereka. Penyalahgunaan yang menyebabkan kerugian yang tinggi kepada empunya asal tersebut membolehkan undang-undang harta harta intelek diaplikasikan (Christie, 2006). Perlindungan harta intelek terbahagi kepada dua bahagian, pertama perlindungan di bawah statut dan kedua di bawah perlindungan *common law.*

Umumnya, harta intelek yang dilindungi di bawah statut adalah hak cipta, paten, cap dagangan, reka bentuk litar bersepadu, reka bentuk industri, petunjuk geografi dan perlindungan variety baru tumbuhan. Sebaliknya *common law,* lebih menjurus kepada perlindungan kerahsiaan maklumat serta cap dagangan yang tidak berdaftar. *Common law* juga dikenali sebagai undang-undang kekelirupaan (William, 2002).

Menurut Sibarani, R. (2015), tradisi lisan adalah satu kegiatan budaya tradisional satu komuniti yang diwariskan secara turun – temurun dengan media lisan dari satu generasi ke satu generasi. Tradisi lisan tersebut merupakan susunan kata-kata lisan (verbal) mahupun bukan lisan (non-verbal). Tradisi lisan terbahagi kepada dua corak iaitu berbentuk cerita dan tidak berbentuk cerita. Tradisi lisan yang berbentuk cerita adalah terdiri daripada cerita penglipur lara dan cerita-cerita biasa seperti lagenda, epik, mitos, balada dan memoral. Manakala tradisi lisan yang bukan berbentuk cerita adalah satu cerita yang mengandungi pelbagai penggunaan bahasa seperti peribahasa, puisi lisan, nyanyian, undang- undang, pantun, ungkapan, teka-teki dan lain-lain (Othman, 2006).

Budaya membawa maksud keturunan sosial atau perkara yang dipelajari oleh seseorang apabila mereka dilatih dalam kumpulan tertentu. Sesetengah antropologi menggunakan tradisi atau tradisi kebudayaan untuk merujuk kepada makna kedua budaya. Tradisi kebudayaan digunakan untuk merujuk kepada idea, perasaan dan amalan yang diperoleh oleh orang sebagai ahli sistem sosial budaya (Beals, 1967). Kebudayaan merangkumi keseluruhan ciri rohani, intelektual dan emosi yang tersendiri yang mencirikan masyarakat atau kumpulan sosial. Ini bukan sahaja termasuk seni huruf, tetapi juga cara hidup yang berbeza, hak asasi manusia, sistem nilai, tradisi dan kepercayaan (Kavaliku. L. , 2005).

Timang merupakan satu kaedah penyembahan dan penerangan berkaitan tentang perjalanan dan pengembaraan tuhan atau *petara* ke dunia manusia bagi memberkati acara tersebut (Matusky, 2006). Menurut Jimbun Tawai (2017), leka timang banyak mengandungi pelbagai tunjuk ajar berkaitan dengan adat dan proses menjalankan sesuatu perkara seperti penanaman padi, pantang larang dan keberanian para lelaki Iban.

Methodologi Kajian

Pengumpulan data menggunakan kaedah kualitatif telah digunakan untuk memperolehi data yang tepat dengan tajuk penyelidikan. Sepanjang penyelidikan ini dijalankan juga beberapa informan yang dikenal pasti telah terlibat dalam proses untuk menyiapkan penyelidikan ini. Perbadanan harta intelek cawangan Sarawak, Perbadanan Tun Jugah serta Majlis Adat Istiadat Sarawak merupakan organisasi utama yang terlibat dalam kajian ini.

Penyelidik turut menggunakan kaedah penyelidikan keperpustakaan untuk mendapatkan maklumat secara bertulis dan bercetak. Pustaka negeri dan Pusat Khimat Maklumat Akademik

Universiti Malaysia Sarawak merupakan antara tempat untuk penyelidik mendapatkan maklumat penyelidikan yang dijadikan sebagai bahan rujukan utama dalam penyelidikan ini. Bagi mendapatkan maklumat mengenai kaedah-kaedah pendaftaran produk traditional serta mana-mana rekaan baru penyelidik juga telah melayari laman sesawang Perbadanan Harta Intelek Malaysia. Selain daripada itu, penyelidik merujuk kepada beberapa buku tentang harta intelek untuk melihat mendapatkan maklumat yang lebih lanjut berkaitan dengan skop penyelidikan ini.

Melalui kaedah pemerhatian, penyelidik dapat melihat, meneliti dan memahami cara kehidupan seharian masyarakat Iban. Penyelidik sendiri merupakan masyarakat Iban jadi pemerhatian ini boleh dijalankan secara dekat dan jauh untuk mengamati amalan dan ritual yang biasa dilakukan oleh masyarakat Iban. Menerusi pemerhatian ini, penyelidik dapat mengenal pasti informan yang layak untuk memberikan maklumat dan nasihat mengenal tradisi lisan leka timang. Hal ini kerana mereka terdiri daripada para lemambang dan golongan atasan yang bertanggungjawab menjalankan ritual dan warisan masyarakat Iban. Kehidupan masyarakat Iban yang rata-rata banyak dipengaruhi dan berkait rapat dengan alam sekeliling terutamanya adat beburong dan pantang larang menjadi amalan mereka sehingga ke hari ini.

Selain itu, penyelidik turut menggunakan kaedah pemerhatian turut serta. Dimana penyelidik telah pergi ke perayaan Gawai Burong yang diadakan di sebuah rumah panjang. Sepanjang gawai tersebut berlangsung penyelidik berpeluang untuk menyaksikan segala ritual dan persediaan yang dilakukan sebelum, semasa dan selepas gawai tersebut berlangsung. Menerusi pemerhatian turut serta ini, penyelidik memperolehi data primier mengenai pantang larang, ritual, pihak yang bertanggungjawab dalam Gawai Burong serta atur cara gawai itu dijalankan. Penyelidikan ini telah dilakukan di beberapa buah rumah panjang Iban di Bahagian Sarikei, Sarawak. Hal ini bertujuan agar penyelidik melihat dan menimba pengalaman sendiri selain turut terlibat dalam upacara gawai tersebut.

Dapatan Kajian

Berdasarkan penyelidikan ini, penyelidik mendapati bahawa tradisi lisan masyarakat Iban, leka timang sulit untuk dilindungi di bawah mana-mana akta harta intelek dan belum pernah lagi didaftarkan sebelum ini. Hal ini kerana, tradisi lisan leka timang masyarakat Iban tidak dapat diklasfikasikan sebagai hak individu, melainkan didaftarkan oleh persatuan Iban yang bertujuan untuk melindungi warisan bangsa dan bukan untuk keuntungan individu. Tradisi lisan leka timang yang menjurus kepada bidang seni muzik layak untuk dilindungi di bawah akta hak cipta. Akta hak cipta mengklasfikasikan rakaman bunyi, muzik, karya sastera, filem, seni dan siaran sebagai enam hasil karya hak cipta yang utama. Karya adaptasi asal serta hak pelaku atau penghibur turut diberikan perlindungan di bawah akta ini, selain daripada enam yang utama tersebut. Para lemambang yang berbeza dan leka timang yang disampaikan turut berbeza mengikut kreativiti masing-masing sudah semestinya layak untuk dilindungi sekiranya memenuhi syarat-syarat yang ditetapkan untuk perlindungan harta intelek Malaysia.

Berdasarkan pemerhatian yang dijalankan oleh penyelidik, mendapati bahawa tradisi lisan semakin dilupakan oleh masyarakat Iban pada masa kini. Hal ini demikian kerana masyarakat Iban mengalami banyak perubahan budaya dari segi gaya hidup seharian mereka. Kebanyakan masyarakat Iban kini telah berhijrah ke kawasan bandar bagi meneruskan kelangsungan hidup mereka seperti mencari pekerjaan yang lebih bagus dan melanjutkan pelajaran ke peringkat yang lebih tinggi.

Selain itu, proses modenisasi memberi kesan terhadap tradisi lisan masyarakat Iban. Kebanyakan berlakunya penambahbaikan dan pembaharuan yang berlaku dalam tradisi lisan Iban terutamanya cara penyampaian dan irama. Tambahan lagi, pertukaran agama dan kepercayaan dalam kalangan masyarakat Iban turut menyebabkan tradisi lisan leka timang semakin kurang digunakan.

Pengurusan harta intelek yang ada pada hari ini hendaklah diperluaskan lagi penyampaiannya. Hal ini kerana, golongan-golongan yang mengetahui mengenai kepentingan dan manfaat daripada pengurusan harta intelek hanya terdiri daripada mereka yang berpendidikan tinggi dan para pengamal harta intelek sahaja. Bagi golongan seperti para lemambang dan empunya produk tradisional yang lain mereka hanya menghasilkan barangan dan idea kreatif mereka, tetapi tidak mengetahui cara untuk melindunginya. Penyampaian mengenai harta intelek melalui media massa merupakan salah satu langkah yang telah dijalankan oleh pihak pengurusan harta intelek Malaysia.

Kesimpulan

Pengenalan harta intelek memberikan banyak kebaikan dan kelebihan terhadap masyarakat Iban terutamanya dalam tradisi lisan leka timang. Hal ini demikian, setiap para lemambang mempunyai leka timang berbeza dalam menjalankan sebuah gawai yang sama. Hal ini bergantung dengan kreativiti lemambang dalam memperindahkan susunan kata leka timang tersebut. Setiap bahagian atau kawasan tempat tinggal masyarakat Iban mempunyai susunan kata yang berbeza.

Dengan pengenalan terhadap kepentingan harta intelek, para lemambang atau golongan pakar dalam puisi leka timang akan berusaha bagi mendapatkan hak eksklusif daripada karya mereka sendiri. Selain itu, golongan pakar dan para lemambang harus diberikan penerangan berkaitan

dengan prosedur dan keperluan yang digunakan untuk mendaftarkan karya mereka di Perbadanan Harta Intelek Malaysia.

Konklusinya, agensi kerajaan atau agensi bukan kerajaan (NGO) dan persatuan Iban haruslah mengetengahkan hal ini ke pihak atasan seperti Perbadanan Harta Intelek Malaysia (MyIPO) agar tradisi lisan leka timang dapat dilindungi dari segi undang-undang.

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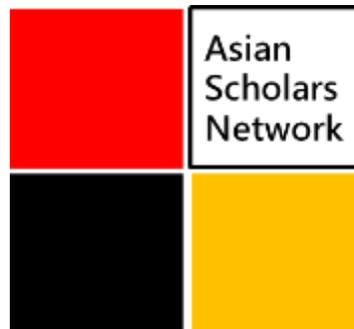## Technical Reviewer

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